

Liverpool John Moores University

Title: International Strategic Management
Status: Definitive
Code: **7504MORMBA** (119278)
Version Start Date: 01-08-2012

Owning School/Faculty: Liverpool Business School
Teaching School/Faculty: Liverpool Business School

Team	Leader
Lynn Hill	

Academic Level: FHEQ7 **Credit Value:** 15.00 **Total Delivered Hours:** 24.00
Total Learning Hours: 150 **Private Study:** 126

Delivery Options

Course typically offered: Runs Twice - S1 & S2

Component	Contact Hours
Lecture	4.000
Online	20.000

Grading Basis: 40 %

Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Report	Report		20.0	
Presentation	Group Pres		15.0	
Portfolio	Portfolio		65.0	

Aims

- to apply strategic analysis and strategy formulation processes in the international context
- to provide students with the skills required to carry out a full situation analysis and use the findings to develop goals, formulate strategy and develop appropriate strategy in the international context
- to provide a unique opportunity to understand the role of leadership within a micro setting, and understanding how work gets done in the face of time-constraints, cash

constraints and multiple viewpoints

- *to execute teamwork, interpersonal skills and functional interdependence*

Learning Outcomes

After completing the module the student should be able to:

- LO1 Show detailed understanding of external factors affecting the firm's strategic and tactical options and applies this in setting of the appropriate long term and profitable business strategy.
- LO2 Analyse and formulate the position of the firm within the context of the achieved and expected level of internationalization within its industry
- LO3 Integrate the linkages among the functional areas of business in strategic and tactical levels (marketing, management, finance, accounting, and manufacturing), both in strategic and tactical levels
- LO4 Critically assess and justify the operational aspects of the realisation of strategic decisions (in production management, quality control, sales office and sales forces management and many others areas)
- LO5 Structure and summarize the existence of many trade-offs inherent in every strategic decision.
- LO6 Account for an important tasks (Projects and Pareto's 80/20 rule) and manage the company in environment with limited resources.

Learning Outcomes of Assessments

The assessment item list is assessed via the learning outcomes listed:

Report, written business plan	LO 1	LO 3	LO 6
Group presentation of BP	LO 2	LO 5	
Portfolio includes work based	LO 4		

Outline Syllabus

Working in teams of four to five, students build an entrepreneurial firm, experiment with strategies, compete with other participants in a virtual business world filled with both tactical and strategic variables, and struggle with business fundamentals and the interplay among marketing, manufacturing, logistics, human resources, finance, accounting, and team management. Students take control of an enterprise and manage its operations through several decision cycles. Repeatedly, they must analyze a situation on the global marketplace, plan an international strategy to improve it, and then execute that strategy out into the future. They face great uncertainty both from the outside environment and from their own decisions. The students learn to skilfully adjust their strategy as they discover the nature of real-life decisions, conflicts, tradeoffs, and potential outcomes.

Time is compressed and the business cycle is accelerated; then the students are

immersed in the management of company activities. Rather than start in the middle of a story (with a mature firm), Marketplace mimics a new venture situation. Student teams expand their operations and take on new tasks and responsibilities over several decision rounds representing a two-year period of compressed time. They will evaluate market opportunity, develop a company strategy, evaluate tactical options, and enter a series of decisions with profitability in mind. Their decisions are then weighed against the decisions of their competitors in the Marketplace simulator. Results are quickly fed back to the teams and the next round of decision-making begins.

Learning Activities

This module is based on an advanced business simulation, based on a teamwork exercise. The students are under time-pressure during their decision making process, they have to consider a wide spectrum of tradeoffs (marketing vs. production, cash vs. equity etc.)

Apart from methods mentioned above, the students are offered other active methods of their involvement into teaching/learning process: group discussions, case study analysis (each quarter is an individual case study) and independent learning.

1. Essay includes case study, annotated bibliography.
2. Report includes practical, field report.
3. Presentation includes poster, performance, viva, seminar/group presentation.
4. Artefact includes drawings, physical models.
5. Practice includes OSCE, clinical assessments.
6. Technological task includes computer programmes.
7. Reflection includes journals, diaries, blogs.
8. Dissertation includes projects, theses.
9. Examination centrally supported exams
10. Portfolio includes practice or work based assessments.
11. Test includes in class tests, VLE-based quizzes.

References

Notes

Programme members will be required to submit for assessment a written assignment of between 2,000 and 2,500 words, with a concise business plan of their firm. The timing of the submission is purposely placed on the period between first and second teaching weekend. This business plan – as a teamwork – will be defended by team members vis-à-vis group of „venture capitalists“.

The second measurement of teaching outcomes in this module is based on the student presentation – there will be opportunity to demonstrate their negotiating and presentation skills during the business plan presentation and negotiation. The third measurement of each team performance is based on the results of the simulation.

The teams will be assessed against achieved value of the „total business performance" – the measurement based on Balanced scorecard methodology.

This module is

The feedback for students in this module is provided in many forms:

- one form of feedback is the comments on student's assignment – business plan.

This will be done after each team's presentation in a form of discussion of both factual and formal requirements,

- the other form is written feedback, which is provided after each "quarter" and at the end of simulation. Last, but not least, there will be a frequent oral feedback through discussion with team members during their preparation of each strategic solutions – this will enable the module leaders to assess the appropriateness of team decisions and its grounding in each period of the simulation.