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.
Contact details

<table>
<thead>
<tr>
<th>Lecturer</th>
<th>Ronald Regan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Email:</td>
<td><a href="mailto:rregan@gsm.uwa.edu.au">rregan@gsm.uwa.edu.au</a></td>
</tr>
<tr>
<td>Phone:</td>
<td>[0417] 936 459</td>
</tr>
<tr>
<td>Consultation Hours:</td>
<td>Wednesdays 1200 – 1330 hours</td>
</tr>
<tr>
<td></td>
<td>Thursdays 1600 – 1730 hours</td>
</tr>
<tr>
<td>Room:</td>
<td>Saunders Building room 2.17</td>
</tr>
<tr>
<td>Lecture Times:</td>
<td>[Group A] Wednesdays 2.00pm – 5.00pm</td>
</tr>
<tr>
<td></td>
<td>[Group B] Thursdays 6.00pm – 9.00pm</td>
</tr>
<tr>
<td>Lecture Venue:</td>
<td>Case Study 2</td>
</tr>
</tbody>
</table>

Your lecturer

Ron is currently undertaking doctoral studies with the GSM, having recently completed his Masters in Management Research. He secured his MBA from the Australian Graduate School of Management [AGSM] and holds Adjunct positions with the AGSM, the GSM and Curtin University of Technology. In addition to Strategic Management, he has taught Masters units in Marketing Management, Strategic Marketing, International Marketing and Consumer Behaviour. He is a Board member of The Independent Living Centre of WA and, until last year, was a Board member of the AGSM Alumni. He has consulted to the tertiary education sector. He stood for the position of Mayor, South Perth in 2002.

Ron was employed by Curtin University from 1998 to 2002 where he lectured, both domestically and in Asia, in Strategic Management, Consumer Behaviour and Marketing. He held a variety of additional roles at Curtin including Deputy Chair of the Academic Senate, a member of the Curtin Business School Board and Director, e-Project.

Prior to joining Curtin, Ron was Managing Director of his own art cinema business in Perth for 8 years. That entailed restoring the Astor Art Deco Picture Palace, the establishment of Cinema Paradiso and the reopening of Camelot Picture Gardens.

Before coming to Perth, Ron had spent 26 years with the Westpac Banking Group. That had entailed three secondments, seven years offshore experience throughout the Pacific, Asia and the Middle East, and four years in merchant banking, both domestically and offshore. Ron held a number of senior posts within Westpac and at the time of choosing to resign from the group he held the executive position of National Manager, Corporate Resources, Partnership Pacific Limited, Westpac’s merchant bank.
Introduction

Welcome to the capstone unit of your MBA! This is a very important and demanding unit, and every effort will be made to make it a stimulating and challenging highlight of your MBA learning experience. The unit will consider Strategic Management from a managerial perspective in both the public, private and non-profit sectors. It will be practical in orientation, but will be underpinned by a variety of theories and strategic management tools.

That said, embrace the challenge and enjoy the rich learning process we will provide by working hard and, dare we say, having fun. You will only get as much out of this unit as you are willing to contribute.

The goal of the unit

The most important outcome is that you are able to think, plan and act strategically. Overall, the unit aims to improve your ability to practice the art of strategic management – that is, your ability to think through and manage a variety of strategic situations. These situations are likely to be complex and you will need to be able to cope with a considerable amount of ambiguity when determining the way forward. Given that, rarely is there one simple correct solution. Therein lies the real challenge of strategic management – being able to effectively analyse the current situation, and then extrapolate that into anticipating the future – easier said than done.

Therefore, the overriding theme of the unit is to be able to balance the strategic dilemma of strategic transformation versus strategic continuity. Our perspective is that of the total organisation, usually as seen from the position of the chief executive officer or the Board. However, the unit topic is of interest to all levels of management, as well as staff and advisers. These personnel are affected by and, in turn, influence the way an organisation chooses to strategically position itself in its area of interest. Policy and strategic management are not confined to profit-making organisations, or to the organisation as a whole. The concepts are useful also for non-profit organisations, as well as for organisational sub-units, and career strategies for individuals.

Broad learning outcomes

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

- deepened your understanding of strategic theories, tools and frameworks
- improved your ability to apply strategic theories, tools and frameworks to a variety of practical situations, including your past and current career experiences, case studies, readings and videos.

The course consists of 12 seminars, each of three hours duration. The seminars will be highly interactive, incorporating a combination of theory, case analysis and personal experience. In other words, to maximise the learning value of this unit you will need to be fully prepared for, and actively participate in, each seminar. To paraphrase Frances Bacon: “reading makes a person full, writing makes a person precise, and debate makes a person prepared”. Normally, that is an automatic expectation at this level and carries no grading weight. However, to reinforce the importance placed on that aspect of the unit, 15% of the assessment component will be awarded in recognition of being fully prepared and constructively participating in all seminars. More specific details as to our expectations of you in that regard are outlined in the Assessment section.
While the assigned text book reflects an Australian and New Zealand orientation it does not fully represent the unit or its structure. It is one of many aids that will assist you in understanding the unit. You are also required to read widely – many additional readings have been assigned to each seminar, and additional handouts may be provided throughout the trimester. Further, Strategic Management underpins almost every aspect of the day-to-day operation of all organisations. Outcomes are reported continuously in various media and you are expected to keep abreast of such information. **Current events of interest will be discussed at the beginning of each seminar.**

In entering the field of strategic management, it is important that you understand there are often no simple, correct answers to any situation being analysed. That is the challenge of developing and implementing strategy. It is expected that any evaluations you make are based upon sound theory and logic. However, it is equally important that you listen to alternate opinions and strategies. The best strategies often emerge after a rigorous evaluation of a range of differing viewpoints. Ultimately, we are striving to find the best strategy, in our judgement, to suit the circumstances of an organisation in a particular industry and competitive environment at a given point in time.

**Textbook**

**Required text**


This Australsian text is a good, all round general reading resource about Strategic management and it will act as a useful foundation for this unit. 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.

**Recommended texts**


**Additional references**


**Other Resources**

- **Academic Journals:**
  - Academy of Management Journal
  - Academy of Management Review
  - Business Horizons
  - California Management Review
  - Harvard Business Review
  - Journal of Management
  - Long Range Planning
  - Sloan Management Review
  - Strategic Management Journal

- **Business Periodicals:**
  - Australian Financial Review
  - Business Review Weekly
  - Business Week
  - Fortune

*It cannot be over emphasised how important it is to read widely.*

**Key dates**

<table>
<thead>
<tr>
<th>Component</th>
<th>Weighting</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Active Class Participation</td>
<td>15%</td>
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<td>Learning Journal One</td>
<td>5%</td>
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<td>Individual Case Study</td>
<td>20%</td>
<td>Due in class Week 7</td>
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<td>Learning Journal Two</td>
<td>5%</td>
<td>Due in class Week 10</td>
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<tr>
<td>Major Group Project</td>
<td>30%</td>
<td>Due in class Week 12</td>
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<tr>
<td>Individual Final Exam</td>
<td>25%</td>
<td>Exam Week 28 Nov – 2 Dec</td>
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# Seminar topics

It is essential to **READ AND FULLY PREPARE** for the cases and the readings allocated to each session before attending each seminar. The lecturer reserves the right to, in need, vary the seminar program.

<table>
<thead>
<tr>
<th>Session</th>
<th>Week Commencing</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>5 September</td>
<td><strong>Welcome, Introductions, Unit Overview, Assessment, Case Analysis</strong> What is Strategy?</td>
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<tr>
<td></td>
<td></td>
<td><strong>Readings:</strong></td>
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<tr>
<td></td>
<td></td>
<td>- Analysing a Case (text pp 426-434)</td>
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<td>- “Studying Cases” (Petzall and Selrarajah)</td>
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<td>- “SWIF Learning: A Guide to Student-Written, Instructor-Facilitated Case Writing” (Swiercz)</td>
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<td></td>
<td></td>
<td>- “What is Strategy?” (Porter, 1996)</td>
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<td>- “Crafting Strategy” (Mintzberg, 1996)</td>
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<td>- “Five Ps for Strategy” (Mintzberg, 1995)</td>
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<td>- Strategic Management Concepts (Chapter 1 text pp 5-36)</td>
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<td>- The Concept of Corporate Strategy (Chapter 2 text pp 37-45)</td>
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<td>- Strategies for Change (Chapter 3 text pp 46-54)</td>
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<td>2</td>
<td>12 September</td>
<td><strong>External Environment Analysis</strong></td>
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<tr>
<td></td>
<td></td>
<td>- The Fundamentals of Strategic Analysis (Chapter 4 text pp 57-80)</td>
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<td>- Analysing the Environment (Chapter 6 text pp 103-117)</td>
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<td>- International Competitiveness (Chapter 21 text pp 370-376)</td>
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<td><strong>Case</strong></td>
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<td>- <em>The Deregulation of the Australian Airline Industry</em> (text pp 469-492)</td>
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<td>3</td>
<td>19 September</td>
<td><strong>Strategic Capability – Core Competencies – Internal Environment</strong></td>
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<td><strong>Readings:</strong></td>
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<td>- “The Core Competence of the Corporation” (Prahalad &amp; Hamel, 1990)</td>
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<td>- “The Resource Based Theory of Competitive Advantage: Implications for Strategy Formulation” (Grant, 1991)</td>
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<td></td>
<td>- A Manager’s Tool Kit for Economic Analysis (Chapter 5 text pp 81-102)</td>
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<td>- Competing on Resources (Chapter 7 text pp 121-133)</td>
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<td></td>
<td><strong>Case</strong></td>
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<td>- <em>The Formula One Constructors</em> (handout)</td>
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<tr>
<td>4</td>
<td>26 September</td>
<td><strong>Strategic Analysis and Strategic Tools</strong></td>
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<td><strong>Readings:</strong></td>
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<td></td>
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<td>- “Strategic Analysis and Choice” (David, 2005)</td>
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<td>- “Strategic Position and Action Evaluation” (Rowe et al. 1994)</td>
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<td>- “Putting the Balanced Scorecard to Work” (Kaplan &amp; Norton, 1993)</td>
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<td>- “Using the Balanced Scorecard as a Strategic Management System” (Kaplan &amp; Norton, 1996)</td>
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<td>- “Having Trouble with Your Strategy? Then Map It” (Kaplan &amp; Norton, 2000)</td>
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<td>- “Measuring the Strategic Readiness of Intangible Assets” (Kaplan &amp; Norton, 2004)</td>
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<td>- Corporate Strategy: the Quest for Parenting Advantage (Chapter 13 text pp 232-247)</td>
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<td></td>
<td><strong>Case</strong></td>
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<td>- <em>Whale Watching at Kaikoura</em> (text pp 787-803)</td>
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*Individual Learning Journal One due*
<table>
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<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Case</th>
</tr>
</thead>
</table>
| 5    | 3 Oct  | Governance, Ethics, Social Responsibility and Stakeholder Expectations                           | **Readings:**  
  - “The Social Responsibility of Business is to Increase its Profits” (Friedman, 1970)  
  - “A Three Dimensional Conceptual Model of Corporate Performance” (Carroll, 1979)  
  - “Principles of Good Corporate Governance” (ASX, 2003)  
  - “Corporate Governance and Business Transparency” (Greenspan, 2002)  
  - The Coming Revolution in Corporate Governance” (LeBlanc & Gilles, 2003)  
  - “RepuTex Social Responsibility Ratings” (RepuTex, 2004)  

**Case**  
- Premier Oil and Hermes (handout)  

**Video**  
- Global Business and Ethics  

| 6    | 10 Oct | Competitive Advantage, Hypercompetitive Strategies & Game Theory                               | **Readings:**  
  - “Generic Competitive Strategies” (Porter, 1985)  
  - “The Value Chain and Competitive Advantage” (Porter, 1985)  
  - “The Right Game: Use Game Theory to Shape Society”, (Brandenburger & Nalebuff, 1995)  
  - The Industry Value Chain (Chapter 4 text pp 61-71)  
  - Coping with Hypercompetition: Utilising the New 7S's Framework (Chapter 11 text pp 196-208)  

**Case**  
- Argyle Diamonds (text pp 435-451)  

**Video Case**  
- News Corporation [Part A]  

| 7    | 17 Oct | Strategic Development and Strategic Options                                                  | **Readings:**  
  - “Strategy as Stretch and Leverage” (Hamel & Prahalad, 1993)  
  - Takeovers and Corporate Diversification (Chapter 14 text pp 248-263)  

**Case**  
- Ryanair (handout)  

**Video Case**  
- News Corporation [Part B]  

**Individual Case Study due**  

| 8    | 24 Oct | Organisational Culture and Structure                                                           | **Readings:**  
  - “Managing Strategic Change: Strategy, Culture and Action” (Johnson, 1992)  
  - “Profitable Pointers from Non-Profits” (Weisendanger, 1994)  
  - The Structuring of Organisations (Chapter 10 text pp 176-195)  

**Case**  
- Eurotunnel (handout)  

**Video Case**  
- News Corporation [Part C]  

8
<table>
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<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
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<th>Case</th>
<th>Video</th>
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<tbody>
<tr>
<td>9</td>
<td>31 October</td>
<td>Global Strategy and Subsidiary Management</td>
<td>&quot;Do You Really Have a Global Strategy?&quot; (Hamel &amp; Prahalad, 1985)&lt;br&gt;&quot;Managing Across Borders: New Organisational Responses&quot; (Bartlett &amp; Ghoshal, 1987)&lt;br&gt;&quot;Tap Your Subsidiaries for Global Reach&quot; (Bartlett &amp; Ghoshal, 1986)&lt;br&gt;Global Strategy …. In a World of Nations (Chapter 19 text pp 343-353)&lt;br&gt;Developing Coordination and Control: the Organizational Challenge (Chapter 20 text pp 354-369)</td>
<td>Salvation Army (handout)</td>
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<tr>
<td>12</td>
<td>21 November</td>
<td></td>
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<td></td>
<td>Group Presentations &lt;br&gt;Major Group Assignment due</td>
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<tr>
<td>Exam Week</td>
<td>28 November – 2 December</td>
<td></td>
<td></td>
<td></td>
<td>Final Examination – details to be advised</td>
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</table>
**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, seminar 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.

**Assessment**

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
<th>Due date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Individual Work</strong></td>
<td></td>
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<tr>
<td>Learning Journals</td>
<td>10% [2 x 5%]</td>
<td>Weeks 4 &amp; 10</td>
</tr>
<tr>
<td>Case Study Analysis</td>
<td>20%</td>
<td>Week 7</td>
</tr>
<tr>
<td>Seminar Participation</td>
<td>15%</td>
<td>Throughout the trimester</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25%</td>
<td>Exam Week</td>
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<tr>
<td><strong>Group Work:</strong></td>
<td></td>
<td></td>
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<tr>
<td>Major Group Assignment and Presentation</td>
<td>30%</td>
<td>Week 12</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.
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>
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<tbody>
<tr>
<td>HD (Higher Distinction)</td>
<td>80-100%</td>
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<tr>
<td>D (Distinction)</td>
<td>70-79%</td>
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<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 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 have the right to scale marks where it is considered necessary to maintain consistency and fairness.
Assessment One: Learning Journals

[Weighting 10% (2x5%); Due in class weeks 4 and 10]

The purpose of a learning journal is to encourage you to review, reflect and build on your knowledge of the course material and to put this knowledge into practice. In addition, it will also include a self evaluation which requires you to rate your own participation and contribution in class and to your group. A frank and realistic appraisal, even if somewhat critical of your own performance, could still secure a good grade – it is the quality and depth of the self reflection that will be evaluated here. Evaluation of your actual contributions will be made elsewhere.

The brief Learning Journal should be typed and handed in during the stipulated classes. Each Learning Journal submitted should be self contained, concise and must not exceed 1000 words. It should reflect the application of course material to your own organisation, a past organisation you worked for, or to your personal life. In your journal you should concentrate on outlining connections you make between theory and practice; concepts and observations; readings and experience; old and new knowledge, etc. That is, you should apply the strategic management concepts and theory we discuss in the seminars to your reflections on, response to, or analysis of, an event, experience or concept.

It should focus on analytical and reflective thinking about the issues and your experiences to encourage a deeper level of thought. It is designed to be critically reflective and, as such, your journal needs to analyse your experiences and record any shifts in your views. This may involve identifying and challenging your underlying assumptions and emerging beliefs and views. It should be more than a simple diary.

Some of the following questions may help you with this writing:

- What did I learn? What insights did I gain? How or why was this significant for me?
- How can I apply this theoretical knowledge to my situation?
- Have my assumptions and perspectives changed as a result of this experience? How?
- How can I apply what I have learned to my life or future career?
Assessment Two – Individual Case Study Analysis

[Weighting 20%; Due in class week 7]

Case studies can be an effective way to enhance learning and understanding, are used extensively throughout this unit, and are relatively concise. An insight into how to go about effectively analysing a case study is outlined in the textbook [pp. 426-434].

You are required to undertake a thorough analysis of the following case located within your unit materials.

- American Red Cross – 2004 [handout]

Your analysis should be solely based upon the information contained in the case itself. You may conclude your analysis with an epilogue should you wish.

You should structure the assignment as though you have been appointed as a consultant by the Board of the American Red Cross to undertake a strategic evaluation of the organisation, and to make recommendations as to the future course of action to be followed. The report should not regurgitate information already contained in the case. You are required to analyse that information making full use of the academic frameworks and strategic tools covered during the first six seminars. Also, you should identify issues of ‘interest’ [they could be positive, negative, or both], and make recommendations as to the course of action the Board should adopt.

**Report must not exceed 2,500 words**, exclusive of appendices, executive summary, exhibits and reference list. Needless to say, it is the depth and strength of the analysis that will be critical in the evaluation of this report.
Assessment Three – Major Group Assignment

[Weighting 30%;  Due in class in week 12]

This is a challenging group project that approximately represents the equivalent of more than one semester’s work for one student. Therefore, the quality of the project should reflect that. The group is to comprise four to five students.

Your group is to select an existing, well established organisation. The assignment is to comprise four components – preparation of a strategic business style case study, an analysis of that case, a class presentation in week twelve and a frank evaluation of how the group went about the project task.

Any type of organisation can be selected – do not constrain your thinking by simply selecting the obvious – in addition to businesses, organisations such as churches, local government, universities, charities, hospitals, non-profit organisations, sporting clubs etc could be considered.

Section 1 [50%] Prepare a factual, non-judgemental, strategic business style case study somewhat akin to the one you have evaluated in assessment two. That is, this section should contain such information as the structure of the industry, competitors, suppliers and distribution channels, trends in the macro and industry environments, and internal considerations. The case study should be restricted to a specific time-frame and end the case, if possible, at a critical point in time for the organisation. It is accepted that not all aspects of the organisation can be addressed within the constraints of this assignment. Therefore, there should be a specific focus of the information contained in the case study you develop.

You may develop the case study by drawing upon secondary [public domain] information. You may approach the organisation selected if you wish, but please ensure that, in doing so, you do not lose sight of the fact that you are acting as ambassadors of the Graduate School of Management within UWA and should act and prepare accordingly.

Section 2 [35%] Now strategically analyse the case study you have developed, somewhat along the lines of assessment two. That will entail evaluation of the organisation’s past strategies, identification of critical issues facing it at the end of the case study, and your recommendations as to the way forward. You are required to analyse the case study and justify your arguments using appropriate theoretical concepts and strategic management tools.

Section 3 [5%] Incorporate a brief reflective report on how the group went about the task and, if deemed warranted, the contribution of each member of the group.

Section 4 [10%] Make a presentation to the class in week twelve highlighting how the organisation was chosen, points of interest emerging from the research into the case, key findings from the analysis of the case and what, if anything, did the group gain from the experience. Time allowance – 20 minutes.

The case study and analysis must be the original work of the group. Sources must be properly referenced and acknowledged. No word limit has been imposed on this assignment, but please do not abuse that courtesy. Conciseness is a virtue, within the constraints of the demands of the assignment.

Assignment to be submitted in both hard and soft formats.

You should retain items such as research notes, e-mails and a record of your individual input to the group assignment.
Assessment Four – Final Exam

[Weighting 25%; To be sat during the period 28 November and 2 December 2005]

The final exam will be conducted during the examination period of 28 November and 2 December 2005. Exam will be a three hour, open book exam, with an additional ten minutes for reading. Format and focus of the exam will be provided to students closer to the exam date. It is likely to include a combination of a case study and essay questions. Should a case study be used, a copy of the case will be provided to students during the last seminar in week twelve. One thing can be stated now – it will not be a memory test. It will be a test of your understanding of, and ability to apply, the strategic management material covered.

Assessment Five – Seminar Participation

[Weighting 15%; Evaluated throughout trimester]

This unit is predicated on the understanding that learning is an active rather than a passive process. Therefore, it is essential that you keep up with your readings and adequately prepare for all seminars. You will be encouraged to offer reflective insight and application of the concepts being discussed, to ask pertinent questions, and to assist class members with their understanding of the concepts. As previously mentioned, strategic management is an ‘imprecise science’ and, as such, a variety of alternative strategies may be possible given any one business scenario. Therefore, you will be encouraged to reflect on all views expressed, including those of the Lecturer, and to constructively challenge those you do not agree with.

Needless to say, grading will be based upon the quality and depth of class participation, not the quantity of ‘air time’.

Format and Submission of assignments

- Assignments should be bound in such a way as to facilitate ease of marking
- Assignments must be typed using 12-point font, 1.5 spacing on A4 paper
- Assignments must be properly referenced [refer ‘Referencing’ later in this Outline]. Additionally, an example page of referencing is attached to this Unit Outline. Assignments must have a standard GSM cover sheet that includes student name and number, unit name and number, and Lecturer’s name.
- Assignments should be submitted in class on the due date
- Please ensure you always retain a copy of any submitted work
- 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
- It is the lecturer’s intention that the marked assignments will be returned, in class, within two weeks of submission.

[I wish to acknowledge with thanks the contribution of colleagues, Gary Stockport, Sathya Ganganahalli, Andre Morkel and Julie Lee, to elements of this course outline].
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.

Acknowledgements 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 advise of your lecturer.

Students should note that cases of plagiarism are automatically reported to the Academic Conduct Officer and documentary evidence along with associated correspondence is placed on the student's permanent record. For further information on the rules and procedures in respect of appropriate academic conduct you should visit:

http://www.teachingandlearning.uwa.edu.au/tl/academic_conduct
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 any sources of information used in your written are cited and referenced properly. Harvard style is preferred. There are some notes for guidance which have been prepared by the library staff on the following website (some of which are summarized on the next page: ‘Citing your sources Harvard Style’


The Endnote program is an excellent database for building up a set of references. Not everyone will want to invest the time in using this system, but you should consider it if you plan to build up resource materials or undertake extensive research in a particular area. The library staff has developed a tutoring package: ‘A quick Guide to Using EndNote’ which provides the basics for using EndNote:


The “How to Use EndNote” page www.library.uwa.edu.au/guides/endnote/ provides more comprehensive information.

The Harvard system is made up of two components:

Citation: which provides brief details of the author and date of publication for referencing the work in the body of the text;

Reference List: a list, at the end of the essay or assignment, of all references used with additional details provided to help identify each source. Every reference cited in the text should be listed in the reference list and vice versa.

Citation: How to reference a work in the text

- Productivity was improved throughout the factory (Bond 1991).
- According to Bond (1991) productivity was improved throughout the factory.
- “Private ownership allows wealth to be distributed unequally” (Bond 1991, p. 253).
- (Bond & Norrish 1992) [2 authors]
- (Bond, Norrish & Burton 1994) [3 authors]
- (Bond et al. 1996) [If there are more than 3 authors]
- (Bond 1993a) [If the same author and date is listed 2 or more times in your reference list]
- (Bond, A. R. 1991) [If two authors have the same family name and same year]
- (ed. Black 1998) [Editor but not author]
- (A history of Greece 1994) [Anonymous works]
- (The Age 13 Aug. 1998, p. 7) [Newspaper articles]
- (CSIRO 1996) [Organisation is the author]
Reference List: Some examples of how to do list references


