

Course report – Corporate Strategy (7,5 ECTS)

Spring semester 2022

Course code: 2FE866/8FE866

Master program in Business and Management

International Business track

Number of students registered for the course: 47

Number of students participating in the course: 44

Response rate for the course evaluation: 34 out of 44 ($\approx 77\%$)

Examination

Total number of students taking the exam: 44

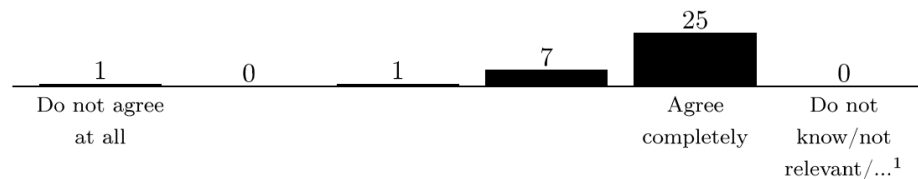
Number of students failing the course: 0 (0%)

Number of students receiving a passing grade: 25 ($\approx 57\%$)

Number of students obtaining a pass with distinction grade: 19 ($\approx 43\%$)

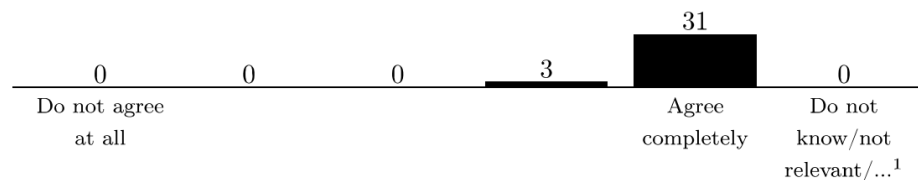
Results from the course evaluation¹

1. I am pleased with the course as a whole ($Medel = 4,6$, $SD = 0,8$) ($1 = Do not agree at all$, $5 = Agree completely$)

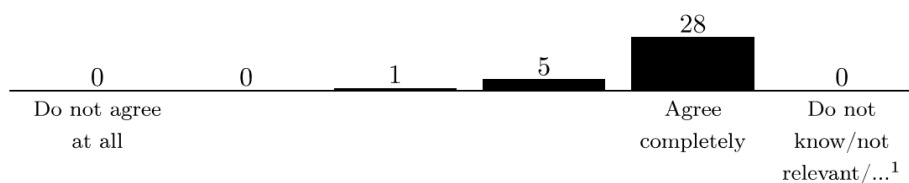


¹ Do not know/not relevant/do not wish to answer

2. The content of the course felt relevant to my education ($Medel = 4,9$, $SD = 0,3$) ($1 = Do not agree at all$, $5 = Agree completely$)

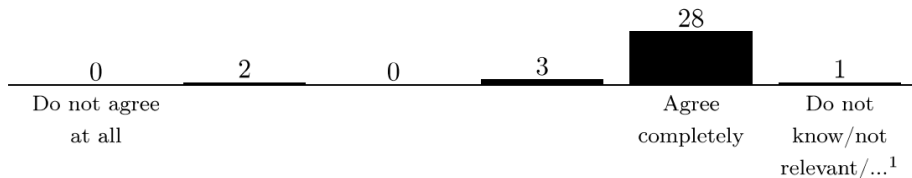


3. I feel the course have succeeded with the goals of the course ($Medel = 4,8$, $SD = 0,5$) ($1 = Do not agree at all$, $5 = Agree completely$)

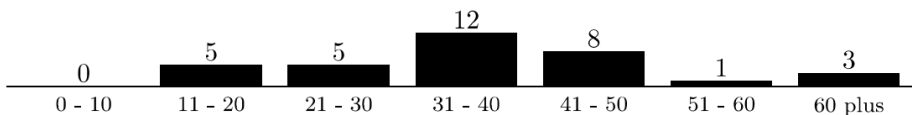


¹ The full course evaluation is included at the end of this course report.

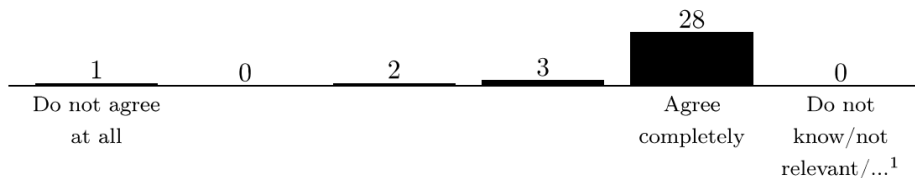
4. The examination(s) form and content were consistent with the course objectives? (*Medel = 4,7, SD = 0,7*) (1 = Do not agree at all, 5 = Agree completely)



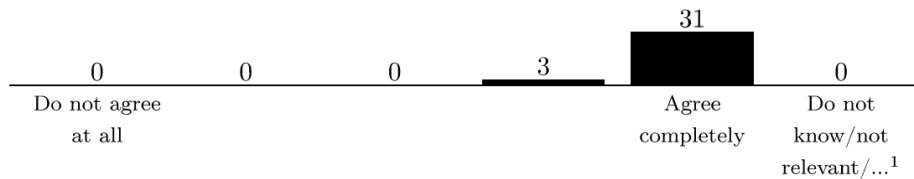
5. On average, I have spent the following number of hours per week on the course, including classroom hours and reading at home



6. The exam or exams gave me a fair opportunity to demonstrate what I have learned during the course (*Medel = 4,7, SD = 0,8*) (1 = Do not agree at all, 5 = Agree completely)



7. The administration during the course (schedule, examination registration, information etc.) worked well (*Medel = 4,9, SD = 0,3*) (1 = Do not agree at all, 5 = Agree completely)



¹ Do not know/not relevant/do not wish to answer

Comments by the course director concerning the course implementation and result

The course was – by and large – carried out as planned. Some last-minute adaptations and changes had to be made due to the pandemic and recommendations being changed by the authorities the week before the course started. As an effect, extra make-up opportunities for elements of the course that were a formative part of the evaluation/examination were created for students who had symptoms of Covid, etc. This was in line with recommendations from the Swedish Higher Education Authority and created a lot of additional work in terms of teaching and administration.

The teaching ran as planned, with pre-recorded lectures, some campus lectures, and cases as well as quizzes being held live on campus. Additionally, case sessions were also offered as a Zoom option for students who had a “pandemic-related” reason not to attend the campus sessions. This worked out well and – as per the free-text answers of the course evaluation – was appreciated by the students.

In general, the course seems to be highly appreciated by students, as can be seen by the results from the course evaluation reported above and the free-text answers provided by students. The course is based on the idea that theories and concepts need to be exemplified and discussed. Thus, there is a great emphasis on connecting theory to real-life cases and examples. Guest lectures further emphasized this. Moreover, weekly letters were distributed to course participants where recent and relevant news from FT, WSJ, etc., that connected to the theoretical material covered during the week were highlighted. The real-life applicability of theories and concepts were aspects that the students emphasized as positive about the course in their free-text answers.

There are no group activities and no formalized oral presentations during the course – everything is based on the individual students' performance. This way of working individually is different from other courses that encompass a lot of teamwork. The students appreciated the individual component of the course.

Most lectures were pre-recorded. A majority of the students like this way of accessing lectures, although some expressed that they preferred the traditional lecture in a lecture hall.

Concerning the different examination elements, six case memos were graded throughout the course, two quizzes were held, and one final exam closed the course. This means that the examination entailed both formative and summative assessment elements with the goal to motivate students to study throughout the course. Written feedback for the six individual case analyses was provided within a day of submission. The students highly appreciated this.

SUMMARY OF COURSE EVALUATIONS FOR THE LIFETIME OF THE COURSE (2018-2022)

CORPORATE STRATEGY	2018 median	2018 mean	2019 median	2019 mean	2020 median	2020 mean	2021 median	2021 mean	2022 median	2022 mean
Number of respondents	29 (of 50)		39 (of 59)		42 (of 48)		28 (of 38)		34 (of 44)	
Response rate	58%		66%		88%		74%		77%	
I am pleased with the course as a whole	4	4,1	5	4,6	5	4,6	5	4,8	5	4,6
The content of the course felt relevant to my education	5	4,4	5	4,8	5	4,8	5	4,9	5	4,9
I feel the course have succeeded with the goals of the course	4	4,2	5	4,5	5	4,7	5	4,7	5	4,8
The examination(s) form and content were consistent with the course objectives?	-	-	-	-	5	4,6	5	4,7	5	4,7
The exam or exams gave me a fair opportunity to demonstrate what I have learned during the course	4	3,8	4	4,2	5	4,3	4,5	4,3	5	4,7
The administration during the course (schedule, examination registration, information etc.) worked well	5	4,3	5	4,6	5	4,6	5	4,9	5	4,9

A summary of the students' suggestions and comments

There were many good suggestions for modifying some elements of the course for further improvement. Two main takeaways can be distilled from the free-text comments. First, cases are highly appreciated as they help highlight the practical dimension of the topic and concretize the application of theory to real situations. Second – although resource-consuming – feedback on all course elements is highly appreciated by the students and contributes to their learning experience.

”Strong” aspects according to the students

- The administration, feedback, and teaching.
- The cases and the possibility to discuss during seminars.
- The connection between theory and practice via the cases.
- Guest lectures.
- Good pre-recorded lectures and good literature.
- Challenging and interesting content.
- Quick and developmental feedback.

”Weak” aspects according to the students

- Hectic first week.
- Few “points” for the cases and case sessions.
- Participation points should be implemented for the case sessions.
- Unclear expectations for the first case hand-in.

Actions for next year

- Keep the pre-recorded lectures.
- Keep the overall structure of the course, but try to make the first week less intense.
- Write and communicate more clearly about the expectations and evaluation criteria for the case hand-ins.
- No differentiation for participation during case sessions will be implemented due to the difficulty of keeping track of who has participated in what way and the increased risk of people just talking without de facto contributing to the discussion. To implement a differentiated assessment related to participation, there would have to be two professors in the room, which is not possible due to resource constraints.
- Case assignments will not account for a greater part of the final score. The idea with the formative assessment and the cases is that they cover the overall material in the course, and thus working with the cases will be beneficial for performing on the quizzes and the final exam.
- The general learning outcomes will be updated concerning the case sessions.
- The assessment guidelines will be more clearly connected to the learning outcomes, and the expectations of the case hand-ins will be clarified.

Henrik Dellestrand, Ph.D.

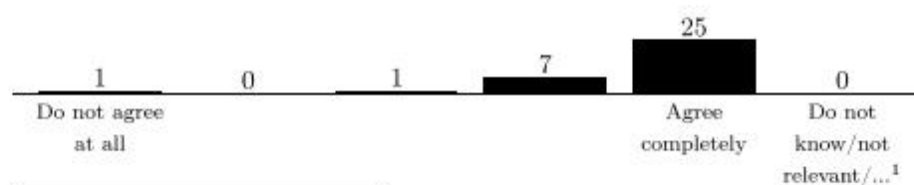
Associate Professor of International Business

Course director

SAMMANSTÄLLNING AV COURSE EVALUATION FOR CORPORATE STRATEGY (2Fe866)

Sammanställd	
Antal svar	34 av 47 (svarsfrekvens 72 %)
Tillgänglig	2022-02-18 – 2022-03-04
Kontaktperson	Samuel Flander (samuel.flander@fek.uu.se), verksam vid Företagsekonomiska institutionen
Kurs	Corporate Strategy (2Fe866)

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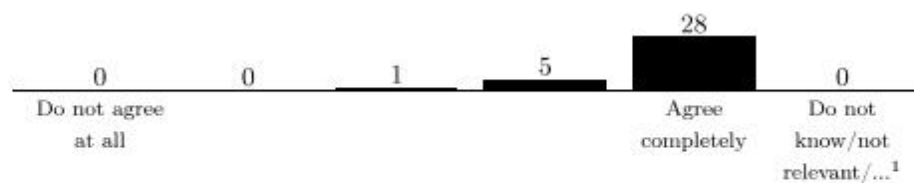
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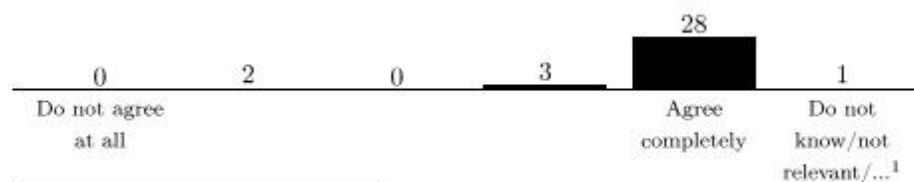
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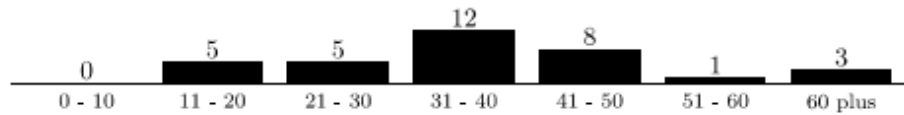
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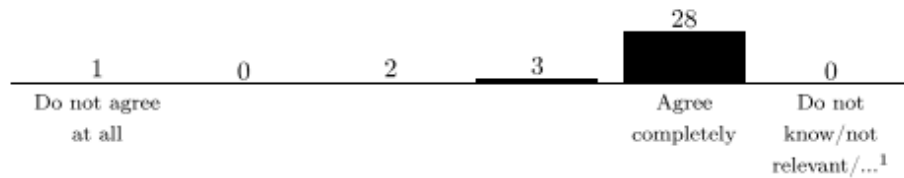


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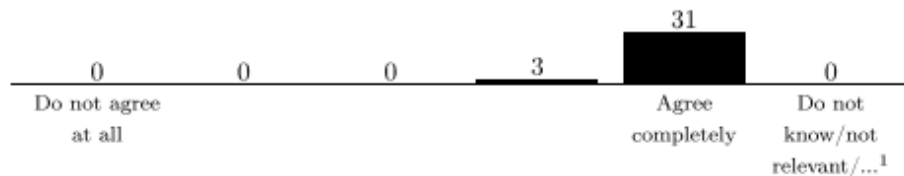


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7. The administration during the course (schedule, examination registration, information etc.) worked well ($Medel = 4,9$, $SD = 0,3$) ($1 = Do not agree at all$, $5 = Agree completely$)



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8. In my opinion, the following aspects of the course were particularly good: ($Antal\ obesvarade = 3$)

- Teaching
- Good and fun cases related to things you understand and companies you know. I really liked how fast we got answers on questions by mail and results on our assignments / quiz.
- I really enjoyed this course. Henrik was a great teacher, very committed, pedagogical and made the classes fun and educational. It was clear that he enjoyed teaching this class, which made me enjoy the class even more. The cases were great for application and understanding the concepts. Since there was quite a lot of reading the pre-recorded lectures were great as they allowed students to plan their time and studies better.
- - Really good administration - Interesting topics - I really liked the case sessions and the fact that they were not graded based on how much you talked during the session. - Nice with feedback on the cases - Very interesting guest lectures! Much of the information that the guest lectures provided was new to me but presented in a way that made me understand everything and I was also able to relate it to the course and its content. - Felt good not to have a group project for this course since we have had that in all other courses and it takes so much time just to organize the group projects.
- Cases were up to date and very interesting. Did not expect to actually enjoy reading them but I did.

- The seminars
- The structure, fair opportunities for make-up in case of absence/sickness.
- It was good cases which allowed us to put the theories and concepts into real problems.
- You did a great job in organizing and communicating what's expected of each individual to receive a certain grade. Moreover, I truly liked the ability to attend lectures online, this is an element I think will be useful even after the pandemic restrictions since it enables us to go through the lectures more than once. Also the guest lectures, especially the one regarding M&A with Accenture was really interesting.
- Henrik is really good teacher, I really enjoyed the whole course. One of the most interesting courses I have studied and finally something I feel being really relevant on my future career. I am really shy so speaking in front of the people (just commenting on seminar) makes me really anxious so sometimes I stressed a lot before the seminar, as Henrik threw the questions randomly to someone. But I also felt like he led the question to kind of help you answering if you didn't know what to say. I usually hate seminar readings but these were SO interesting and I learned so much during the course. Also, the exam was hard because I didn't know how long answers are expected, but the exam questions were really relevant and interesting.
- The learning opportunities and assignments provided us a good foundation for learning and adapting.
- The teacher!
- I truly believe this to be the best course I have taken in my 4+ years at Uppsala. Although it did involve a lot of reading, the content was very interesting and with great administration and effort put down by both Henrik and Jacob, the course was a great hit in my opinion.
- The teacher is very serious and responsible, the class is humorous and interesting, and the examination questions are also very novel, which is helpful to our learning and mastery of knowledge.
- Mainly the effort of our teacher to make us educated and understand the course was fantastic. Honestly, I have never seen such incessant effort can be made by any teachers in my life. I really want to thank Mr. Henrik.
- It was the best course I have ever attended at Uppsala University, including the experience of the course content and the seriousness of the professor's approach to the course. A very gratifying course. I think one of the better aspects of the course is that the content of the course is close to real-life cases, from which we can learn how to use what we have learned. The design of the course is also very good, students complete the case study by themselves and afterwards the professor will explain his understanding in the discussion session, so that students can compare and find their own shortcomings. In addition, the professor invites leading industry professionals to communicate with them, so students can have a more practical understanding of how their knowledge works in the workplace, and can look forward to their future, which is great. There were also the professor's recommended readings, and weekly summaries of our performance, which were great experiences and much appreciated for the professor's efforts. All in all, I am very grateful to the professor for giving us a unique experience in the course, thank you very much.
- Henrik as a professor and the theoretical content of the course.
- Henrik is the best professor at this university.
- Through self-study of relevant theories, the professor spends more time explaining how to use the theory with the case study.

- Casen är intressanta och man lär sig mycket, ibland är dom dock lite väl långa, kanske 1-1,5 timme hade varit nog. Jättebra lärare!
- The cases, the relevant news shared every week, and the individual nature of the assignments before meeting up as a group for the seminar made this course both manageable and forced each individual student to learn.
- really like the seminars
- The professor is willing to interact with the students
- Seminars were engaging and interesting, cases were relevant and professor carried this with noticable passion.
- I really liked the attitude from the lecture. The lectures were very interesting, full of discussions, joy. The theoretical part was shown as it works in real life.
- The weekly case sessions. They were very helpful and also assisted in improving my academic writing and critical thinking.
- I really liked that the diversity of the course, it covered a lot of interesting areas.
- Good content and interesting lectures.
- The teacher revised the homework and gave instructions
- structure and administration was good. Everything we learned felt very relevant to the program. Also, the seminars were really good and helpful for the examinations, as we got to discuss topics from every chapter each week and "dig deeper" into it.
- Great content! Fun course, very engaging. Learnt a lot. Clear structure. Engaged teachers.

In my opinion, the following aspects of the course need improvement (if possible please add ideas of how to change): (*Antal obesvarade = 5*)

- Too many points for the quiz and not enough for the cases
- Maybe some clearer instructions for case 1 what is expected from the student on hand ins (not much points butt anyway). Because it seems to differ kind of much from course to course.
- I can't think of anything on the top of my mind.
- - Would be interesting to maybe have a case that is more based on a "normal" company and not based on the really large American players such as Google/Coke etc. Levendary was more a standard company, maybe some more of that. - Some of the concepts in the first chapters did not provide me with very much new information although I still learned a lot on a deeper level. I however especially liked the chapters of diversification and M&As since that was very much new information for me.
- First seminar hand in could have been clearer because it was 9 chapters to cover, could have been clearer that we should have only focused on Porter's five forces
- N/A
- The case seminars and assignments should be given more points as they require a fair amount of effort and time.
- I think participation on the case seminars could be points as well and not only the hand ins
- -
- In the first week we had a lot of readings + lectures + had to do the case assignments. It was a lot for thje start of the course. Case assignments were relevant but I felt like we were not informed well enough what is expected from us. Also in the previous course we had to do similar ones but those didnt really need references etc so I just feel like it was difficult to know and I feel like I lost some points just because I didnt know what was expected.

- The expectations for the case hand-ins could have been a bit clearer in the very beginning.
- More cases and more focus on articles (possibly post 2015). The first part of the course was okay, but with the second part the course become too general. I would reduce the second part breadth and concentrate on real world's applications by developing the theory.
- Not much but maybe the last week was a bit heavy.
- Maybe the grades of seminar can be improved.
- Everything in this course was fantastic. No suggestions for improvement.
- I think every part of the process was very well done. There are just some minor issues, such as it would be better to clarify the requirements when students complete the case analysis assignment for the first time to facilitate a more qualitative completion.
- The cases were the downside. Boring, repetitive, and with a 500-word limit, it felt like you couldn't take it seriously. The whole program should consider suffeling around the assignment. After 4 courses of the same boring, "read this and write a small 300-500 word thing about this and then we have exam like we are in the 70s and the recollection of memorized knowledge is important because google doesn't exist..."
- Somehow work participation points into the case seminars, if possible.
- I felt that the first week was too stressful, we had to study not only theory but also quizzes and case studies.
- AMC caset var enligt mig det svåraste, hade även varit bra om det var ytterligare invå inför case 1 krring vilken nivå som krävs då otroligt många fick 0 poäng
- The course guide made a statement that we must refer to the textbook to write the seminar case study submissions. However, there was one case seminar for which we used research papers outside of the textbook. If it were clearer that the research papers were equally important as readings, it would have been better for some of us who hadn't focused on them as much or used them for the case seminar submission. I also feel that covering 9 chapters in a week and having a quiz so early on made it difficult to really grasp and retain the content.
- The assignments we needed to turn in required too much effort/time for the comparatively low assignment units that were possible. This might have been enhanced by the brutal grading of the first assignment and the harsh feedback.
- The only thing I was a little bit confused at the beginning, were case studies. But after the first one and also after every other we got a long feedback, so then it was pretty clear what we were supposed to do.
- Having case studies 2 days apart from each other. Weekly cases worked best or at least if cases are gonna be 2 days apart, it should be shorter case studies.
- N/A
- Definitive the examination moment.
- Too much reading
- The last quiz should have been the week before the exam so that you could get a few more days to study before the exam to gain a deeper understanding of the topics (as the quizzes called for studying around "what does this concept mean?" and more memorizing concepts in your head).
- The grading and guidelines of case assignments. 2 points max is quite little for covering an assignment + being active during the seminar, as it later appeared being active counted for no points at all even if it was portrayed as the main reason for points in the beginning. Similar grading for all, some feedback applied to some but not others in getting points for the assignments.

10. Tips to coming students on this course. How can they prepare? (*Antal obesvarade = 6*)

- Read
- Don't forget the appendices and tables from the cases. Start reading early and prepare well for the quizzes, it will make studying for the final exam easier.
- Read a lot. Put a lot of effort into the cases although they "only" give you 2p. They are helpful for the exam and help you relate knowledge to actual examples. Understanding the cases and how they relate to the literature also makes the reading more fun and interesting.
- Keep track with the course plan and be up to date with readings
- By doing a lot of reading - but also to read business related articles and evaluate the concepts of the course outside the provided literature.
- Follow on assigned readings and don't procrastinate.
- Read a lot especially the first week. And get an overview over the first 9 chapter. And after that get into more of the details.
- Do all the cases
- I think Henrik really well informed us about everything so i dont think there is need to prepare. I would say that the instructions for the case assignments should be more clear though as I didnt know what was expected from me
- Start reading and taking notes early on. Attend the seminars and do the assignments to learn.
- Study and stay on top of reading the litteratur
- Start reading early! The course is reading-heavy so get a good head start and you'll do fine!
- Start reading book early, prepare for the quiz.
- Need to study a lot.
- I would suggest that they read the textbook first in advance. It may be a problem of my own that I easily fail to find the key points when reading the textbook, for example, when doing the after-school questions of each chapter, I usually can't answer it correctly after reading it for the first time, and often I have to look at the questions and go back to the textbook to find the answer before I can.
- Be ready to read a lot and pay attention to the feedback on the case seminars so you can improve and continue to get the points.
- Preview the relevant content of the course in advance, so that you can face the tense first week of study more calmly.
- Läs mycket och läs i tid! Gör gamla tentor och var noga med casen då det är väldigt svårt att få poäng
- Do not underestimate the amount of time you will need to spend reading. It is harder when you have to also retain this information. Make lots of mindmaps early on.
- start reading early, come prepared with core concepts. seminars are very helpful to get a good understanding of the course content
- Start reading early
- Read the book, find a study group and discuss/talk about core concepts that come up and reappear in the seminars and lectures.
- Read carefully all the cases, try to understand the key issues mentioned there and also read the book, which is very well written. For the revision it is very usefull use the powerpoints from the lector. Dont be afraid to ask questions.

- They should read, read and read. If possible, get the prescribed book beforehand and go through it to have a better understanding of what the course is about.
 - Start reading early, as mentioned in the beginning of this course.
 - Read ahead
 - It is a lot to read so start right away. Also the seminar assignments is harder than what you might think going into it. So make sure to put down a lot of time on your first assignment and really focus on analyzing and connecting to the literature, while repeating information from the case as little as possible.
 - As the case assignments took most time and led to least points, not even obligatory. To gather most points lies on quizzes and the exam. Which is a shame since the cases were very interesting and educative. For coming students: Be prepared to read a lot the first week B)
11. Due to the corona situation the course was provided digitally via zoom this semester: how do you think this worked out? What worked really well and what worked less well? (*Antal obesvarade = 3*)
- Well
 - I think it worked very well with both zoom lectures and zoom seminars. In my opinion the discussion between students got better in the zoom sessions.
 - I think pre-recorded lectures was great and I recommend the university to continue with this type of hybrid structure. Since there was quite a lot of reading the pre-recorded lectures really allowed the students to plan their time accordingly. The case sessions should continue to be in-class since discussion is easier in real life. However, I recommend that teachers/professors continue using the hybrid structures for the classes with some online/some in-class. This also really helped those who were sick to not have to miss out on points.
 - I liked the recorded lectures, it is really helpful to listen to lectures and to be able to go back to particular themes when studying for the exam.
 - Excellent, nothing to complain about
 - N/A
 - Online lectures worked very well.
 - I think that it worked really well over zoom. And it shows that Henrik really wants people to be able to attend the seminars. To be able to do zoom when the trains from Stockholm was problematic was great because you could still attend.
 - Really good! See what I wrote above
 - I think it worked perfectly. I loved the fact that I could go back to watch the lectures on my own time.
 - -
 - Great
 - Having pre-recorded lectures released at the beginning of each week I believe worked out great, it allowed for individual planning and with multiple meetings on campus anyways I believe this worked out great.
 - I think study on zoom is good, but I like study in class better.
 - Both aspects have positive and negative effect. If we could join in the class then many more new teaching technique we could see. As our teacher has always been maintaining improvement in his teaching technique, students will have some take away from this course. He maintains his resources and capabilities always sustainable by continuously adding value.

- I think the professor has tried to make up for the effects of corona in every way possible. For example, Prof. Henrik, after completing the regular offline classes, had to take care of the students who could not attend because they were not feeling well, and through zoom, I did not attend the offline classes because I had a cold during the course, but I was able to make up for it through zoom and did not suffer from it. Thank you very much Henrik.
- well
- I think it worked very well, although I wish we could have had Henrik for in person lectures in addition to the in person case seminars.
- The professor avoided the threat of the virus by setting up online and offline courses and solved this problem very well.
- Case var på plats och föreläsningar på zoom, det funkade bra och var perfekt, hade inte föredragit att ha föreläsning på plats då detta tar bort möjligheten att planera sin egen studietakt och det hade varit väldigt stressigt för mig
- I think having pre-recorded lectures was great because I could pause and play and take notes at my own pace.
- not really, just prerecorded lectures
- I prefer in person lecture. I focus more in class and live to have interaction with the professor.
- Lectures could have been a lot more fun and engaging in presence, especially after seeing Henrik giving a great opening lecture and having great seminars. Lots of wasted potential in that regard
- It worked pretty well. Some people could have a problem with time management, since there was no particular time to see the presentations prerecorded. But this is not the weakness of the subject, but the concrete person. I also really like the fact, that we could see the lecture more then once.
- The zoom sessions worked really well. I would honestly recommend doing them more often. Perhaps the first seminar would be face-to-face and the next zoom vice versa.
- I think it worked well. I do prefer pre-recorded lectures because I think it's better when you can watch them whenever you want, and also watch them again if necessary.
- Good.
- The combination of online and offline is very good
- I like watching pre-recorded lectures, then the student gets the chance to pause and look at the models more thoroughly, rewind when the teachers say something important etc. It was also great to have the lectures on studium for the exam, as it is a lot to learn, it was really helpful to go back to the lecture and listen to what the teacher said about the topic.
- This was very important. Even with no restrictions having a zoom option makes the student feel safe and will have a possibility to not miss out and keep up with the class. Should be possible for more courses! :)

12. Other comments (*Antal obesvarade = 20*)

- Henrik is such a good and enthusiastic teacher. And as far as I've seen so far such a nice guy as well. Hope he continue to teach for a long time!
- Henrik was a great!
- Definitely the best course of the program so far, very structured, well planned, clear and informative and very interesting!!

- Henrik is a very very good teacher!!
- Overall a really good course! The best one so far and I really enjoyed the material which felt like we can have with us in the future when we start working. I also really enjoyed that we had guest lectures which no other teachers has been able to do before in the program which also shows the commitment Henrik has to the course.
- this was the best course ever haha
- Once again, great course and a great teacher!
- Nothing.
- Thanks Mr. Henrik. I am grateful to have you as a teacher in my life. I learnt a lot.
- Thanks for all
- Henrik is the man!!
- I just want to thank to the lector, who has produced a very good experience for me.
- Great course and amazing lecturer.
- I do think the points that can be awarded for the case assignments are too low in regards to the work required.