

School of Management

MGMT 205 STRATEGIC MANAGEMENT

Trimester One 2012

COURSE OUTLINE

Names and Contact Details

Course Coordinator

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Programme Manager

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Administrator

Luisa Acheson

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Trimester Dates

Teaching Period: Monday 5 March – Friday 8 June

Study Period: Monday 11 June – Thursday 14 June

Examination Period: Friday 15 June – Wednesday 4 July (inclusive)

Withdrawal from Course

1. Your fees will be refunded if you withdraw from this course on or before Friday 16 March 2012.
2. The standard last date for withdrawal from this course is Friday 18 May 2012. After this date, students forced to withdraw by circumstances beyond their control must apply for permission on an 'Application for Associate Dean's Permission to Withdraw Late' including supporting documentation

The application form is available from either of the Faculty's Student Customer Service Desks.

Class Times and Room Numbers

Lecture Room: RHLT1

Day: Friday

Time: 8.30am-10.20am

Tutorial Signup Instructions

Tutorial signup is done through the online programme, 'S-Cube'. You should already have been notified by email about your sign-up to a tutorial:

- Go to the signup website at <https://signups.victoria.ac.nz> and enter your SCS username and password to log into the system.
- Click on MGMT205 and follow the instructions.
- If you have been unable to sign up by the end of the second week of the course please contact the Programme Manager, Garry.Tansley@vuw.ac.nz

Course Content

MGMT205 course provides participants with a working understanding of classic frameworks in strategic management along with some of the latest thinking in this area. It examines contemporary issues in strategic management. Skills will be developed by using frameworks and ideas to analyse real-world business cases.

At the end of the course, participants would be capable of applying a set of tools that enables them to approach and structure business scenarios and develop clear strategies for the organizations with which they work. The focus will be on developing participants' ability to design and effectively communicate strategy.

An outline and schedule of the topics covered is included in ANNEX A.

Course Learning Objectives

MGMT 205 has four learning objectives. The achievement of these will be evaluated through the course assessments: tutorials, assignment and the final exam. By the end of this course, students should be able to:

1. Explain and think critically and creatively about strategy frameworks.

This will be assessed in tutorial participation and the final exam.

2. Describe and effectively communicate strategic analysis, alternatives and recommendations.

This will be assessed in the individual assignment and in the final exam.

3. Apply a global and multicultural perspective of strategy.

This may be assessed in the individual assignment and will be assessed in the final exam.

4. Lead discussions on strategic developments.

This will be assessed in tutorial participation.

Course Delivery

The course is delivered through lectures and tutorials. Students are expected to attend and participate in these sessions. Attendance at tutorials is part of the mandatory course requirements (see later) and participation during tutorials is assessed (see Assessment).

Expected Workload

A total of 150 hours of work is expected from students in this course. This consists of 29 hours of classes, approximately eight or nine hours per week outside classes during teaching weeks spent reading, studying and writing assignments, and a further 20 hours revising during the mid-trimester break and study week.

Readings

The *required* textbook for this course is:

Johnson, G., Whittington, R. & Scholes, K. (2011) *Exploring Strategy*. 9th Edition, Essex, UK: Prentice Hall.

Students will need this book across all lectures and have to bring its respective case to each tutorial (see Annex 1 for details).

Materials and Equipment

Students will not be allowed to use machines such as computers or electronic calculators in examinations.

Assessment Requirements

	Title	Weight	Date
1	Individual Assignment	40%	Thursday 26 April by 10am (RH MZ Box #25)
2	Tutorial Participation	10%	Throughout the course (see Annex A)
3	Final Examination	50%	On or between 15 June to 4 July
	TOTAL	100%	

1. Individual assignment – Case analysis

Due: Thursday 26 April by 10am

Marks: 40%

Length: 2500 words

You can choose two from four cases that will be provided for this assignment. Each student should prepare a written answer of what they consider to be the key issues in response to the questions posed for the case.

Details of the individual assignment will be provided in class and will be posted on Blackboard. Assignments will be marked according to assessment criteria based on MGMT205's learning objectives (page 2) and as expressed in the marking sheet (that will also be posted on Blackboard).

Please read the sections below on *handing in assignments, quality assurance, grading and penalties*.

Also please read the information on plagiarism available through the link on p. 7 and the information on the use of *Turnitin*. Note that collaboration on individual assignments is **not** allowed beyond general discussion as to how one might interpret the nature of the assignment question. ***Please do not work together to formulate a response and do not loan out your completed assignments prior to their submission for assessment.***

Written communication skills will be assessed on the individual assignment and will be worth 4 marks out of the 40 available for the assignment (i.e. 10%). Annex C includes the FCA criteria for written communication skills as a general guide.

2. Tutorial participation (10%)

The cases for the tutorials and respective questions are in the course textbook. Refer to Annex A for details.

Guidelines for tutorial participation are outlined in Annex D.

The tutorials are designed to address two of the learning objectives (1&4) for this course.

3. Examination

The examination is closed book and is 3 hours. It is worth 50% of the total marks available for this course. The exam is based on a case study (or case studies) and essay questions that will require you to draw on different theories and frameworks covered in the course. It addresses all three learning objectives for this course. All textbook chapters covered during the course are examinable.

Students who enrol in courses with examinations are obliged to attend an examination at the University at any time during the formal examination period.

The final examination for this course will be scheduled at some time during the period from Friday 15 June – Wednesday 4 July (inclusive).

Mandatory Course Requirements

- a. Attending tutorial sessions (only 1 session may be missed without excuse). Tutorials are in weeks 3, 4, 5, 7, 8, 9 & 10.
- b. Handing in the individual assignment within the time allowed
- c. Obtaining at least 40 per cent of the final examination marks available

Handing in assignments

Assignments should be placed, in hard copy form, in the **MGMT 205 box (no. 25)** on the mezzanine floor of Rutherford House by the due time on the due date.

All assignments must include an Assignment Cover Sheet (see Annex B) stating your name, the course name, tutor's name, tutorial number and day/time, assignment name and number, a word count and due date. You should also put page numbers on each page.

Students must:

- prepare two copies of each hand-in and keep the second copy for their own reference
- keep an electronic copy of their work archived in case the original assignment goes missing
- keep the marked hard copy of their assignment after it is returned to them until the grades are finalized at the end of the course

Failure to do so could jeopardise claims to your work and/or its grade in the rare cases where your work goes astray.

Referencing

There are many different styles of referencing and the Faculty of Commerce & Administration at VUW has decided to make APA (American Psychological Association) referencing style the common standard across the Faculty. The Commerce and Central Libraries hold the APA Style Guide. You can also access the information from the online VUW library site.

Quality Assurance

Your assessed work may also be used for quality assurance purposes, such as to assess the level of achievement of learning objectives as required for accreditation and audit purposes. The findings may be used to inform changes aimed at improving the quality of FCA programmes. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the course.

Grading Guidelines

The following broad indicative characterisations of grade will apply in grading assignments and the exam:

A+	excellent performance in all respects
A	excellent performance in almost all respects
A-	excellent performance in many respects
B+	very good, some aspects excellent
B, B-	good but not excellent performance
C+, C	work satisfactory overall but inadequate in some respects
D	poor performance overall, some aspects adequate
E	well below the required standard
K	failure to achieve mandatory course requirements and have achieved at least an average "C" across all the assessment

Penalties

- (i) In fairness to other students, work submitted after any deadline will incur a penalty for lateness. **The penalty is 2 of the marks available (marks available means what the assignment is worth i.e. 40% or 40 marks) for an assignment submitted after the due time on the due date for each part day or day late.** (For example if an assignment is out of 40 and the assignment receives 50% then one day late means the mark will be out of 38 and the student will receive 50% of 38). **Saturdays, Sundays and public holidays** will be included when counting the number of days late. Assignments received **more than 7 days after the due date**

will not be accepted and the student will **automatically fail the Mandatory Course Requirements**.

- (ii) Course Outlines provide a signal to students of forthcoming workload, dates of submission etc, and thus student study plans should take account of course requirements across all courses. Consequently, workload issues related to other courses and employment will not be accepted as reason for dispensation from mandatory requirements or waiver of penalties. **Extensions** to submission deadlines for any assigned work will only be granted in **exceptional circumstances**.
- (iii) Students who are unable to comply with any of the mandatory requirements should make a written application for an extension to the due date for submission of assigned work or for waiver of a penalty, **in advance**, to the **Programme Manager**, providing documentary evidence of the reasons of their circumstances. All such applications must be made **before** the deadline and be accompanied by documentary evidence, e.g. a medical certificate, or counsellor's report clearly stating the degree of impairment, and the dates the illness or event prevented you from undertaking your academic studies. This can be applied retrospectively.
- (iv) In the event of unusual or unforeseeable circumstances (e.g. serious illness, family bereavement or other exceptional events), that precludes an application in advance, students should make contact with the **Programme Manager** as soon as possible, and make application for waiver of a penalty as soon as practicable.
- (v) Word limits should be adhered to, especially so when they provide a guide to limiting the student's coverage of a topic and the intended assignment work load. You are strongly advised to adhere to the word limit so as to keep your workload at a manageable level. Any material that is above the word limit may not be taken into account by the marker. Your marker will simply stop at the maximum words for the assignment and you will receive the appropriate grade.

Policy on Remarking

Every attempt is made to ensure that the marking is consistent across tutors and fair to students. Students may ask for their written work to be remarked. A different tutor will do the remarking and provide comments. The original marking sheet is removed to ensure the process is independent. If the mark differs by 10% or less the two marks are averaged. If it exceeds 10% then it is independently marked by a third marker and the average of the two closest marks is taken. Experience from previous years is that almost all remarks are within 10% and where there is a change in mark, half the assignments go up and half go down.

Application for remarks must be made within 5 days after the marks are available. To apply for a remark, complete the request for re-examination of assessed work form (available on Blackboard) stating which sections (criteria listed in the mark sheet) you wish re-examined. Write on why you think the mark does not, in your view, fairly reflect the quality of your work. Hand this with your assignment at the Reception Desk on the 10th floor of Rutherford House, where your assignment will have the time, date and signature noted on the front cover by the person receiving it.

Class Representative

A class representative will be elected in the first class, and that person's name and contact details made available to VUWSA, the Course Coordinator and the class. The class representative provides a communication channel to liaise with the Course Coordinator on behalf of students.

Email Contact

Students wishing to contact staff by email should follow these instructions:

- Include the **Course Code**, your **Name**, your **Student ID** and the **Topic** in the subject area of the email, e.g. MGMT205_Smith_Pauline_3000223344_Ass1 Query
- All students must use their VUW SCS email account and ID. Otherwise, email may be classified as Spam and dumped without being read.

Communication of Additional Information

Information on course-related matters will be announced in class and posted on the **Blackboard** website at <http://blackboard.vuw.ac.nz/>. It will be crucial for you to regularly check Blackboard for messages, announcements and materials.

Use of Turnitin

Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine <http://www.turnitin.com>. Turnitin is an on-line plagiarism prevention tool which compares submitted work with a very large database of existing material. At the discretion of the Head of School, handwritten work may be copy-typed by the School and subject to checking by Turnitin. Turnitin will retain a copy of submitted materials on behalf of the University for detection of future plagiarism, but access to the full text of submissions will not be made available to any other party.

For the following important information follow the links provided:

Academic Integrity and Plagiarism

<http://www.victoria.ac.nz/home/study/plagiarism.aspx>

General University Policies and Statutes

Find key dates, explanations of grades and other useful information at www.victoria.ac.nz/home/study

Find out about academic progress and restricted enrolment at <http://www.victoria.ac.nz/home/study/academic-progress.aspx>

The University's statutes and policies are available at www.victoria.ac.nz/home/about/policy, except qualification statutes, which are available via the Calendar webpage at <http://www.victoria.ac.nz/home/study/calendar.aspx> (See Section C).

Further information about the University's academic processes can be found on the website of the Assistant Vice-Chancellor (Academic) at www.victoria.ac.nz/home/about_victoria/avcacademic/default.aspx

AVC (Academic) Website: information including: Conduct, Academic Grievances, Students with Impairments, Student Support

http://www.victoria.ac.nz/home/about_victoria/avcademic/Publications.aspx

Faculty of Commerce and Administration Offices

<http://www.victoria.ac.nz/fca/studenthelp/>

Te Putahi Atawhai

Maori and Pacific Mentoring Programme

<http://www.victoria.ac.nz/tpa/>

Annex A: Content Outline for Lectures and Tutorials

Week	Tutorials	Lecture – Fridays	Textbook Reading
1		9 March Introducing Strategy	Chapter 1
2		16 March The Environment	Chapter 2
3	Tutorial 1 – The Environment Case study: <i>Global forces and the Western European brewing industry</i> , p. 79-81	23 March Strategic Capabilities	Chapter 3
4	Tutorial 2 – Strategic Capabilities Case study: <i>'Inside Dyson': a distinctive company?</i> p. 115-117	30 March Strategic Purpose	Chapter 4
5	Tutorial 3 – Strategic Purpose Case study: <i>(RED)TM</i> , p. 152-154	No lecture (Holiday)	

BREAK

Week	Tutorial	Lecture	Textbook Reading
6		27 April Business Strategy	Chapter 6
7	Tutorial 4 – Business Strategy Case study: <i>Madonna: the reigning queen of pop?</i> P. 226-228	4 May Corporate Strategy and Diversification	Chapter 7

8	Tutorial 5 – Corporate Strategy and Diversification Case study: <i>Virgin: the global entrepreneur</i> , p. 260-262	11 May	Mergers, Acquisitions and Alliances	Chapter 10
9	Tutorial 6 – Mergers, Acquisitions and Alliances Case study: <i>Final Fantasy captures Lara Croft: acquisitions and alliances in electronic games</i> , p. 253-255	18 May	Strategy Development Processes	Chapter 12
10	Tutorial 7 – Strategy Development Processes Case study: <i>Google: who drives the strategy?</i> p. 426-427	25 May	Organizing for Success	Chapter 13
11		1 June	The Practice of Strategy	Chapter 15
12		8 June	Revision	

Victoria Management School

MGMT 205 Individual Assignment Cover Sheet

Name: _____ Student ID: _____

Tutor's Name: _____ Tutorial Number: _____

Tutorial Day: _____ Tutorial Time: _____

Date Due: _____ Date Submitted: _____

*I have read and understood the university policy on Academic Integrity and Plagiarism.
I declare this assignment is free from plagiarism.*

Signed: _____

Extension of the due date (if applicable)

Please attach a copy of the note authorising your extension.

Date extension applied for: _____

Extension granted until: _____

Extension granted by: _____

Written Communication Skills Rubric

	#1 Exemplary	#2 Satisfactory	#3 Not Satisfactory
#G Structure and style: Document, paragraph and sentence structure, flow and layout, appropriate to audience.	<input type="checkbox"/> Variety of sentence construction; <input type="checkbox"/> Logical flow; style and structure appropriate for task, audience and genre. <input type="checkbox"/> Uses engaging delivery that enhances understanding. <input type="checkbox"/> Thoughtful presentation.	<input type="checkbox"/> Not overly repetitive <input type="checkbox"/> some variety in sentence construction <input type="checkbox"/> Generally flows well <input type="checkbox"/> Some awareness of audience and genre	<input type="checkbox"/> Overly repetitive or simplistic sentence structure <input type="checkbox"/> Consistently disjointed, lack of flow <input type="checkbox"/> Style/structure inappropriate for audience
#H Clarity and conciseness: Answers the question, succinct, appropriate complexity.	<input type="checkbox"/> Argument effectively and efficiently conveyed. <input type="checkbox"/> Highly focused on the question <input type="checkbox"/> Easily understood.	<input type="checkbox"/> Argument reasonably clear <input type="checkbox"/> Occasionally misses the point but answers the question <input type="checkbox"/> Not over-elaborate or over-complicated	<input type="checkbox"/> Main point and/or argument confused/unclear. <input type="checkbox"/> Irrelevant information, no transition between ideas. <input type="checkbox"/> Unclear conclusion.
#I Technical writing skills: Spelling, capitalisation, punctuation, grammar, general proofreading.	<input type="checkbox"/> Very few spelling errors, <input type="checkbox"/> Correct punctuation, <input type="checkbox"/> Grammatically correct, <input type="checkbox"/> Complete sentences.	Occasional lapses in: <input type="checkbox"/> Spelling, <input type="checkbox"/> Punctuation, <input type="checkbox"/> Grammar, but not enough to seriously distract the reader.	<input type="checkbox"/> Numerous spelling errors, <input type="checkbox"/> Non-existent or incorrect punctuation, <input type="checkbox"/> Severe errors in grammar that interfere with understanding.
#J Vocabulary: Originality, breadth, appropriateness, variety.	<input type="checkbox"/> Highly appropriate, well chosen, precise and varied vocabulary. <input type="checkbox"/> Consistently uses correct word choice and discipline-specific terminology.	<input type="checkbox"/> Generally appropriate vocabulary; <input type="checkbox"/> Not overly repetitive. <input type="checkbox"/> Generally uses correct word choice and discipline-specific terminology.	<input type="checkbox"/> Excessively limited or inappropriate or repetitive vocabulary. <input type="checkbox"/> Misuses discipline-specific terminology.
#K Academic Integrity: Appropriate use of references.	<input type="checkbox"/> Appropriate use of others' work acknowledged via in-text citations. <input type="checkbox"/> Uses APA referencing system consistently and correctly.	<input type="checkbox"/> Other sources acknowledged. <input type="checkbox"/> Generally uses APA referencing system.	<input type="checkbox"/> Unattributed work from other sources. ¹ <input type="checkbox"/> Does not attempt to use APA referencing system.
Holistic judgement:	Exemplary written communication.	Satisfactory written communication.	Unsatisfactory written communication.

Note: ¹A 'not satisfactory' in this criteria will render the complete report 'unsatisfactory' resulting in a **fail** grade for this assignment. Other courses of action may also follow. Please refer to the sections on plagiarism and *Turnitin* earlier in the course outline.

Tutorial Guidelines

General information

Worth: 10% of final grade
Weeks: 3, 4, 5 and then 7, 8, 9, 10
Signing up: Refer to the earlier section on p. 2.

Each tutorial is based on a discussion of a case study that relates to the previous lecture content. The cases for the tutorials and respective questions are in the course textbook. Refer to Annex A of the Course Outline for details.

Goals

The tutorials are designed to address the learning objectives for this course. Accordingly, students are expected to:

- Reflect on strategic management in the light of the lecture topic;
- Explain and think critically and creatively about strategy frameworks;
- Lead discussions on strategic developments

Tutorials both support your learning through this course as well as contribute to assessment of your learning (10%). Assessment is gauged through your oral participation in tutorial discussions (see below).

Preparing for your tutorials

- Attend the lectures and read the respective textbook sections covered
- Read the case
- Prepare your answers to the questions posed at the end of each case
- Think beyond the questions to see if you have other comments or questions on the case based on the topic covered that week

Discussing your ideas during the tutorials

- Be prepared (as above)
- Arrive on time; tutorials run to a tight time schedule, so timeliness is crucial
- Discuss your ideas with the rest of the class within the parameters set by the tutor for that session
- Tutors ensure that each student has the time and opportunity to discuss their ideas in class; if you feel that you require more support in this regard, please discuss this with your tutor
- Support others in the tutorial by ensuring that you allow them as much time and attention as you would expect for yourself

Feedback on your performance

Tutors will provide you with mid-term short feedback on your performance. This should affirm your sense of your performance to date or it can serve as a wake-up call that you need to put more effort into your tutorial contribution.

Assessment

MGMT 205 tutors will be using the following general guide to determine your tutorial participation mark.

100% (10/10):

Frequent and consistent contributions which show an excellent understanding of the case and makes significant reference to the course readings and beyond. Comments demonstrate excellent interweaving of theory and practice.

75% (7.5/10):

Frequent and consistent contributions that show a good understanding of the case and that make reference to the course readings. Comments demonstrate good interweaving of theory and practice.

50% (5/10):

Sporadic contributions to class/group discussion; comments show some understanding of the case but make little to no reference to the course readings.

25% (2.5/10):

Attendance; but with negligible contribution to class/group discussion.

0% (0/10): Insufficient attendance.