Research School of Management
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College of Business and Economics
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ANU Campus Map (map GH32) http://tinyurl.com/9n8xq6d8

Students with enquiries about program (degree) requirements should contact the College office; enquiries about course administration (subjects) are normally handled by the relevant Research School.

MGMT8242
Integrating Business Project (Part B): Application

This course introduces students to the process of developing an international growth strategy for a real organisation (the client organisation). Course participants present their recommendations to the client who provides feedback that is part of the assessment. Participants also prepare a personal learning report which reviews how the course has added to their understanding of general management issues. The course gives participants an experiential learning challenge in managing a group project over an extended timeframe on behalf of a real client organisation. It requires participants to draw on all of the core disciplines of management, from MGMT7184, as well as an understanding of the international business environment and the challenges facing organisations that operate internationally. The course is conducted in workshops and seminars and through participant teams actively researching the international growth challenge posed by the client.
### Mode of Delivery
On campus workshops; off-campus applied research and application

### Prerequisites
To enrol in this course you be must studying Program 7810

You must have already completed MGMT7184 - Integrating Business Project (Part A): Entrepreneurship and New Venture Planning

### Incompatible Courses
N/A

### Course Convenor/Lecturer:
Christopher Nailer

### Phone:
6125 6745

### Email:
chris.nailer@anu.edu.au

Office hours for student consultation:
By appointment

### Student administrator/s
RSM Student Office (Monday to Friday 9am to 5pm)

### Phone:
6125 6737 or 6125 9839

### Email:
Enquiries.rsm@anu.edu.au

http://programsandcourses.anu.edu.au

### COURSE OVERVIEW

#### Learning Outcomes

MGMT8242 is the second part of the two-course capstone sequence for the Master of Business Administration (MBA). Upon successful completion of the requirements for these two courses, participants will be able to:

1. Apply the skills and knowledge acquired through the MBA to practical management tasks;
2. Develop a comprehensive plan for a new initiative, whether an entrepreneurial start-up venture or a business growth initiative within an established corporation;
3. Work in multidisciplinary, cross-cultural teams, applying critical thinking and problem solving skills to business dilemmas, negotiating, communicating and contributing to the development of a substantial shared project; and,
4. Explain and illustrate the interrelation between external market opportunities, internal capabilities and corporate growth dynamics.
Specific learning outcomes for MGMT8242 IBP Part B

By the end of IBP Part B - Application, participants should be able to -

1. Develop an international growth plan for an existing organisation
2. Understand the process of business growth
3. Integrate knowledge from various business disciplines
4. Present a comprehensive growth plan
5. Work effectively in teams

The recommended course references are


Workload

Participants in this course are expected to commit 10-12 hours a week to completing the work. This will include:

- 2-3 hours a week reading, analysis and preparation of course text and materials
- 3 hours a week lecture / workshop, or equivalent
- 6-7 hours a week research, analysis, preparation of inputs to the team project, writing, editing of the report and preparation of presentation material.

Note: In order to successfully complete the team project, participants will need to interact outside of class via email, phone and face-to-face, both within their teams and with other external informants. It is recommended that teams meet at least once every 2 weeks outside of class in order to coordinate the project work.

Course Delivery

The course will comprise workshops on processes, tools and techniques for analysing growth dynamics, progress workshops, team presentations and reflective learning.

Attendance Requirements

This course requires active participation in class seminars and workshops. Individuals who miss workshops when their teams are presenting will be awarded a zero score for that presentation, unless prior arrangements are made.

Important note about intellectual property:

In MGMT8242 the Business Growth Plans are prepared for external clients. It is a requirement of undertaking this course that students assign the IP in these plans to the client organisations.
**Research-Led Teaching**

The course has been developed over many years by experienced practitioners in business dynamics, growth and international strategy. Building on a course originally presented by Melbourne-based consultant and academic, Dr John Barton, the present lecturer has developed the course frameworks and approaches based on regular interactions and ongoing research with high-growth Australian companies.

**Continuous Improvement**

We use feedback from students, professional bodies and staff to make regular improvements to the course. In response to this feedback, design improvements from previous versions of the course include:

- Incorporation of a Practice Project before commencement of the Main Project
- Integration of tools and frameworks from other MBA courses
- Increased opportunity for workshop format problem-solving and feedback.

**Feedback**

Students will be given feedback in the following forms in this course:

- Progressive oral feedback, in class, in teams, and individually, throughout the course.
- Written feedback on completed submitted assignments

**Requisites**

Completion of MGMT7184 is a pre-requisite for MGMT8242. You are expected to integrate the knowledge you have acquired in other MBA courses. Specifically, you will find the following courses particularly useful:

- Corporate strategy or Strategic management
- Marketing
- Organisational behaviour
- Business economics
- Financial reporting and analysis
- Foundations of finance
- The global business environment
- Global marketing

**Student Feedback**

All CBE courses are evaluated using Student Experience of Learning and Teaching (SELT) surveys, administered by Planning and Statistical Services at the ANU. These surveys are offered online, and students will be notified via email to their ANU address when surveys are available in each course. Feedback is used for course development so please take the time to respond thoughtfully. Course feedback is anonymous and provides the Colleges, University Education Committee and Academic Board with opportunities to recognise excellent teaching and to improve courses across the university. For more information on student surveys at ANU and reports on feedback provided on ANU courses, visit [http://unistats.anu.edu.au/surveys/selt/students/](http://unistats.anu.edu.au/surveys/selt/students/) and [http://unistats.anu.edu.au/surveys/selt/results/learning/](http://unistats.anu.edu.au/surveys/selt/results/learning/)
# COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reference</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PART 1: Foundations and Practice</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 3 Mar</td>
<td>Process workshop 2: Teams present analysis of Practice Project Review</td>
<td>As above (Weeks 1 &amp; 2)</td>
<td>In-class: Skills assessment/peer assessment Initial Reflective Learning notes For next class: Choose Main project and form Main Project Team</td>
</tr>
<tr>
<td>4 10 Mar</td>
<td>Intro to Main Projects Intro to Strategy development roadmap and BSC Managing the Main Project</td>
<td>As above, plus in-class materials</td>
<td>In-class: Confirm Main Project and Teams For next class: Meet client, Analyse client, Scope project, Start work</td>
</tr>
<tr>
<td><strong>PART 2: Main Project Development</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 &amp; 6 11-30th March</td>
<td>Teams work on Main Projects No classes in these two weeks</td>
<td>As above, plus client information, plus external research</td>
<td>Meet client, Analyse client, Scope project, Client agreement, Start work</td>
</tr>
<tr>
<td>7 31 Mar</td>
<td>Team Main Project scope and progress update Review</td>
<td>As above, plus client information, plus external research</td>
<td>In-class: Teams present: Main Project scope and progress update: Understanding of the client’s business model &amp; growth dynamics; progress work to date</td>
</tr>
<tr>
<td>3-19th April</td>
<td>Mid-Semester: Teams continue work on Main Projects</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 21 April</td>
<td>Team Main Project progress update Review</td>
<td>As above, plus client information, plus external research</td>
<td>In-class: Teams present: Validation of business dynamics; growth opportunities; resource implications; growth initiatives; growth strategy roadmap</td>
</tr>
<tr>
<td>9 28 April</td>
<td>Team Consultations No class this week</td>
<td>As above, plus client information, plus external research</td>
<td>Teams submit draft plans</td>
</tr>
<tr>
<td>10 5 May</td>
<td>Team Consultations No class this week</td>
<td>As above, plus client information, plus external research</td>
<td>Teams revise and complete plans</td>
</tr>
<tr>
<td><strong>PART 3: The Plan, the Pitch and the Post-mortem</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>11 12 May</td>
<td>Team trial of final presentation</td>
<td>As above, plus client information, plus external research</td>
<td>In-class: Teams present: Practice run of final presentation to client</td>
</tr>
<tr>
<td>12 19-26th May</td>
<td>Teams arrange final presentations with clients No class this week</td>
<td></td>
<td>Teams submit final plans AND Peer assessment, 19th May Teams present to clients</td>
</tr>
<tr>
<td>13 26 May</td>
<td>Final course debrief Reflective learning reports</td>
<td></td>
<td>Before class: Submit final Reflective Learning Report</td>
</tr>
</tbody>
</table>
ASSESSMENT REQUIREMENTS

Details about assessment may change during the first two weeks of semester. Please ensure that you check with your lecturer or tutor about any changes. Changes to the assessment schedule will be posted to the Wattle site.

<table>
<thead>
<tr>
<th>Item</th>
<th>Description of the assignment</th>
<th>Weight (%)</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Process workshops (2x) (Practice Team)</td>
<td>10%</td>
<td>24 Feb, 3 March</td>
</tr>
<tr>
<td>2</td>
<td>Main project scope, progress update (Main Team)</td>
<td>10%</td>
<td>31 March</td>
</tr>
<tr>
<td>3</td>
<td>Complete written draft of growth plan (Main Team)</td>
<td>10%</td>
<td>28 April</td>
</tr>
<tr>
<td>4</td>
<td>Final written growth plan (Main Team)</td>
<td>30%</td>
<td>19 May</td>
</tr>
<tr>
<td>5</td>
<td>Final presentation to client (Main Team)</td>
<td>10%</td>
<td>19th – 26th May</td>
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<tr>
<td></td>
<td>Individual assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Reflective learning report (Individual)</td>
<td>30%</td>
<td>26 May</td>
</tr>
</tbody>
</table>

All components of the above assessment are compulsory and must be submitted. To achieve an automatic pass grade in this course, participants must obtain 50% or more as an aggregate mark.

Learning Outcomes-Assessment

How well have you achieved the learning outcomes for this course? Your lecturer makes this judgement based on the assessment items. This table illustrates how each assessment item provides evidence about your achievements against each learning outcome.

<table>
<thead>
<tr>
<th>Assessment items…</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>…and learning outcomes…</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develop an international growth plan for an organisation</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understand the process of business growth</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Integrate knowledge from various business disciplines</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Present a comprehensive growth plan</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Work effectively in teams</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
Assignment Submission

For this course, assignments must be submitted in hardcopy form to the RSM Student Office and must include a cover sheet. Email are not acceptable without prior arrangement with the Course Convenor. You must keep a copy of assessment materials submitted for your records.

The ANU is using Turnitin to enhance student citation and referencing techniques, and to assess assignment submissions as a component of the University's approach to managing Academic Integrity. For additional information regarding Turnitin please visit ANU Online.

Extensions and Penalties

Where an assignment is submitted after the due date, students are penalised by five per cent of the possible marks available for the assessment task per working day or part thereof.

Special consideration for assessments

Students who are unable to submit their assignment by the due date may be eligible for an extension if supported by an application for Special Consideration.

Information on special assessment consideration can be found at: http://www.anu.edu.au/students/program-administration/assessments-exams/special-assessment-consideration

Special Consideration applications must be completed before the due date of the affected assessment, or no later than three working days after the due date of the affected assessment.

The application must include all supporting documentation and include a copy of as much of the assignment as has been completed by the due time and date.

Special consideration applications are only submitted online at special.consideration@anu.edu.au. You will be notified by the RSM office if an extension has been approved.

Returning Assignments

Assignments will be returned in class.

Identify your Assignment with your Student Number

When submitting your assignment please ensure that it contains your student number in the file name and on the first page.

Use of Assignments as exemplars and grade moderation

An important resource for enhancing educational quality is a stock of student work which can be de-identified and used as exemplars for future students in ANU courses, and for grade moderation exercises for teaching staff. If you do not wish your assignment to be used for such purposes please include a note to that effect on the front page of the assignment.
Scaling
Your final mark for the course will be based on the raw marks allocated for each assignment or examination. However, your final mark may not be the same number as produced by that formula, as marks may be scaled. Any scaling applied will preserve the rank order of raw marks (i.e. if your raw mark exceeds that of another student, then your scaled mark will exceed or equal the scaled mark of that student), and may be either up or down.

Finalisation of Marks and Grades
After marking is concluded the lecturer will submit a report to the Committee of Examiners for the course recommending final marks and letter grades for each student. The Committee comprises, at a minimum, the Director of the Research School of Management, the lecturer, and at least one second examiner. The lecturer’s recommendations are based on the points accumulated by each student and judgments about individual student performance, guided by the ANU Policy on Coursework Assessment: https://policies.anu.edu.au/ppl/document/ANUP_004603

The Director of the Research School of Management then forwards the marks and grades to the Executive of the College of Business and Economics for final approval.

COMMUNICATION
Course participants should contact the Course Convenor by email or by phone to discuss any matters relating to the course content. For Administrative matters relating to the program more broadly, they should contact the relevant Program Convenor, or the RSM Office.

Email
If necessary, the lecturers and tutors for this course will contact students on their official ANU student email address. Information about your enrolment and fees from the Registrar and Student Services’ office will also be sent to this email address.

Announcements
Course participants are expected to check the Wattle site for announcements about this course, e.g. changes to timetables or notifications of cancellations. Notifications of emergency cancellations of lectures or tutorials will be posted on the door of the relevant room.

Course URLs
More information about this course may be found on:

- Programs and Courses (http://programsandcourses.anu.edu.au/2014/Catalogue )
- The College of Business and Economics website (http://cbe.anu.edu.au/students/student-information/college-courses/) and
- Wattle (https://wattle.anu.edu.au), the University's online learning environment. Log on to Wattle using your student number and your ISIS password.
POLICIES
ANU has educational policies, procedures and guidelines, which are designed to ensure that staff and students are aware of the University's academic standards, and implement them. You can find the University's education policies and an explanatory glossary at: https://policies.anu.edu.au/ppl/index.htm.

Policy information on examinations and assessments can be found on the College of Business and Economics website at: http://cbe.anu.edu.au/students/student-information/examinations-assessment/

Students are expected to have read the Code of Practice for Student Academic Integrity before the commencement of their course.

Key policies include:
- Student Assessment (Coursework)
- Student Surveys and Evaluations

Support for Students
The University offers a number of support services for students. Information on these is available online from http://students.anu.edu.au/studentlife/
ASSESSMENT REQUIREMENTS: DETAIL

Main Team Project
The main piece of assessment in this course is a growth strategy for an external client organisation, in an international context, done in small teams. The projects simulate consultancies. The project topics are developed jointly by the student team and the client, taking account of the requirements of the course. In general the team will need to:

- Understand and describe what the client organisation does and how it does it
- Review and describe the goals and objectives of the client, specifically, growth goals
- Analyse the domestic and international market / strategic context within which the client operates, and the dynamic factors which shape that context
- Analyse the strategic resources and capabilities available to the client; understand how these develop over time
- Analyse the key determinants of demand for the client’s services within the strategic context and the dynamics governing growth
- Research and analyse the international opportunities that are available to the client, taking particular account of the competitive environment within which these services are performed
- Develop a set of formal criteria for deciding which opportunities make the most sense, from the viewpoint of the client’s goals and objectives, considering its existing resources and capabilities, the dynamics of its operating context and the competitive environment; recommend specific growth opportunities that fit well with the criteria
- Identify any gaps in the resources and capabilities of the client that would affect its ability to realise the opportunities that have been identified; estimate additional resources that would be needed and the timescale in which they could be acquired or developed
- Develop an innovative and practicable strategy, including specific initiatives under each of the main functional areas of the business, by which the client can realise its high-priority growth opportunities; make sure that these reflect the organisation’s core growth goals and the dynamics that govern them
- Develop financial estimates and projections, including incremental costs and revenues and estimate the likely financial returns achievable as a result of pursuing the chosen growth initiatives
- Analyse the risks associated with the growth initiatives and develop appropriate risk mitigation and risk management strategies
- Develop a comprehensive action plan for the implementation of the growth strategy and initiatives over the following two years.

The projects are developed and assessed progressively throughout the course. These are described in detail below.

Note: Active participation in the class activities and workshops and in applied research outside of class time is essential for this course.
Assessment Item 1

Process workshops (2x) (Practice Team)

Due date | Week 2 (24 Feb) and Week 3 (3 March)
Value (%) | 5% each; total 10% Practice Project
Suggested length | 1-2 pages each, including diagrams

Instructions

In Week 2, each Practice Team presents a brief analysis of the Practice Project company, providing:

a. An overview of the business model of the Practice Project company
b. Summary of the company’s growth goals and current growth dilemma
c. Possible business frameworks that could be applied in the analysis
d. A plan of how the team will approach the task for Week 3.

In Week 3, each Practice Team presents the results of its analysis, providing:
e. An analysis of the Practice Project company’s growth dynamics
f. Identified growth opportunities and resource constraints
g. Recommended initiatives for accessing the opportunities and overcoming the constraints.

In Week 3, each team member must also fill in, sign and submit the Management Skills Profile Assessment for all the members of their Practice Team (available from the Wattle site).

Purpose
This is a practice-run using the kinds of frameworks teams will apply in the Main Project, designed to familiarise course participants with the process.

Marking criteria

1. Clarity of understanding of the Practice Project company
2. Insightful use of analysis tools and frameworks that highlight essential dynamics of the company’s business model
3. Clarity of analysis directed to growth opportunities and constraints
4. Coherence of initiatives with the company’s goals and capabilities

Assessment process
In order to provide progress feedback, a letter-grade between A and D is assigned to each of the marking criteria. Feedback comments are also provided. ‘A’ is ‘excellent’; ‘B’ is ‘good’; ‘C’ is ‘passable’; ‘D’ is ‘not passable’.
The letter grades are later converted to numerical scores.

Marking rubric
The marking and feedback sheet is available on the Wattle course site.

Notes:
- Practice Teams will be assigned by the Lecturer in Week 1 for the purpose of completing the Practice Project, Assessment Item 1.
- On completion of the Practice Project, course participants form their own teams, in order to undertake one of the Main Projects, for an external client, for the remainder of the course.
- The Main Projects will be chosen from those on the list provided by the Course Convenor in the first two weeks of the course.
- Course Participants must chose a Main Project and confirm the composition of their Main Team by Week 4 (10 March).
Assessment Item 2
Outline of main project scope and progress update (Main Team)

Due date  
Week 7 (31 March)

Value (%)  
5% (Project Scope) plus 5% (Progress Update) Part of Main Team Project

Suggested length  
Maximum 2 + 5 pages, including diagrams, tables

Instructions  
Main Project Scope. By the due date, each team submits:

a. A clear description of the client’s business, including the extent of any international activities to date
b. An analysis of the client’s business model, growth dynamics and their current growth dilemma
c. An outline of the objectives and deliverables of the client project, and what the team is going to do to achieve them.
d. An outline how the team is going to carry out the project, including a work program. The work program should include all key tasks, durations, deliverable dates and ‘person responsible’.

Progress Update:
In Week 7, each team will also present a progress update. This will include:

e. Validation of the client’s business model and growth dynamics
f. Results of preliminary analysis of the client’s growth opportunities and competitive environment
g. Results of preliminary analysis of the client’s resources, capabilities and growth constraints
h. Preliminary integrated sketch of initiatives for accessing the opportunities and overcoming the constraints.

Purpose  
The Project Scope is the starting point for the team’s Main Project. It helps to focus the team’s efforts. You have to understand the client’s requirements and plan how you are going to undertake a project that helps them. Planning the work program also helps you to agree on and coordinate the team’s work.
The Project Scope forms part of the Agreement with the client and is the starting-point for the Main Project. If necessary, the team may modify the project scope in consultation with the client and the course co-ordinator later on, but it is vital to get a clear understanding of the main goals and objectives at the outset.
The Progress Update is designed to encourage teams to get under way quickly with the real work of validating their understanding of the client’s business model dynamics, digging out and analysing data on markets, competitors, resources and capabilities, and beginning to integrate these into a coherent framework.

Marking criteria  
Scope:
1. Clarity of understanding of the client company and its objectives, clarity and specificity of the goals and the deliverables to the client
2. Clarity and achievability of the work programme.

Progress:
3. Clarity of analysis directed to growth opportunities and constraints; insightful use of analysis tools and frameworks that highlight essential growth dynamics of the client
4. Practical progress in the work programme, insight into project problems and processes for dealing with them in the next work phase.

Assessment process  
In order to provide progress feedback, a letter-grade between A and D is assigned to each of the marking criteria. Feedback comments are also provided. ‘A’ is ‘excellent’; ‘B’ is ‘good’; ‘C’ is ‘passable’; ‘D’ is ‘not passable’. The letter grades are later converted to numerical scores.

Marking rubric  
A copy of the marking and feedback sheet is available on the Wattle course site.
## Assessment item 3

### Draft growth plan (Main Team)

<table>
<thead>
<tr>
<th><strong>Due date</strong></th>
<th>(Week 9) 28th April</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Value (%)</strong></td>
<td>10% Part of Main Team Project</td>
</tr>
<tr>
<td><strong>Suggested length</strong></td>
<td>Maximum 20 pages, plus appendices as necessary</td>
</tr>
<tr>
<td><strong>Instructions</strong></td>
<td>By the due date, each team submits a complete written draft of its project report to the course coordinator.</td>
</tr>
<tr>
<td><strong>Purpose</strong></td>
<td>The draft project report ensures teams are staying on track with the major project. Each team receives written feedback on its draft report from the course coordinator, who provides a critique of the draft report and outlines where further work needs to be done.</td>
</tr>
</tbody>
</table>
| **Marking criteria**   | 1. Clarity of understanding of the client situation, corporate objectives, products/services to be developed internationally  
2. Appropriateness, clarity and logical consistency of the framework applied and/or developed for the internationalisation process  
3. Completeness of draft coverage of all the major constituent parts of the final project report. |
| **Assessment process** | In order to provide progress feedback, a letter-grade between A and D is assigned to each of the marking criteria. Feedback comments are also provided. ‘A’ is ‘excellent’; ‘B’ is ‘good’; ‘C’ is ‘passable’; ‘D’ is ‘not passable’. The letter grades are later converted to numerical scores. |
| **Marking rubric**     | A copy of the marking and feedback sheet is available on the Wattle course site. |
Assessment item 4

Final project report (Main Team)

<table>
<thead>
<tr>
<th>Due date</th>
<th>(Week 12) 19th May</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value (%)</td>
<td>30% Part of Main Team Project</td>
</tr>
<tr>
<td>Suggested length</td>
<td>Maximum 25 pages. Appendices may be attached but all assessable content must be in the body of the report.</td>
</tr>
<tr>
<td>Instructions</td>
<td>By the due date, each team submits a final version of its major project report. Three (3) hardcopies of the final project report are to be submitted to the course coordinator, one of which is sent to the client.</td>
</tr>
<tr>
<td>Purpose</td>
<td>The project report provides a clear and coherent outline of strategies to enable the client to grow internationally. Its purpose is to give students extended practice in working in a multidisciplinary team to develop a plan to achieve the real goals of a real organisation in a dynamic and international context. A detailed description of the project requirements is provided on Page 9 above.</td>
</tr>
</tbody>
</table>
| Marking criteria| 1. Clarity of understanding of the client situation, corporate objectives, products/services to be developed internationally  
2. Understanding of the business dynamics, likely impacts of internationalisation; application and/or development of an appropriate framework for the internationalisation process  
3. Depth of research into appropriately chosen international opportunities, their internal dynamics and fit with the client’s objectives  
4. Creativeness, innovativeness, feasibility of the value proposition, competitive strategy and international business plan  
5. Depth and completeness of capability analysis, estimates of resource requirements, organisational resource development and implementation plan  
6. Adequacy of financial projections (costs, revenues, returns) for the chosen strategy, of risk analysis and risk mitigation approaches  
7. Overall report structure, clarity, readability, logical consistency, and depth of supporting documentation. |
| Assessment process| A letter-grade between A and D is assigned to each of the marking criteria. Feedback comments are also provided. ‘A’ is ‘excellent’; ‘B’ is ‘good’; ‘C’ is ‘passable’; ‘D’ is ‘not passable’. The letter grades are later converted to numerical scores. |
| Marking rubric  | A copy of the marking and feedback sheet is available on the Wattle course site. |
## Assessment Item 5

**Presentation of project report to client (Main Team)**

| **Due date** | Week 12  
| (Date and time for each team’s presentation is to be confirmed with the client and course co-ordinator, between 19th and 26th May) |
| **Value (%)** | 10%  
| Part of Main Team Project |
| **Suggested length** | 20-25 minutes, followed by 40 minutes or more of Q&A with the client.  
| Powerpoint slides or other graphic presentation aids are highly recommended. |
| **Instructions** | Each team arranges a suitable time with the client and the course coordinator for a 1- to 1½ hour briefing on the recommendations of the project report. All team members must be present to receive a mark for the team presentation.  
| In Week 12, each team member must also fill in, sign and submit the Management Skills Profile Assessment for all the members of their Main Team (available from the Wattle site). |
| **Purpose** | The project report presentation demonstrates the team’s ability to condense its recommendations into a few well-supported essentials, to communicate these effectively, to respond to probing questions and to engage with the client in an extended discussion of the critical issues involved in implementing the plan. |
| **Marking criteria** |  
| 1. Quality of preparation, professional appearance of the team, staging, timing of the presentation  
| 2. Clarity of the verbal presentation of key concepts, messages, ideas and recommendations from the plan  
| 3. Appropriateness, clarity and quality of audio-visuals and other media used to support the presentation  
| 4. Depth of knowledge demonstrated, clarity and precision of responses to questions from the panel. |
| **Assessment process** | In order to provide progress feedback, a letter-grade between A and D is assigned to each of the marking criteria. Feedback comments are also provided. ‘A’ is ‘excellent’; ‘B’ is ‘good’; ‘C’ is ‘passable’; ‘D’ is ‘not passable’. The letter grades are later converted to numerical scores. |
| **Marking rubric** | A copy of the marking and feedback sheet is available on the Wattle course site. |
Management Skills Profile Assessment for Self- and Peer-Assessment

This course is a Capstone Course in the MBA program. As a result, it focuses not only on the integration of complex management analysis in a specific project, but also on the individual professional and management skills of participants, in order to help them identify and develop particular areas of their professional/managerial skills.

In Week 1, course participants will be asked to complete the following self-assessment of their Management Skills Profile (from Griffin & Van Fleet (2014), Management Skills: Assessment and Development, South-western Cengage Learning, pp. 6-7):

1. **Critical thinking**: The ability to carefully assess assumptions and aspects of your own thinking in order to arrive at viable alternative courses of action.
2. **Stamina and resistance to stress**: The ability to perform your tasks working long hours and under stressful conditions.
3. **Multicultural skills**: The ability to act free of racial, ethnic, gender and other prejudices or biases.
4. **Tolerance for uncertainty**: The ability to perform your tasks even under uncertain and ambiguous conditions.
5. **Interpersonal skills**: The ability to interact effectively with others.
6. **Inner work goals**: The ability to set and work towards high-performance goals.
7. **Change management skills**: The ability to be flexible and adapt to changes.
8. **Self-confidence**: The ability to consistently act effectively and decisively.
9. **Teamwork skills**: The ability to work cooperatively as part of a group.
10. **Self-objectivity**: The ability to evaluate personal strengths and weaknesses and to understand one’s motives and skills relative to required tasks.
11. **Negotiation skills**: The ability to discuss differences with others and reach jointly acceptable results.
12. **Introspection**: The ability to learn from your own experience, awareness, and self-study.
13. **Communication skills**: The ability to use appropriate media to transmit information and achieve understanding.
14. **Entrepreneurism**: The ability to address problems and take advantage of opportunities for constructive change.
15. **Leadership skills**: The ability to influence and motivate others to accomplish a common task or achieve objectives.

In Week 3, on completion of Assessment Item 1, course participants will be asked to rate each of the members of their Practice Team on these 15 management skills. That feedback will be summarised and circulated to course participants.

In Week 12, on completion of Assessment Item 5, course participants will be asked to rate each of the members of their Main Team on these 15 management skills. That feedback will be summarised and circulated to course participants and may be used to moderate individual contributions to the Main Team project. Course participants are expected to reflect on this as they complete Assessment Item 6.
**Individual Assessment**

Individual performance will be assessed in detail below.

**Assessment Item 6**

**Reflective learning report**

<table>
<thead>
<tr>
<th>Due date</th>
<th>Week 13 (26 May)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value (%)</td>
<td>30% Individual Assessment</td>
</tr>
<tr>
<td>Suggested length</td>
<td>2,000 – 2,500 words</td>
</tr>
</tbody>
</table>

**Instructions**

At the end of the course, participants summarise what they have learned about themselves as professionals, as managers, while working to tight deadlines in a multidisciplinary team on a complex management task for an external client. In order to complete this assignment, it is important that you keep a personal project journal throughout the course to record the issues and dilemmas that arise for you and for your team while working on the project. The journal will provide useful source material for your Reflective Learning Report.

In considering what you have learned:

- Review your Self-assessment from Week 1
- Review the feedback you received after the Practice Project in Week 3
- Review the notes/experiences you recorded in your progress journal
- Review the feedback you received after the Main Project in Week 12.

Then, review the Detailed Guidelines for Reflective Learning (on Wattle). Then think about the personal and professional challenges you faced throughout the course, the new insights you have gained into yourself as a professional, as a manager, the skills you will seek to develop next, and how you will do so.

**Purpose**

The Reflective Learning Report gives participants an opportunity to take stock of what they have learned from the course, in particular, as an integrator of their learning across the program. It helps students to focus on their own development of individual professional and management competencies.

**Marking criteria**

1. Dilemmas that arose for you while working on the project
2. How you attempted to resolve those dilemmas
3. What you personally learned from the dilemmas and the attempts made to resolve them, whether fully resolved or not
4. Areas of technical, managerial or personal development that are highlighted for you by the previous three points, that indicate new learning goals, as well as your plan of action for starting that future learning.

Note: The Reflective Learning Report will be assessed not so much on how (or whether) particular dilemmas were resolved, but rather on the indications that the participant has reflected deeply on them, has learned from that reflection, and seen on the connection between that learning and future learning goals.

**Assessment process**

In order to provide progress feedback, a letter-grade between A and D is assigned to each of the marking criteria. Feedback comments are also provided. ‘A’ is ‘excellent’; ‘B’ is ‘good’; ‘C’ is ‘passable’; ‘D’ is ‘not passable’. The letter grades are later converted to numerical scores.

**Marking rubric**

A copy of the marking and feedback sheet is available on the Wattle course site.