

AGSM MBA



AUSTRALIAN
SCHOOL OF BUSINESS™

THE UNIVERSITY OF NEW SOUTH WALES

AGSM
MBA Program

MNGT1483

***Strategic Management I:
Detecting and Selecting Business Opportunities***

**COURSE OUTLINE
SESSION 2, 2008**

<u>1. COURSE STAFF</u>	<u>3</u>
1.1 Communication with Staff	3
<u>2. INFORMATION ABOUT THE COURSE</u>	<u>3</u>
2.1 Teaching Times and Locations	3
2.2 Units of Credit	3
2.3 Parallel Teaching in the Course	3
2.4 Relationship of This Course to Other Course Offerings	3
<u>3. COURSE AIMS AND LEARNING OUTCOMES</u>	<u>4</u>
3.1 Course Aims	4
3.2 Student Learning Outcomes	4
3.3 Approach to Learning and Teaching	5
3.4 Teaching Strategies	6
<u>4. CONTINUAL COURSE EVALUATION AND IMPROVEMENT</u>	<u>7</u>
<u>5. LEARNING ASSESSMENT</u>	<u>7</u>
5.1 Formal Requirements	7
5.2 Assessment Details	7
5.3 Assignment Format	8
5.4 Assignment Submission Procedure	8
5.5 Late Submission	8
5.6 Special Consideration and Supplementary Examinations	8
<u>6. ACADEMIC HONESTY AND PLAGIARISM</u>	<u>8</u>
<u>7. STUDENT RESPONSIBILITIES AND CONDUCT</u>	<u>9</u>
7.1 Workload	10
7.2 Attendance	10
7.3 General Conduct and Behaviour	10
7.4 Keeping Informed	10
<u>8. STUDENT RESOURCES</u>	<u>10</u>
8.1 Course Resources	10
8.2 Other Resources, Support and Information	11
<u>9. COURSE SCHEDULE</u>	<u>12</u>

1. COURSE STAFF

Course Leader

J. Peter Murmann

Email: peter.murmann@agsm.edu.au

Residential Facilitators:

Grahame Dowling

Email: grahamed@agsm.edu.au

Denise Weinreiss

Email: denisew@agsm.edu.au

Kevin Clark or Chris Adam or Gloria Tian (still to be determined)

1.1 Communication with Staff

All administrative questions regarding the course should be addressed to MBA (Executive) Strategy Management Year Program Office: SMY@agsm.edu.au

Questions regarding to subject matter for SM 1 can be addressed directly to the course leader.

2. INFORMATION ABOUT THE COURSE

2.1 Teaching Times and Locations

Details of specific residential times and locations are contained in the course overview.

SM1 Session Start

14 July 2008

Session Break

20 September – 5 October 2008

2.2 Units of Credit

12 Units of credit

2.3 Parallel Teaching in the Course

There is no parallel teaching in this course

2.4 Relationship of This Course to Other Course Offerings

The SMY is the final stage in the MBA (Executive) Program. The SM Year builds on (but does not repeat) content from the GDM. For example, students will use Data Analysis techniques in diagnosing organisations, knowledge about Managing People & Organisations in designing organisations, principles of Economics in formulating a strategy within an industrial context, and 360 degree feedback from Managerial Skills and / or Managing Change in setting personal development goals for the SM Year and career planning beyond the SM Year. Students are expected to integrate what they have learned in the earlier functional courses (Accounting, Finance, Marketing, etc.) when they analyse the problems of the general manager. General Managers of large organisations and entrepreneurial start-ups are responsible for formulating and implementing a strategy that will lead to success. The Strategic management Year comprises of four courses to be taken consecutively:

Strategic Management 1: Detecting and selecting business opportunities
Strategic Management 2: Developing business opportunities
Strategic Management 3: Growing businesses
Strategic Management 4: Transforming Businesses

3. COURSE AIMS AND LEARNING OUTCOMES

3.1 Course Aims

This first course in a four-course sequence constituting the Strategic Management Year will equip students with skills to detect and select business opportunities.

Consistent with the aim of the SM Year, SM 1 will develop in students' skills in becoming an effective general manager including:

- **Cognitive skills** to diagnose current organisation performance and develop recommendations for future action
- **Communication** skills (both written and oral) required to influence others and persuade them of appropriate courses of action
- **Self-reflective** skills required to assess personal development needs
- **Team working** skills required to work effectively with others in making decisions and implementing strategies

The course will also explore a set of themes that cut across the entire SM Year course sequence. These are:

- **Business Model Evaluation.** Is the business model of the proposed or existing venture compelling? How can the business model be converted into a strategic position that allows the firm to create and capture value for the stakeholders? How does one change a business model to achieve growth? What happens to a business model when the environment changes radically?
- **Entrepreneurship.** How do the problems faced by the general manager of an established business differ from the problems faced by the entrepreneur? How would our approach to strategic management be different when dealing with the problems in a large existing organisation versus an entrepreneurial start-up?
- **Leadership.** What role do leaders play in building effective organisations for sustainable competitive advantage? How do leaders engage people to make the right decisions and take appropriate actions?
- **Decision Making.** What decision-making processes can I use to help make key decisions, for example, resource allocation, selecting business opportunities and new products, designing organisational systems?

3.2 Student Learning Outcomes

For this course:

- Formulate a business strategy
- Identify and develop organisational competitiveness
- Evaluate and manage risks with a proposed business
- Design a communication strategy to support a business plan to potential investors

Across whole SMY:

- Evaluate your skills and developmental needs as a general manager
- Evaluate your team working skills and develop ways to improve them

3.3 Approaches to Learning and Teaching

The SM Year is designed to be an integrative and practical learning experience. We use a number of strategies to ensure integration of concepts and application of ideas to real world situations.

- **Individual learning.** Students learn individually via reading packs, attendance at residential, and through completing individual assignments.
- **Group learning.** Students are assigned to syndicate groups of 5 or 6 and complete both group exercises and group assignments in these groups. Groups are supported in establishing effective working practices, (or example setting group expectations, establishing group norms.
- **Problem based learning.** The residential opens with the presentation of general management problem. A manager from a real Australian organisation will join the beginning of the residential to present a current problem / live issue that he/she faces. The manager might be a student on the SM Year, or SM Year alumnus, or someone else.. Throughout the residential students review content presentations and discuss possibilities for applying the content to the problem.. At the end of the residential the original problem presenter comes back to hear presentations from student groups in which students articulate what kind of questions they need ask and what kind of data they would need to obtain in order to make solid recommendations on how to solve the problem of the manager.
- **Personal leadership development.** Students are required to set themselves personal learning goals for the SM Year which will contribute to their leadership development. These goals may be based on 360° feedback from prior GDM subjects, SM Year self-reflection exercises, work experiences, development goals at work, or student's own observations of their skill development needs. Students reflect on these development goals throughout the course, for example during an individual reflection exercise using a learning journal at the beginning of each residential day, after completing individual and group exercises, and in developing an assignment on individual learning and development. Group members periodically give feedback to each other on their leadership / influencing / communication / team skills.
- **Learning journals.** Residential days will start with a period of individual reflection on the previous day's content and activities. Students will complete a learning journal which asks them to think

about how they can apply their learning, to reflect on achievement of personal development goals, to identify areas for more focused effort, and to identify obstacles to achieving development goals.

- **Integrative cases.** Faculty will use cases that illustrate a number of concepts and themes across the SM Year to enhance critical integrative thinking. A single case will be used multiple times by different presenters within one subject, and across subjects.
- **Experiential exercises.** Each residential will include at least one simulation, management game, or problem solving activity. These will be debriefed by faculty on both the content learned from the exercise, and the process participants engaged in. For example, students will reflect on the leadership that they displayed during the exercise, their team skills, and how their group worked together.
- **Energisers.** Throughout the residential students will engage in short (15 minute) activities to apply the content and provide a break from classroom presentation / discussion. Activities should be fun to create a positive learning environment.
- **Book presentation.** All students will be required to present a book review at some time during SM Year. The book should not be a core management text, but should have some relevance to strategic management. The aim of this is to encourage students to read widely, and to give them practice at presenting to a large audience. Student can receive coaching for this presentation if they wish, and receive feedback from coaches / peers.

3.4 Teaching Strategies

Students will use a course pack of readings, articles, cases and exercises distributed at the beginning of the course. They will be expected to complete these before the residential.

At the residential program we use a problem based learning approach so that the program is more like a learning laboratory and less like a traditional classroom taught course. We want to equip students to be able to act as general managers, therefore we simulate, to the extent that it is possible, the tasks and challenges they will face. Scenario analysis, role plays, simulations and exercises are the kind of classroom activities that get students to take actions and provide immediate feedback on how they have performed and how they could improve. Instead of focusing on the classical lecture format where the professor speaks and the audience receives, we create a participatory learning environment where the students learn as much from each other as they learn from the facilitator.

eLearning will be used to disseminate information and generate discussion between students and program staff.

The UNSW Library can be used to support learning by providing:

- access to business research resources
- assistance with searching the resources

4. CONTINUAL COURSE EVALUATION AND IMPROVEMENT

Each year feedback is sought from students and other stakeholders about the courses offered in the School and continual improvements are made based on this feedback. An evaluation conducted through the Survey Channel is one of the ways in which student evaluative feedback is gathered.

5. LEARNING ASSESSMENT

5.1 Formal Requirements

Students are required to pass each course in order to pass the SM Year. A pass is 50%, and students are required to complete each piece of assessment in order to pass each course.

Each course within the SM Year has its own assessment requirements. In addition students are required to complete two assessments that run throughout the year.

- Students are required to complete each piece of assessment to satisfactorily complete each course.
 - In addition, students are required to achieve a passing grade in the Final Project to successfully complete the course Strategic Management 4.
- Students must achieve a passing grade in each course in order to progress to the subsequent course, specifically:
 - SM1 is a pre-requisite for SM2
 - SM2 is a pre-requisite for SM3
 - SM3 is a pre-requisite for SM4
- Students are required to achieve a passing grade in each course in order to successfully complete the SM Year.

5.2 Assessment Details

Strategy formulation paper (individual submission). In this assignment students formulate a competitive strategy for an organisation, using course concepts. Students have the choice of using their own organisation, or any other organisation or proposed business venture they will benefit from analysing.

Residential problem analysis (group submission). At the beginning of the Strategic Management 1 residential students will be presented with a live problem faced by an entrepreneur or general manager. After the residential each syndicate group is required to submit an analysis of the problem and develop a recommendation.

Peer evaluation (individual submission). Students will be required to rate their syndicate group peers on contribution to the group, including skills such as leadership, ability to influence others, ability to resolve conflict and self-awareness.

Interview with a manager or entrepreneur (group submission). Working in small groups, students are required to design and conduct an interview with a general manager or entrepreneur about what they perceive to be their role in an organisation, and the skills and competencies they require, or need to acquire, to support this role. During Residential 1 the group researches the general manager's role and develops questions and an interview instrument. These questions are shared with the entire class. Between Residential 1 and the end of Strategic Management 1, groups conduct the interview and prepare a written report on the role of their chosen general manager or entrepreneur.

Assessment	Weight
Strategy formulation paper	40%
Residential problem analysis	40%
Peer evaluation	10%
Interview with a manager or entrepreneur	10%
SM1 Total	100%

For full details of the assessment criteria are listed in the course overview appended to this document.

5.3 Assignment Format

Page limits will be specified on the question sheet. Please refer to the Policies and procedures section of the website for details and a template for assignment format.

5.4 Assignment Submission Procedure

Assignments are to be submitted via eLearning by the due date unless otherwise specified.

5.5 Late Submission

AGSM requires students to submit their work at the designated time in order to maintain a fair and equitable system. Failure to submit assessment on time, where approval of an extension has not been granted, and where grounds for an extension do not exist, will result in a daily penalty of 5% of the total marks of the assessment item being applied.

5.6 Special Consideration and Supplementary Examinations

AGSM MBA Program Policy and information on special consideration, including supplementary exams can be found at:

<http://www2.agsm.edu.au/agsm/web.nsf/Content/MBA-PoliciesandProcedures-Assessment-Examination>

6. ACADEMIC HONESTY AND PLAGIARISM

The University regards plagiarism as a form of academic misconduct, and has very strict rules regarding plagiarism. For full information regarding policies, penalties and information to help you avoid plagiarism see:

<http://www.lc.unsw.edu.au/plagiarism/index.html>

Plagiarism is the presentation of the thoughts or work of another as one's own.* Examples include:

- direct duplication of the thoughts or work of another, including by copying work, or knowingly permitting it to be copied. This includes copying material, ideas or concepts from a book, article, report or other written document (whether published or unpublished), composition, artwork, design, drawing, circuitry, computer program or software, web site, Internet, other electronic resource, or another person's assignment without appropriate acknowledgement;
- paraphrasing another person's work with very minor changes keeping the meaning, form and/or progression of ideas of the original;
- piecing together sections of the work of others into a new whole;
- presenting an assessment item as independent work when it has been produced in whole or part in collusion with other people, for example, another student or a tutor; and,
- claiming credit for a proportion a work contributed to a group assessment item that is greater than that actually contributed.†

Submitting an assessment item that has already been submitted for academic credit elsewhere may also be considered plagiarism.

The inclusion of the thoughts or work of another with attribution appropriate to the academic discipline does *not* amount to plagiarism.

Students are reminded of their Rights and Responsibilities in respect of plagiarism, as set out in the University Undergraduate and Postgraduate Handbooks, and are encouraged to seek advice from academic staff whenever necessary to ensure they avoid plagiarism in all its forms.

The Learning Centre website is the central University online resource for staff and student information on plagiarism and academic honesty. It can be located at:

www.lc.unsw.edu.au/plagiarism

The Learning Centre also provides substantial educational written materials, workshops, and tutorials to aid students, for example, in:

- correct referencing practices;
- paraphrasing, summarising, essay writing, and time management;
- appropriate use of, and attribution for, a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre.

Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting, and the proper referencing of sources in preparing all assessment items.

* Based on that proposed to the University of Newcastle by the St James Ethics Centre. Used with kind permission from the University of Newcastle

† Adapted with kind permission from the University of Melbourne.

7. STUDENT RESPONSIBILITIES AND CONDUCT

All students are expected to adhere to university and AGSM program policies in relation to class attendance and general conduct and behaviour. In addition, students are

expected to understand their obligations in relation to workload and keeping informed. Information and policies on these topics can be found at AGSM website

7.1 Workload

It is expected that you will spend at least twenty to twenty five hours per week studying this course. This time should be made up of reading, research, working on exercises and problems. In periods where you need to complete assignments or prepare for examinations, the workload may be greater. Additionally you will be expected to attend the residential session for each course.

Over-commitment has been a cause of failure for many students. You should take the required workload into account when planning how to balance study with employment and other activities.

7.2 Attendance

Your regular and punctual attendance at residential and any group meetings is expected in this course. University regulations indicate that if students attend less than eighty per cent of scheduled classes they may be refused final assessment.

7.3 General Conduct and Behaviour

You are expected to conduct yourself with consideration and respect for the needs of your fellow students and teaching staff. Conduct which unduly disrupts or interferes with a class, such as ringing or talking on mobile phones, is not acceptable and students may be asked to leave the class. More information on student conduct is available at:

<http://www2.agsm.edu.au/agsm/web.nsf/Content/MBA-PoliciesandProcedures-StudentsRights#AGSMsexpectationsofconduct>

7.4 Keeping Informed

You should take note of all announcements made in lectures, tutorials or on the course web site. From time to time, the AGSM MBA Programs Office will send important announcements to your AGSM e-mail address without providing you with a paper copy. You will be deemed to have received this information.

8. STUDENT RESOURCES

8.1 Course Resources

SM1 eLearning website

J. Peter Murmann's SM I course website:

<http://agsm-sm1.professor-murmann.net/>

You are provided with a set of course readings and additional materials for review.

8.2 Other Resources, Support and Information

The University and the ASB provide a wide range of support services for students, including:

Learning and Study Support:

- **ASB Education Development Unit**

The Education Development Unit (EDU) provides learning support and assistance to all students in the ASB, to enable them to enhance the quality of their learning. The EDU services are free, and tailored to meet the academic needs of students in the Australian School of Business.

The role of the EDU is to provide

- A range of support initiatives for students from the Australian School of Business in relation to their transition to university;
- Learning skills development, resources and activities for Business students
- Academic writing and skills workshops throughout the session;
- Printed and online study skills resources, such as referencing guides, report writing and exam preparation;
- A drop-in EDU Office containing books and resources that can be borrowed;
- A limited consultation service for students with individual or small group learning needs.

The EDU website www.business.unsw.edu.au/edu contains information, online resources and useful links as well as providing information and dates for workshops. More information about the EDU services including resources, workshop details and registration, and consultation request forms are available from the EDU Office.

EDU Contact Details

Location Room GO7 Ground Floor,
West Wing, Australian School of Business Building
Telephone: 02 9385 5584
Email: edu@unsw.edu.au
Website www.business.unsw.edu.au/edu

- **UNSW Learning Centre** (<http://www.lc.unsw.edu.au>)

In addition to the EDU services, the UNSW Learning Centre provides academic skills support services for all UNSW students. The Learning Centre is located on Level 2 of the Library and can be contacted by phone: 9385 3890 or through their website.

Technical support:

For any technical support issues (difficulty logging in to websites, problems downloading documents, etc) you can contact the UNSW IT Service Desk at: (02) 9385 1333 ; Email: servicedesk@unsw.edu.au

Counselling support - <http://www.counselling.unsw.edu.au>

Students experiencing problems of a personal or academic nature are encouraged to contact the Counselling Service at UNSW. This consultation service is free and confidential and run by professional counsellors. The Counselling Service also conducts workshops on topics such as 'Coping With Stress' and 'Procrastination'.

The Counselling Service is located on Level 2, Quadrangle East Wing, and can be contacted on 9385 5418.

Library training and support services - <http://info.library.unsw.edu.au>

Disability Support Services – Those students who have a disability that requires some adjustment in their teaching or learning environment are encouraged to discuss their study needs with the Course Coordinator or the Equity Officer (<http://www.studentequity.unsw.edu.au/disabil.html>). Early notification is essential to enable any necessary adjustments to be made.

In addition, it is important that all students are familiar with University policies and procedures in relation to such issues as:

- **Examination procedures** and advice concerning illness or misadventure <https://my.unsw.edu.au/student/academiclife/assessment/examinations/examinationrules.html>
- **Occupational Health and Safety** policies and student responsibilities; <https://my.unsw.edu.au/student/atoz/OccupationalHealth.html>

9. COURSE SCHEDULE

For full details of the course schedule and residential dates are listed in the course overview appended to this document.