BMA799
Strategic Management

Semester 1, 2014

THIS UNIT IS BEING OFFERED IN:
HOBART/DISTANCE

Teaching Team:
Dr Mike Craw

CRICOS Provider Code: 00586B
Contents

Contact Details........................................................................................................................................... 2
Unit Description .................................................................................................................................................. 3
Enrolment in the Unit ....................................................................................................................................... 4
Intended Learning Outcomes and Generic Graduate Attributes ..................................................................... 5
Learning Expectations and Teaching Strategies/Approach ............................................................................... 7
Learning Resources .......................................................................................................................................... 7
Details of Teaching Arrangements ................................................................................................................ 10
Assessment ..................................................................................................................................................... 11
Submission of Assessment Items .................................................................................................................... 15
Review of Assessment and Results ................................................................................................................ 17
Study Schedule ............................................................................................................................................... 21

Contact Details
Unit Coordinator  Michael Craw
Campus  Sandy Bay
Room Number  506, Commerce Building
Email  mjcraw@utas.edu.au
Phone  (03) 6226 8527
Consultation Time  By Appointment
Unit Description

Strategic management is a theory-driven yet practical subject. It emphasises a global perspective and engages the student in reading about the shape of advanced capitalism in a globalisation, leadership, competitiveness context.

BMA 799 Strategic Management seeks answers to interesting questions such as:
1. What lessons can we learn from each other in strategic management?
2. What business strategies can be used to attain or maintain profitability strategically?
3. What lessons can be drawn from existing strategic marketing models and how could those lessons be implemented to develop and sustain a strategic business alliance?
4. What do inspired strategic managers ‘look like’?

Among those four (4) questions the following might be considered:
- Why will people ‘do more’ with ‘less’ given the right management mix?
- Where does social capital and community engagement fit into advanced capitalism?
- Is there benefit with such a relationship in a capitalism environment?
- Why does the right leadership matter?

As a collective of questions posited above, we have a blueprint for study and as such students will have opportunity to search for ‘X’ in the strategic management context. More about ‘finding X’ later on!

This unit is predominantly presented in a blended delivery style with significant reading. Lecture-slides reading and text-reading are provided as materials to help drill down the learning. The reading is an activity that is something done in your time. To maximise learning there is:

- a provision for weekly on campus Drop-in Sessions for BMA 799 students. These sessions will begin in Week 1 where the Unit is introduced, its details discussed and queries answered. These sessions are offered most Thursdays from 12pm – 1.30pm throughout the semester. See Running Schedule at the end of this Unit Outline for scheduling information. Attend on a needs basis and bring questions!

If you are an online enrolled student please do not hesitate to contact me. Where possible I will aim to offer sessions for students that may be remote to Sandy Bay campus. Let’s approach this on a comes-to-hand basis. I’ll set in motion the opportunities for remote student face to face meetings as they/ if the opportunities are revealed.

An online asynchronous-participation tutorial will be available in the Discussion Board section of MyLO from Week 2. The Tutorial topic for each week will be found in the Discussion Board section of MyLO. These tutorial sessions aim to support learning of strategic management topics. They run from Wednesday 12pm until Friday 12pm.

As part of BMA 799 students will have a chance to script a strategic alliance proposal. It is a significant high level piece of assessable work requiring a lot of time and mentoring thus it’s a great learning opportunity, will hopefully take you to an enlightening space... and such illumination will repay the very hard work required for this piece of assessment.
Prior Knowledge &/or Skills or Pre-Requisite Unit(s)

As per description in the University of Tasmania Handbook.

Enrolment in the Unit

Unless there are exceptional circumstances, students should not enrol in this unit after the end of week two of semester, as the Tasmanian School of Business and Economics (TSBE) cannot guarantee that:

- any extra assistance will be provided by the teaching team in respect of work covered in the period prior to enrolment; and
- penalties will not be applied for late submission of any piece or pieces of assessment that were due during this period.
## Intended Learning Outcomes and Generic Graduate Attributes

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Assessment Criteria – In assessing this learning outcome I will be looking at your ability to:</th>
<th>Assessment Methods</th>
<th>Graduate Attribute Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge of the complexities of decision-making processes including the influence of internal and external business factors</strong></td>
<td>Explain Strategic Management theory</td>
<td>Proposal</td>
<td><strong>Case Study/ Examination</strong></td>
</tr>
<tr>
<td></td>
<td>Describe Strategic Management processes</td>
<td>Tests</td>
<td><strong>Knowledge</strong></td>
</tr>
<tr>
<td></td>
<td>Assess the needs and wants of managers</td>
<td>Proposal</td>
<td>• Students will develop an understanding of Strategic Management theory</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Discussion Board</td>
<td>• Students will develop an understanding of Strategic Management decision-making</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Students will develop an appreciation of the collective contributions of other business topics in regard to Strategic Management</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Students will develop an understanding of the internal and external influences on Strategic Management</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Students will learn to research, analyse, and synthesise information relevant to Strategic Management</td>
</tr>
<tr>
<td><strong>Critical evaluation of strategies in relation to business motivations</strong></td>
<td>Justify strategic decisions made by managers in terms of company decision-making processes</td>
<td>Proposal</td>
<td><strong>Communication Skills</strong></td>
</tr>
<tr>
<td></td>
<td>Identify the role of theory as it applies to the ‘real-world’ of strategic managers</td>
<td>Tests</td>
<td>• Students will be encouraged to communicate effectively using oral and written mediums and to present well-reasoned arguments in a logical and coherent manner</td>
</tr>
<tr>
<td><strong>Knowledge of the strategy making and strategy execution approaches</strong></td>
<td>Describe the impact of Strategic Management practices on society</td>
<td>Proposal</td>
<td><strong>Problem-Solving Skills</strong></td>
</tr>
<tr>
<td></td>
<td>Apply ethically, and with integrity and social responsibility, strategic management theory and practical application</td>
<td>Tests</td>
<td>• Students will learn how to understand and classify the needs and wants in Strategic Management</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Discussion Board</td>
<td>• Students will learn how to conceptualise and apply Strategic Management decision-making processes to the marketing decisions made by sellers</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Students will learn how to appreciate the role of theory as it applies to the “real-world” of Strategic Management</td>
</tr>
<tr>
<td><strong>Knowledge of major forms of Strategic Management research</strong></td>
<td>Students will learn to research, analyse, and synthesise information relevant to Strategic Management.</td>
<td>Proposal</td>
<td><strong>Global Perspective</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tests</td>
<td>• Students will be exposed to Strategic Management issues in an Australian and a global context</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Discussion Board</td>
<td><strong>Social Responsibility</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Students will be encouraged to act ethically, with integrity and social responsibility, in the application of Strategic Management theory and research to marketing strategies</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Students will develop an appreciation of the impact of Strategic Management practices on individuals and groups in society</td>
</tr>
<tr>
<td><strong>Broad knowledge of current issues in Strategic Management</strong></td>
<td>Students will be exposed to Strategic Management issues in an Australian and a global context</td>
<td>Proposal</td>
<td><strong>As a Discussion Board Participant and as a Discussion Board Moderator</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tests</td>
<td><strong>Knowledge</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Discussion Board</td>
<td>• Students will develop an understanding of Strategic Management theory by use of peer reviewed and non-empirical literature</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Students will demonstrate an ability to analyse and synthesise literature and use it to support arguments and other lines of enquiry</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Communication Skills</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Students will be encouraged to communicate effectively using oral and written mediums and to present well-reasoned arguments in a logical and coherent manner</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Problem-Solving Skills</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Students will learn how to understand and classify the needs and wants of managers</td>
</tr>
</tbody>
</table>
| Facilitate students peer learning activities | Students will be encouraged to communicate effectively using oral and written mediums and to present well-reasoned arguments in a logical and coherent manner | **Global Perspective**  
- Students will be exposed to Strategic Management issues in an Australian and a global context  
- Students will gain an understanding of the importance of Strategic Management for businesses and individuals to gain advantage in the global marketplace  

**Social Responsibility**  
- Students will be encouraged to act ethically, with integrity and social responsibility, in the application of Strategic Management theory and research to marketing strategies |
Learning Expectations and Teaching Strategies/Approach

The University is committed to a high standard of professional conduct in all activities, and holds its commitment and responsibilities to its students as being of paramount importance. Likewise, it holds expectations about the responsibilities students have as they pursue their studies within the special environment the University offers. The University’s Code of Conduct for Teaching and Learning states:

_Students are expected to participate actively and positively in the teaching/learning environment. They must attend classes when and as required, strive to maintain steady progress within the subject or unit framework, comply with workload expectations, and submit required work on time._

Occupational Health and Safety (OH&S)

The University is committed to providing a safe and secure teaching and learning environment. In addition to specific requirements of this unit you should refer to the University’s policy at: [http://www.utas.edu.au/work-health-safety/](http://www.utas.edu.au/work-health-safety/)

Learning Resources

Prescribed Text

Hanson, D, Hitt, M, Ireland, D & Hoskisson, R 2013 (5th edition, with the cat on the front), Strategic management: competitiveness and globalisation, Cengage, Melbourne.

Recommended Texts


Belanger, J, Berggra, C, Bjorkman, T & Kohler, K 2000, _Being local worldwide_, Cornell UP, USA.

Chandler, A, Hagstrom, P & Solvell, O 2000, _The dynamic firm_, Oxford UP, USA.

De Rond, M 2006, _Strategic alliances as social facts_, Cambridge UP, Cambridge UK.


**Journals and Periodicals**

Apart from books, you will find it valuable to get into the practice of reading relevant articles from journals and periodicals (including newspapers and magazines).

*Academy of Management Journal*
*Academy of Management Review*
*Asia Pacific Journal of Management California*
*Management Review Harvard Business Review*
*Journal of General Management*
*Long Range Planning*
*Sloan Management Review*
*Strategic Management Journal*

A six-month subscription to *Search me! Management* is provided with the textbook when you register the access code at the front of the textbook on the website [http://www.cengage.com/sso](http://www.cengage.com/sso). This resource provides access to scholarly and popular journals, e-books and newspapers. Refer to the textbook page XXV for search tips.

**Useful Websites**

http://www.strategyclub.com
Site of the *Strategic Management Club Online*. It has been set up by Professor Fred David of Francis Marion University in South Carolina.

It provides strategic planning tools, templates, links, and information that may assist case study analysis. (Note that there is some information that is free and other information and services that require a joining fee.)

http://www.commerce.gov
Site of the *US Department of Commerce*. This site may be useful for searching for information on US based or global industries.

Site of the *Accenture Consulting Group* with links to world industries and items about the future of these industries. There is also a series of case studies you can read.

http://www.afr.com.au
Site of the *Australian Financial Review*. You can obtain current information about Australian-based firms from this site. Every few months there is an in-depth ‘spread’ on an industry.

http://www.businessweek.com
Site of *Business Week*. It allows you to search Business Week archives by topic or industry. In particular, search the ‘Special Reports’, which often include industry reports.

http://knowledge.wharton.upenn.edu/

http://knowledge.asb.unsw.edu.au/ Australian School of Business
This site contains podcasts and articles on all areas of business and a link to Strategic Management.

**My Learning Online (MyLO)**

This unit is web dependent and access to the online MyLO unit is required. Log into MyLO at: [http://www.utas.edu.au/learning-teaching-online](http://www.utas.edu.au/learning-teaching-online) and then select *BMA799 Strategic Management* from the list of units. For help using MyLO go to [http://www.utas.edu.au/learning-teaching-online/new-mylo/home](http://www.utas.edu.au/learning-teaching-online/new-mylo/home).

**Technical requirements for MyLO**

For help and information about setting up your own computer and web browser for MyLO, see: [http://uconnect.utas.edu.au/](http://uconnect.utas.edu.au/)
You can access the University network and MyLO via a laptop computer or other mobile device. See: http://uconnect.utas.edu.au/uana.htm

MyLO can be accessed in the Library computers and in computer labs. See: http://www.utas.edu.au/it/computing-distributed-systems/computer-labs-facilities-and-locations

For further technical information and help, contact the UTAS Service Desk on 6226 1818 or at http://www.utas.edu.au/service-desk/

MyLO Expectations

1. Students are expected to maintain the highest standards of conduct across all modes of communication, either with staff or with other students. Penalties may be imposed if the Unit Coordinator believes that, in any instance or mode of communication, your language or content is inappropriate or offensive. MyLO is a public forum. Due levels of respect, professionalism and high ethical standards are expected of students at all times.

2. Submission of assessment tasks via MyLO presumes that students have read, understood and abide by the requirements relating to academic conduct, and in particular, those requirements relating to plagiarism. All work submitted electronically is presumed to be ‘signed-off’ by the student submitting as their own work. Any breach of this requirement will lead to student misconduct processes.

3. MyLO is an Internet service for teaching and learning provided by the University. It is expected that at least once a day students will check MyLO.

4. All materials for BMA 799 (except texts) will be available in MyLO.

Student Feedback via eVALUate

At the conclusion of each unit students will be asked to provide online responses to a number of matters relating to the learning and teaching within that unit. All students are asked to respond honestly to these questions, as all information received is used to enhance the delivery of future offerings.

Changes to this Unit Based on Previous Student Feedback

- This unit is more ‘blended’ in its week to week delivery style (i.e. online, face to face workshops).
- It includes quiz-based and concepts and cases based tests.
- Students will investigate the topics from a more practical learning perspective; explore the theory and apply it into a conceptual framework/s.
- To remove passive learning this unit uses a Q&A approach that is underpinned by the learning materials (PowerPoint slides, text and other supporting resources).

Details of Teaching Arrangements

Lecture Slides & Video Case Studies, Chapter Reading, and Discussion Board

Students are expected to read the assigned chapter for each week, the lecture slides, other readings (from time to time), and view the video case studies; typically this is a Monday – Wednesday activity.
These materials are available in MyLO. The period from Wednesday to Friday is dedicated to activity including Discussion Board and or Thursday drop-in sessions.

PLEASE NOTE: The slides and readings may be supplemented from time to time with support information such as empirical articles and extra slides.

Discussion Board is offered asynchronously from 12pm Wednesdays until 12pm Fridays on most weeks of semester. See Study Schedule at the end of this unit outline for more information.

<table>
<thead>
<tr>
<th>Drop in Sessions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drop-in sessions will be held each Thursday from 12–1.30pm in Room 460 Hytten Hall on the Sandy Bay campus.</td>
</tr>
<tr>
<td>Students who attend drop-in sessions must come prepared with questions to investigate. (These sessions are best described as more student directed learning and as such must be driven by the students.)</td>
</tr>
</tbody>
</table>

This important drop-in time is a space in your week to interrogate lines of enquiry you have in relation to the learning material. This time is to be used to support your Strategic Alliance proposal.

<table>
<thead>
<tr>
<th>Online Activities – Tutorials and Tests</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutorials start in Week 2. Tutorials will come in the form of Discussion Board questions posed by the Unit Coordinator (as Moderator). Questions come from the topic of the week.</td>
</tr>
<tr>
<td>Mid Term and End of Unit Tests will be offered online to all students. This is done on the grounds of equity.</td>
</tr>
</tbody>
</table>

See the Study Schedule at the end of this unit outline for the dates and times of tutorials and tests.

<table>
<thead>
<tr>
<th>English Assist</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please be in contact with the Unit Coordinator if you require assistance.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Communication, Consultation and Appointments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Email Correspondence:</strong></td>
</tr>
<tr>
<td>Students are expected to check their UTAS email site on a regular basis (at least three times a week). Students submitting requests or queries to staff via email should provide very clearly their <strong>Family name, Preferred name, Student ID, Unit code (i.e. BMA799)</strong> and allow teaching staff at least <strong>two (2) business days</strong> to reply. Staff are not required to respond to emails in which students do not directly identify themselves, which are threatening or offensive, or that come from external (non-UTAS) email accounts. Students are advised not to have their UTAS email forwarded to an external email service (such as Gmail or Hotmail). In the past there have been significant issues where this has occurred, resulting in UTAS being blacklisted by these email providers for a period of up to one month.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment</th>
</tr>
</thead>
</table>
Assessment Schedule

In order to pass this unit you must achieve an overall mark of at least 50% of the total available marks. Details of each assessment item are outlined below.

<table>
<thead>
<tr>
<th>Assessment Items</th>
<th>Due Date</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Board participation</td>
<td>Weekly online tutorial</td>
<td>10%</td>
</tr>
<tr>
<td>Mid-Term Test. 50 Multiple Choice Questions</td>
<td>Week 7</td>
<td>20%</td>
</tr>
<tr>
<td>Strategic Alliance Proposal</td>
<td>Friday 6 June 2.00pm</td>
<td>40%</td>
</tr>
<tr>
<td>Final Test</td>
<td>Saturday 14 June 8.00am to Tuesday 18 June 8.00am</td>
<td>30%</td>
</tr>
</tbody>
</table>

Assessment Item 1 – Discussion Board Participation

**Task Description:** As a Discussion Board participant, respond to the Moderator’s question **at least once** and follow up with response/s to the Moderator as the line of enquiry dictates. Respond to other participant posts often. Four (4) posts is a good participation goal per tutorial. One response per tutorial is considered **as minimum participation** and is typically assessed at one half of one mark or less per Discussion Board tutorial week on the assumption that:

- healthy investigative commentary is demonstrated,
- students do not use ‘text speak’ or other language that might be considered offensive,
- communication is of a Graduate Student Standing Academic level; demonstrated analysis and synthesis of a line of enquiry.

Tasteful, insightful use of levity is always welcome. Discussion Board is a great chance to learn from each other.

**Task Length:** Discussion Board is offered asynchronously from 12 pm Wednesdays until 12pm Fridays on the scheduled weeks of semester. There are 10 online tutorial sessions for BMA 799. See Study Schedule at the end of this unit outline for more information.

**Assessment Criteria:** Participate(!)..... but with the following in mind:

- healthy investigative discussion is always demonstrated,
- communication is of demonstrated Graduate Student Standing Academic level; demonstrated analysis and synthesis of a line of enquiry.

**Due Date:** Weekly participation from Week 2. See, Study Schedule at the end of this unit outline for the other nine (9) tutorial weeks.

**Value:** 10 Marks.

**Navigation to MyLO (to get started)**
1) To navigate your way to the Discussion Board facility in MyLO go to [http://www.utas.edu.au/learning-teaching-online/](http://www.utas.edu.au/learning-teaching-online/)
2) enter your user name and password,
3) click on the BMA 799 link from the Home Page, and then
4) click the DISCUSSIONS tab.
Specific directions concerning the Discussion Board operations are available in MyLO. Note that MyLO is not a fan of Internet Explorer. Use other internet browsers like Chrome or Firefox.

Discussion Board in BMA 799 is used as a key tool for the students and instructor can share thoughts on key topics topics. It is made up of forums which consist of threads submitted by individuals. It is text-based but can include images and attached files. The instructor is responsible for Moderation each week. The moderator bumps-in each Friday.

Assessment Item 2 – Mid Term Test

Task Description: the Mid Term test is represented by 50 multiple choice questions. The test will be presented in MyLO. Students will have 70 minutes to take the Mid Term test at a time of their choosing during Week 7.

Task Length: 50 Multiple Choice Question questions. There are approximately eight (8) Questions from Chapters 1, 2, 3, 4, 6 and 9. Questions will come predominantly from the PowerPoint slides and text chapters and to a much lesser extent a topic/s within Discussion Board. A broad study guide is typically provided about a week out from the midterm test.

Assessment Criteria: One best response for each of the 50 questions. No more than four answer - choices per question [i.e. choose answer a), answer b) answer c) or answer d)].

Due Date: Week 7 - See Study Schedule

Value: 20 Marks.

Assessment Item 3 – Strategic Alliance Proposal

Task Overview: Have you ever observed an existing business and noticed a gap in its products or services? A gap that, if strategically tapped, has the capacity to result in a successful cooperative alliance with the purpose of making an entity more competitive?

It is suggested that the possibilities for growth through a strategic alliance in a business venture setting is evident and should be looked into and a strategic alliance proposal is scripted.

Task Description: In light of what is written in the Overview what, specifically speaking, must the student undertake in the context of this piece of assessment?

Firstly, students must identify a business of choice. This business has in the student’s opinion, the capacity thus opportunity for strategic alliance growth/benefit. This business you choose must have worth (in your view).

Secondly, in considering ‘Step 1’, students should consider their strategic alliance proposal in its written form under the following good practice guides/headers. Typical good practice guides/headers for a strategic alliance proposal include such things as:

- Disclaimer
- Non-Disclosure Agreement
- Executive Summary
• Business Concept
• Business Overview
• How the Service Will Work / Integrate
• Opportunity / Value Proposition
• Services Offered
• Revenue Streams
• Market Analysis
• Target Customers
• Market Characteristics and Trends
• Market Size and Revenue Potential
• Business Models
• Competition
• Brick and Mortar Media Companies
• eTailing opportunities
• Pure Content Companies
• Company Objectives and Strategies
• Business Objectives
• Business Strategies
• Competitive Advantages

NOTE: The above listed topics provide a good start only to get thinking about the strategic alliance proposal. Other good practice guides/ headers are available in the unit’s text and other sources of strategic management ilk.

Thirdly, the student’s ‘brief’ is to make a compelling case for a strategic business alliance. In simplified terms, what is being asked of students is to identify /grow a business out of an existing one.

It must be acknowledged that this piece of assessment, though ultimately a conceptual document, should be one where the student can defensively propose a case for a sustainable strategic alliance. You will defend its sustainability through the intrinsic worth relationship framework that will be revealed by the Venn Diagram model is this unit outline.


**Task Length**

No more than 20 pages. Time New Roman Font 12. Double spaced. References and Cover Sheet do not count in the 20 pages. No more than 20 pages will be read.

See Assignment Cover Sheet at:
**Assessment Criteria:** Assessment Rubric provided in MyLO. Students will be advised when the Rubric is available.

**Due Date:** Friday 6 June 2014 by 2pm

**Value:** 40 Marks

### Assessment Item 4 – Final Test

| Format | Part A: 1 x Case Study Analysis  
|        | Part B: 2 x Short Essay Questions  
|        | Material taken from prescribed text chapters 7 – 13  
|        | Time Roman 12 Font. Double spaced |

| Task Length | Part A: Case Study Analysis - 8 pages not including References +/- 10%  
|            | Part B: Two Essay Questions - 2 pages each +/- 10% |

| Duration | 72 hour take-home Test. Open book |

| Date and Time | Saturday 14 June 8.00am to Tuesday 18 June 8.00am. Submit using the Drop Box in MyLO |

| Value | Part A: Case Study Analysis = 20%  
|       | Part B: Essay Questions  = 10%  
|       | **Total Value = 30%** |

**Assessment Criteria:** Assessment Rubric provided in MyLO at end of Semester

**Due Date:** Tuesday 18 June 8.00am. Submit using the Drop Box in MyLO

**Value:** 30 Marks

### Submission of Assessment Items

**Lodging Assessment Items**

Assignments must be submitted electronically through the relevant assignment drop box in MyLO. **All assessment items must be handed in by 2.00pm on the due date.** Where appropriate, unit coordinators may also request students submit a paper version of their assignments.

All assignments must have a *TSBE Assignment Cover Sheet*, which is available as a blank template from the TSBE website: [http://www.utas.edu.au/business-and-economics/student-resources](http://www.utas.edu.au/business-and-economics/student-resources]. All assignments must include your name, student ID number, tutorial day/time, and your tutor’s name. **If this information is missing the assignment will not be accepted and, therefore, will not be marked.**

Please remember that you are responsible for lodging your assessment items on or before the due date. We suggest you keep a copy. Even in ‘perfect’ systems, items sometimes go astray.

### Late Assessment and Extension Policy
In this Policy

(a) ‘day’ or ‘days’ includes all calendar days, including weekends and public holidays;
(b) ‘late’ means after the due date and time; and
(c) ‘assessment items’ includes all internal non-examination based forms of assessment

2. This Policy applies to all students enrolled in Faculty of Business Units at whatever Campus or geographical location.

3. Students are expected to submit assessment items on or before the due date and time specified in the relevant Unit Outline. The onus is on the student to prove the date and time of submission.

4. Students who have a medical condition or special circumstances may apply for an extension. Requests for extensions should, where possible, be made in writing to the Unit Coordinator on or before the due date. Students will need to provide independent supporting documentation to substantiate their claims.

5. Late submission of assessment items will incur a penalty of 10% of the total marks possible for that piece of assessment for each day the assessment item is late unless an extension had been granted on or before the relevant due date.

6. Assessment items submitted more than five (5) days late will not be accepted.

7. Academic staff do NOT have the discretion to waive a late penalty, subject to clause 4 above.

**Academic Referencing and Style Guide**

In your written work you will need to support your ideas by referring to scholarly literature, works of art and/or inventions. It is important that you understand how to correctly refer to the work of others and maintain academic integrity.

Failure to appropriately acknowledge the ideas of others constitutes academic dishonesty (plagiarism), a matter considered by the University of Tasmania as a serious offence.

The appropriate referencing style for this unit is: the Harvard style. For information on presentation of assignments, including referencing styles: [http://utas.libguides.com/referencing](http://utas.libguides.com/referencing)

Here are some examples

**Journal article:**

Author, Initial(s) Year of publication, 'Article Title', *Journal Title*, volume number, issue number, page numbers, e.g.


**In-text Direct quote:**

"The main reason ..." (Argibay-losada et al. 2010, p. 263).

**Paraphrase:**

Argibay-losada et al. (2010, p. 263) identified that...

**Book:**

Author, Initial(s) Year of publication, *Title*, Publisher, Place of publication, e.g.

**In-text direct quote:**
"The universe has ..." (Dawkins 2012, p. 226).

**Paraphrase:**
Dawkins (2012, p. 226) asserted that ...

**More than one author:**

Author, Initial(s), & Author, Initial(s) Year of publication, *Title*, Publisher, Place of publication, e.g.


**Review of Assessment and Results**

**Review of Internal Assessment**

It is expected that students will adhere to the following policy for a review of any piece of continuous/internal assessment. The term continuous/internal assessment includes any assessment task undertaken across the teaching phase of any unit (such as an assignment, a tutorial presentation, and online discussion, and the like), as well as any capstone assignment or take-home exam.

Within five (5) days of release of the assessment result a student may request a meeting with the assessor for the purpose of an informal review of the result (in accordance with Academic Assessment Rule No. 2 Clause 22 – www.utas.edu.au/university-council/university-governance/rules). During the meeting, the student should be prepared to discuss specifically the marks for the section(s) of the marking criteria they are disputing and why they consider their mark(s) is/are incorrect. The assessor will provide a response to the request for review within five (5) days of the meeting.

If the student is dissatisfied with the response they may request a formal review of assessment by the Head of School, with the request being lodged within five (5) days of the informal review being completed. A Review of Internal Assessment Form must be submitted with the formal review (http://www.studentcentre.utas.edu.au/examinations_and_results/forms_files/review_of_assessment.pdf).

**Review of Final Exam/Result**

In units with an invigilated exam students may request a review of their final exam result. You may request to see your exam script after results have been released by completing the Access to Exam Script Form, which is available from the TSBE Office, or at the following link – http://www.utas.edu.au/business-and-economics/student-resources. Your unit coordinator will then contact you by email within five (5) working days of receipt of this form to go through your exam script.

Should you require a review of your final result a formal request must be made only after completing the review of exam script process list above. To comply with UTAS policy, this request must be made within ten (10) days from the release of the final results (in accordance with...
You will need to complete an Application for Review of Assessment Form, which can be accessed from www.studentcentre.utas.edu/examinations_an_results/forms_files/review_of_assessment.pdf. Note that if you have passed the unit you will be required to pay $50 for this review.

The TSBE reserves the right to refuse a student request to review final examination scripts should this process not be followed.

Further Support and Assistance

If you are experiencing difficulties with your studies or assessment items, have personal or life-planning issues, disability or illness which may affect your study then you are advised to raise these with your lecturer or tutor in the first instance.

If you do not feel comfortable contacting one of these people, or you have had discussions with them and are not satisfied, then you are encouraged to contact the Director of Postgraduate Programs:

- **Name**: Dr Rob Hecker
- **Room**: 307, Commerce Building, Sandy Bay
- **Phone**: 03 6226 1774
- **Email**: rob.hecker@utas.edu.au

There is also a range of University-wide support services available to students, including Student Centre Administration, Careers and Employment, Disability Services, International and Migrant Support, and Student Learning and Academic Support. Please refer to the Current Students website (available from www.utas.edu.au/students) for further information.

If you wish to pursue any matters further then a Student Advocate may be able to assist. Information about the advocates can be accessed from www.utas.edu.au/governance-legal/students-complaints.

The University also has formal policies, and you can find out details about these policies from the following link – www.utas.edu.au/governance-legal/student-complaints/how-to-resolve-a-student-complaint/self-help-checklist.

Academic Misconduct and Plagiarism

**Academic misconduct** includes cheating, plagiarism, allowing another student to copy work for an assignment or an examination, and any other conduct by which a student:

(a) seeks to gain, for themselves or for any other person, any academic advantage or advancement to which they or that other person are not entitled; or

(b) improperly disadvantages any other student.

Students engaging in any form of academic misconduct may be dealt with under the Ordinance of Student Discipline. This can include imposition of penalties that range from a deduction/cancellation of marks to exclusion from a unit or the University. Details of penalties that can be imposed are...
available in the Ordinance of Student Discipline – Part 3 Academic Misconduct, see http://www.utas.edu.au/universitycouncil/legislation/.

**Plagiarism** is a form of cheating. It is taking and using someone else’s thoughts, writings or inventions and representing them as your own, for example:

- using an author’s words without putting them in quotation marks and citing the source;
- using an author’s ideas without proper acknowledgment and citation; or
- copying another student’s work.
- using one’s own work from previously submitted assessment items if repeating a unit.

If you have any doubts about how to refer to the work of others in your assignments, please consult your lecturer or tutor for relevant referencing guidelines, and the academic integrity resources on the web at http://www.academicintegrity.utas.edu.au/ The intentional copying of someone else’s work as one’s own is a serious offence punishable by penalties that may range from a fine or deduction/cancellation of marks and, in the most serious of cases, to exclusion from a unit, a course, or the University.

The University and any persons authorised by the University may submit your assessable works to a plagiarism checking service, to obtain a report on possible instances of plagiarism. Assessable works may also be included in a reference database. It is a condition of this arrangement that the original author’s permission is required before a work within the database can be viewed.

For further information on this statement and general referencing guidelines, see http://www.utas.edu.au/plagiarism/ or follow the link under ‘Policy, Procedures and Feedback’ on the Current Students homepage.

**Tutorials in Discussion Board**

Tutorial sessions will occur most weeks of the semester (Wednesday 12pm until Friday 12pm). The Discussion Board (DB) Section of MyLO will be used to facilitate all tutorial sessions.

The objective of tutorial sessions is to support learning of topics within strategic management.

Students should use DB to a) seek and answer assorted lines of enquiry within the tutorial, b) answer question/s from each chapter (or empirical models) that will be posed from time to time, and c) learn from others.

The Unit Coordinator (UC) will moderate DB and will, where required, offer extension of thought to the lines of enquiry posted by students in Discussion Board; typically on Friday mornings. The UC’s role is to try to facilitate questions with the aim of posing new questions.

Participation in Discussion Board is asynchronous. Please note that MyLO does not integrate well with Internet Explorer. Google Chrome, Firefox and Safari are better browser options.

DB commences in Week Two (2) of semester. Depending on the class size students may be placed into a cohort with DB. Cohorts are used to manage the quantum of thoughts in a more useful manner, in others words groups of 10 or thereabouts.

See Study Schedule for more information about the timing of Discussion Board tutorials.
The **Venn diagram** (see, Figure 1) will be used to help build your learning in Strategic Management. As a model of related diversifications that are built around Globalisation, Leadership, Competitiveness the diagram is offered to help think through things like operational relatedness, market power and strategic focus. Using this model should take you closer to finding ‘X’. We will investigate each of the elements.

**FIGURE 1: VENN DIAGRAM of INTRINSIC WORTH**
<table>
<thead>
<tr>
<th>Week</th>
<th>Start of Week</th>
<th>Chapter</th>
<th>Topic</th>
<th>Learning resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>24 February</td>
<td></td>
<td>Introduction</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>3 March</td>
<td>1-2</td>
<td>Competitiveness and External Environment</td>
<td>Discussion Board and Video Case Study</td>
</tr>
<tr>
<td>3</td>
<td>10 March</td>
<td>9</td>
<td>Cooperative Strategy</td>
<td>Discussion Board and Video Case Study</td>
</tr>
<tr>
<td>4</td>
<td>17 March</td>
<td>3</td>
<td>Internal Environment</td>
<td>Discussion Board and Video Case Study</td>
</tr>
<tr>
<td>5</td>
<td>24 March</td>
<td>4</td>
<td>Business-level Strategy</td>
<td>Discussion Board and Video Case Study</td>
</tr>
<tr>
<td>6</td>
<td>31 March</td>
<td>6</td>
<td>Corporate-level Strategy</td>
<td>Discussion Board and Video Case Study</td>
</tr>
<tr>
<td>7</td>
<td>7 April</td>
<td>TEST WEEK</td>
<td>Mid-term Test</td>
<td>From Tuesday 8 April through Saturday 12 April. Once chance only.</td>
</tr>
<tr>
<td>8</td>
<td>14 April</td>
<td>Test Results Circulated</td>
<td>Review / Progress Week</td>
<td>Review / Progress (by appointment). Objective = To discuss progress on your Strategic Alliance proposal and mid-term Test</td>
</tr>
<tr>
<td>9</td>
<td>28 April</td>
<td>7</td>
<td>Mergers and Acquisitions</td>
<td>Discussion Board and Video Case Study</td>
</tr>
<tr>
<td>10</td>
<td>5 May</td>
<td>8</td>
<td>International Strategy</td>
<td>Discussion Board and Video Case Study</td>
</tr>
<tr>
<td>11</td>
<td>12 May</td>
<td>10</td>
<td>Governance</td>
<td>Discussion Board and Video Case Study</td>
</tr>
<tr>
<td>12</td>
<td>19 May</td>
<td>11</td>
<td>Structure</td>
<td>Discussion Board and Video Case Study</td>
</tr>
<tr>
<td>13</td>
<td>26 May</td>
<td>12-13</td>
<td>Leadership Entrepreneurship</td>
<td>Discussion Board and Video Case Study</td>
</tr>
</tbody>
</table>

Mid-semester break: Friday 18 – Friday 25 April inclusive

<table>
<thead>
<tr>
<th>Week</th>
<th>Start of Week</th>
<th>Chapter</th>
<th>Topic</th>
<th>Learning resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>28 April</td>
<td>7</td>
<td>Mergers and Acquisitions</td>
<td>Discussion Board and Video Case Study</td>
</tr>
<tr>
<td>10</td>
<td>5 May</td>
<td>8</td>
<td>International Strategy</td>
<td>Discussion Board and Video Case Study</td>
</tr>
<tr>
<td>11</td>
<td>12 May</td>
<td>10</td>
<td>Governance</td>
<td>Discussion Board and Video Case Study</td>
</tr>
<tr>
<td>12</td>
<td>19 May</td>
<td>11</td>
<td>Structure</td>
<td>Discussion Board and Video Case Study</td>
</tr>
<tr>
<td>13</td>
<td>26 May</td>
<td>12-13</td>
<td>Leadership Entrepreneurship</td>
<td>Discussion Board and Video Case Study</td>
</tr>
</tbody>
</table>

**Strategic Alliance Proposal**
Submit by 2pm Friday 6 June. *Submit using the Drop Box in MyLO*

**End of Unit Test**
Saturday 14 June 8.00am to Tuesday 18 June 8.00am. *Submit using the Drop Box in MyLO.*