MGMT 5800

STRATEGIC MANAGEMENT OF TECHNOLOGY AND INNOVATION

Study Guide

Session 1, 2015
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1. STAFF CONTACT DETAILS

1.1. CONTACT INFORMATION:

<table>
<thead>
<tr>
<th>COURSE CONVENOR</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Peter Donnan</td>
<td></td>
</tr>
</tbody>
</table>

| Office: | School of Management  
Level 5  
UNSW Business School Building |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Telephone:</td>
<td>School: (02) 9385 7175</td>
</tr>
<tr>
<td>Fax:</td>
<td>(02) 9662 8531</td>
</tr>
<tr>
<td>E-mail:</td>
<td><a href="mailto:peter.donnan@unsw.edu.au">peter.donnan@unsw.edu.au</a></td>
</tr>
<tr>
<td>Office Consultation</td>
<td>Thursday 3.00 – 4.00pm OR By appointment</td>
</tr>
</tbody>
</table>

2. INFORMATION ABOUT THE COURSE

2.1. GOAL OF THE COURSE

Business organizations today face unprecedented challenges. Across virtually every industry, managers are confronted with new conditions of rapid technological change, intense global competition, and growing demands for social responsibility. As traditional sources of competitive advantage are being eroded, managing change is becoming a crucial factor in the survival and performance of organizations. Organization design refers to the arrangement of the organizations formal and informal structure as well as its processes, staffing, rewards and culture. With a particular focus on technology and innovation, this course aims to help prepare students to help manage the design of high-performance organizations for change.

The specific goal of this course subject is to teach you about the management of technology and innovation change from a general manager’s perspective. It views technology, broadly defined, as the process by which an organisation transforms all of its organisational inputs (i.e. labour, capital, materials, and information) into products and/or services. Innovation is defined as a significant change in an organisation’s underlying technology. Organizational change deals with the process of initiating, creating, and confronting such challenges so as to make it possible for organizations to become or remain viable, to adapt to new conditions, to solve problems, to learn from experiences, and to move toward greater maturity. Because technology is a critical resource for each organisation, it must be managed by the general manager for comparative advantage. To do so necessitates aligning the technology strategy with the organisational strategy.

The course is organised around five (5) major themes: 1) integrating technology and strategy; 2) design and evolution of technology strategy; 3) enactment of technology strategy: developing the firm’s innovative capacities; 4) enactment of technology strategy: creating and implementing a development strategy; and 5) innovation challenges in established firms.

Attention will be focused upon the major theoretical and empirical contributions to the field and their implications for practitioners. Experiential work and case studies will be used to assist you in relating the content material to your own experience and practice.
When you have completed this subject, you will be expected to have developed:
1) a working understanding of the prominent theories, models, and empirical research related to the strategic management of technology and innovation change;
2) a broad understanding of the significant issues in technology strategy and a healthy scepticism toward fads in the area; and
3) an ability to critically examine the behaviour of organizations in developing, implementing, and managing change, from a strategic perspective.

**UNSW Business School Graduate Attributes**

The Course Learning Outcomes are what you should be able to DO by the end of this course if you participate fully in learning activities and successfully complete the assessment items.

The Learning Outcomes in this course also help you to achieve some of the overall Program Learning Goals and Outcomes for all postgraduate coursework students in the UNSW Business School. Program Learning Goals are what we want you to BE or HAVE by the time you successfully complete your degree (e.g. ‘be an effective team player’). You demonstrate this by achieving specific Program Learning Outcomes - what you are able to DO by the end of your degree (e.g. ‘participate collaboratively and responsibly in teams’).

**UNSW Business School Postgraduate Coursework Program Learning Goals and Outcomes**

1. **Knowledge: Our graduates will have current disciplinary or interdisciplinary knowledge applicable in local and global contexts.**
   You should be able to identify and apply current knowledge of disciplinary or interdisciplinary theory and professional practice to business in local and global environments.

2. **Critical thinking and problem solving: Our graduates will have critical thinking and problem solving skills applicable to business and management practice or issues.**
   You should be able to identify, research and analyse complex issues and problems in business and/or management, and propose appropriate and well-justified solutions.

3. **Communication: Our graduates will be effective communicators in professional contexts.**
   You should be able to:
   a. Produce written documents that communicate complex disciplinary ideas and information effectively for the intended audience and purpose, and
   b. Produce oral presentations that communicate complex disciplinary ideas and information effectively for the intended audience and purpose.

4. **Teamwork: Our graduates will be effective team participants.**
   You should be able to participate collaboratively and responsibly in teams, and reflect on your own teamwork, and on the team’s processes and ability to achieve outcomes.

5. **Ethical, social and environmental responsibility: Our graduates will have a sound awareness of ethical, social, cultural and environmental implications of business issues and practice.**
   You should be able to:
   a. Identify and assess ethical, environmental and/or sustainability considerations in business decision-making and practice, and
   b. Consider social and cultural implications of business and/or management practice.

6. **Leadership: Our graduates will have an understanding of effective leadership. (MBA and MBT programs only).**
   You should be able to reflect on your personal leadership experience, and on the capabilities necessary for leadership.
The following table shows how your Course Learning Outcomes relate to the overall Program Learning Goals and Outcomes, and indicates where these are assessed (they may also be practised in tutorials and other activities).

<table>
<thead>
<tr>
<th>Program Learning Goals and Outcomes</th>
<th>Course Learning Outcomes</th>
<th>Course Assessment Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>This course helps you to achieve the following learning goals for all UNSW Business School postgraduate coursework students.</td>
<td>On successful completion of the course, you should be able to:</td>
<td>This learning outcome will be assessed in the following items:</td>
</tr>
</tbody>
</table>
| 1 Knowledge | Explain a range of key business strategy and innovation theories and models, including being able to determine which model/theory applies to specific types of companies, economies and industries. | • Seminar Case Studies  
• CSA Reports  
• Final Exam |
| 2 Critical thinking and problem solving | Use the presented theories and models to interpret, analyse and make recommendations on practical business strategy problems, presented in the assigned Case Studies. | • Seminar Case Studies  
• CSA Reports  
• CSAII Review |
| 3a Written communication | Construct written work which is logically and professionally presented. | • Final Examination  
• CSA Reports  
• CSAII Review |
| 3b Oral communication | Communicate ideas in a succinct and clear manner. | • Seminar participation  
• CSA Verbal presentations |
| 4 Teamwork | Work collaboratively to complete a task. | • Seminar participation  
• CSA Reports and Presentations |
| 5a Ethical, environmental and sustainability responsibility | Identify and assess environmental and sustainability considerations in problems in international macroeconomics. | • Part of Seminar participation mark  
• Final Examination |
| 5b Social and cultural awareness | Identify and assess these factors and include in solutions developed. | • Verbal and written reports in Seminars and major CSA Reports  
• Final Examination |
| 6 Leadership | Influence peers and colleagues to address key issues, organise contributions and focus on practical and clear outcomes. | • Verbal and written reports in Seminars and major CSA Reports |

### 2.2. Units of Credit

The course is worth 6 units of credit.
2.3 WORKLOAD

It is expected that you will spend at least 8 - 12 hours per week studying this course. This time should be made up of reading, research, working on exercises and problems, and attending classes. In periods where you need to complete assignments or prepare for examinations, the workload may be greater.

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.

Please Note: While it is a moot point, in signing up for this course you have implicitly agreed to read prescribed chapters and to keep up with readings on a weekly basis. This course is a graduate level subject and as such I have graduate level reading expectations. If you think that you will struggle with the readings or that you do not want to or cannot accommodate this workload into your schedule, please rethink your time or your enrolment in the course. Too many times MGMT5800 students enrol in this course with the wrong workload expectations. While lecturing staff will help you and guide you, as graduate students, your learning is your responsibility. All prescribed readings are relevant to either: the lecture; the seminar; or both. While this relevance may not be evident on a weekly basis, it will all come together during the semester or at your workplace or perhaps even after you graduate, when the reading and its content will become pertinent to something that you do.

Attendance

Your regular and punctual attendance at lectures and seminars 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.

Lecture & Seminar Notes

The Lecture Notes will be posted on Moodle each week, no later than the day before the Lecture.

Seminar Notes will be posted on Moodle occasionally, the majority for readings for the Seminars are in the textbook. When Seminar Notes are prepared, they will be posted no later than the day before the Lecture.

2.4. TEXTBOOK:


2.5 READING PACK

Several weeks have assigned readings which you will need to source from the reading pack, which will be provided on Moodle.

2.6 NOTE ON ADDITIONAL READINGS AND LECTURE MATERIAL

From week to week there will be additional readings posted on Moodle. Often these additional readings are 'of interest' and while they are not compulsory to read you would benefit from doing so. In other weeks, you will be required to read additional material posted on Moodle or handed out in the lecture. You will be informed when this is the case.

3. LECTURE AND SEMINAR TIMES

<table>
<thead>
<tr>
<th>Day and Time</th>
<th>Number</th>
<th>Venue*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture: Thursday 1800 – 1930</td>
<td>Lecture</td>
<td>J. Goods LG 19</td>
</tr>
<tr>
<td>Seminar: Thursday 1600 – 1730</td>
<td>Seminar 1</td>
<td>J. Goods LG 19</td>
</tr>
<tr>
<td>Seminar: Thursday 1930 – 2100</td>
<td>Seminar 2</td>
<td>J. Goods LG 19</td>
</tr>
</tbody>
</table>

*NOTE: ROOMS & TIMES SUBJECT TO CHANGE PENDING ENROLMENT NUMBERS
4. **Lecture Outline:**

**Preparing For class (1): The case**
The detailed “introduction to CASE” reading will give more specific “study questions” for the case discussions. However, these study questions are only prompts to get you going, not an agenda for your analysis or for our discussion. It is for you to identify the specific issues posed by the case and to decide how they can be best addressed. I will expect you to consider the case in the light of all the assigned readings, and to come to each class prepared to present and defend your own analysis.

**Preparing for class (2): Theme readings**
The readings for each theme give you starting points in reflecting on the issues at stake in the case and/or conceptual tools that are relevant to these issues. I will assume that you will come to class having read all the assigned readings.

<table>
<thead>
<tr>
<th>Week</th>
<th>Week</th>
<th>Topic</th>
<th>Readings for Lecture</th>
<th>Readings for Seminar</th>
</tr>
</thead>
</table>
| 1    | 5 March| Overview /Introduction What is organizational change? What is technological strategy? | • Textbook, pp.1-12.  
• **On Moodle**: Baldwin, Bommer & Rubin, 2008, Ch 10, *Making Change*  
• Handout: Ahmed & Shepherd, Ch 1, Innovation in context | **No Seminar This Week**  
Read the article: An Introduction to the C.A.S.E. method **On Moodle** |
| 2    | 12 March| Technology and Strategy: A General Management Perspective | • Textbook, Reading I-7: *The Art of High-Technology Management*  
• Textbook, Reading I-2: How to Put Technology into Corporate Planning  
• **On Moodle**: Palmer, Dunford & Akin, Ch 3, *Why organizations change* | **Forming Teams this Week**  
Re- Read the article **On Moodle**: An Introduction to the C.A.S.E. method.  
Textbook, Case I-8: *Electronic Arts in 2005* |
| 3    | 19 March| Technological Evolution: Patterning | • Reading I-1: *Profiting from Technological Innovation: Implications for Integration, Collaboration, Licensing, and Public Policy*  
• Textbook, Reading II-1: *Patterns of Industrial Innovation*  
• **On Moodle**: Schilling, Ch 10, *Organizing for innovation* | Textbook, Case I-8: *Electronic Arts in 2005* |
| 4    | 26 March| Innovation and Strategy | • **On Moodle**: Thompson & Strickland, Strategic Management: Concepts and Cases, Ch 3  
Optional: **On Moodle**: Thompson & Strickland, Ch 5 | Textbook, Case II-3. Making SMaL Big: SMaL Camera Technologies |
<p>| 5    | 2 April| Technological Evolution: S-Curve | • Textbook, Reading II-2: <em>Exploring the Limits of the Technology S-Curve. Part 1: Component Technologies</em> | Be prepared to present a type-written two-page “first draft” of your Case Study Analysis I |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
<th>Textbook References</th>
<th>Announcements</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 April</td>
<td>Mid Semester Break</td>
<td><strong>Reading II-3: Exploring the Limits of the Technology S-Curve. Part 2: Architectural Technologies</strong>&lt;br&gt;<strong>No Lecture This Week</strong>&lt;br&gt;<strong>No Seminar This Week</strong>&lt;br&gt;<strong>Case Study Analysis I</strong>&lt;br&gt;is due at the beginning of your nominated seminar, you must make an Executive Summary Presentation of your Case Study Analysis during this seminar.</td>
<td></td>
</tr>
<tr>
<td>6 16 April</td>
<td>The Industry Context of Innovating</td>
<td><strong>Textbook, Reading II-5: Customer Power, Strategic Investment, and the Failure of Established Firms</strong>&lt;br&gt;<strong>Textbook, Reading II-7: Crossing the Chasm-and Beyond</strong>&lt;br&gt;<strong>On Moodle:</strong> Palmer, Dunford &amp; Akin, Ch 8, Implementing change</td>
<td>Textbook, Case I – 1 Elio Engineering, Inc&lt;br&gt;CSAll case announced this week.</td>
</tr>
<tr>
<td>7 23 April</td>
<td>The Organisational Context of Innovating</td>
<td><strong>Textbook, Reading II-12: Architectural Innovation: The Reconfiguration of Existing Product Technologies and the Failure of Established Firms</strong>&lt;br&gt;<strong>Textbook, Reading II-14: Strategic Dissonance</strong></td>
<td>Textbook, Case I – 1 Elio Engineering, Inc&lt;br&gt;CSAll case announced this week.</td>
</tr>
<tr>
<td>8 30 April</td>
<td>Strategic Action</td>
<td><strong>Textbook, Reading II-15: Strategic Intent</strong>&lt;br&gt;<strong>Textbook, Reading III-2: Transforming Invention into Innovation: The Conceptual Stage</strong></td>
<td>Textbook, Case I – 1 Elio Engineering, Inc&lt;br&gt;CSAll case announced this week.</td>
</tr>
<tr>
<td>9 7 May</td>
<td>Technology Sourcing</td>
<td><strong>Textbook, Reading III-5: The Transfer of Technology from Research to Development</strong>&lt;br&gt;<strong>On Moodle:</strong> Schilling, Ch 11, Managing the new product development process</td>
<td>Textbook, Case II-15 The Charles Schwab Corporation in 2007: Fixing and Redefining the Core Business&lt;br&gt;Be prepared to present a type written, two-page, “first draft” of your Case Study Analysis II.</td>
</tr>
<tr>
<td>10 14 May</td>
<td>New Technology and New Ventures</td>
<td><strong>Textbook, Reading III-8: Note on Lead User Research</strong>&lt;br&gt;<strong>Textbook, Reading III-13: Managing the Internal Corporate Venturing Process: Some Recommendations for Practice</strong></td>
<td>Textbook, Case TBA&lt;br&gt;CSAll Review Due – to be handed in during Seminar&lt;br&gt;Case Study Reviews – Final Exam Preparation</td>
</tr>
<tr>
<td>11 21 May</td>
<td>High Performance Organisations</td>
<td><strong>Textbook, Reading III-15: Ambidextrous Organizations: Managing Evolutionary and Revolutionary Change</strong></td>
<td><strong>Case Study Analysis II</strong> is due at the beginning of your nominated seminar, you must make an Executive Summary Presentation of your Case Study Analysis during this seminar.</td>
</tr>
<tr>
<td>12 28 May</td>
<td>Building High Performance Organisations</td>
<td><strong>On Moodle:</strong> Baldwin, Bommer &amp; Rubin, 2008, Conclusion, Building high performance organizations and great places to work&lt;br&gt;<strong>Final Exam Review</strong></td>
<td><strong>CSAll Review Due</strong> – to be handed in during Seminar&lt;br&gt;Case Study Reviews – Final Exam Preparation</td>
</tr>
<tr>
<td>13 4 June</td>
<td>Exam in Lecture</td>
<td>Final Exam During Lecture Timeslot</td>
<td>No Seminar - Final Exam During Lecture Timeslot</td>
</tr>
</tbody>
</table>

**CSAII** case announced this week.
5. LEARNING ASSESSMENT

5.1. ASSESSMENT SUMMARY:

For a pass or better in this subject you are required to complete four types of assessment. Please note that completion of all four types of assessment is essential to pass the subject regardless of your performance in individual components. Also note the fifth form of assessment in this course – Lecturer In Charge/Seminar Leader assessment of your participation.

<table>
<thead>
<tr>
<th>Item</th>
<th>Weight</th>
<th>UNSW Business School Graduate Attributes assessed</th>
<th>Length</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Examination (multiple choice &amp; short answers)</td>
<td>13.5%</td>
<td>1, 2, 3, 5</td>
<td>1.5 hours</td>
<td>As scheduled during your lecture in Week 13.</td>
</tr>
<tr>
<td>Case Study Analysis I (CSAI) (Group Project)</td>
<td>30%</td>
<td>1, 2, 3, 5, 6</td>
<td>4 double-spaced pages maximum</td>
<td>In your nominated seminar in Week 6. Case study analyses will be collected at the beginning of the seminar.</td>
</tr>
<tr>
<td>Case Study Analysis II (CSAII) (Group Project)</td>
<td>33%</td>
<td>1, 2, 3, 5, 6</td>
<td>4 double-spaced pages maximum</td>
<td>In your nominated seminar in Week 11. Case study analyses will be collected in the seminar.</td>
</tr>
<tr>
<td>CSAII – Review - Individual Assessment</td>
<td>12%</td>
<td>1, 2, 3, 5</td>
<td>1 double-spaced page maximum</td>
<td>To be completed AFTER the CSAII Presentation. Due in the Seminar in Week 12, Thursday 28 May.</td>
</tr>
<tr>
<td>Seminar Preparation and Participation</td>
<td>11.5%</td>
<td>2, 3</td>
<td>N/A</td>
<td>Seminar Leader assesses your participation in case study analyses during seminars.</td>
</tr>
</tbody>
</table>

5.2. FORMAL REQUIREMENTS

In order to pass this course, you must:
- achieve a composite mark of at least 50; and
- make a satisfactory attempt at all assessment tasks – listed above.
1. You have two cases to complete for assessment purposes. In each case, the basic questions are essentially the same:
   (1) What are the real issues the organization needs to address?
   (2) What alternatives does the organization have in tackling these issues, and which alternative makes most sense?
   (3) What specific action plan would you recommend?

2. It is for you to identify the specific issues posed by the case and to decide how they can best be addressed.

Quality Assurance
The UNSW Business School is actively monitoring student learning and quality of the student experience in all its programs. A random selection of completed assessment tasks may be used for quality assurance, such as to determine the extent to which program learning goals are being achieved. The information is required for accreditation purposes, and aggregated findings will be used to inform changes aimed at improving the quality of UNSW Business School programs. All material used for such processes will be treated as confidential and will not be related to course grades.

3. Final Examination – 13.5% of your total mark

The Final Examination will consist of multiple choice questions as well as short-answer questions drawn from your assigned readings, case studies, lectures, and seminars. The exam is designed to test your understanding of the theory and empirical research relevant to the strategic management process. The Examination will take place during your lecture timeslot in week 13. The duration of The Exam will be 90 minutes. Details of the possible examination topics will be discussed in lectures. You are allowed to bring one (1) A4 - sized piece of paper with study notes on it (double-sided, typed using any size font or hand-written) into the Examination. It is suggested that students make summary notes of each reading to aid in the development of this sheet.

4. Case Study Analysis I – 30% of your total mark

Due Week 6 in your Seminar

The assigned Case Study to be analysed is Case II-8 Eli Lilly and Company: Drug Development Strategy from the Burgelman et al. (2009) text. The Case Study Analysis is designed to enable you to apply the theory and empirical research discussed in the subject to real-world situations. Related goals include the development of skills in teamwork, intra-group dynamics, organisational analysis, project management, and professional report writing (i.e., proper layout, grammar, spelling, etc.). In order to assist you in developing the practical skills needed for successful completion of this assignment, a portion of seminar time will be devoted to relevant learning and training.

Specifically, you are required to:

a. In the seminar in Week 2, you will be asked to form yourselves into a team of 4 people - exceptions to this guideline can only be made by the express permission of the seminar leader in your nominated seminar. In order to facilitate effective group development, group members must be from the same nominated seminar.

b. Analyse the Case Study utilising the C.A.S.E. method (C is for Challenge, A is for Analysis, S is for Solution, and E is for Execution). This case analysis technique will be introduced to you in your seminar in Week 2.

c. Submit your Case Study Analysis to your seminar leader at the designated time (late case study analyses will have their marks reduced per the university guidelines) and place (see Assessment Summary in this document). The Case Study Analysis is to
be a maximum of 4 (four) double-spaced pages including any references and appendix (but not including the cover page). The cover page must be the official School of Management "Essay/Assignment Cover Sheet". The cover page must be stapled to the Case Study Analysis and must contain the following information: a) the complete names of the students who prepared the analysis, b) their respective student identification numbers, c) the subject name, d) the name of your Lecturer, e) the name of your Seminar leader, f) the day, time, and classroom of your seminar, and g) the date submitted. All team members must sign the cover sheet acknowledging that the case analysis has not been submitted in any other subject. The Case Study Analysis must be typewritten in a 12 point font, be double-spaced only, and have 3 cm margins on the left and right. The Case Study is meant to be self-contained so do not use any information about the organisation or the competitive environment that is found outside the case (i.e., websites, company brochures, newspaper or magazine articles, etc.). Each section of the Case Study Analysis (i.e., Challenge, Analysis, Solution, Execution) is worth 20% each. The final 20% of the Case Study Analysis is for Style (i.e., spelling, grammar, sentence construction, format, etc. of the written Case Study Analysis). This Report is to be submitted electronically and in hard copy to the Seminar Leader prior to the commencement of your Seminar. This task is worth 22% of your total mark.

d. Peer Evaluation: All group members must also complete (and submit with the Case Study Analysis) a confidential "peer evaluation" that measures the performance of each group member (incomplete peer evaluations will result in the assignment being marked as late). These peer evaluation forms will be available on Moodle prior to the seminar. The purpose of the peer evaluation is to mitigate against "freeloading" or "social loafing" (AKA the 'Ringlemann Effect'). Students found to have significantly lower evaluations from their peers may have their Case Study Analysis marks downgraded proportionately. This task is worth 3% of your total mark.

e. Oral Presentation: In addition, you will need to prepare an Executive Summary Presentation of your key findings for CSA I and deliver it in your seminar. This is a concise summary of your findings. It is an audio (i.e., verbal) and visual (i.e., use of a combination of PowerPoint and/or handouts) presentation made to the Seminar by the entire team. This presentation must be made in 12 minutes or less and all members of the group must verbally participate in the presentation. This task is worth 5% of your total mark.

5. Case Study Analysis II – 33% of your total mark

Group Report and Presentation Due Week 11 in your Seminar
The assigned Case Study to be analysed will be either a Harvard Business School case or one selected from your text, it will be announced in class in Week 8. The requirements for this case study analysis are the same as those for Case Study Analysis I. Case Study Analysis II is due in your nominated seminar in Week 11.

Case Study Analysis written report – this task is worth 25% of your final mark.

Oral Presentation: An Executive Summary Presentation of your key findings for CSA I and deliver it in your seminar. It is an audio (i.e., verbal) and visual (i.e., use of a combination of PowerPoint and/or handouts) presentation made to the Seminar by the entire team. You will need to present a concise summary of your solution and execution in particular and prepare for a workshop style session. This presentation must be made in 10 minutes or less, and all members of the group must verbally participate in the presentation. This task is worth 5% of your total mark.
Peer Evaluation: All group members must also complete (and submit with the Case Study Analysis) a confidential "peer evaluation" that measures the performance of each group member. **This task is worth 3% of your total mark.**

6. **Individual Assessment – CSAll Review – Due in your Seminar in Week 12**

As an Individual Assessment Exercise, you will need to prepare and submit a CSAll Review paper. This will be an individual report analysing the impact of the presentation made by your group in the seminar and the questions asked by other groups. **You will need to confirm that your Solution is still the best solution in your view, and Why that is so, OR you may wish to modify or adjust your Solution and state Why you have made that modification/adjustment.**

Please do not simply reproduce parts of the CSAll Group Report – this Review must reflect your own opinion, **AFTER the CSAll Presentation and discussion in the Seminar. The CSAll Review will be a maximum of one A4 page, it must be typewritten in a 12 point font, be double-spaced only,** and have 3 cm margins on the left and right. It is to be submitted electronically and in hard copy to the Seminar Leader **prior to the commencement of your Seminar in Week 12.**

It is worth 12% of your total grade.

7. **Seminar Preparation and Participation – 11.5% of your total mark**

Preparation for, and active participation in, your seminars is a key component of the learning of this subject. The seminars will primarily focus on experiential learning via the case study method. **To that end, you will be introduced to a number of topics that will facilitate the earning of your Case Study Analyses marks. These topics will include:** the C.A.S.E. method (which is an acronym for Challenge, Alternatives, Solution, and Execution), peer evaluation, intra-group dynamics, report writing, and report presentation.

To help extrinsically motivate you to prepare and actively participate in seminars, peer evaluations will be utilised in the CSAs. **The use of peer evaluations will serve as a diagnostic tool for the analysis of intra-group dynamics.**

**In Class Evaluation:** Class sessions will usually begin with a short oral presentation by one or two student teams – “consulting teams” – presenting to the class as if we were the client in the case. Your career success depends critically on your skill in articulating and defending your ideas and engaging a productive dialogue with your colleagues. You should consider our classroom as a laboratory in which you can test and improve these skills. **Class participation grades will be determined based on your contribution to class discussion of case studies. Attendance is a necessary but not sufficient condition for a good participation grade. You are expected to be an active participant. Just like in a real work setting, your contributions in discussions are a key part of your performance.**

At the end of each case discussion session, scores will be assigned to each student on the following scale:

1. **modest participation:** comments that help flesh out a given part of the analysis/discussion
2. **good participation:** comments that clarify complex issues, synthesize material, and move the discussion forward noticeably
3. **excellent participation:** comments that challenge constructively the direction of the discussion and reorient it in a productive way.
Some of the criteria that make for effective class participation include:

* **Involvement**: Are you following the discussion attentively?
  Are you actively contributing ideas?
  Are you respectful of others in how you formulate your contributions?

* **Listening**: Are you a good listener?
  Are your points relevant to the flow of the discussion?
  Do you link them to the comments made by others?

* **Adding value**: Do your comments show evidence of insightful analysis of the case data?
  Do they make use of relevant practical experience?
  Are they formulated in a succinct, effective manner?
  Do your comments clarify and highlight the important aspects of earlier ideas and lead to a clearer statement of the relevant concepts and issues?

* **Risk-taking**: Are you willing to test new ideas, or are all your comments “safe”? (For example, repeating case facts without analyses and conclusions, or simply generic statements that would be true in almost any setting would be considered “safe” and not very useful.)
  Do your comments raise “difficult” questions that challenge us to think more deeply?

### 5.3 Submitting Assignments & Late Submission

#### Submitting Assignments

Both CSAs need to be submitted directly to the Lecturer In Charge – in electronic copy and hard copy. Only one team member needs to tender the assignment, with an electronic cover page attached (you need to download this from Moodle). *There is Nil option for a Turnitin submission this Semester.*

#### Late Submission

Late submission of assignments must be preceded by a written application for an extension based on medical reasons or similar, submitted before the due date of the relevant item. Penalties for late submission apply. To avoid late penalties, note the dates of due work in your diary, start thinking about CSAI and II early, and plan your work for the session. If you are having difficulties meeting the requirements of the subject, please contact the lecturer-in-charge as soon as possible.

The **penalty** for unauthorised **late submission** shall be:

a) five (5) percent per working day of the gross mark

b) no paper will be accepted after the elapse of ten (10) working days from the due date for the relevant assignment.

Submissions by email will not be accepted.

### 5.4. Special Consideration and Supplementary Examinations

UNSW policy and process for Special Consideration applies (see [https://my.unsw.edu.au/student/atoz/SpecialConsideration.html](https://my.unsw.edu.au/student/atoz/SpecialConsideration.html)). Specifically:

- Applications for special consideration (including supplementary examinations) must go through UNSW Central administration (within 3 working days of the assessment to which it refers) – applications will not be accepted by teaching staff;

- Applying for special consideration does not automatically mean that you will be granted additional assessment or that you will be awarded an amended result;
If you are making an application for special consideration (through UNSW Central Administration) please notify your Lecturer in Charge;

Please note: a register of applications for Special Consideration is maintained. History of previous applications for Special Consideration is taken into account when considering each case.

6. **RESOURCES, READINGS & NOTES**

The University of New South Wales offers a number of digital resources for students. It is important that you learn how to utilise these resources in order to maintain your weekly readings and subsequently keep up with your peers taking this subject. This next section will act as a guide for downloading digital versions of the lecture notes and readings for each week.

7. **Moodle**

The PowerPoint handouts for each lecture will be made available on the course website after the lecture (usually within 24 hours). If students miss the lecture and require the handouts for that lecture, then it will be possible to download the notes accordingly. This website is available through the UNSW WebCt server at the URL:

http://moodle.telt.unsw.edu.au

To have access to the Moodle website you will need your Student Number as well as your UNIPass. Remember that when entering your Student Number to start with the letter ‘z’ and that your UNIPass is case sensitive. This procedure is often overlooked by students attempting to access digital resources.

8. **My Course**

Students can visit the My Course website through the UNSW Library’s website (http://library.unsw.edu.au) or by going to the URL:

http://lrd.library.unsw.edu.au/ALEPH//start/nsw30

This site acts as a search engine for resources. Resources can be searched according to the title, the author, the call number, the lecturer’s name, the course’s name or the course code. Searching by course code is an excellent way to see those resources that have been made available for MGMT5801.

Some articles may not appear under a search for MGMT5801 as they may be listed for multiple courses. It is therefore important that you understand how to use the different search methods in order to get the greatest benefit from My Course. Library staff are available to assist students in learning about this resource device.

9. **UNSW Library Resource Database**

This resource acts as an online catalogue and can be located on the UNSW Library website or at the URL:

http://lrd.library.unsw.edu.au/ALEPH//start/nsw30

This catalogue allows students to search for items on all UNSW campuses as well as providing information for students on an item’s availability, location as well as return date when a resource is on loan. Once again it is important that students learn how to fully utilise this resource to benefit your learning and education here at UNSW. Library staff are available to assist students.
10. **ADDITIONAL REFERENCE MATERIAL**

No text and/or group of selected readings could encompass all of the relevant theory and research surrounding technology and innovation. Students are encouraged to investigate additional books and periodicals (both practitioner as well as academic journals) in their exploration of this subject. It is therefore important to read, to think and to explore around the prescribed text/readings and to monitor relevant periodicals, especially if you intend to develop a specialisation in this area. The following list contains a number of relevant journals:

- Academy of Management Executive
- Technological Forecasting and Social Change
- Academy of Management Journal
- Technology and Learning
- Academy of Management Review
- Technology Analysis and Strategic Management
- Administrative Science Quarterly
- Technology and Culture
- Technology in Society
- California Management Review
- Technology Review: MIT's Magazine of Innovation
- Harvard Business Review
- Innovation Research on Technological Innovation, Management
- Journal of Management
- Journal of Management Studies
- Strategic Management Journal
- Journal of Occupational and Organizational Psychology
- Strategy and Leadership
- Journal of Organizational Behavior
- Sloan Management Review
- Management Science
- Leadership Quarterly
- Organisational Dynamics
- Organization Science
- Organization Studies
- Research in Organizational Behavior

11. **STUDENT SUPPORT**

There are a number of forms of personal and learning support that are available to you.

- **Education Development Unit of the Australian School of Business**
  (http://education.fce.unsw.edu.au): Additional learning and language support is available from the Education Development Unit (EDU). The EDU provides individual and small group consultations, academic skills workshops, discipline-specific support workshops and a range of study skills resources and handouts. EDU services are free and confidential, and are available to students of the ASOB (that means YOU). Students requiring advice and assistance with assignment writing, academic reading and note-taking, oral presentation, study skills or other learning needs are advised to drop in or contact the learning advisors in the EDU which is located in:
• The Student Advisor in UNSW Business School (see the Faculty website at http://business.edu.au; then click on "Current Students," then click on "Are you having any problems?"): For Student Advice contact the UNSW Business School Student Centre.

• The Learning Centre at UNSW (http://www.lc.unsw.edu.au): The Learning Centre provides a wide range of academic support services to students enrolled in degree programs at UNSW. At The Learning Centre, students are assisted in adjusting to academic culture and to new approaches to learning and teaching. The Centre also offers a range of learning and language assistance programs. The Learning Centre can be contacted on (02) 9385 3890.

• The Counselling Service at UNSW (http://www.counselling.unsw.edu.au): The UNSW Counselling Service provides a confidential service staffed by professionals who are able to do assessment, short term counselling, and assist students in their continued academic, personal and professional development. With a counsellor, you can talk about: academic problems, administrative problems, personal concerns, crises or traumas, personal difficulties, moods and feelings, health and well-being, or any concern that interferes with personal satisfaction or academic achievement. The counselling service can be contacted by email at counselling@unsw.edu.au or calling (02) 9385 5418.

Other resources include:

• **Capturing the Student Voice**: An UNSW Business School website enabling students to comment on any aspect of their learning experience in the UNSW Business School. To find out more, go to the Current Students/Resources/Student Feedback page here.

• **Moodle eLearning Support**: For online help using Moodle, follow the links from www.elearning.unsw.edu.au to UNSW MoodleSupport / Support for Students. For technical support, email: itservicecentre@unsw.edu.au; ph: 9385 1333

• **UNSW Learning Centre** (www.lc.unsw.edu.au) Academic skills support services, including workshops and resources, for all UNSW students. See website for details.

• **Library training and search support services**: http://info.library.unsw.edu.au/web/services/services.html

• **UNSW IT Service Centre**: https://www.it.unsw.edu.au/students/index.html Technical support for problems logging in to websites, downloading documents etc.: UNSW Library Annexe (Ground floor); Ph: 9385 1333.

• **UNSW Counselling and Psychological Services** (http://www.counselling.unsw.edu.au) Free, confidential service for problems of a personal or academic nature; and workshops on study issues such as ‘Coping With Stress’ and ‘Procrastination’. Office: Quadrangle Building, Level 2, East Wing; Ph: 9385 5418

• **Student Equity & Disabilities Unit** (http://www.studentequity.unsw.edu.au) Advice regarding equity and diversity issues, and support for students who have a disability or disadvantage that interferes with their learning. Office: Ground Floor, John Goodsell Building; Ph: 9385 4734

### 12. Academic Honesty and Plagiarism

The University regards plagiarism as a form of academic misconduct, and has very strict rules regarding plagiarism. For UNSW policies, penalties, and information to help you avoid plagiarism see: http://www.lc.unsw.edu.au/plagiarism/index.html as well as the guidelines in
the online ELISE and ELISE Plus tutorials for all new UNSW students:

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.
To see if you understand plagiarism, do this short quiz:
http://www.lc.unsw.edu.au/plagiarism/plagquiz.html

13. Administrative Matters

There are a number of UNSW websites that concern administrative matters that are important to you. Overviews of a number of administrative matters are presented below for your convenience. Please see the relevant websites for full details.

- UNSW Rules on Academic Misconduct
  (http://www.student.unsw.edu.au/academiclife/assessment/academic_misconduct.shtml): The University Council has defined academic misconduct as follows (29 August 1994):
  Student Academic Misconduct means: breach of such rules or guidelines relating to student academic conduct as may be prescribed by Faculties, Boards, Schools or the Vice-Chancellor; misconduct relating to assessment or examinations; and any other conduct (the general nature of which has been made known to students) regarded as student academic misconduct according to current academic usage.
  The following are some of the actions which have resulted in students being found guilty of academic misconduct in recent years (Plagiarism is discussed in further detail below.): taking unauthorised materials into an examination, impersonation in an examination, permitting another student to copy answers in an examination, exchanging notes between students in an examination, failing to acknowledge the source of material in an assignment, plagiarism, submitting work for assessment knowing it to be the work of another person, improperly obtaining prior knowledge of an examination paper and using that knowledge in the examination, removing an examination paper from an examination room where it is specified that the paper is not to be retained by the student, and submitting a falsified medical certificate.

- Assessment
  (http://www.student.unsw.edu.au/academiclife/assessment): Many courses include a number of forms of assessment, such as laboratory work, class exercises, assignments or tests. You must make sure that you have completed all the required forms of assessment. It is not an excuse that you failed to attend a class where instructions or work were given, or did not consult the relevant School or Faculty noticeboards. You must also note that attendance at classes is compulsory. Students who fail to attend at least 80% of classes may be refused permission to sit for examinations or other forms of assessment. Assessment results are available on the New South Student Online or by Voicemark (61) (02) 9385 1999. You will need to enter your student ID and UniPin/Unipass to access these services. To obtain a UniPin/Unipass you need to contact Dis>Connect at the Kensington campus.

- Illness or Misadventure
  (http://www.student.unsw.edu.au/atoz/atoz-Special.shtml): On some occasions sickness, misadventure, or other circumstance beyond your control may prevent you from completing a course requirement or attending or submitting assessable work for a course. Such assessable requirements may include formal end of session examination, class test, laboratory test, seminar presentation, etc. It is also possible that such situations may significantly affect your performance in an assessable task.

The University has procedures that allow you to apply for Consideration for the affected assessments. Depending on the circumstances, the University may take action to allow you to overcome the disadvantage; eg. give you additional assessment or extend a deadline. You should note that merely submitting a request for Consideration does not automatically mean that you will be granted additional assessment, nor that you will be awarded an amended result. For example, if you have a poor record of attendance or performance throughout a
session/year in a course you may be failed regardless of illness or other reason affecting a final examination in that course.

The University has a centralised procedure for Consideration applications. Many Course Authorities and Faculties have 'local' procedures that you will also need to follow.

14. Other Resources, Support and Information

Information about other services available for students. This can be detailed either on a School website and referred to in the course outline or provided as in the example below. The University and the Faculty provide a wide range of support services for students, including:

- **Learning and study support**
  - UNSW Business School Education Development Unit (http://education.fce.unsw.edu.au)
  - UNSW Learning Centre (http://www.lc.unsw.edu.au)

- **Counselling support** - [http://www.counselling.unsw.edu.au](http://www.counselling.unsw.edu.au)

- **Library training and support services** - [http://info.library.unsw.edu.au](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/). 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](https://my.unsw.edu.au/student/academiclife/assessment/examinations/examinationrules.html)

- **Student Responsibilities and Conduct** ([https://my.unsw.edu.au/student/resources/Policies.html](https://my.unsw.edu.au/student/resources/Policies.html))

15. Course Evaluation and Development

Each year, we seek feedback from students and other stakeholders about the courses we offer. In MGMT5801 evaluate and use your course-level feedback, both quantitative and qualitative, to guide our continuing monitoring and redesigning of the course.

Change is not automatically linked to any one piece of feedback as our teaching team reflects on a range of feedback sources over time, including our evaluations of assessment performance. This continual improvement process can affect one or more particular areas of the course, whether this has to do with structure, content, resources, delivery or assessment. Thus, the MGMT5801 course you are doing this session reflects changes we have made in responses to feedback from previous student cohorts and our constant monitoring of the performance of students in negotiation simulations and assessment items.
The UNSW Course and Teaching Evaluation and Improvement (CATEI) Process is one of the ways in which we gather student evaluative feedback. As in this case, we communicate significant changes within the course to subsequent cohorts of students.
Guidelines For CASE Analysis Seminar Presentations – summarised in your Report

Think of these as consultant reports. Imagine that you have been given a chance to study the focal organization and to come up with a diagnosis and a set of recommendations. So let’s first set the stage:

- Make sure you explicitly identify a specific client, since your action recommendations will need to be ones that this client can implement.
- In this course, you have some latitude in choosing your client: even if the case is written from the point of view of a given firm, you might choose to take as your client one of its stakeholders. However, in choosing your client, make sure the case and associated readings provide you with enough material.
- The issues to be resolved may not be obvious; but this is also true of many real-world situations. The case questions posed by your Lecturer/Seminar Leader are offered only to get your thinking going - they are not an agenda for your analysis.

You will make this presentation to the class, but you should think of the class as if we were the client and his/her leadership team. Do keep in mind, however, that representatives of other stakeholder groups may attend! Therefore, in making this presentation, you should not waste time repeating the case facts that would be known to this audience.

In real engagements, you might review these case facts to establish common ground and to buttress your credibility; but in class, that won’t be necessary.

Your presentations should include the following elements:

First, one of the most challenging parts of familiarizing yourself with CASE is succinctly summarizing (a) the challenge facing the client organization, (b) the root issue that makes it difficult to meet this challenge successfully, and (c) your key recommendation for resolving this root issue.

Imagine that your client has to cut short the meeting due to an emergency: you will want one slide or synopsis on which to summarize your “take away” message - this is it. Such a summary is very hard to do; but it will force you to distil your analysis, and that will help you prioritize and shape the rest of the presentation.

Second, you should lay out an overview of your presentation - the agenda. This slide should tell us what areas you will address in what order. It will be much more impactful if simultaneously you can summarize in a short phrase the key lesson of each of these parts of the presentation. In this way, it can lay out in skeleton form the substantive logic of your argument.

Third, comes the body of the report. Here you should start by identifying the key challenge facing the client. The challenge is the problem to be revolved. It is the starting point for your analysis, so it is important that you state the challenge in a way that your client will immediately recognize as an accurate statement of the problem at hand. Your statement of the challenge creates a “shared context” with your audience.

Having identified the challenge, your next task is to “peel the onion” to identify the root issue facing the client. The root issue is the factor that makes it difficult for the organization to resolve its challenge successfully. Think of your task here as akin to a physician’s: the patient (client) comes in with a whole set of “presenting symptoms” i.e. challenges - it’s your job to identify the underlying disease i.e. root issue. As with a doctor, a good root issue analysis yields insight that is actionable: being actionable (implementing definable, visible and effective actions) is crucial, since the rest of your presentation is going to focus on resolving this root issue.

Note that organizations usually face multiple challenges, and for any one of these, there may be more than one root issue. But you simply don’t have time to address more than one challenge and one root issue in a short presentation. The burden is on you to add as much value as possible for client by identifying the most critical challenge and the highest leverage root issue.
Identifying a root issue is often difficult - but it is immensely valuable for your client. In real life, it’s often much more valuable to your colleagues and clients to identify the right question than to find the right answer. **Your diagnosis of this root issue should be argued, not just asserted, using the relevant facts of the case and whatever analytic tools seem necessary.**

Note too that **sometimes the client has a strong opinion as to the nature of their real problem, and that this opinion may be reflected in the case, but you may think their analysis is not accurate.** In this situation, you have to convince them that the real problem lies elsewhere. And sometimes the case describes a situation without explicitly identifying any specific challenges at all, perhaps because the client organization is doing very well - in which case, your task will be to identify the deep source of their success and a key source of vulnerability in the future, and what they could do about that.

Finally, note that in cases such as these ones we study in this course, there are typically multiple internal and external stakeholders in your client's decision making, and these stakeholders have different interests, rights, and concerns. Stakeholders are any groups affected by the issue. Some stakeholders may not be obvious at first sight - they may be far “downstream” or far “upstream.”

You need to ask yourself: Who are the parties affected here? What rights or interests or concerns of theirs are involved? What is the nature of the client organization’s economic and political relations to these stakeholders? Somewhere in the course of your presentation, you will need to consider these stakeholders.

You should fold that discussion into your presentation wherever it adds most value for your client: this may turn out to be in your characterization of the challenge; it may be in defending your characterization of the root issue; it may in identifying and assessing your options; or it may be in planning your implementation plan. But it should contribute something to your analysis somewhere.

After defining the Challenge and Root issue, you need next to identify the Strategic Options that can plausibly address the root issue facing the client organization and thereby help it meet its challenge. You should make a clear distinction between these options and an implementation plan: the options specify various possible compass headings - the general directions the client might go to solve their problem - whereas the implementation plan specifies a detailed itinerary for one of these options (see below).

The analysis supporting your strategic recommendation must convince the client. The key to convincing the client is to recognize that there are lots of points of view in the client organization (and in the class) on how to solve their problem: your job is to convince us that your analysis is more plausible than the alternatives and that your recommended strategy is more likely to achieve success. The best way to do this is as follows:

- To begin, you should identify two or three fundamentally different, **mutually exclusive, plausible options** for tackling the client's problems. In practice, you would want to make sure that your list of alternatives includes the ones likely to be under discussion within the client organization: by explicitly addressing these options, you will be helping your client reach a reasoned consensus. **To be clear: you are looking for mutually exclusive alternatives here, not variants of the same basic idea.**

- Then you need to identify a common set of **criteria** against which to evaluate the options. A broad range of strategic and operational factors are potentially relevant, but it is up to you to come up with a small set of key criteria. You should justify this choice of criteria: you can often do that by referring to the priorities implied by the organization’s basic mission and business strategy. You should propose a set of **weights (most and least critical)** for these criteria according to their relative importance in the priorities of the organization.
Then you should take each criterion one at a time, and show how your options compare on that criterion. Having identified each option's pros and cons on this criterion, you should be able to score the options relative to each other.

Now, having described and justified the main “compass heading” you are recommending, you can move the implementation plan.

The first step in developing and explaining your implementation plan is to identify the hurdles and risks that your strategy is likely to encounter, and then your implementation plan will be a detailed “itinerary” that will enable your client to implement your recommended strategy in the face of these hurdles and risks.

Depending on the case, you may not have enough data to develop this part of your presentation in any great detail, but the following needs to be done in this section.

- You should **identify the likely hurdles** that would face your client in pursuing your proposed strategy, and suggest some counter-measures your client could use overcome these hurdles.
- You should also **identify the risks confronting your strategy** - then show the counter-measures that could mitigate these risks, and if they can’t be mitigated, how the client should proceed if these risks do materialize.
- Synthesizing this analysis of hurdles and risks and their respective counter-measures, you can **propose a sequenced implementation plan**, answering the questions: what are the key steps to be done today, next week, next month, next quarter, and next year - and who should be responsible for these activities. This plan will be far more useful if you support it with some reasoning i.e. explain why you recommend this sequencing and timing rather than another.