

# GUILDHALL COLLEGE



## ASSIGNMENT

<b>Module:</b>	<b>BUSINESS STRATEGY IN A GLOBAL ENVIRONMENT</b>
<b>Programme:</b>	<b>PgDipIBM – Level 2</b>
<b>Awarding body:</b>	<b>University of Gloucestershire</b>
<b>Issue Date:</b>	<b>Monday, 21 February 2011</b>
<b>Submission Date:</b>	<b>Thursday, 07 April 2011</b>
<b>Place of Submission:</b>	<b>Nelson Street (UOG Programme Administration Office)</b>
<b>Word Count:</b>	<b>3,000 words, excluding relevant appendices/diagrams</b>

## PLAGIARISM/COLLUSION

Any act of plagiarism or collusion will be seriously dealt with according to the college regulations. In this context the definition and scope of plagiarism are presented below:

**Plagiarism** is presenting somebody else's work as your own. It includes copying information directly from the web or books without referencing the material; submitting joint coursework as an individual effort; copying another student's coursework; stealing coursework from another student and submitting it as your own work.

**Collusion** is working collaboratively with another student to produce work that is submitted as the individual student work.

Suspected acts of plagiarism or collusion will be investigated as both constitute cheating and can result in expulsion from the course and the college. Full reference details should be given in the bibliography. Unacknowledged paraphrasing may also be plagiarism, if in doubt seek advice. For further information, see guildhall college's guidelines on referencing in academic writing.

**This is an individual assignment**

## **Background**

Students should be able to critically engage with the current knowledge base of business and management theory. Make informed choices for career development and further study. Learn in a flexible manner; in a timescale and environment in keeping with their preferences and needs.

Enhance and further develop their knowledge of business organizations, the external environment in which they operate and how they are managed. Increase their critical awareness of key business support functions such as marketing, HR, operations and finance

## **Requirements**

You are expected to conduct a strategic analysis of an international company of your choice giving particular attention to:

- The value of the company's strategy
- The importance of economies of scale and lower costs
- The importance of faster product development
- The main competitive drivers
- The main competitive threats

You are expected to be critical in your analysis and use appropriate theories in addressing the requirements. The requirements should be addressed in the format of a report. **The report should be approx. 3,000 words in length, excluding title page, tables, diagram and any appendices (but include references).**

## **Structure and format**

You are advised to use the following format

**Title page** — the details of author (yourself), circulation, purpose of submission and date

**Contents** — with page numbers

**Introduction** — the background, the issue and the aim of the investigation

**Major sections** — as many as necessary, usually covering the concepts used, the information collected and the evaluation

**Conclusions** — overall findings of the investigation: the overall picture that has emerged and the implications

**Recommendations** — actions that should be taken, based on the conclusions

**References** — identification of literature and other sources used and referred to in the work

## **RECOMMENDED READING AND LEARNING RESOURCES**

You are encouraged to familiarize yourself with issues impacting on business and management by reading newspapers, keeping up with broadcast news and current affairs programmes:

Barney J – Gaining and Sustaining Competitive Advantage, 4th Edition (Pearson Education, 2010) ISBN 0132479060

Cusumano M A and Markides C – Strategic Thinking for the Next Economy (Jossey-Bass, 2001) ISBN 0787957291

De Wit, B and Meyer R – Strategy: Process, Content, Context, 3rd Edition (Cengage Learning EMEA, 2004) ISBN 1861529643

Grant R – Contemporary Strategy Analysis, 7th Edition (John Wiley and Sons, 2010) ISBN 0470747099

Gratton L – Living Strategy: Putting People at the Heart of Corporate Purpose (Financial Times/Prentice Hall, 2000) ISBN 0273650157

Harrison J S – Strategic Management of Resources and Relationships: Concepts and Cases (John Wiley and Sons, 2002) ISBN 0471222925

Johnson G, Scholes K and Whittington R – Exploring Corporate Strategy, 8th Edition (Financial Times/Prentice Hall, 2008) ISBN 1408206935

Johnson G and Scholes K – Exploring Public Sector Strategy (Financial Times/Prentice Hall, 2000) ISBN 0273646877

Kaplan R and Norton D – The Strategy-focused Organization: How Balanced Scorecard Companies Thrive in the New Business Environment (Harvard Business School Press, 2000) ISBN 1578512506

Lynch R – Corporate Strategy, 4th Edition (Financial Times/Prentice Hall, 2005) ISBN 0273701789

McGee J, Thomas H and Wilson D – Strategy: Analysis and Practice (McGraw-Hill Higher Education, 2005) ISBN 0077107055

Mintzberg H – The Rise and Fall of Strategic Planning (Financial Times/Prentice Hall, 2000) ISBN 0273650378

Mintzberg H, Ahlstrand B and Lampel J – Strategy Safari: Your Complete Guide Through the Wilds of Strategic Management, 2nd Edition (Financial Times/Prentice Hall, 2008) ISBN 0273719580

Pettigrew A M, Thomas H and Whittington R (Eds) – The Handbook of Strategy and Management (Sage, 2006) ISBN 141292121X

Stacey R D – Strategic Management and Organisational Dynamics, 6th Edition (Financial Times/Prentice Hall, 2010) ISBN 0273725599

UNIT 12: STRATEGIC PLANNING

### **Journals**

Academy of Management Journal (Academy of Management)

British Journal of Management (John Wiley and Sons)

California Management Review (University of California, Berkeley)

European Management Journal (Elsevier)

Harvard Business Review (Harvard Business Publishing)

Journal of Business Strategy (Emerald)

Journal of Management Studies (John Wiley and Sons)

Long Range Planning (Elsevier)

MIT Sloan Management Review (Massachusetts Institute of Technology)

Strategic Change (John Wiley and Sons)

Strategy and Leadership (Emerald)

### **Websites**

[www.ft.com](http://www.ft.com) Financial Times

[www.managers.org.uk](http://www.managers.org.uk) Chartered Management Institute

[www.sps.org.uk](http://www.sps.org.uk) Strategic Planning Society

## **Guidance Notes**

### **Submission**

- a. All coursework must be submitted to the programme administrator and a receipt must be obtained. Under no circumstances should other College staff/lecturer accept them.
- b. Without a receipt we will not be held responsible for any loss of assignments.
- c. The copy of the coursework submitted will not be returned to you after marking, though you will have access to feedback.
- d. You must also submit your Final One Page Turn-it-in Report with this assignment.

### **Good practice**

- a. Make backup of your work in different media (hard disk, floppy disk, and memory stick, CD etc) to avoid distress for loss or damage of your original copy.
- b. Make an extra hardcopy of your work submitted for your own reference or later use.

### **Extension and Late Submission**

If you need an extension for a valid reason, you must request one using a coursework extension request form available from the College. Please note that the lecturers do not have the authority to extend the coursework deadlines and therefore do not ask them to award a coursework extension. The completed form must be accompanied by evidence such as a medical certificate in the event of you being sick.

### **Penalties for late Submission**

Coursework handed in after the Submission Deadline will be penalised as follows:

- One week late – Maximum Mark 40% and
- No submissions after one week.

Coursework not submitted will be recorded as Fail. Extensions without penalties may be granted, but only in exceptional circumstances e.g. illness, and should be accompanied by written evidence.

# **BUSINESS STRATEGY IN A GLOBAL ENVIRONMENT**

## **Marking Guide**

**Weighting – Individual assignment = 50%**

**Written examination = 50%**

The individual assignment is about 3,000 words.

### **PURPOSE OF MODULE**

This module focuses on the study of strategic management in different organizational contexts. As a capstone course, it aims to integrate knowledge of other modules and to provide a platform for understanding the strategic management process at both the business and corporate level. This module also explores current strategic thinking and practice associated with innovation, competitiveness, strategic leadership and business transformation in a dynamic domestic and global context.

### **LEARNING OUTCOMES**

The knowledge, understanding and cognitive, practical and transferable skills which a student is expected to be able to demonstrate after studying this module is expressed in the following learning outcomes:

- ✓ Increase students' awareness of the role of strategic management in organizational life and survival.
- ✓ Apply theories, analytical tools, terminology and language of strategic management.
- ✓ Develop critical judgment of strategic issues through application of theory to practice.
- ✓ Improve written and communication skills in strategic applications.

### **Skills:**

- **Students are encouraged to be innovative in their approach.**
- Logical evaluation of the topics, the interpretation of course material and presentation, with critical analysis, in a coherent strategic report manner is what is expected

## ASSESSMENT CRITERIA

### Business Strategy In A Global Environment (Coursework April 2011)

Criteria	Fail (<34)	Fail (35-39)	(40-49)	(50-59)	(60-69)	(70+)
<b>Knowledge of relevant concepts and issues</b>	Fails to identify the majority of the concepts relevant to the question or introduces topics that are not relevant. The ordering of the concepts indicates a lack of understanding of key concepts.	Fails to identify the majority of the concepts relevant to the question. Those concepts that are used are misapplied. The ordering of the concepts is inappropriate.	Identifies some of the key concepts, but not all of them, or displays an incorrect understanding of some of the concepts discussed. The ordering of the concepts may be adhoc.	Identifies and utilises some of the key concepts relevant to the question. Uses some of the concepts, but not always in an appropriate context. The work is ordered appropriately	Identifies the majority of the key concepts relevant to the question and uses them in an appropriate context. Orders and structures them in a logical sequence	Identifies all of the key concepts relevant to the question and uses them in an appropriate context. The material is structured to show significant understanding of the key issues.
<b>Depth of understanding and extent of critical evaluation (including evidence of wider reading)</b>	The student has failed to address the question set or appears to have answered a different question to that set. There is no evidence of any reading. No key issues identified.	There is no evaluation of the validity of the sources used or the work is based on one key source. Inappropriate sources are used extensively. There is no evidence of appropriate wider reading. No reflection on key issues.	There is some evaluation of the materials used in the work. The work is based on a limited number of appropriate sources.  Little reflection on key issues.	Good evaluation of materials used, with discernment obvious as to key sources. The work is based on a number of appropriate sources. Some reflection on key issues.	Good evaluation of all key/important sources materials used. The work is based on a wide range of appropriate sources. Good reflection on key issues.	The work is set in a context where wider reading and appreciation of the context is obvious. The material included is relevant to the topic and appropriate in addressing the key issues identified in the assignment
<b>Evidence of appropriate analysis</b>	The student fails to draw any relationships from the material used or the student is incorrect in the relationships that they draw.	The student draws one or two basic relationships from the material used, but then subsequently misapply these concepts.	The student draws one or two basic relationships from the material used, but fails to identify other important relationships. There may be some evidence they have not clearly understood all of the material they have presented	The student draws some limited relationships from the material used. There might be minor issues where the student is incorrect in the assertions that they make, but overall they demonstrate appropriate analysis.	The student starts to demonstrate they understand the key relationships from the material used. There are no substantive errors in their analysis.	All the key connections are drawn between materials from different sources. The student makes no substantive errors in their analysis and reflects upon the key issues identified in their analysis.
<b>Ability to synthesise relevant material from a range of sources</b>	The student fails to use any appropriate sources. There is extensive repetition of notes given out in class.	The student uses just a few non-academic sources of information or the material used is inappropriate for Postgraduate level study. They quote verbatim extensively from one or two sources. They use quotations incorrectly to support an argument.	The student uses a few sources of information or the material used is inappropriate for Postgraduate level study. Extensive verbatim quotes are used as a replacement for the students own work.	The student may be limited in their use of academic sources such as journals and books, but there is evidence that they have attempted to access a range of sources including non-academic ones.	The student has accessed a range of academic sources such as journals and books, and also appropriate non-academic ones. Verbatim quotes are used to enhance the arguments being developed rather than as a replacement for the students own work.	The student has accessed a wide range of appropriate sources. They make reference to a wide range of material in their work. Verbatim quotes are used from a range of sources to illustrate and support the arguments being developed, but without becoming a substitute for the students own work.
<b>Structure and clarity of presentation.</b>	The work has no coherent structure. The work is littered with spelling and typographical errors. Very poor use of English. Where appropriate tables/graphs are not used. Referencing is poor or non-existent.	The work is poorly organised, and structured. There are many spelling and typographical errors. Poor use of English. Where appropriate tables/graphs are not used. Referencing is patchy and incomplete.	The work is poorly structured. There are spelling and typographical errors. Poor use of English. Where appropriate tables/graphs are not used appropriately. Some of the referencing is incomplete	The work has a clear structure and generally a logical progression. Occasional typographical and spelling errors. Some use of tables/graphs is made where appropriate.	The work has overall a coherent structure and a clear and logical progression. Very few typographical and spelling errors. Good use of tables/graphs is made where appropriate.	The work is well structured with clearly defined objectives that are achieved. Typographical and spelling errors are rare. Excellent use of tables/graphs is made where appropriate.