This capstone unit takes a general, integrating perspective and is concerned with setting the strategic direction of organisations. The most important outcome from undertaking this unit is to better consider how managers and organisations can think and act in a strategic way. This unit predominately uses case studies to improve the strategic thinking capability of students. A number of topics are considered: What is strategy; How does strategy happen within organisations; vision, strategy and values; analysing environmental forces and searching for a sustainable competitive advantage; competitor positioning and game theory; the impact of disruptive technologies upon business model innovation including forming inter-organisational networks of relationships; entrepreneurial strategies; core competencies; parenting advantage; strategic turnaround; chaos theory; measuring strategy; strategic leadership and ethics; managing strategic change.
Strategic Management  455.700

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Contact details

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<thead>
<tr>
<th>Lecturer</th>
<th>Professor Gary J. Stockport</th>
</tr>
</thead>
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<td>Email:</td>
<td><a href="mailto:gstockpo@ecel.uwa.edu.au">gstockpo@ecel.uwa.edu.au</a></td>
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<td>Phone:</td>
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<tr>
<td>Fax:</td>
<td>6488 1072</td>
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<tr>
<td>Consultation Hours:</td>
<td>Tuesdays 3-7pm</td>
</tr>
<tr>
<td>Room:</td>
<td>1.16 – Level 1, Myers Street Building</td>
</tr>
<tr>
<td>Lecture Times:</td>
<td>Thursday 9am – 12pm and 6pm – 9pm</td>
</tr>
<tr>
<td>Lecture Venue:</td>
<td>Myers Lecture Theatre and Myers Case</td>
</tr>
</tbody>
</table>

Appointments should be arranged through Kristy Castledine as she manages my diary. Her Email contact details are: kcastled@ecel.uwa.edu.au

Your lecturer
Professor Gary J. Stockport

Professor Gary J. Stockport BA (Hons) (Leeds), PGCE (Nottingham), MBA (Warwick), Ph.D (Cranfield), ITP (London Business School), FRSA; is Professor in Management (Strategic Management) and Foundation Director of the Executive MBA (EMBA) Program within the Graduate School of Management at The University of Western Australia. Gary is also Visiting Professor at Wits Business School in South Africa as well as Danube University Krems in Vienna, Austria.

Formerly, Gary was the Foundation holder of the Allan Gray Professorship in Business Administration, in Business Strategy, at The University of Cape Town in South Africa. Before that, he was Associate Professor in Management and Director of MBA Programs at Queensland University of Technology in Australia. Before that, he was Senior Lecturer in Strategic Management and International Business and Foundation Director of the Master of Management (MMgt) Program at Victoria University of Wellington in New Zealand. The MMgt Program was an action learning masters degree that was developed for a number of New Zealand organisations such as the Bank of New Zealand and the New Zealand Dairy Board. He has also taught at Cranfield School of Management and Lancaster University in the UK.

Professor Stockport has consulted for a number of organisations all over the world and he is globally experienced on teaching on specialist and generalist Executive Programs. Recently, Gary has taught for AGWEST, Alcoa, BankWest, the Insurance Commission of WA, the Peters and Brownes Group and Wesfarmers in Australia and for the African Life Group and PriceWaterhouseCoopers in South Africa.

He has been nominated for a number of Teaching Excellence Awards for teaching MBA courses in Strategic Management, International Business and Small Business (Plans). Gary was awarded a teaching prize, which was donated and presented by the late Emeritus Professor C. Roland Christensen from Harvard Business School for his contributions at the International Teachers Program, which was held at London Business School. At The University of Cape Town, he received a Certificate of Appreciation for his Dedicated Service to the MBA students. At The University of Western Australia, the EMBA students voted his Strategic Management unit their Best Unit for 2002 and again for 2003. Gary has also received 5 letters of commendation from the Dean of Wits Business School in South Africa for outstanding MBA and Executive Program teaching in 2002 and 2003 and again in 2004.

He has co-authored the leading Strategic Management textbook in Australia and New Zealand and parts of Asia: Australian and New Zealand Strategic Management: Concepts, Context and Cases published by Prentice Hall in 1999. Gary has also published in Gerry Johnson, Kevin Scholes and Richard Whittingham’s textbook Exploring Corporate Strategy: Text and Cases published by Prentice Hall in 2004. This is the leading Strategic Management textbook in Europe. Professor Stockport is a prolific researcher and he has published a number of book chapters, journal articles and case studies. He has presented his research at major research Conferences in the UK, USA, Australia, New Zealand, Singapore, Finland, Holland and India. Gary is a Member of the Editorial Board for the South African Journal of Business Management. During October 2000 and October 2002, Professor Stockport had short spells at Harvard Business School. He has worked in both large and small firms ranging from a large national retail supermarket chain in the UK to a small burglary alarm firm.
Introduction

Welcome to your Strategic Management unit! This is a very important unit and it is crucial that you gain as much benefit as possible. This unit will consider Strategic Management from a manager perspective in both the Public and Private Sectors. It will be practical in orientation and we will be using theory as a guide to enhance practice.

Overall, it is important that you enjoy the rich learning process that will be provided for you and that you have fun.

The goal of the unit

The most important outcome of this part of the unit is that you will improve your ability to think, plan and act strategically. Overall, the unit aims to improve your ability to practice the art of strategic management i.e. your ability to think through and manage a variety of strategic situations. These situations may be complex and you should be able to cope with a considerable amount of ambiguity when thinking through and determining the way forward. The overriding theme of the unit is to be able to balance the strategic dilemma of strategic transformation versus strategic continuity. Ethics and governance will also be considered.

Broad learning outcomes

To achieve this, by the end of the unit you will have:

- Deepened your understanding of strategy theory and frameworks.
- Improved your ability to apply strategy theory and frameworks to a variety of practical situations including your past and current work experiences as well as case studies and videos.

The course consists of 12*3 hour class sessions. Students are expected to spend an average of around 5-6 hours individually and in their groups preparing for each session.

Successful learning on this course depends very much on you reading the material, to fully prepare the cases and to argue and discuss the issues in your groups and in class. To paraphrase Frances Bacon: "reading makes a person full, writing makes a person precise and debate makes a person prepared."

You will have to deal with quite a number of different strategic perspectives and sometimes they will agree with each other but sometimes they do not. You will be given a range of strategy theories and frameworks to help you to integrate the many different perspectives you will come across. But it is also very important that you exercise judgment to make sense of, and accept or reject, these different perspectives. By doing this you will develop your strategic thinking and planning abilities.

Textbook

Required text

Lewis, G; Morkel, A; Hubbard, G; Davenport, S; and Stockport, G; Australian and New Zealand Strategic Management: Concepts, Context and Cases, (1999), Prentice Hall.

This book is a good, all round general reading about Strategic Management and it will act as a useful background reading for you. We will be using some of the case studies and readings from this book. However, it will be supplemented with a number of other case studies and readings.
Additional texts for background reading

Students should also consult some recent as well as some older texts in Strategic Management to reinforce the principles learned and to obtain alternative perspectives. Some suggested texts are:


**Some useful journals and articles for background reading**

The following will provide students with additional sources of interesting and useful readings about Strategic Management.

*Harvard Business Review*
*Strategic Management Journal*
*Strategy articles within BRW*

**Readings - Key, Important, Nice to Read**

You will find all the readings categorised into 1 of 3 groups. These are:

**KEY** – these readings are essential and must be thoroughly prepared

**IMPORTANT** – these readings are important and should be read after the **KEY** ones

**NICE TO READ** – these readings are not regarded for that session as **KEY** or **IMPORTANT** but are **NICE to READ**, if not by that session then they should be read before the end of the unit (Session 12)

All case studies should be regarded as **KEY**

**Pre-Readings - to be read before session 1**

**Very Important** - Students are required to prepare the following before coming to the 1st session.

Reading 1 – An Introduction to Cases
Reading 2 – Learning by the Case Method
Reading 3 – Developing Skills in Strategic Transformation
Reading 4 - The Power of Transforming Commitments
<table>
<thead>
<tr>
<th>Session</th>
<th>Week Commencing</th>
<th>Topic</th>
</tr>
</thead>
</table>
| 1       | 31 January     | Introduction: Welcome, Unit Goal and Broad Learning Outcomes, Assessment.  
  Topic: The Key Strategic Dilemma: Strategic Transformation versus Strategic Continuity  
  KEY  
  Reading 1 – An Introduction to Cases  
  Reading 2 – Learning by the Case Method  
  Reading 3 – Developing Skills in Strategic Transformation  
  Reading 4 - The Power of Transforming Commitments  
  NICE TO READ  
  Reading 5 – Leading Change when Business is Good  
  Video Case: Doug and Dave at Interflora |
| 2       | 7 February     | Topics: Some Steps in Building a Strategy: How does Strategy Happen AND Stakeholder Analysis  
  Case - Semco (A) and Semco (B)  
  KEY  
  Reading 6 – Five Ps for Strategy  
  Reading 7 – Crafting Strategy  
  Strategy Questionnaire 1 – Strategy Process  
  Case - Pick 'n Pay – Rekindling Company Values  
  Video: Pick ‘n Pay at Walt Disney  
  KEY  
  Reading 8 – Building Your Company’s Vision  
  NICE TO READ  
  Reading 9 – The Vision Thing  
  Reading 10 – Taking Charge of the Future  
  Strategy Questionnaire 2 – Stakeholder Analysis  
  Video Case: The 3 Brothers at AMT Expresso |
| 3       | 14 February    | Topics: Environmental Analysis AND Game Theory  
  Case - The deregulation of the Australian Airline Industry pp.469-492  
  KEY  
  Reading 11 – Industry Structure and Competitive Strategy: Keys to Profitability  
  Reading 12 – The Right Game: Use Game Theory to Shape Strategy  
  IMPORTANT  
  Reading 13 – Application of industry analysis to strategy pp.64-65  
  Reading 14 – A practical guide to industry analysis pp.65-70  
  Reading 15 – Game Theory pp.98-101  
  NICE TO READ  
  Reading 16 – Porter’s five forces analysis pp.104-110  
  Reading 17 – Competitor analysis pp.70-71  
  Reading 18 – How Industries Change  
  Strategy Questionnaire 3 – Industry Analysis  
  Video: Porter - Industry Analysis |
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>21 February</td>
<td><strong>Business Simulation Game</strong></td>
<td>This session involves an industry simulation exercise and MBA students will simulate an industry and competitor analysis situation</td>
</tr>
<tr>
<td>5</td>
<td>28 February</td>
<td><strong>Strategic Choice</strong></td>
<td><strong>Case – Cochlear</strong></td>
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<td></td>
<td><strong>KEY</strong></td>
<td>Reading 19 – Generic Competitive Strategies</td>
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<td>Reading 20 – The Value Chain and Competitive Advantage</td>
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<td>Reading 21 – What is Strategy?</td>
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<td></td>
<td></td>
<td><strong>IMPORTANT</strong></td>
<td>Reading 22 – The New Model for Confronting Reality</td>
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<td></td>
<td><strong>NICE TO READ</strong></td>
<td>Reading 23 – Charting your Company's Future</td>
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<td>Reading 24 – Blue Ocean Strategy</td>
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<td><strong>Strategy Questionnaire 4</strong></td>
<td>Sustainable Competitive Advantage</td>
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<td></td>
<td></td>
<td><strong>Video</strong>: Porter - Competitive Positioning</td>
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<tr>
<td>6</td>
<td>7 March</td>
<td><strong>Strategy across the Entire Value System AND Disruptive Technologies</strong></td>
<td><strong>Case – ERG</strong></td>
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<td></td>
<td><strong>KEY</strong></td>
<td>Reading 25 – Darwin and the Demon : Innovating Within Established Enterprises</td>
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<td>Reading 26 – Skate to Where the Money will be</td>
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<td><strong>NICE TO READ</strong></td>
<td>Reading 27 – The Power of Virtual Integration : An Interview with Dell Computer’s Michael Dell</td>
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<td></td>
<td>Video : Partnering to Enter New Markets</td>
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<td></td>
<td>Group Assignment : If time permits, groups will discuss their assignment and get feedback from the lecturer</td>
</tr>
<tr>
<td>7</td>
<td>14 March</td>
<td><strong>Managing Strategic Change</strong></td>
<td><strong>Case – Black Magic – Team NZ and Winning the America’s Cup</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>pp.833-846</strong></td>
<td>KEY</td>
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<td></td>
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<td></td>
<td>Reading 28 – Leading change: why transformation efforts fail pp.331-339</td>
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<td>Video: The First Steps</td>
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<tr>
<td>8</td>
<td>21 March</td>
<td><strong>Core Competences</strong></td>
<td><strong>Case - Amazon.com – From start up to 2004</strong></td>
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<td><strong>KEY</strong></td>
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<td>Reading 29 – The Core Competence of the Corporation</td>
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<td><strong>IMPORTANT</strong></td>
<td>Reading 30 – Competing on Resources pp.121-133</td>
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<td></td>
<td></td>
<td>Strategy Questionnaire 5 – Strategic Resources</td>
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<td></td>
<td><strong>Video</strong>: Competing for the Future</td>
<td></td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Topics</td>
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</table>
| 9    | 4 April | **Strategy under Uncertainty**  
**Case – Chaos in the Skies – the Airline Industry Pre and Post 9/11**  
**KEY**  
Reading 31 – Strategy Under Uncertainty  
Reading 32 – Strategy as Simple Rules  
Strategy Questionnaire 6 – Strategic Scenarios  
Video: Competing on the Edge  
Group Assignment: If time permits, groups will discuss their assignment and get feedback from their lecturer |
| 10   | 11 April | **Strategy as Stretch AND Strategy as Leverage**  
**Case – Komatsu Limited**  
**KEY**  
Reading 33 – Strategy as Stretch  
Reading 34 – Strategy as Leverage  
NICE TO READ  
Reading 35 – Balance: grip your opponent, avoid tit-for-tat, and push when pulled  
Video: Managing the Present from the Future  
Video: Judo Strategy |
| 11   | 18 April | **Measuring Strategy**  
**Case – Student Choice**  
**KEY**  
Reading 36 – The Balanced Scorecard – Measures that Drive Performance  
**IMPORTANT**  
Reading 37 – Building Strategy Maps in Private Sector Companies  
Reading 38 – Strategy Scorecards in Nonprofit, Government, and Health Care Organisations  
Video: The Balanced Scorecard |
| 12   | 25 April | **Turnaround AND Ethics AND Conclusions**  
**Case – Broken Hill Proprietary (BHP) Company Limited – Turnaround Strategy**  
**KEY**  
Reading 39 – Turnaround Management  
Reading 40 – Ethical Managers make their own rules  
NICE TO READ  
Reading 41 – The Turnaround Strategies of Australian Listed Companies  
Reading 42 – Part of APRA Report into Irregular Currency Options Trading at the National Australia Bank  
**Video Case: Dr Andy Millar at British Biotech**  
Conclusions: Pulling all the Threads Together |
Attendance

Participation in class, whether it be listening to a lecture or getting involved in other activities, is an important part of the learning process. For this reason the GSM has decided not to move to on-line teaching. It is therefore important that you attend classes (and be on time).

More formally, the University regulations state that ‘to complete a course or unit a student shall attend prescribed classes, lectures, seminars and tutorials’. Students whose attendance at MBA units has been unsatisfactory will not be granted a pass grade. More than two missed classes without prior permission from the lecturer is classified as unsatisfactory. Students should not expect to obtain approval to miss more than two classes per unit, unless there are exceptional circumstances.

The standard of assessment

The Graduate School must ensure that the processes of assessment are fair and are designed to maintain the standards of the School and its students. The School follows the University of Western Australia’s grading system:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>HD (Higher Distinction)</td>
<td>80-100%</td>
</tr>
<tr>
<td>D (Distinction)</td>
<td>70-79%</td>
</tr>
<tr>
<td>CR (Credit Pass)</td>
<td>60-69%</td>
</tr>
<tr>
<td>P (Pass)</td>
<td>50-59%</td>
</tr>
<tr>
<td>N+ (Fail)</td>
<td>45-49%</td>
</tr>
<tr>
<td>N (Fail)</td>
<td>0-44%</td>
</tr>
</tbody>
</table>

The School awards marks leading to these grades by using the following general criteria which are presented here as an indication of the School’s expectations. These general criteria may be supplemented by specific standards provided with regard to a particular assignment.

**HD** The student has a clear understanding of theory, concepts and issues relating to the subject and is able to adopt a critical perspective. The student is able to clearly identify the most critical aspects of the task and is able to offer a logically consistent and well articulated analysis within the analytic framework presented in the course. The student is able to draw widely from the academic literature and elsewhere but maintains relevance.

**D** The student has a clear understanding of theory, concepts and issues relating to the subject. The student is able to develop an analysis of an issue using the analytic framework presented in the course and is able to identify and evaluate the critical issues. The student is able to draw upon relevant academic and other material.

**CR** The student demonstrates an understanding of the analytic framework developed in the course and a partial understanding of concepts and issues. The student is able to identify some key issues and is able to present a logical discussion, but with some conceptual errors or gaps between analysis and conclusions. The student is able to draw upon an adequate range of references and other materials.

**P** The student generally takes a descriptive rather than analytic approach to the subject. The student is able to demonstrate some understanding of the issues involved but does not demonstrate the ability to apply the analytical framework which had been developed in the course. Draws primarily upon course materials for referencing.

**N+** The student is unable to demonstrate that he or she understands the core elements of the subject matter. The student is able to provide some insight into issues but misapplies analytic framework developed in course, omitting key factors and, for example, drawing conclusions which are not related to the preceding discussion.

**N** The student is unable to demonstrate any understanding of the subject matter. Material presented for assessment is unrelated to course framework and shows no effort to identify or address critical aspects of the topic.

The scaling of marks to ensure comparability between classes in an acceptable academic practice. The GSM and Board of Examiners has the right to scale marks where it is considered necessary to maintain consistency and fairness.
Assessment

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
<th>Due date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom / Group Participation</td>
<td>25%</td>
<td>On-going</td>
</tr>
<tr>
<td>Business Simulation Exercise</td>
<td>15%</td>
<td>10 March (start of class)</td>
</tr>
<tr>
<td>Group Report</td>
<td>35%</td>
<td>28 April (start of class)</td>
</tr>
<tr>
<td>Examination</td>
<td>25%</td>
<td>Examination date to be informed</td>
</tr>
</tbody>
</table>

The Purpose of Assessment

There are a number of reasons for having assessable tasks as part of an academic program. The assessable tasks are designed to encourage you to explore and understand the subject more fully. The fact that we grade your work then gives you an indication of how much you have achieved. Providing feedback on your work also serves as part of the learning process.

Assessment 1

*Individual Assessment: Classroom Participation – 25%*

Students will be awarded a grade out of 25% at the end of the unit based on their participation. The following criteria will be used for assessing class contributions:

- Attendance (obviously)
- Do the comments reveal preparation for the session?
- Do the comments reveal knowledge of the course material to date as well as modules taken earlier?
- Is the student able to relate theory to practice and elaborate upon his / her work experience?
- Are the comments relevant to the topic and the stage of the debate?
- Do the comments reveal insight and a sense of judgement by the student?
- Do the comments make a significant contribution to the class discussion?
- Do the comments provide the trigger for a new direction in the debate?
- Do fellow students show respect for the point of view raised? For example, by building upon the ideas, or disagreeing with them actively, or indicating in some way that the comments effectively summarise key points of the debate.
- Do class contributions demonstrate leadership qualities?
- The quality of the Balanced Scorecard presentation

At a minimum, students should be prepared to discuss all aspects of the case including an analysis of the strategic situation, the critical issues facing the organisation under study, the options open to the organisation, the advantages and disadvantages of each option and an optimal solution with supporting rationale.

Assessment 2

*Individual Assessment: Business Simulation Game – 15%*

Students are required to individually write up their findings from the Business Simulation Exercise. Two questions will be distributed at the end of the exercise. The length of the assignment should be around 1,000-1,250 words plus tables and figures and appendices. The hand-in date is the start of class on March 10\(^{th}\).
Assessment 3  
**Group Assessment: Written Report Assignment – 35%**

This assignment will consist of 2 parts: 1. a case study AND 2. an analysis of the case. You are required to submit both a hard copy AND a soft copy (WORD file(s) on disk) for this assignment.

Part 1 - Each group will select an organisation and prepare a strategic management style case study. It could be an organisation from the Private or the Public Sector. It might be an organisation selected from Australia or even South East Asia. The choice is yours. The case will typically be based upon published information about the organisation. Annual Reports, company materials, stockbroker analyses and articles in the business or local press are useful secondary sources you can consult. Interviews with Company executives or industry specialists might enrich the case study and are encouraged but are not essential.

The case study must have an appropriate timeframe. It could include an analysis of the external forces facing the organisation. For example, it could include an industry and competitor analysis as well as discuss the strategic choices the organisation has made over time. It might also discuss internal factors within the organisation such as structure and systems. But the case study must have a clear focus. It should conclude with perhaps, some key strategic questions facing the organisation.

This part should be around 25-30 pages including tables and figures. This part is worth 25% (of the total 35%).

Part 2 – Comprises an analysis of the case study using appropriate strategic management frameworks / models / theories covered during the course. You should include an evaluation of the strategies chosen as well as perhaps, recommend other strategies that the organisation might have adopted. You should recommend and justify strategies for the organisation as at the end of the case study. This part should be around 15-20 pages. This part is worth 10% (of the total 35%).

As always, quality is more important than quantity. Depth of information collected and analysis is paramount with this assignment. It is expected that for a group assignment, a very high quality piece of work will be produced.

The hand-in date is the start of class on the last session.

Assessment 4  
**Individual Assessment: Examination – 25%**

The examination will comprise both a case study AND essay questions and will last for 3 hours. There will be an additional 10 minutes reading time before you start writing your answers. The examination is open book i.e. you are allowed to take books, lecture notes and other materials into the examination. Students must hand write their answers.

a). Case Study – a case study (without questions) will be handed out during your last class session.

You are allowed to discuss the case study in your groups and take and use any group and / or individually prepared materials into the examination. Students must individually answer the examination questions under normal examination conditions. The questions are compulsory and you will have to answer 2 case study questions.

b). Essay Questions – you will have the choice of answering 2 out of 4 essay questions.

All questions carry equal marks. MBA Administration will advise you as to the date / time of the 3-hour examination.
Submission of assignments

Assignments should be submitted on the due date. If your assignment(s) are handed in to the office, then a standard cover sheet should be used and a receipt will be issued.

Late assignments will attract a penalty of 5% per day. This penalty will be waived by the lecturer only in exceptional circumstances. No marks will be awarded to assignments submitted after other students in the class have had their assignments returned.

Appeals against assessment marks

In the first instance, students are strongly advised to talk informally to the lecturer about the grade awarded.

The University provides the opportunity for students to lodge an appeal against any mark which he or she feels is unfair. Any student making an appeal is under an obligation to establish a prima facie case by providing particular and substantial reasons for the appeal.

There is a 10 day time limit for making any such appeal. An appeal against academic assessment may result, as appropriate, in an increase or decrease in the mark originally awarded. The University regulations relating to appeals and the form on which the appeal should be lodged can be found in the GSM website.

Acknowledgments and plagiarism

In the course of your individual and group work assignments, you will encounter ideas from many sources. These will include journal and newspaper articles, commentaries, books, web sites and other electronic sources, original case sources, lecture materials. All MBA assignments that you submit must acknowledge all the different sources you have used.

Not to acknowledge your sources is plagiarism, a form of dishonesty. Plagiarism is the misappropriation of the work or ideas of others and presenting them as your own. This is reprehensible from both an ethical and legal viewpoint. Neither the School nor the University accepts ignorance or the fact that a student’s previous acts of plagiarism had been undetected as a defence.

In order to avoid engaging in plagiarism it is your responsibility to acknowledge all of your sources in any work submitted for assessment and it is essential that you reference the work of others correctly. Where you quote directly from a source, you must ensure that any direct quotations are placed in quotation marks and are fully referenced. Even when you do not quote directly and are just referring to or expanding on the work of others, you must still acknowledge the sources of your information and ideas. Close paraphrasing in which you change a few phrases around, leave a clause out of a long sentence or put the original sentences in a different order is still plagiarism. To mark words as a quotation the entire text that has been copied should be enclosed within quotation marks. If the copied text is four or more lines in length, it may be more appropriate to set it as a separate and indented paragraph. Each time that text is copied, the source must be acknowledged with a reference citation, including the page number.

Advice on proper referencing is given below. If you have any doubts concerning appropriate referencing formats or how to acknowledge the work of others correctly, you should seek the advice of your lecturer.

It is GSM policy that no student will profit from plagiarism. Generally, a mark of ‘Fail’ will be recorded for the assignment in which this has occurred, regardless of its other merits or qualities. Serious cases shall be referred to the University’s Board of Discipline. All students should note that cases of copying are automatically reported to the Sub-Dean and documentary evidence along with associated correspondence is placed on the student's permanent record.
Taping of Lectures

The Graduate School does not provide tape recordings of lectures, however if you do wish to tape record a lecture then as a matter of courtesy, you should obtain the permission of the lecturer first.

Referencing

It is important that the referencing of any sources used in your written work is done properly, if only to substantiate the points you are making in your assignment or project. The Harvard style is the preferred one and there are some notes for guidance which have been prepared by the library staff: ‘Citing your sources Harvard Style’


Endnote is a really good system for building up a database of references. Not everyone will want to invest the time in using this system but you should consider it if you intend to build up resource materials or plan to undertake extensive research in a particular area. The library staff have also developed a tutoring package: ‘A Quick Guide to Using EndNote’ which provides the basics for using EndNote with an essay

http://www.library.uwa.edu.au/guides/endnote/tutorial_manual.html This is linked to from the How to Use EndNote page http://www.library.uwa.edu.au/guides/endnote/ which provides more comprehensive information.

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