



**College of Commerce  
Division of Economic and Financial Studies  
Department of Business**

# **BUS301**

# **BUSINESS POLICY**

## **UNIT OUTLINE**

*SEMESTER 1, 2007*

**Lecture: Mondays, 1:00pm - 4:00pm W6B 336  
Tuesdays, 4:00pm – 7:00pm W5C 232**

**Unit Convenor: Con Korkofingas**

**Lecturer: Sheridan Evans**

**Students in this unit should read the Unit Outline carefully at the beginning of the semester. It contains important information about the unit. If anything in it is unclear, please consult the Unit Convenor.**

**UNIT NUMBER:** BUS301

**UNIT TITLE:** BUSINESS POLICY

**UNIT WEIGHT:** 3 CREDIT POINTS

**UNIT LEVEL:** 200

**PRE-REQUISITES:** Enrolment in Blnt or BeBus

**CO-REQUISITES:** NIL

**ASSUMED KNOWLEDGE:** Nil

**FORMAL CLASS ATTENDANCE:** ONE SEMESTER,  
1.5 HOURS LECTURE  
1.5 HOURS TUTORIAL PER WEEK

**TEXT BOOK** Strategic Management:  
Competitiveness and Globalisation,  
Pacific Rim 3rd edition, Sydney, Thomson.  
Hanson, D., Dowling, Hitt, Ireland and  
Hoskisson.

**ASSESSMENT:**

Assignment 1	15%
Assignment 2	20%
Assignment 3	15%
Final Exam	50%
<b>TOTAL</b>	<b>100%</b>

**Lecturer:** Sheri Evans JP  
BBehavSc(Monash) MBA (Macq) MEDLD  
(HE) (Macq) PHD Candidate  
Email: [shevans@laurel.ocs.mq.edu.au](mailto:shevans@laurel.ocs.mq.edu.au)  
[sheridanconsulting@yahoo.com](mailto:sheridanconsulting@yahoo.com)  
Phone : 0417 442 126  
Fax :9850 6065

**Consultations:** Monday 12:00 noon~13:00  
Level 6, Building E4A, Department of  
Business, and other times by appointment  
IN CLASS is preferable or via WebCT

## **BRIEF DESCRIPTION OF THE UNIT:**

An Organisation's performance is a function of its policies and strategies. Its policies guide the decision making processes and are based upon the organisation's values and its view of ethical responses to internal and external opportunities and threats. Business Policy is the study of the functions and responsibilities of senior management, the crucial problems that effect success in the total enterprise and the decisions that determine the direction of the organization and shape its future. Business Policy decisions have to do with the choice of purposes, the moulding of organizational identity and character and the mobilization of resources. This unit will explore business policy by illustrating both process and issues by using contemporary application case study sessions. Student will need to spend around 3-4 hours per week individually and in their groups preparing for case studies. The key to success in this unit is attending classes, reading all cases thoroughly and participating in class cases. A number of strategy models/frameworks and theory will be taught in the class which should be applied whilst analysing cases. Students need to develop their own perspective and judge individual situations independently which will help them to think strategically

## **RATIONALE:**

The strategic management process is critical to organizational success. Strategic competitiveness is achieved when a firm develops and exploits a sustained competitive advantage. Attaining such an advantage results in the earning of above- average returns-that is, returns that exceed those an investor could expect from other investments with similar amounts of risk.

In recent years, with the greater levels of competition that have arisen globally, it has become increasingly important for businesses to develop their competitive advantage over their rivals. This realisation has resulted in companies turning even more to address the issues that will be crucial, if they are to develop a competitive advantage.

A sound background knowledge and understanding of strategic tools is therefore required if they are to be used successfully. This unit addresses some of the major issues involved in the development of a strategic plan for a business, as well as the tools which can be used to address these issues. This unit is designed to logically progress through the processes of strategy analysis, strategy formulation, and strategy implementation. A strong emphasis is placed on the application of strategic tools and techniques for strategic analysis and decision making

## **OBJECTIVES:**

- Understand the strategic management process in a global economy
- Practical application of Strategic management
- Analyze a firm's internal and external environment
- Understand the importance of strategic competitiveness
- Apply appropriate strategic models in strategic analysis.
- Explain the resource, human and risk factors involved in strategic decision making
- Develop suitable organizational strategies to address these issues.
- Identify the impact that globalisation has had on management practices.

- Assess methods of evaluating strategic performance
- Identify key merging strategic issues.

### **SUGGESSTED STUDY TIMETABLE**

<b>WEEK/ DATES</b>	<b>TOPIC</b>	<b>CASE</b>
1/26.2.07	Strategic Management & Strategic Competitiveness	Case Analysis Process Bloomington Hospitals Open heart unit
2/5.3.07	The external environment: opportunities, threats, industry competition and competitor analysis	Collapse of Enron
3/12.3.07	The internal environment - Resources, capabilities and core competencies	Resene Paints
4/19.3.07	Business-level strategy	Pacific Cataract and Laser Institute
5/26.3.07	Competitive Rivalry and dynamics	Apple computers & United Airlines 2 group presentation
6/ 2.4.06	Midterm	
7/9.4.07	Intra session break	By this time corporations for final project need to be finalized and approved
8/16.4.07		
9/23.4.07	Acquisition and restructuring strategies	UPS Vs Fed EX & Daewoo motors 2 group presentation
10/30.4.07	International strategy	Cochlear: Bionic ear
12/14.5.07	Organisation structures and controls	Hp-Compaq Merger & Sylvan Learning systems Two group presentation
13/21.5.07	Strategic leadership & strategic entrepreneurship	Resene paints & Cyber play 2 group presentations
14/28.5.07	Individual Presentations	Case project
15/4.6.07	Individual Presentations and Review	Case project

## ASSIGNMENTS

### **Assignment 1 (Group assignment) 15%**

Presentation Groups would be finalized in the first week comprising of 4-5 students and each group will be allocated a case to analyse. Depending on the number of students in class one of two groups will analyse and present the cases allocated to them each semester week. Groups will present only once in a semester. Each group will nominate a leader. Please note that although this is a group effort, your tutor reserves the right to award marks to individual students in each of these presentations.

Students should combine critical analytical skills, research acumen as well as problem solving and implementation skills to deliver a professional and creative presentation to succeed. You will be assessed on these criteria, so please incorporate them into your presentation. You should also note that your group will need to hand in a hard copy of the overview of your presentation.

<b>Due Date:</b>	Weekly from week 2.
<b>Value :</b>	15%
<b>Presentation time:</b>	30 minutes

### **Assignment 2 (Group assignment) 20%**

This is the major project in this unit. The same groups formed for the earlier assignment will work together here. An organization private or public Australian or Foreign will be selected by the group. An appointment will be sought with one or more of the managers of this organization to discuss issues currently faced by these organizations. It is a good idea for each of the students from the group to speak to different individuals within the organization to get a different perspective and understanding of the entire organization. This can then be consolidated to form a strong case.

These issues could be in any department of the selected organization: Manufacturing, Logistics, HR, Accounts, Public Relations, Business Development ECT. Based on the discussion a case study will be structured on similar lines to the case studies that you will be analyzing each week. Please reserve your corporations early. This case study will comprise of 20 pages and the analysis will be 10 pages approximately. The case and its analysis will be presented to the class in the last 2 weeks. Presentation time is 15 minutes for each group. Each student will be marked individually for the presentation. A soft copy of the case and analysis should be handed to the lecturer on the day of the presentation.

<b>Due Date:</b>	Week 14 and 15) - 28.5.07 & - 4.6.07)
<b>Value :</b>	20%
<b>Presentation time:</b>	20 minutes

### **Assignment 3 (Individual assignment)**

#### **Assignment 3 (Midterm exam) 15%**

<b>Due date:</b>	2.4.06
<b>Value:</b>	15%
<b>Time:</b>	2 hours

The midterm exam will consist of 10 multiple choice questions: marks (5), 2 essay questions: marks (5) and a case scenario: marks (5).

## **FINAL EXAMINATION (CLOSED BOOK) 50%**

**Date:** Examination Period

**Value:** 50%

**Length:** 3 hours

The final exam will test your practical application skills, through, critical analysis, case studies and short essay type questions.

### **TEXT & REFERENCES:**

**Strategic Management:  
Competitiveness and Globalisation,  
Pacific Rim 3rd edition, Sydney, Thomson.  
Hanson, D., Dowling, Hitt, Ireland and  
Hoskisson.**

### **TEXT REFERENCES:**

Andrews, K.R. (1980). *The Concept of Corporate Strategy*, Rev Edn, Homewood, IL: Irwin.

Ansoff, H.I. (1965). *Corporate Strategy*. New York: McGraw-Hill.

Argenti, J. (1989). *Practical Corporate Planning*. London: George Allen & Unwin.

Barney, J.B. (1995). 'Looking inside for competitive advantage', *Academy of management Review*, 19(4) pp.49-61.

Bossidy, L. and Charan, R., (2004), *Confronting Reality*, Random House.

Bourgeois III, L.J. (1996). *Strategic Management from Concept to Implementations*. For Worth, TX: Dryden Press.

Brealey.Brown, S. and Eisenhardt K., (1998), *Competing on the Edge: strategy as structured chaos*, Harvard Business School Press.

Buzzell, R.D. & Gale, B.T. (1987). *The PIMS Principles*. New York: Free Press.

Christensen, C. (1997), *The Innovator's Dilemma: when new technologies cause great firms to fail*, Harvard Business School Press.

Christensen, C. (2003), *The Innovator's Solution*, Harvard Business School Press.

Christensen, C. (with Scott D. Anthony and Erik A. Roth) (2004), *Seeing What's Next: using the theories of innovation to predict industry change*, Harvard Business School Press.

Collins, J. (2001), *Good to Great: why some companies make the leap... and others don't*, Random House.

- Collins, J. and Lazier W., (1992), *Beyond Entrepreneurship: turning your business into an enduring great company*, Prentice Hall.
- Collins, J. and Porras J., (1994), *Built to Last: successful habits of visionary companies*, Century.
- Dundas, K (2003). *Processes of Management. extraordinary*, McGraw-Hill.
- Hamel, G. (2000), *Leading the Revolution*, Harvard Business School Press.
- Hamel, G. and Prahalad C. K., (1994), *Competing for the Future*, Harvard Business School Press.
- Harvey-Jones, J, (1994), *Making it Happen: reflections on leadership*, HarperCollins.
- Hitt, M.A., Duane, I.R. & Hoskinson, R.E. (1999). *Strategic Management*. Cincinnati, OH: Southwestern College Publishing.
- Johnson, G. & Scholes, K. (1997). *Exploring Corporate Strategy*. London: Prentice Hall.
- Jones, D. (2005), *Next To Me: luck, leadership and living with Parkinson's*.
- Kaplan, R. and Norton D., (2001), *The Strategy - Focused Organisation: how balanced scorecard companies thrive in the new business environment*, Harvard Business School Press.
- Kenny, G. (2001), *Strategic Factors: develop and measure winning strategy*, President Press.
- Kermally, S. (1996). *Total Management Thinking*. Oxford: Butterworth Heinemann.
- Kiel, G. (with Nicholson G), (2003), *Boards that Work: a new guide for directors*, McGraw-Hill.
- Kotter, J.P. (1995). 'Leading change: Why transformation efforts fail', *Harvard Business Review*, March-April, pp. 59-67.
- Mintzberg, H. & Quinn, J.B. (1991). *The strategy Process: Concepts, Contexts, Cases*, 2<sup>nd</sup> edn. Englewood Cliffs, N.J.: Prentice Hall.
- Mintzberg, H. & Lamprel, J. (1999). 'Reflecting on the Strategy Process', *Sloan Management Review*, 40(3) pp. 21-30.
- Mintzberg, H. & Quinn, J.B. (1996). *The strategy Process: Concepts, Contexts, Cases* 3<sup>rd</sup> edn. Upper Saddle River, N.J.: Prentice Hall.
- Mintzberg, H. and Quinn J. B., (1991), *The Strategy Process. Concepts, Contexts, Cases*, Prentice-Hall.
- Mintzberg, H., Ahlstrand B. and Lampel J., (1998), *Strategy Safari: a guided tour through the wilds of strategic management*, Prentice Hall.
- Ohmae, K. (1982), *The Mind of the Strategist*, McGraw-Hill.

Pearce II, J.A. & Robinson Jr, R.B. (1994). *Strategic Management: Formulation, Implementation and Control*, 5<sup>th</sup> end. Burr Ridge, IL: Irwin.

Porter, M. (1980), *Competitive Strategy: techniques for analysing industries and competitiveness*.

Porter, M. (1985), *Competitive Advantage: creating and sustaining superior performance*, The Free Press.

Porter, M. (1998), *On Competition*, Harvard Business School Press.

Porter, M.E. (1985). *Competitive Advantage: Creating and Sustaining Superior Performance*. New York: Free press.

Porter, M.E. (1987). 'From competitive advantage to corporate strategy', *Harvard Business Review*, May-June, p.43.

Prahalad, C. K. (2005), *The Fortune at the Bottom of the Pyramid: eradicating poverty through profits*, Wharton School Publishing.

Ritchie, B. (2003) *Strategic Management in the Global context*

Rummler G.A. & Brache A.P. (1995). *Improving Performance*, 2nd edn. San Francisco, CA: Jossey-Bass.

Savage, C.M. (1990). *Fifth Generation Management: Integrating Enterprises through Human Networking*. Bedford: Digital Press.

Senge, P.M. (1992). *The fifth Discipline: The Art and Practice of the Learning Organisation*. London: Century Business.

Smith, J. (with William Flanagan) (2006), *Creating Competitive Advantage: give customers a reason to choose you over your competitors*, Doubleday.

Sull, D. (2003), *Revival of the Fittest: why good companies go bad and how great superior performance*, Harvard Business School Press.

Svendsen, A (1998), *The Stakeholder Strategy: profiting from collaborative business relationships*, Berrett-Koehler.

Thompson, A.A. & Strickland, A.J. (1999). *Strategic Management Concepts and Cases*. Boston, MA: McGraw Hill.

Welch, J. (with John Bryne) (2001), *JACK: what I've learned leading a great company with great people*, Headline.

Welch, J. (with Suzy Welch) (2005), *Winning*, Harper Collins.

Yoffie, D. B. and Kwak M., (2001), *Judo Strategy: turning your competitors' strength to your advantage*, Harvard Business School Press.



## **PLAGIARISM**

The University defines plagiarism in its rules: "Plagiarism involves using the work of another person and presenting it as one's own." Plagiarism is a serious breach of the University's rules and carries significant penalties. You must read the University's practices and procedures on plagiarism. These can be found in the *Handbook of Postgraduate Studies* or on the web at: <http://www.student.mq.edu.au/plagiarism/>

The policies and procedures explain what plagiarism is, how to avoid it, the procedures that will be taken in cases of suspected plagiarism and the penalties if you are found guilty. Penalties may include a deduction of marks, failure in the unit, and/or referral to the University Discipline Committee.

## **UNIVERSITY POLICY ON GRADING**

Academic Senate has a set of guidelines on the distribution of grades across the range from fail to high distinction. Your final result will include one of these grades plus a standardised numerical grade (SNG).

On occasion your raw mark for a unit (i.e., the total of your marks for each assessment item) may not be the same as the SNG which you receive. Under the Senate guidelines, results may be scaled to ensure that there is a degree of comparability across the university, so that units with the same past performances of their students should achieve similar results.

It is important that you realise that the policy does not require that a minimum number of students are to be failed in any unit.

The process of scaling does not change the order of marks among students. A student who receives a higher raw mark than another will also receive a higher final scaled mark.

For an explanation of the policy please see:

<http://www.mq.edu.au/senate/rules/Guidelines2003.doc>

or <http://www.mq.edu.au/senate/rules/detailedguidelines.doc> .

## **STUDENT SUPPORT SERVICES**

Macquarie University provides a range of Academic Student Support Services. Details of these services can be accessed at <http://www.student.mq.edu.au>

## **SPECIAL CONSIDERATION**

You are expected to attend scheduled examinations with the other students completing this unit. If extraordinary circumstances prevent you from attending the scheduled examination or affect your performance in an examination, you may wish to lodge a request for special consideration.

Any such requests must be lodged on the appropriate form. If there are medical circumstances you wish to be taken into account when considering your request, the

medical information must be lodged on the attached Professional Authority Form. No other form of medical certificate will be recognised.

## **CHEATING AND PLAGIARISM**

Cheating and plagiarism are regarded as attempts to gain an unfair advantage over your fellow students and will not be tolerated. Please read the Plagiarism and Cheating document below which sets out the Division's policy in these matters.

### **THE DANGERS OF CHEATING AND PLAGIARISM AND HOW TO AVOID THEM**

To cheat in the context of university assignments, tests and examinations is to attempt to gain an unfair advantage by violating the principles of intellectual and scholarly integrity. Cheating also encompasses plagiarism, which is the appropriation or imitation of a person's ideas and manner of expressing them.

### **WHAT IS CHEATING?**

You will be guilty of cheating if you do any of the following:

1. Copy from another student during a test or examination. This is cheating whether or not there is collusion between the students involved. Collusion with another student who wishes to cheat from you exposes both parties to penalties under University Regulations.
2. Use or paraphrase the work of others, including any document, audio-visual or computer-based material, when preparing an assignment or writing an examination, and pretend it is your own work by not acknowledging where it came from.
3. Copy from another student's coursework whether that copying is with or without the knowledge of that student. This includes:
  - copying all or part of someone else's assignment
  - allowing someone else to copy all or part of your assignment
  - having someone else do all or part of an assignment for you
  - doing all or part of someone else's assignment for them.
4. Make up data and fabricate results in research assignments.
5. Impersonate someone else in an examination or test, or arrange such impersonation.
6. Use forbidden material in a test or examination, whether in printed or electronic form.
7. For example, attempting to use a non-standard calculator in a restricted calculator examination.

### **WHY IS IT WRONG?**

If you take and use the work of another person without clearly stating or acknowledging your source, you are falsely claiming that material as your own work and committing an act of plagiarism. This is wrong because:  
it violates the principle of intellectual and scholarly integrity.

it devalues the grades and qualifications gained legitimately by other students.

## **PREVENTING CHEATING**

All students and staff have a responsibility to prevent, discourage and report cheating.

Typically students cheat because they are having difficulty with the unit content, the language of the unit, or both. Cheating and/or plagiarism can be a temptation when students are experiencing difficulty with a heavy workload in the unit and seek to save time by using others work.

To avoid having students resort to cheating, the University provides many services to help students with their course or to make thoughtful decisions about whether to continue. Within the Division of Economic and Financial Studies, students should first seek assistance from their tutor and/or lecturer. The University also offers help through the Dean of Students or the University Health and Counseling Services.

There is a difference between getting help and cheating. You are encouraged to get help if you need assistance to understand the material and any set work so that you are in a better position to create your own answers.

## **HOW TO PLAY SAFE**

To maintain good academic practice, so that you may be given credit for your own efforts, and so that your own contribution can be properly appreciated and evaluated, you should acknowledge your sources and you should ALWAYS:

- (i) State clearly in the appropriate form where you found the material on which you have based your work, using the system of reference specified by the Division in which your assignment was set;
- (ii) Acknowledge the people whose concepts, experiments or results you have extracted, developed or summarized, even if you put these ideas into your own words;
- (iii) Avoid excessive copying of passages by another author, even where the source is acknowledged. Find another form of words to show that you have thought about the material and understood it, but remember to state clearly where you found the ideas.  
There is nothing wrong with working with other students in a group; indeed sometimes you will be encouraged to do so. But after a certain point, each student must work on their own to produce their own written answers. If no specific guidelines for group-work have been given, a reasonable interpretation is that it is acceptable for two or more students to discuss a problem among themselves or with a staff member. The group may then agree that the answer should include certain points. But then each member of the group must independently write their own answer to the problem.

## **PENALTIES**

Students who are guilty of cheating and plagiarism will be penalized. Depending on the nature of the offence, the unit coordinator will determine the penalty. For example, extensive plagiarism may result in zero marks for an assignment. Repeat offences will be referred to the University Discipline Committee and may result in failure or exclusion from the university.

*(This material has been compiled from the existing plagiarism documents of Macquarie University and University of Auckland.)*

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BUS	3	0	1
Syndicate Group Number			

## GROUP ASSIGNMENT COVER SHEET

Please complete **ALL** sections in CAPITAL LETTERS and attach to the front of your assignment.

LECTURER																			
ASSIGNMENT NAME										DUE DATE									
GROUP MEMBERS																			
SID NUMBER										FAMILY NAME					EMAIL ADDRESS				
1																			
2																			
3																			
4																			
5																			
6																			

### CERTIFICATION

Please confirm that your assignment meets with **ALL** of the following requirements by ticking each box and by **ALL** group members signing below. Assignments that do not comply with the following requirements **MAY NOT BE MARKED**.

- We certify that this assignment is the work of the group, based on their personal study and research, and that all material and sources in the preparation of this assignment have been appropriately acknowledged. We have read and understood the policy on plagiarism set out at <http://www.student.mq.edu.au/plagiarism/> and understand that students found to be plagiarising will be penalised.
- We have submitted an electronic version of this assignment on 3.5" diskette and understand that a mark for this assignment will not be assigned unless this electronic version is submitted. We understand that the University will hold the electronic version of this assignment, which may be tested now or in the future for evidence of plagiarism.

1.	.....	4.	.....
2.	.....	5.	.....
3.	.....	6.	.....

SIGNATURE OF GROUP                      DATE

**IMPORTANT:** Your assignment is to be handed to the lecturer in class on the Due Date. The lecturer will return marked assignments on the date specified in the Unit Outline

**Professional Authority Form**

**This form must be completed by a professional authority.**

Students at Macquarie University are able to apply for special consideration if they are unable to attend an examination or if they consider that their examination preparation or overall performance in a unit of study has been affected by unavoidable disruption or misadventure. Special consideration may also be granted if a student is forced to leave the examination room early due to illness or unavoidable disruption and believes that his/her examination performance has been affected. In most circumstances documentary evidence is required before special consideration will be granted and your assistance in providing information on the student's illness or misadventure would be appreciated. The information you provide will allow the University to make a fair decision about the student's academic performance and will only be used to assess the student's request for special consideration. If special consideration is requested on non-medical grounds, appropriate supporting documentation must be provided, e.g. statutory declarations by independent witnesses, police reports, or statements from sufficiently senior officials in the place of employment. **Photocopies of documents will not be accepted unless they have been certified by a member of the Registrar's staff.**

**Professional Use Only:**

Student's Name: \_\_\_\_\_ IDNumber: \_\_\_\_\_ Date of Consultation: \_\_\_\_\_

Date/s of illness or misadventure: From: \_\_\_\_\_ To: \_\_\_\_\_

Please tick the box which best describes the student's illness or misadventure

In my opinion the effect of the illness or misadventure on the above day/s was (or will be):			
Negligible ( )	mild ( )	moderate ( )	severe ( )

Was the student suffering from symptoms of the illness or misadventure on the date of the consultation? Yes/No

Please provide details of misadventure or illness including symptoms and the way in which the circumstances are likely to affect exam performance. Is the illness or misadventure related to or as a result of a pre-existing condition? Give details below.

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Name and Title: \_\_\_\_\_

Profession: \_\_\_\_\_ Provider Number: \_\_\_\_\_

Signature: \_\_\_\_\_ Phone Number/s: \_\_\_\_\_



**Stamp or seal of Professional Authority  
(or attach letterhead)**

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