



# COURSE AND SUBJECT GUIDE

## POSTGRADUATE MANAGEMENT PROGRAMS

2010

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# MELBOURNE BUSINESS SCHOOL

## 2010 ACADEMIC CALENDAR

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### TERM 1

Thursday	14 January	Orientation – Part time (evening)	
Monday	18 January	Orientation + Careers Workshop – Full time (until Friday 22 January)	
Monday	18 January	World of Management – Part time (until Friday 22 January)	
Monday	25 January	World of Management – Full Time (until Friday 5 February)	
Tuesday	26 January	Australia Day Public Holiday	<i>Carlton Campus on Sunday operations</i>
<b>Monday</b>	<b>8 February</b>	<b>Commencement Term 1 Teaching</b>	<i>(standard 12-week format subjects)</i>
Monday	8 March	Labour Day	<i>Normal teaching day</i>
Friday	2 April	Easter Break	(until Monday 5 April) <i>Carlton Campus on Sunday operations</i>
Sunday	25 April	Academic School Holiday ANZAC Day	<i>Carlton Campus on Sunday operations</i>
<b>Friday</b>	<b>30 April</b>	<b>End Term 1 Teaching</b>	
<b>Monday</b>	<b>3 May</b>	<b>Examinations begin</b>	<b>until Friday 7 May</b>
Saturday	8 May	Academic School Holidays (until Sunday 23 May)	
Saturday	22 May	Graduation (conferring) ceremony	

### TERM 2

Thursday	13 May	Orientation – Part time (evening)	
Monday	17 May	World of Management – Part time (until Friday 21 May)	
<b>Monday</b>	<b>24 May</b>	<b>Commencement Term 2 Teaching</b>	<i>(standard 12-week format subjects)</i>
Monday	14 June	Academic School Holiday Queen's Birthday	<i>Carlton Campus on Sunday operations</i>
<b>Saturday</b>	<b>14 August</b>	<b>End Term 2 Teaching</b>	
<b>Monday</b>	<b>16 August</b>	<b>Examinations begin</b>	<b>until Friday 20 August</b>
Saturday	21 August	Academic School Holidays (until Sunday 12 September)	

### TERM 3

Thursday	19 August	Orientation – Part time (evening)	
Monday	23 August	Orientation + Careers Workshop – Full time (until Friday 27 August)	
Monday	23 August	World of Management – Part time (until Friday 27 August)	
Tuesday	31 August	World of Management – Full time (until Friday 10 September)	
<b>Monday</b>	<b>13 September</b>	<b>Commencement Term 3 Teaching</b>	<i>(standard 12-week format subjects)</i>
Tuesday	2 November	Melbourne Cup Day	<i>Normal teaching day</i>
<b>Saturday</b>	<b>4 December</b>	<b>End Term 3 Teaching</b>	
<b>Monday</b>	<b>6 December</b>	<b>Examinations begin</b>	<b>until Friday 10 December</b>
Saturday	11 December	Academic School Holidays (until mid-January 2011)	

**NOTES:** *Labour Day and Melbourne Cup Day are not gazetted public holidays. Teaching at the Carlton campus continues as a normal day. Exams may be held at other times during the year. Refer to Course & Subject Guide. Occasionally intensively-delivered classes may commence before term.*





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# INTRODUCTION

Melbourne Business School is Australia's most successful business school. It is the Australian business school with the strongest support from business leaders, and it provides access to Australia's largest alumni. The School is part of The University of Melbourne which has long been an innovator in management education in Australia. It offered Australia's first executive development course in 1956, graduated the first MBA class in 1964, offered the first Executive MBA in 1988, and led the way in Australia in bringing the nation's business leaders into a unique organisational structure which gives them major responsibility in the direction and running of the School. Over the past decade, the School has grown rapidly and is now a key centre for management education and research in the Asia-Pacific region. The School is directed by a Board which includes the chairmen and directors of leading Australian corporations.

The School offers the following courses:

*Master of Business Administration*

*Master of Business Administration (Professional)*

*Postgraduate Diploma in Management*

*Master of Marketing*

*Postgraduate Diploma in Management (Marketing)*

*Master of Management (Innovation)*

*Postgraduate Diploma in Management (Innovation)*

*Postgraduate Certificate of Innovation Management*

*Executive Master of Business Administration (EMBA) – this Course and Subject Guide does not include information about the requirements for the EMBA degree, nor any policies relating to this degree. Please refer to the EMBA Program Director for information specific to this degree.*

*Graduate Certificate of Management, Graduate Certificate, Diploma and Master of Organisational Leadership – this Guide does not include information for these awards which are currently only available to specific organisation or industry based cohorts. Participants should refer to their course director for information.*

# MASTER OF BUSINESS ADMINISTRATION

The School offers the Master of Business Administration (MBA) program on both a full-time and part-time basis.

## Aims

The main aim of the MBA program is to assist students to develop their capacity to become effective senior level general managers in a wide range of private, public and government organisations.

Students undertaking the program should:

- gain an understanding of the nature of general management and the role of the manager;
- acquire the basic analytical skills, concepts and knowledge of management from the fields of accounting, economics, finance, information management, marketing, operations and the social and behavioural sciences;
- analyse and develop strategy for an enterprise as a whole, considering its context;
- develop the capacity to diagnose managerial problems, to find solutions in innovative ways and to make decisions on a wide range of management responsibilities, often in complex conditions;
- understand the wide and varied range of issues involved in implementing management decisions in practice, including an understanding of the cultural, social and political environment and the moral context of management decisions;
- develop personal and interpersonal skills while working with small and large groups;
- take responsibility for aspects of their own learning progress through syndicate participation and application of their own management experience through case and class discussion and presentations, thereby also building self confidence;
- build a capacity to respond with self-insight, flexibility and ethical sensitivity to the changing social and economic context of business;
- participate in the academic and social life of the School and the University, developing lifelong associations and a foundation for ongoing learning.

## Course Structure

To qualify for the MBA degree, students must complete twenty subjects (or equivalent half subjects – units). Ten of these subjects are compulsory and the remaining ten are drawn from the School's elective offerings.

All students should expect to complete the entire course within four years of first enrolment, that is, within 12 consecutive terms of study. Permission to extend the period of candidature beyond the four year time limit will be granted on a case by case basis. Please note that Australian visa regulations require that international students complete their study on an entirely full-time basis.

### *Full Time Students*

Students are able to complete the program within sixteen months, by studying an average of five subjects per term over four consecutive terms.

### *Part Time Students*

The standard part-time load is two subjects a term (evening mode) and three core subjects per term (weekend mode) and the compulsory part of the program is timetabled based on this standard part-time load.

Students may vary their study load to suit their particular needs but should be aware that timetabling may not take variations to study load into account and students will need to manage their course plan appropriately. Both increased and reduced study loads are allowed.

The School will expect that students will make every effort to complete their compulsory subjects prior to enrolling in elective subjects. However, students are allowed to commence their elective subjects at any time when they have completed the compulsory pre-requisites for those electives.



### *Change of Study Mode*

MBA students can switch between full-time and part-time study to suit their needs. However, students should note the following restrictions:

- Australian Government visa regulations require that international students complete the entire course on a full-time basis and reductions in study load will not be permitted;
- due to the use of common syndicates across all full-time compulsory subjects, part-time students may not access compulsory full-time subjects without permission from Student Services.

### **Course Content**

#### *Compulsory Subjects*

The World of Management  
Accounting for Managers  
Managerial Economics  
Economics & Public Policy  
Managing Processes

Managing People for High Performance  
Data & Decisions  
Marketing  
Financial Management  
Business Strategy

#### *Elective Subjects*

MBA students must complete ten elective subjects. In any one year, the School will offer not less than 10 elective choices in each term. These electives will be drawn from those listed in the Subject Summary in this Guide.

Not all elective subjects can be offered in any particular academic year. Confirmed details of the elective subjects which will be offered in each term are made available to enrolled students during the year.

Confirmed details of the elective subjects which will be offered in each term are made available to enrolled students during the year.

# MASTER OF BUSINESS ADMINISTRATION (PROFESSIONAL)

The School offers the Master of Business Administration (Professional), (MBA(Prof)) program on a part-time basis only.

## Aims

The main aim of the MBA (Prof) program is to assist students to develop their capacity to become effective senior level general managers in a wide range of private, public and government organisations.

Students undertaking the program should:

- gain an understanding of the nature of general management and the role of the manager;
- acquire the basic analytical skills, concepts and knowledge of management from the fields of accounting, economics, finance, information management, marketing, operations and the social and behavioural sciences;
- analyse and develop strategy for an enterprise as a whole, considering its context;
- develop the capacity to diagnose managerial problems, to find solutions in innovative ways and to make decisions on a wide range of management responsibilities, often in complex conditions;
- understand the wide and varied range of issues involved in implementing management decisions in practice, including an understanding of the cultural, social and political environment and the moral context of management decisions;
- develop personal and interpersonal skills while working with small and large groups;
- take responsibility for aspects of their own learning progress through syndicate participation and application of their own management experience through case and class discussion and presentations, thereby also building self confidence;
- build a capacity to respond with self-insight, flexibility and ethical sensitivity to the changing social and economic context of business;
- participate in the academic and social life of the School and the University, developing lifelong associations and a foundation for ongoing learning.

## Course Structure

To qualify for the MBA (Prof) degree, students must complete sixteen subjects (or equivalent half subjects – units). Ten of these subjects are compulsory and the remaining six are drawn from the School's elective offerings.

All students should expect to complete the entire course within four years of first enrolment, that is, within 12 consecutive terms of study. Permission to extend the period of candidature beyond the four year time limit will be granted on a case by case basis.

### *Part Time Students*

The standard part-time load is two subjects a term in evening mode and three (core) subjects per term in weekend mode and the compulsory part of the program is timetabled based on this standard part-time load.

Students may vary their study load to suit their particular needs but should be aware that timetabling may not take variations to study load into account and students will need to manage their course plan appropriately. Both increased and reduced study loads are allowed.

The School will expect that students will make every effort to complete their compulsory subjects prior to enrolling in elective subjects. However, students are allowed to commence their elective subjects at any time when they have completed the compulsory pre-requisites for those electives.

### *Change of Study Mode*

MBA (Prof) students must study in part-time mode. However, students may be able to access day-time subjects on a case by case basis with permission from Student Services.

### **Course Content**

#### *Compulsory Subjects*

The World of Management  
Accounting for Managers  
Managerial Economics  
Economics & Public Policy  
Managing Processes

Managing People for High Performance  
Data & Decisions  
Marketing  
Financial Management  
Business Strategy

#### *Elective Subjects*

MBA (Prof) students must complete six elective subjects. In any one year, the School will offer not less than 10 elective choices in each term. These electives will be drawn from those listed in the Subject Summary in this Guide.

Not all elective subjects can be offered in any particular academic year. Confirmed details of the elective subjects which will be offered in each term are made available to enrolled students during the year.

Confirmed details of the elective subjects which will be offered in each term are made available to enrolled students during the year.

# POSTGRADUATE DIPLOMA IN MANAGEMENT

## Course Aims

The main aim of the program is to assist students prepare for careers in management in a wide range of private, public and government organisations.

Students undertaking the program should:

- learn the fundamental analytical skills, concepts and knowledge of management from the fields of accounting, economics, finance, information management, marketing, operations and the behavioural sciences;
- gain practice at recognising managerial problems, analysing data, finding solutions and making decisions;
- appreciate the wide and varied range of issues which can be involved in implementing management decisions in practice;
- gain experience in using interpersonal skills while working with small and large groups;
- be involved in the learning process by sharing work experience which they have had, thereby helping to understand theory in a practical context, to broaden the experience of the program as a whole and to build self-confidence;
- participate in the academic and social life of the School and the University, thereby building lifelong associations and a foundation for further learning.

## Course Structure

The Postgraduate Diploma in Management is offered only on a part-time basis and can be completed over four terms of study – that is approximately 16 months. The course must be completed within six terms of study or two years.

Students must complete a total of nine compulsory subjects. The standard part-time load is two subjects a term and the compulsory part of the program is timetabled based on a standard study load.

Students may vary their study load to suit their particular needs but should be aware that timetabling will not take variations to study load into account and students will need to manage their course plan appropriately. Both increased and reduced study loads are allowed.

## Course Content

The World of Management  
Data & Decisions  
Financial Management

Accounting for Managers  
Managerial Economics

Managing People for High Performance  
Marketing

Plus two of:  
Economics & Public Policy

Managing Processes

Business Strategy

During or upon completion of the PDM, students may apply to transfer into the MBA, and if successful, may count PDM subject credits towards that program. Students must normally have completed the World of Management and at least four other subjects before they will be considered for transfer.

# MASTER OF MARKETING

## Course Aims

The Master of Marketing (MMktg) aims to equip marketing managers with an understanding of the issues involved in the analysis, planning, implementation, and control of marketing programs. Graduates will gain an in-depth understanding of the primary tasks and functions used to achieve the fundamental objectives of marketing management, which are attracting and retaining customers.

## Course Structure

The MMktg is a 13 subject program, comprising an initial integrative subject followed by a core of nine subjects- six of which are General Management subjects and the remainder being Marketing Management subjects. The General Management subjects are:

- World of Management
- Accounting for Managers
- Managing People for High Performance
- Data & Decisions
- Managerial Economics

### *Required Marketing Management subjects:*

- Marketing
- Consumer Behaviour
- Marketing Research
- Masterclass in Marketing *or* Marketing Strategy (this should be undertaken at the end of the course).

The remaining four subjects must be chosen from a range of marketing electives and might include subjects such as Brand Management, Channels of Distribution, Product Management or International Marketing.

Details of what elective subjects are available are communicated to students each year. Enrolment in elective subjects is dependent upon a student having completed the necessary pre-requisites.

# POSTGRADUATE DIPLOMA IN MANAGEMENT (MARKETING)

## Course Aims

The Postgraduate Diploma in Management (Marketing) (PDMMktg) aims to equip managers from any functional area or industry with an in-depth understanding of markets, marketing decision variables, and the market oriented organisation.

## Course Structure

The course comprises nine subjects, three of which are compulsory General Management subjects, three of which are compulsory Marketing subjects and the remainder of which are Marketing elective subjects. The program must be completed within two years, that is, within six consecutive terms.

### *Required Marketing Subjects*

Marketing  
Consumer Behaviour  
Masterclass in Marketing *or* Marketing Strategy (this should be undertaken at the end of the course).

### *General Management Subjects*

World of Management  
Accounting for Managers  
Managing People for High Performance

The remaining three subjects must be chosen from a range of marketing electives and might include existing subjects such as Promotion Management, Channels of Distribution, Product Management or Marketing in Asia.

During or upon completion of the program students may apply to transfer into any other course, and if successful, may count all applicable Postgraduate Diploma in Management (Marketing) subjects as credits towards that program. Students must normally have completed the World of Management and at least four other subjects before they will be considered for transfer.

# MASTER OF MANAGEMENT (INNOVATION)

## Aims

- To provide professional skills in management, the language of management, and a professional network of non-scientists to scientists.
- To provide an introduction to technology-based innovation/entrepreneurship to scientists who are interested in commercialising either their current or future research and to technical graduates who are currently working in commercial settings.
- To provide management competence for general managers of research-based and technology-based enterprises.

## Course Structure

The MM(I) requires that students complete thirteen subjects. Students will be able to draw from a list of general management and specialised innovation management subjects. Guidance on subject selection will be provided to individual students to ensure that their chosen subjects align well with their work experience, current management needs and future aspirations.

The allowable list of subjects will be based on those already offered by Melbourne Business School. Students may be permitted to enrol in alternative subjects depending on their own academic and practical background and with permission of the lecturer concerned.

Students will be required to take the World of Management subject and six other "general management" subjects, plus six subjects which are "specialist innovation and entrepreneurship" subjects. Students' study plans must be approved by the course director to ensure that they meet prerequisites and are moving through the program with an appropriate mix of general and specialist subjects.

More detailed information is available on request. Staff in Student Services will direct enquiries appropriately.

An indicative list of general management subjects:

Managing People for High Performance  
Marketing  
Accounting for Managers  
Project Management  
Managing Processes  
Financial Management  
Data and Decisions  
Managerial Economics  
Business Strategy  
Leadership  
Negotiations

An indicative list of specialist subjects:

Organising for Innovation  
Economics of Innovation  
Entrepreneurship & New Venture Creation  
Funding Entrepreneurial Ventures  
Strategic Management of IP  
Implementation of Strategy  
E-Commerce: Strategy and Implementation  
Product Management  
Integrative Projects

# POSTGRADUATE DIPLOMA OF MANAGEMENT (INNOVATION)

## Aims

- To provide professional skills in management, the language of management, and a professional network of non-scientists to scientists.
- To provide an introduction to technology-based innovation/entrepreneurship to scientists who are interested in commercializing either their current or future research and to technical graduates who are currently working in commercial settings.
- To provide management competence for general managers of research-based and technology-based enterprises.

## Course Structure

The PDM (Innovation) requires that students complete nine subjects. Students should draw from a list of general management and specialized innovation management subjects. Guidance on subject selection will be provided to individual students to ensure that their chosen subjects align well with their work experience, current management needs and future aspirations.

Students are required to take the World of Management subject and four other "general management" subjects, plus four subjects which are "specialist innovation and entrepreneurship" subjects. Students' study plans must be approved by the course director to ensure that they meet prerequisites and are moving through the program with an appropriate mix of general and specialist subjects.

More detailed information is available on request. Staff in Student Services will direct enquiries appropriately.

An indicative list of general management subjects:

- Managing People for High Performance
- Marketing
- Accounting for Managers
- Project Management
- Managing Processes
- Financial Management
- Data and Decisions
- Managerial Economics
- Business Strategy
- Leadership
- Negotiations

An indicative list of specialist subjects:

- Organising for Innovation
- Economics of Innovation
- Entrepreneurship & New Venture Creation
- Funding Entrepreneurial Ventures
- Strategic Management of IP
- Implementation of Strategy
- E-Commerce: Strategy and Implementation
- Product Management
- Integrative Projects



# POSTGRADUATE CERTIFICATE IN INNOVATION MANAGEMENT

## Aims

- To provide an introduction to management, the language of management, and a professional network of non-scientists to scientists.
- To provide a non-superficial introduction to innovation/entrepreneurship to scientists who are interested in commercializing either their current or future research. (in contrast to short courses)
- To enable future general managers of research-based enterprises to recognize the need to start developing management competence early in their career, and to start to do so.

## Course Structure

The Certificate requires that students complete four subjects. Students should draw from a list of general management and specialized innovation management subjects. Guidance on subject selection will be provided to individual students to ensure that their chosen subjects align well with their work experience, current management needs and future aspirations.

The allowable list of subjects is based on those already offered by Melbourne Business School. Students may be permitted to enrol in alternative subjects depending on their own academic and practical background and with permission of the lecturer concerned.

More detailed information is available on request. Staff in Student Services will direct enquiries appropriately.

### *General Management Subjects*

An indicative list is as follows:

Managing People for High Performance  
Marketing  
Accounting for Managers  
Financial Management  
Data & Decisions  
Managerial Economics  
Managing Processes  
Managing Innovation  
Economics of Innovation  
Entrepreneurship & New Venture Creation  
Entrepreneurial Finance  
Implementation of Strategy

### *Specialised subjects*

Organising for Innovation  
Funding Entrepreneurial Ventures and  
Strategic Management of Intellectual Property  
Managing Biotechnology

# JURIS DOCTOR / MASTER OF BUSINESS ADMINISTRATION

## Aims

The University of Melbourne's Law School and Business School have identified a need in Australia for professionals thoroughly trained in both law and business. Currently each school offers degrees for students with professional or commercial experience, who wish to undertake postgraduate study. These students typically seek career benefits through rapid advancement or a career change. There are many jobs in which a combination of law and business is attractive, including specialised areas of the law such as commercial, competition and intellectual property law. Such positions also include in-house legal counsel jobs that often involve making business decisions or the need to understand the commercial and strategic contexts in which legal questions arise. Finally business people with a strong knowledge of the law are versatile and sought after in investment banking, management consulting and large companies at the highest levels.

The main aim of the JD/MBA program is to assist students to develop their capacity to manage effectively the complex interactions between the worlds of law and business in a wide range of private, public and government organisations.

The program covers all topic areas required for admission to legal practice in Australia and provides a broad grounding in all aspects of business management, enabling students to gain an understanding of the nature of general management and the role of the manager.

## Course Structure

The JD degree consists of 24 subjects, of which 22 are compulsory, and essential for eligibility for admission to legal practice in Australia. The MBA consists of 20 subjects, of which 10 are compulsory. The JD/MBA combines the compulsory subjects from each degree with five electives drawn from the MBA; a total of 37 subjects. A representative outline of the degree is shown below (named subjects are compulsory).

Students begin with the January intake of MBA students, complete all compulsory MBA subjects in their first two terms and then begin their JD subjects in third term of their first year with the September intake of JD students.

Year / Term	Faculty / School	Subject
Preterm (7 days)	MBS	<ul style="list-style-type: none"> <li>World of Management</li> </ul>
Year 1, term 1	MBS	<ul style="list-style-type: none"> <li>Accounting for Managers</li> <li>Managing People for High Performance</li> <li>Data &amp; Decisions</li> <li>Managerial Economics</li> <li>Marketing (or Financial Management)</li> </ul>
Year 1, term 2	MBS	<ul style="list-style-type: none"> <li>Financial Management (or Marketing)</li> <li>Economics and Public Policy</li> <li>Managing Processes</li> <li>Business Strategy</li> <li>MBA Elective Subject #1</li> </ul>
Year 1, term 3	MBS	<ul style="list-style-type: none"> <li>MBA Elective Subject #2</li> <li>MBA Elective Subject #3</li> <li>MBA Elective Subject #4</li> <li>MBA Elective Subject #5</li> </ul>
Year 2, term 1	LAW	<p>Please Refer to Law School for detail</p> <p><a href="http://www.jdmba.unimelb.edu.au/go/program-structure/index.cfm">http://www.jdmba.unimelb.edu.au/go/program-structure/index.cfm</a></p> <p><i>Requires 22 of 24 subjects (22 core subjects below)</i></p>
Year 2, term 2	LAW	<ul style="list-style-type: none"> <li>Criminal Law</li> <li>Evidence</li> <li>Legal Research &amp; Method</li> <li>Procedure</li> <li>Comparative Law</li> </ul>
Year 2, term 3	LAW	<ul style="list-style-type: none"> <li>Principles of Private Law</li> <li>Principles of Property Law</li> <li>Principles of Public Law</li> <li>Constitutional Law</li> </ul>
Year 3, term 1	LAW	<ul style="list-style-type: none"> <li>Contract Claims</li> <li>International Law</li> <li>Torts</li> <li>Administrative Law</li> </ul>
Year 3, term 2	LAW	<ul style="list-style-type: none"> <li>Corporations</li> <li>Legal Theory</li> <li>Trusts</li> <li>Commercial Law</li> </ul>
Year 3, term 3	LAW	<ul style="list-style-type: none"> <li>Fiscal Law</li> <li>Property Transactions</li> <li>Dispute Management</li> <li>Intellectual Property</li> <li>Legal Ethics</li> </ul>

## SUBJECT SUMMARIES

Listed below are the subjects currently offered by the Melbourne Business School to coursework students. Please note the following:

1. Not all subjects are available to all students in all courses. Students are notified at the start of each year of which subjects will be available in each course.
2. Some subjects are marked as "unit". This means that the subject carries half the weight of a full subject and is taught over the equivalent of half the normal contact hours of a full subject. Students are required to undertake two units (half subjects) in order to gain a full subject credit.
3. Some subjects are offered with priority access to full-time students while part-time students get priority in other subjects.
4. Quotas exist on all subjects. Students are notified of the quota on each subject during the enrolment period.
5. The School reserves the right to suspend a subject if there are insufficient enrolments in a particular term.
6. Not all subjects are available in all terms and the term in which a subject is offered may vary from year to year.

For specific information about which subjects will be taught in which term in 2009, you should refer to your Enrolment Pack or current timetable.

## Accounting for Managers

### Description

Accounting plays a dual role in an organisation: it provides relevant information to both external users (financial accounting) and internal users (management or cost accounting) to assist them in decision making. The course aims to provide an understanding of both of these roles and the interface between them.

The financial accounting part of the subject will cover:

- the elements of the traditional accounting system
- the measurement of profit
- the valuation of assets and liabilities
- the elements of owners equity
- the estimates and choices inherent in modern accounting treatments
- introduction to the use of financial accounting information in measuring the performance and financial strength of an organisation.

The management accounting elements of the subject cover:

- the internal planning and control function
- the nature of costs and their behaviour
- cost-volume-profit relationships
- the behavioural aspects of management accounting
- introduction to costing systems and budgeting.

### Assessment

- Individual assessments (may include assignments, tests etc.) 20%
- Syndicate assignment 30%
- Final examination 50%

#### **NOTE REGARDING ASSESSMENT**

*Please note that for all subjects the final exam (or equivalent piece of assessment) is a hurdle requirement. Students must meet the hurdle requirement in order to pass the subject.*

## Advanced Game Theory (unit)

*Pre-requisite: Managerial Economics*

### Description

This subject has been designed to allow students to use formal game theory with confidence to examine complex business environments. It will explore the intellectual foundations of rational choice in a strategic context. It will encourage formal and quantitative analysis of strategic situations.

### Objectives

On completion of the subject students should:

- be able to find equilibria in multi person, multiple action games;
- find solutions to games where actions take place over multiple periods;
- understand how game theory can be used to design auctions and tenders for maximum value;
- understand how game theory can be used to examine market dynamics;
- understand the foundations of bargaining and negotiation theory.

### Assessment

- Group project (no more than 3,000 words) 50%
- A final 2-hour examination 50%

#### **NOTE REGARDING ASSESSMENT**

*Please note that for all subjects the final exam (or equivalent piece of assessment) is a hurdle requirement. Students must meet the hurdle requirement in order to pass the subject.*

## Advanced Strategic Analysis

*Pre-requisites: Managerial Economics, Financial Management, Business Strategy*

### Description:

Strategic management is fundamentally about developing and deploying the firm's resources in such a way as to appropriate maximum economic value (profit). Note well that the mere creation of value is not sufficient for the acquisition of it. Rather, once created, value must also be appropriated. The ability to appropriate the value that one creates is, of course, often bedevilled by the presence of capable, highly motivated competitors.

The class is aimed primarily at students interested in developing a sophisticated, state-of-the-art set of tools for general management and management consulting. The content of the subject is based upon fresh-off-the-whiteboard research into the principles of strategic management. As a result, students are exposed to valuable business policy ideas ten to fifteen years ahead of their widespread dissemination through textbooks and the popular press.

The material presented here complements that in other areas, most notably Finance (i.e., since it concerns assessing the "cash flow" part of discounted cash flow).

### This subject has the following aims:

Advanced Strategic Analysis is designed to develop students' abilities to think clearly about value appropriation under competition – the issue at the heart of all strategic business decisions.

- The first half of the class focuses upon general principles providing a foundation for analysing a wide variety of strategic decisions, including such items as market entry, new product development, organisational design, alliance formation, technology acquisition and merger evaluation.
- In the second half of the class, the focus shifts from the theory to its application. Practical, hands-on methods are developed to provide managers with a set of tools that are useful in the design and implementation of corporate strategies.

### On completion of the subject, students should have:

- An advanced understanding of the conditions leading to superior profitability
- A complete analytical framework for assessing a wide range of strategic problems in management and business
- A set of useful quantitative tools to tackle real-world strategy applications;
- The ability to apply the general principles in a qualitative fashion; for example, when a full-blown analysis is not required or feasible

### Key topics are:

- Value appropriation under competition
- Strategic scarcity
- Entry and imitation
- Application to product differentiation
- Application to innovation licensing
- Quantitative tools
- Interactive analysis

### Assessment:

• Midterm test	25%
• Final exam	35%
• Class participation	5%
• Case presentation (syndicate)	8%
• Case interrogation (syndicate)	24%
• Team performance (syndicate)	6%

Detailed information about assessment tasks requirements is published in the Subject Outline distributed at the start of term.

### **NOTE REGARDING ASSESSMENT**

*Please note that for all subjects the final exam (or equivalent piece of assessment) is a hurdle requirement. Students must meet the hurdle requirement in order to pass the subject.*

## Asia-Pacific Business Arena (unit)

### Description

Students should:

- understand complexity and opportunity in Asia-Pacific and Pacific Rim markets
- develop skills in analysing market and political risk

### Objectives

On completing the subject, students should:

- understand the main interpretations of the 'East Asian Miracle' and 'Asian Crisis'.
- understand current trends of population, economic growth and urbanisation.
- appreciate cultural differences with Asia
- recognise the implications of the product cycle for political and economic evolution
- recognise the tension between forces unifying markets across Asia and geopolitical forces for disintegration
- be able to assess decisions by Western corporations to target Asian markets or locate production facilities in Asia
- synthesise information to assess political and commercial risk

### Assessment

- One syndicate report to be presented orally and in writing (up to 1500 words) 40%
- 1.5 hour final examination 60%

#### **NOTE REGARDING ASSESSMENT**

*Please note that for all subjects the final exam (or equivalent piece of assessment) is a hurdle requirement. Students must meet the hurdle requirement in order to pass the subject.*

## Brand Management

*Pre-requisite: Marketing*

*Restrictions: see end note*

### Objectives

Upon completion of this subject, students should:

- Understand the nature and operation of brands
- Be able to develop brand strategy
- Evaluate the potential for branding in any given market
- Conduct research in order to identify existing brand equity
- Improve brand architecture
- Extend brands into new markets
- Understand the impact of private labels
- Manage the relationship with retailers regarding brand distribution
- Understand the nature and specialty of luxury brands

### Topics covered:

- Brand Equity
- Strategic Brand Creation
- Brand Research Methods
- Brand Positioning
- Brand Architecture
- Brand Extension
- Brand Consolidation
- Co - Branding
- Private Label
- Brand Distribution Models
- Commodity Mindset
- Luxury Brands

### Assessment

- Class participation 25%
- Case write up exam 75%

#### **NOTE REGARDING ASSESSMENT**

*Please note that for all subjects the final exam (or equivalent piece of assessment) is a hurdle requirement. Students must meet the hurdle requirement in order to pass the subject.*

## Business & Sustainable Development

*(redesigned, as fully weighted subject from 2009)*

*Pre-requisites: Business Strategy; Economics and Public Policy*

### Description

*Business and Sustainable Development* is designed to help students understand a number of key global sustainability trends such as climate change, energy pressures, and demographic trends, and the implications of these for business practice. The course shows the relevance of these for business strategy and practice, the implications of non-linear and turbulent change, and challenges participants to think critically about 'business as usual' models.

Having completed the subjects (unit), a student should be able to understand the key global sustainability trends covered in the course, what these trends mean for global business, and how innovative global companies are currently integrating sustainability issues into their business practice.

### Objectives

On successful completion of this subject students will:

- have a basic knowledge of key environmental and social sustainability trends operative in the global sphere, and associated concepts of feedback loops and non-linear change;
- understand a number of conceptual frameworks for interpreting the link between business and sustainability;
- have a basic knowledge of some key sustainability-related global business initiatives;
- understand the implications of energy and climate change trends for business practice and a basic knowledge of carbon-trading, eco-efficiency and related concepts;
- understand the concept of 'Bottom of the Pyramid' and the relationship of business to global poverty;
- be able to critically assess the tensions between sustainability and current business practice, and the associated threats and opportunities.
- have an understanding of a range of case studies, and examples of sectoral best practice.

In addition, on successful completion of the subject students should have developed and improved their capacity for critical and independent thought and reflection.

### Key Topics Will Include:

- Global sustainability challenges
- Corporate purpose
- Thinking through business impacts
- Innovative business practice – environmental
- Innovative business practice – societal
- Sectoral innovation – case studies
- Sustainability, CSR and 'greenwash'
- Implications for 'Business as Usual' models

### Assessment:

- Class participation (include group project presentation) 30%
- 3,500 word essay 35%
- Final 2-hour examination 40%

### NOTE REGARDING ASSESSMENT

*Please note that for all subjects the final exam (or equivalent piece of assessment) is a hurdle requirement. Students must meet the hurdle requirement in order to pass the subject.*

## Business & World Trade (unit)

### Description

Business & World Trade examines the nature of the trade liberalisation that has taken place in recent years and the rules according to which world trade takes place. The unique and powerful dispute settlement system is examined as are a number of high profile recent disputes. Particular attention is paid to the prospects for future liberalisation in agriculture, manufactured goods and services. Against this backdrop, a number of topical case studies are examined to emphasise the economic, political and social importance of the trading system as it operates today. These include the global impact of the growth of regional trade agreements on world trade; WTO rules on patent protection and access to essential medicines for impoverished people; the hostilities towards the WTO on the part of environmentalists; transatlantic disputes relating to genetically modified organisms; implications for business of the accession of China to the WTO; and why many developing countries consider the trading system has not fulfilled their aspirations. Attention is also given to the question of why the WTO is considered to be anti-democratic, non transparent and non accountable to the public and is therefore the target of a high degree of animosity on the part of public interest groups.

### Objectives

- to raise the awareness of the role of trade rules and liberalisation and what this means from a business perspective;
- to address many of the topical and controversial issues that appear on a daily basis in the financial and other press;
- inquire into the relationship between trade and the environment, labour standards etc. and why the WTO finds itself at the heart of such non conventional trade topics; inquire into why it is that the WTO is considered to be undemocratic, unaccountable to the public, and non-transparent; and explore the relationship between trade and the development of developing countries.

### Assessment

- Final 2 hour exam (closed book) 70%
- Group assignment 30%

### NOTE REGARDING ASSESSMENT

*Please note that for all subjects the final exam (or equivalent piece of assessment) is a hurdle requirement. Students must meet the hurdle requirement in order to pass the subject.*



## Business, Governance & Ethics in Asia

### Description

This inter-disciplinary subject focuses on the Asian business environment, with a particular emphasis on Southeast Asia. It uses economic, cultural, political and legal lenses to view and discuss key aspects of doing business in that region, touching on topics such as globalisation, corporate governance, the role of the state in business, the concept of "Asian values", ethics and corruption. Seminars will rely on case studies of Asian companies and business events. Throughout the course, participants are expected to evaluate critically how companies in that region are managing their relationships with governments, the private sector and other key stakeholders.

### Objectives

At the end of the course, participants should:

- Understand how key institutions, rules and players interact in the Southeast Asian business environment;
- Appreciate the tensions generated by globalisation in the region;
- Gain insights as to how family-controlled companies and government-linked and state-owned corporations operate and are governed;
- Improve their understanding of how culture impacts business;
- Learn about key governance issues faced by institutions and governments in the region;
- Exhibit greater awareness of ethical decision-making in business; and
- Acquire concepts for developing a strategy to deal with corruption issues.

### Assessment

- |  |     |
|--|-----|
| • Class participation                          | 20% |
| • Syndicate oral presentation & written report | 30% |
| • 2 hour open book exam                        | 50% |

#### **NOTE REGARDING ASSESSMENT**

*Please note that for all subjects the final exam (or equivalent piece of assessment) is a hurdle requirement. Students must meet the hurdle requirement in order to pass the subject.*

## Business Law

### Description

This subject gives an overview of important legal topics relevant to modern business practice, drawing upon current cases from the business world. It also provides an introduction to the legal methodology and reasoning.

The subject will:

- place the legal system in context
- introduce students to the legal thought process
- introduce students to key legal concepts in selected areas of commercial interest
- apply these key legal concepts in a commercial context.

### Objectives

Students should acquire a basic understanding of:

- the diagnostic nature of the legal approach and methodology;
- key legal concepts in areas such as contract law, company law and trade practices;
- the legal implications that flow from commercial decisions in selected areas;
- how and when lawyers should be briefed.

### Assessment

- |                                |     |
|--------------------------------|-----|
| • Class participation          | 10% |
| • Syndicate case presentations | 25% |
| • Final take home examination  | 65% |

#### **NOTE REGARDING ASSESSMENT**

*Please note that for all subjects the final exam (or equivalent piece of assessment) is a hurdle requirement. Students must meet the hurdle requirement in order to pass the subject.*

## Business Strategy

*Pre-requisites: Managerial Economics; Accounting for Managers; Managing People.*

*Co-requisites: Marketing; Financial Management; Economics & Public Policy. Recommended: Managing Processes*

### Description

The subject has four primary aims:

1. to provide the students with an understanding of the primary roles and responsibilities of a general manager in formulating business strategies, and in building and sustaining competitive advantage;
2. for the students to gain an appreciation of the fundamental issues involved with integrating and coordinating the activities of different functional areas, such as marketing, manufacturing, R&D, accounting, human resource management and finance;
3. to introduce the students to the frameworks and tools commonly used in developing and assessing business strategies; and
4. to develop the decision-making skills of the students from the perspective of top management.

On completion of the subject, students should understand:

- the basic concepts of business strategy, and the notion of competitive advantage;
- the methods commonly employed to analyse the external environment, and how to effectively use those tools and concepts, including industry structure analysis (i.e. Porter's 5 Forces), the value chain, and the industry life cycle to assist in formulating and assessing strategies;
- the methods commonly used to analyse the firm's own internal resources and capabilities, including the notions of structural advantage, distinctive competences, and capabilities-based advantages, as well as the benefits and risks of vertical integration;
- what conditions are necessary for a capability or competency to be the basis of a long-term advantage, and how they can be developed and sustained.

### Assessment

- |                                 |     |
|---------------------------------|-----|
| • Class participation           | 10% |
| • Syndicate Presentation        | 10% |
| • Individual Assignment         | 30% |
| • Final examination – open book | 50% |

#### **NOTE REGARDING ASSESSMENT**

*Please note that for all subjects the final exam (or equivalent piece of assessment) is a hurdle requirement. Students must meet the hurdle requirement in order to pass the subject.*

## Channels of Distribution

*Pre-requisite: Marketing*

*Restrictions: see end note*

### Description

Students should:

- understand the nature of distribution channels, which are designed to move goods from the supplier/manufacturer to customers
- gain an appreciation of channels as viewed from an inter-organisational system perspective, for the purpose of developing channels of distribution strategies
- understand the alternatives and issues relevant to the design of new distribution channels
- gain an appreciation of the problems and possible solutions involved in managing on-going channel relationships and alliances
- understand the marketing manager's role in managing channels of distribution

### Objectives

- On completing the subject, students should understand:
- why channels exist and the nature of distribution channels
- the issues involved in the design of distribution channels from the manufacturer or suppliers perspective, including market coverage, vertical integration decisions, and alternatives to vertically integrated channels
- the issues associated with the management of relationships among channel members, including establishing channel power, creating incentives, and managing channel conflict
- the relationship between channel of distribution decisions and other marketing decisions involving product, price and promotional decisions
- special topics in channel strategy including legal constraints, international channels, direct marketing and market research as it applies to understanding distribution channels

### Assessment

- |   |     |
|---|-----|
| • Class participation                             | 15% |
| • One individual Case write-ups (1,200 words max) | 15% |
| • Syndicate Assignment (Oral Analysis)            | 10% |
| • Final examination (take home)                   | 60% |

#### **RESTRICTION**

*Please note that there is some common content between this subject and Supply Chain Management. Students who have completed one may not enrol in the other.*

#### **NOTE REGARDING ASSESSMENT**

*Please note that for all subjects the final exam (or equivalent piece of assessment) is a hurdle requirement. Students must meet the hurdle requirement in order to pass the subject.*

## Consumer Behaviour

Co-requisite: Marketing

### Objectives

By completing this subject, students should gain:

- an understanding of how and why consumers behave as they do, including an appreciation of
  - affective and cognitive factors (e.g., attention, product knowledge, attitudes),
  - "behaviour" factors (e.g., rewards, punishments, vicarious learning),
  - environmental factors (e.g., physical situation, culture, subculture);
- the ability to see marketing actions in terms of their psychological and behavioural influences on consumers;
- the ability to see how consumer psychology concepts can be used to inform marketing management decisions;
- experience doing simple consumer research and then using the insights derived from this research to create effective marketing tactics and strategies;
- an enhanced ability to work effectively in a team and to convincingly present team work;
- a willingness to address ethical issues that often arise as a result of openly adopting a consumer-influence orientation.

### Assessment

Contribution to class learning	15%
Influence-analysis exercise, presented in class by syndicate	25%
Field project proposal of 1000 words max.	10%
Field project of 4000 words max., presented in class by syndicate	50%

#### **NOTE REGARDING ASSESSMENT**

*Please note that for all subjects the final exam (or equivalent piece of assessment) is a hurdle requirement. Students must meet the hurdle requirement in order to pass the subject.*

## Corporate Finance

Pre-requisite: Financial Management

### Description

Students should:

- comprehend the framework for the understanding of the principles underlying most of the important financial and investment decisions made by enterprises;
- be able to address with confidence the financial functions of management.

### Objectives

- understand how information is utilised in the formation of prices in capital markets;
- learn the important parameters that affect the source of an enterprise's finance and the effect on the capital structure; the importance of taxation, particularly Australia's imputation tax system, on financing including dividend decisions;
- obtain an understanding of what risk means in capital markets, how it can be measured, and the trade-off between risk and expected return; appreciate the importance of risk in portfolio theory and the rudiments of portfolio construction;
- become skilled in measuring the cost of capital of an enterprise to ensure that optimal investment decisions are made;
- appreciate the importance of international trade and foreign capital markets to Australian companies; learn the mechanisms by which securities, denominated in foreign currencies, are priced in terms of Australian dollars and how to manage the risk of foreign exchange either in trading or financing;
- obtain an understanding of the role and functions of the corporate treasurer;

### Assessment

3 homework sets	20%
2 syndicate projects	30%
2.5 hour final examination, closed book	50%

#### **NOTE REGARDING ASSESSMENT**

*Please note that for all subjects the final exam (or equivalent piece of assessment) is a hurdle requirement. Students must meet the hurdle requirement in order to pass the subject.*

## Corporate Governance (unit)

*Pre-requisite: Financial Management*

*Recommended: Corporate Finance*

### Description

Students should:

- come to understand conflicts between stakeholders: conflicting stakeholders can be diffuse small well-diversified shareholders versus large block-shareholders versus founding-family shareholders; conflicting stakeholders can be the suppliers of scarce human capital versus the suppliers of scarce financial capital; conflicting stakeholders can also be the donors to an Arts organisation versus the audience at the performance versus the performers themselves.
- come to understand how these conflicts determine (a) the optimum design of the internal governance mechanisms (a board of directors, the role of outside directors, the separation of the Chairman and CEO roles, etc.) and (b) the importance of the external determinants of governance (forced disclosure of executive compensation, the legal environment promoting or restricting takeovers, the desirability of compulsory voting by superannuation funds in board elections, etc.).

### Objectives

On completing the unit students should understand:

- differences in the governance of widely-held firms versus VC-financed start-ups versus family-controlled businesses
- the evolution of the governance structure as a founding family seeks VC capital to grow the business and later goes public via a share issue and stock exchange listing
- the available empirical evidence on the impact of board structure on performance and executive remuneration
- the growth in institutional investor activism
- differences in corporate governance between Australia/US/UK, the EU and Asia
- the implications of these differences for international mergers and globalising businesses
- differences in the governance issues facing not-for-profit companies, mutual insurance companies and for-profit companies

### Assessment

- Group assignment (maximum 4,000 words) 40%
- Two-hour final examination 60%

#### **NOTE REGARDING ASSESSMENT**

*Please note that for all subjects the final exam (or equivalent piece of assessment) is a hurdle requirement. Students must meet the hurdle requirement in order to pass the subject.*

## Corporate Strategy

*Pre-requisite: Business Strategy*

### Description

Students should gain a thorough knowledge of the concepts of corporate strategy and an appreciation of the management skills required in diversified firms.

### Objectives

On completion of the subject, students should have:

- a clear understanding of the distinctions between corporate and business strategy
- a theoretical foundation for understanding how value can be created through specific forms of corporate economics organisation and corporate capabilities
- an appreciation of the way value can be added both through specific forms of corporate economics organisation and corporate capabilities
- an understanding of the practical application of corporate strategy concepts through diversification, mergers and acquisitions, and internationalisation
- a demonstrable understanding of the principles and practice of evaluating corporate performance from an economic, accounting and market perspective
- an appreciation of the corporate style and the 'role of the centre' on the economic performance of diversified firms

### Assessment

- Individual assessments  
(may include assignments, tests etc.) 20%
- Syndicate assignment 30%
- Final examination (3 hour) 50%

#### **NOTE REGARDING ASSESSMENT**

*Please note that for all subjects the final exam (or equivalent piece of assessment) is a hurdle requirement. Students must meet the hurdle requirement in order to pass the subject.*

## Data and Decisions

### Description

Students should:

- understand how quantitative methods can be used in management decision making processes;
- appreciate the importance of randomness and uncertainty in management decision making
- appreciate the difference between data and information and to acquire the skills (especially computational) and thought processes necessary to convert raw data into relevant information
- acquire the skills to analyse quantitative data relevant to management decisions

Topics covered:

- Rules of probability (including conditional probability)
- Formation and use of decision trees
- Probability distributions (binomial and normal)
- Understanding sampling distributions and the Central Limit Theorem
- Performing confidence intervals and hypothesis tests
- Performing and interpreting regression analyses

### Assessment

- |   |     |
|---|-----|
| • Syndicate assignment of up to 2000 words      | 25% |
| • Individual class prepared tasks               | 10% |
| • Mid term test, written, 90 minutes, open book | 25% |
| • Final examination, written, 3-hour, open book | 40% |

#### **NOTE REGARDING ASSESSMENT**

*Please note that for all subjects the final exam (or equivalent piece of assessment) is a hurdle requirement. Students must meet the hurdle requirement in order to pass the subject.*

## Decision Analysis

*Pre-requisite: Data & Decisions*

### Description

Students should acquire:

- a basic understanding of Decision Analysis techniques and their applications to solve a range of problems in management and business;
- an appreciation of the usefulness and limitations of Decision Analysis techniques in management decision making;
- an appreciation of the importance of problem recognition, formulation and implementation;
- an appreciation of the importance of sensitivity analysis in the analysis of management and business problems.

### Objectives

Students should understand:

- linear programming and its applications in marketing, finance and other areas;
- how to analyse and simulate congested systems using queuing models;
- the rudiments of Decision Theory, making use of the 'decision tree' method of analysing complex management decision making problems;
- the effect of risk on decision making and the relationship between the quality of information and the potential for cost savings in manufacturing and service operations.

### Assessment

- |  |     |
|--|-----|
| • Mid-term test  | 30% |
| • Assignment of not more than 1500 words (plus exhibits) | 15% |
| • Class participation                                    | 15% |
| • Final examination                                      | 40% |

#### **NOTE REGARDING ASSESSMENT**

*Please note that for all subjects the final exam (or equivalent piece of assessment) is a hurdle requirement. Students must meet the hurdle requirement in order to pass the subject.*

# Developing Managerial Capabilities (unit)

Pre-requisites: Managing People

This subject examines the capabilities needed for a manager to be an effective leader in an organization. These include the knowledge, personal attributes, and skills that a manager needs to perform and develop as a leader during the course of her or his career. The primary focus is on the senior executive leadership role.

The subject material is based on the Knowledge Based Leadership model and research evidence for each of the different components in the model, including;

1. Knowledge Bases: relevant knowledge bases for senior leaders; different types of knowledge and their applications to leadership; the development of knowledge; thinking and problem solving skills and tools.

2. Personal Capabilities: cognitive abilities and personality factors; emotional and behavioral styles as dynamic responses to the demands of management roles; self-management skills and personal development.

3. Execution skills: the communication, strategic thinking, flexibility and self-management skills for effective leadership in senior executive roles; adapting into new roles; coping with crises; creating a strategic intent and viable narrative to define the leader.

4. Applications of the knowledge bases, personal capabilities and execution skills in selected leadership functions, including ethical leadership and implementing strategy.

## Aims:

The aims of this subject are to:

1. Develop a deep understanding of the Knowledge Based Leadership model as a framework for organizing knowledge and skill development in development as a leader.

2. Present an evidence base for why and when people act as leaders and for the selected skills that determine how leadership is executed.

3. To help individuals use the knowledge outlined in 1 and 2 above in their development as leaders.

## Learning Objectives:

On completion of the subject, students should;

1. Understand how knowledge is created and applied to leadership and be able to use that understanding in the development of their knowledge bases.

2. Understand their own personal capabilities and make up and have used that knowledge to create development plans and compensatory strategies for becoming a more effective leader.

3. Understand the different mechanism through which a leader can engage and influence people and be able to use that knowledge in the practice of leadership.

4. Have improved their communication and strategic thinking skills and their application of those skills to leadership tasks.

## Assessment:

- Experience sampling exercise and report (1500 words) (25%)
- Personal assessments report (up to 1500 words) (25%)
- Case study – oral report (20%)
- Two-hour final examination (30%)

## Economics and Public Policy

*Co-requisite: Managerial Economics*

### Description

Students should understand how macroeconomic policies are formulated and implemented by governments, and how they affect the business environment.

### Objectives

- have a sound working knowledge of government policy formation;
- appreciate the implications for the economy of different tax policies;
- identify the links between macroeconomic variables;
- understand the structure of the balance of payments account;
- understand the key determinants of the exchange rate;
- know how monetary policy influences interest rates;
- recognise and explain the role of government policy with respect to international trade;
- understand the economic arguments concerning the environment.

### Assessment

- |                        |     |
|------------------------|-----|
| • Mid-term test        | 10% |
| • Syndicate assignment | 20% |
| • Final exam           | 70% |

#### **NOTE REGARDING ASSESSMENT**

*Please note that for all subjects the final exam (or equivalent piece of assessment) is a hurdle requirement. Students must meet the hurdle requirement in order to pass the subject.*

## Economics of Innovation (unit)

*Pre-requisite: Managerial Economics*

### Description

This subject provides a strategy framework -- drawing upon the economics of technical change -- for high-technology businesses. The emphasis throughout is on the development and application of conceptual models which clarify the interactions between competition, patterns of technological and market change, and the structure and development of internal firm capabilities. Students will develop:

- an appreciation for the value of innovative activity
- conceptual tools for analysing the strategic use of innovations in competition
- an understanding of the difficulty of appropriating the returns from innovation
- an ability to indicate strategic choices that enhance innovators' abilities to profit from their own innovation

Specific topics include:

- Incentives for innovation
- Dominant designs and the co-evolution of markets
- Development of industry and product standards
- Technology and patent races
- Appropriability: profiting from technological innovation
- Managing organisational competence in technology-intensive environments
- Intellectual property rights and innovation returns
- Organising for research productivity
- Interactions among technologies and market strategy
- Managing the adoption of new technologies

### Assessment

- |  |     |
|--|-----|
| • Individual project (up to 1,500 words) | 40% |
| • Two hour final exam                    | 60% |

#### **NOTE REGARDING ASSESSMENT**

*Please note that for all subjects the final exam (or equivalent piece of assessment) is a hurdle requirement. Students must meet the hurdle requirement in order to pass the subject.*

## Electronic Commerce

*Pre-requisite: Business Strategy*

### Description

Electronic commerce (EC) means doing business electronically by bringing together buyers and sellers in a virtual marketplace. The familiar components of the physical marketplace - cash, cheques, paper reports and documents, store fronts and face to face meetings—are still critical for most organisations, but growing in importance is the virtual marketplace in which information in all its forms becomes digital and the cost of replicating and distributing this information approaches zero. The digital economy is a knowledge economy in which a firm's value chain is electronically interconnected. The business models for electronic commerce are being simultaneously developed and market tested by firms who are already doing business electronically.

In theory, small companies should be able to reach large numbers of customers without regard to geography or time zone while large companies should increase customer intimacy by better use of information and more integration. Electronic commerce will continue to significantly reduce the transaction costs of sellers and increase the penetration of the sellers' message into the market. However, the dot-com crash points to serious deficiencies in the early days of e-commerce and to a lack of focus on fundamental business principles. As such, trust, branding, and sound financial management have become more important, which has led to renewed growth and profitability for organisations actively involved in electronic commerce.

The focus of the subject is to understand and develop the viable business models for EC. The challenges facing existing, traditional and successful firms that must operate in both physical and virtual marketplaces will be addressed in detail. This subject builds on and integrates material covered in other MBA subjects including Marketing, Business Strategy, Managing Processes, Managerial Economics, and Organisations.

### Specific Course Objectives:

- understand the strategic opportunities and threats of electronic commerce;
- have insight into the viable electronic commerce business models;
- be familiar with the organisational capabilities necessary to implement electronic commerce;
- have experience in analyzing the potential impacts and opportunities of electronic commerce in a firm or industry;
- have gained insight into the way electronic commerce influences business strategy and changes the basis for competition;
- have studied different types of electronic commerce through case studies;
- be familiar with new organisational forms and alliances provided through electronic commerce;
- have gained an understanding of the technologies of electronic commerce.

### Assessment

Syndicate assignment case write-up (max 2,500 words)	30%
Contribution to class learning	20%
3-hour final examination	50%

### NOTE REGARDING ASSESSMENT

*Please note that for all subjects the final exam (or equivalent piece of assessment) is a hurdle requirement. Students must meet the hurdle requirement in order to pass the subject.*

## Entrepreneurship & New Value Creation

*Pre-requisites: Accounting for Managers, Financial Management, Business Strategy*

### Description

Students should

- investigate concepts of entrepreneurial behaviour and their relevance in both small and large organisations;
- examine the processes of successful new venture creation;
- experience the preparation of a business plan for a new venture of their own choosing.

### Objectives

- Understand what motivates entrepreneurs to develop new ventures;
- Appreciate the importance of entrepreneurial behaviour to the success of the small business sector of the Australian economy;
- Be able to examine the concerns of a number of entrepreneurial people and explain their behaviours, their strategies and the performance using appropriate theoretical frameworks;
- Appreciate the characteristics of entrepreneurial people who operate inside larger organisations;
- Be able to use a number of creative opportunity generation techniques;
- Understand the elements of the business planning process as it applies to the identification and investigation of new venture opportunities;
- Be sufficiently skilled in the preparation and presentation of a well researched business plan for a new venture to a panel of influential business people;
- Appreciate the way in which financiers and influential decision makers view business plans/proposals for new ventures.

### Assessment

- Brief Report on interviews with a "business" entrepreneur and a "corporate entrepreneur" and a comparison of their motivational and behavioural characteristics. 30%
- Syndicate assignment with up to four class members in which a business plan will be created for a new venture opportunity – chosen by the team. This is a 'real' situation and thus requires significant effort. 70%

### NOTE REGARDING ASSESSMENT

*Please note that for all subjects the final exam (or equivalent piece of assessment) is a hurdle requirement. Students must meet the hurdle requirement in order to pass the subject.*



## Financial Institutions

*Pre-requisite: Financial Management*

### Description

The course covers the largest financial intermediaries in the economy: commercial banks, investment banks, mutual funds, insurance firms, and payments systems. The reach of these organisations goes well beyond the finance industry to affect businesses of all sizes.

Financial Institutions is a basic building block in your knowledge of finance because most financial transactions involve a financial intermediary. In other courses you study the finance of markets (Investments, Options and Futures, Risk Management) and the finance of corporations (Financial Management, Corporate Finance, Corporate Governance). This course studies the great remainder – the finance of intermediation.

This subject is designed to develop an appreciation of the value of economic reasoning in solving business problems and to develop the fundamental economic analytical skills required in managerial decision making.

### Assessment

- |                               |     |
|-------------------------------|-----|
| • Class participation         | 10% |
| • 90 minute, mid-term exam    | 30% |
| • 3 hour open book final exam | 60% |

#### **NOTE REGARDING ASSESSMENT**

*Please note that for all subjects the final exam (or equivalent piece of assessment) is a hurdle requirement. Students must meet the hurdle requirement in order to pass the subject.*

## Financial Management

*Co-requisite: Data & Decisions*

### Description

Students should:

- acquire an understanding of the scope and content of business finance and financial management;
- acquire an understanding of the link between the theory and the practice of finance and investment in the business world.

Topics covered:

- Value of money
- Project valuation
- Shares/bond valuation
- Introduction to capital markets
- Introduction to portfolio theory and asset pricing
- Determinants of Capital structure.

### Assessment

- |                     |     |
|---------------------|-----|
| • Syndicate project | 20% |
| • Mid-Term Exam     | 30% |
| • Final Exam        | 50% |

#### **NOTE REGARDING ASSESSMENT**

*Please note that for all subjects the final exam (or equivalent piece of assessment) is a hurdle requirement. Students must meet the hurdle requirement in order to pass the subject.*

## Financial Statement Analysis

*Pre-requisite: Accounting for Managers; Financial Management*

### Description

This subject examines the way information in financial statements is used in the evaluation of the profitability, liquidity and riskiness of public corporations and in the prediction of their future condition. It is designed to develop:

- the skills necessary to read, understand, and analyse financial statements, including the disclosures in the notes to the accounts;
- an appreciation of the usefulness and limitations of information in financial statements in the context of external decision making (e.g. in respect of corporate valuation, lending, corporate restructuring); and
- an understanding of how the motivations affecting those who produce financial statements may affect the resulting financial reports.

With these objectives in mind the subject covers:

- The study of the four key components of effective financial statement analysis:
  - business strategy analysis
  - accounting analysis
  - financial analysis
  - prospective analysis.
- Application, in a decision making context, of the skills developed to:
  - credit decisions
  - financial distress prediction
  - mergers and acquisitions.

### Assessment

- |  |     |
|--|-----|
| • Syndicate case studies (2 x 10% = 20%) | 20% |
| • Syndicate valuation project            | 30% |
| • Final examination (closed book)        | 50% |

#### **NOTE REGARDING ASSESSMENT**

*Please note that for all subjects the final exam (or equivalent piece of assessment) is a hurdle requirement. Students must meet the hurdle requirement in order to pass the subject.*

## Financing Entrepreneurial Ventures

*Pre-requisite: Financial Management & Business Strategy*

### Description

This subject will teach students about the qualitative and quantitative aspects of financing a technology based Start-up Company or entrepreneurial venture. The subject is largely case based, drawing on the financing histories of many of Australia's most successful (and not so successful) start-up companies that have taken novel Australian technologies to global markets, and provide an engine of growth for the economy. Students will follow companies through from inception with a good idea, to major success listing on ASX, NASDAQ or NYSE.

### Aims

Entrepreneurial finance will teach students interested in start-up technology based companies:

1. How to think about financing options;
2. How to finance a young start-up or rapidly growing company at different stages of development;
3. How those representing the various sources of finance consider investment or financing opportunities;
4. How to value and evaluate companies as investment or employment opportunities.

Financing options considered will include government grants and other programs, business angels, venture capital, corporate partnerships and initial public offerings.

Valuation methodologies for early stage technology based companies will be used to develop an understanding of the dilution that will result from financing. Non financial considerations that are important to investors will also be considered, including the people, technology strengths and weaknesses, quality of the business plan and business model, and industry dynamics.

Companies from the biomedical, biotechnology, environmental, information technology, internet and other industries will be included.

Each class will examine the industry, business, and company specifics, the financing strategy employed and the perspective of the financing source that they choose. For Australian cases, either a senior executive from or an investor in the company will attend the class to provide feedback on class discussion and answer student questions.

### Assessment

- |   |     |
|---|-----|
| Contribution to class learning          | 30% |
| Final, open book, examination (3 hours) | 70% |

#### **NOTE REGARDING ASSESSMENT**

*Please note that for all subjects the final exam (or equivalent piece of assessment) is a hurdle requirement. Students must meet the hurdle requirement in order to pass the subject.*

## Fundamental Trends in World Business (unit)

### Description

Students should:

- develop an understanding of prospective changes in the broad context of business and government over the next ten-to-twenty years
- acquire skills and knowledge of sources needed constantly to update long-range planning

### Objectives

On completing the subject, students should be able to:

- understand the possibilities of scenario planning
- analyse critically existing long-range forecasts
- understand major continuing economic trends
- assess purported threats to the natural environment
- recognise the changing units of political action
- understand the changing shape of market institutions
- understand up-coming developments in society
- examine how ideas and perceptions of reality change
- understand the implications of cultural change

### Assessment

- One syndicate report (max 2,000 words),  
to be presented orally and in writing 40%
- 1.5 hour final examination 60%

#### **NOTE REGARDING ASSESSMENT**

*Please note that for all subjects the final exam (or equivalent piece of assessment) is a hurdle requirement. Students must meet the hurdle requirement in order to pass the subject.*

## Funds Management

*Pre-requisite: Financial Management*

### Description

Students should:

- gain insights and an understanding of the funds management industry;
- obtain an understanding of how portfolios of assets should be constructed with a disciplined approach to investing.

### Objectives

- Dynamics of funds management business.
- Investment attributes of assets.
- Valuation of domestic assets (equities, property, fixed interest etc) and offshore assets.
- Asset allocation and portfolio construction.
- Performance measurement of portfolios.
- Recent developments in funds management
- Application of behavioural finance.
- Tactical Asset Allocation

### Assessment

- Syndicate assignments, up to 1500 words 30%
- Mid-term test, 1 hour 25%
- Final exam, 3 hours 45%

#### **NOTE REGARDING ASSESSMENT**

*Please note that for all subjects the final exam (or equivalent piece of assessment) is a hurdle requirement. Students must meet the hurdle requirement in order to pass the subject.*

## Futures, Options & Applications

*Pre-requisite: Financial Management and Data and Decisions*

Corporate Finance is not a pre-requisite. However, Futures and Options is a course for students who have a deep interest in finance. Students who have previously passed up the opportunity to take Corporate Finance should consider whether they are sufficiently interested in finance to take this course.

### Description

This subject introduces students to the world of derivative securities and risk management. It begins with an introduction to the most important derivatives; forwards, futures, options, swaps and credit derivatives. How the price of these derivatives is determined; how they are traded and how they are used for hedging and speculation is then discussed in a series of cases involving real firms and products.

### Objectives

Derivative securities (futures, options, swaps etc) are used to transfer risk from one party to another. The purpose of this course is to answer the following questions about risk transfer.

- What types of financial instruments are used to transfer risk (options, futures, swaps, credit derivatives, etc)? What are the characteristics of those instruments and why are they the best financial instruments for transferring risk? What limits the type of risks that can be transferred using derivatives?
- How are derivatives used by hedgers (corporations), speculators (investors and hedge funds) and arbitrageurs (hedge funds and investment banks)?
- How are the price of derivative securities determined (Black-Scholes, Binomial, Monte-Carlo)? How are these methods related to each other? How do they work in practice? What are the limitations of pricing techniques?
- Who are the principal players in the trading of derivatives? What are the problems in making markets in derivative securities and how are those problems solved?
- What the principal risk management motivations and strategies of corporations, institutional investors and financial intermediaries are?

### Assessment

• Homework sets and case write-ups	20%
• Class Participation	5%
• Mid-term Exam	25%
• Final Exam	50%

#### **NOTE REGARDING ASSESSMENT**

*Please note that for all subjects the final exam (or equivalent piece of assessment) is a hurdle requirement. Students must meet the hurdle requirement in order to pass the subject.*

## Global Business Strategy: International Business Operations, Strategy and Management

*Pre-requisite: Business Strategy*

### Description:

This subject is designed to provide an overview of the development and implementation of international business strategies. An important component will be the treatment of the various approaches to different international business operations used by firms to expand their global operations. Implementation aspects such as knowledge and competence transfer, outsourcing, global control mechanisms and the management of a global workforce are also covered.

### Learning objectives:

On completion of this subject, students should:

- have a good understanding of the strategy and operations of internationalising enterprises
- understand the range of foreign operation modes used by internationalising firms (such as licensing, management contracts and alliances) and the strategic implications of their use
- have an understanding of key global business management issues, and processes for the development of critical competences and capabilities
- appreciate the challenges of managing a global workforce and the movement of key staff into various foreign units and markets.

### Key Topics will include:

- Overview of different approaches to international business strategy
- Foreign operation modes and mode strategy (e.g. mode switching, mode combinations, de-internationalisation)
- SMEs, family firms, women-owned enterprises, and the role of government policy and exporting initiatives
- Managing the process of international growth: organising global operations and headquarter-subsidiary relations
- Development and transfer of competencies
- International control mechanisms
- Managing a global workforce

### Assessment:

Class participation	15%
Syndicate project (about 5,000 words)	45%
Written open book exam	40%

#### **NOTE REGARDING ASSESSMENT**

*Please note that for all subjects the final exam (or equivalent piece of assessment) is a hurdle requirement. Students must meet the hurdle requirement in order to pass the subject.*

## Implementation of Strategy

### Description

A major problem in strategy is that organisations are frequently able to formulate strategy but unable to execute, or implement, it. This course addresses that problem.

Strategy consist of two parts—formulation and implementation. Formulation is the process of creating a gap between the current reality of the business and its vision. Implementation is the process of closing that gap—or making the vision become reality. Many would argue that the second of these parts is the most difficult.

In this course, we will explore and examine issues that are central in implementing strategy. The issues will be divided into three modules; people/behavioural issues, organisational issues, and capabilities/process issues.

### Topics

The following topics will be addressed. The number of classes devoted to each topic is in parentheses.

#### Organisational Issues

- Organisational Learning (1)
- Strategic Alignment (2)

#### People/Behavioural issues

- Organisational Transformation (1)
- Culture and Strategic Change (1)

#### Capabilities/process issues

- Systems and Implementation (2)
- Building Strategic Capability (2)
- Innovation (1)

#### Overview and integration (2)

In addition, we will have an integrative exercise at the end of the course and spend one class period reviewing and discussing the course—how it fits together as a whole and how we might use its lessons in the future.

### Assessment

- Class participation 20%
- Individual written assignment 30%
- End-of-term assignment 50%

#### **NOTE REGARDING ASSESSMENT**

*Please note that for all subjects the final exam (or equivalent piece of assessment) is a hurdle requirement. Students must meet the hurdle requirement in order to pass the subject.*

## Incentives and Contracts (unit)

*Pre-requisite: Managerial Economics*

### Description

This subject provides an in-depth analysis of the economics of incentives and contracts. The primary objective of the subject is to give students an understanding of the complex issues surrounding the placement of incentives for performance and other variables in contracts for employment and sale. This is a critical issue and has applications beyond economics in finance, strategy, human resource management and organisational behaviour. In particular, students will be able to:

- Identify profitable contracting opportunities
- Understand the importance of information in limiting incentives
- Develop tools with which to analyse the riskiness of contracting situations
- Understand the structure of incentives in human resource management
- Examine the transaction cost benefits of mergers and acquisitions

Specific topics include:

- Bargaining over contractual terms and price
- Foreseeing incentive difficulties
- Renegotiating contractual terms
- The role of performance incentives in employment contracts
- Executive compensation schemes
- Incentives and the make versus buy decision
- Organising a network of sub-contractors
- Signalling and screening for information
- Designing markets for information revelation
- Consideration of subjective versus objective performance measures

### Assessment

- Short assignment up to 1,000 words 40%
- Two hour final examination 60%

#### **NOTE REGARDING ASSESSMENT**

*Please note that for all subjects the final exam (or equivalent piece of assessment) is a hurdle requirement. Students must meet the hurdle requirement in order to pass the subject.*

## Industry Studies in Asia

*Pre-requisite: Business Strategy*

### Description

Students should:

- obtain in-depth insights into designated industries operating in two major Asian business centres.
- acquire skills in analysing industries and identifying associated business opportunities.
- deepen their understanding of cross-cultural business operations

### Objectives:

- understand the relationships between the macro economic environment, political systems and cultural dynamics and business opportunities, structure and process.
- develop secondary research skills as a basis for identifying challenges and opportunities confronting selected industries in diverse contexts
- develop primary research skills as a basis for identifying challenges and opportunities confronting selected industries in diverse contexts

A core element of the teaching process will be a field study which will require students to undertake first-hand investigation of designated industries in selected locations. Prior to undertaking this component, they will complete secondary research which will prepare them for the field study. This will involve acquiring a detailed understanding of the environment they will be visiting. They will also be required to develop a systematic study plan which will identify research questions to be answered during the field study. They will work with the lecturer to design an industry study program including relevant visits. A large part of the learning will be self-directed. The learning unit will be in syndicates.

### Assessment

- |   |     |
|---|-----|
| • 1-page description of project – due during term | 10% |
| • Interim report (3-5 pages) – due during term    | 20% |
| • Class presentation (while in Shanghai)          | 20% |
| • Final report – due in week three of new term    | 50% |

### NOTE REGARDING ASSESSMENT

*Please note that for all subjects the final exam (or equivalent piece of assessment) is a hurdle requirement. Students must meet the hurdle requirement in order to pass the subject.*

## Innovation Management

Note – Redeveloped from *Organising for Innovation*

### Description:

Innovation is the process of taking something from an idea to the market (broadly defined). At its root, it is a social process – it involves organising a group of people to transform a set of resources into a product or service. However, it is a high-risk enterprise: the vast majority of innovators fail. In this subject we will study the problem of innovation management from the perspective of three key players in the process: the line manager who must manage individual projects; the senior manager who must design the organisation that carries out the projects, and the governor (executive manager, director) who is responsible for directing and controlling the process.

### Learning Objectives:

At the end of the subject the students will have tools to act in three critical roles in innovation. They will understand:

- Critical issues for line managers:
  - The seven tests for innovations
  - Managing creativity and knowledge
  - Making it safe to fail
  - Barriers at the group level
  - Emergence, evaluation and control
- Critical issues for senior managers
  - Generating ideas and constructing innovation strategies
  - Barriers at the organisational level
  - Managing complexity
  - Managing open innovation and multi-organisation projects
- Critical issues for Governors / Directors
  - Managing project portfolios and pipelines
  - Killing and redirecting projects

### Assessment

- |  |     |
|--|-----|
| • Individual assignment (up to 1500 words) | 15% |
| • Group assignment (up to 3,000 words)     | 30% |
| • Contribution to class learning           | 20% |
| • Final Exam                               | 35% |
- Detailed information about assessment tasks will be published in the Subject Outline distributed to students at the start of term.

## Integrative Project

*Pre-requisite: Business Strategy*

Note - refer also to *Managing New Ventures*

*Integrative Project* is taught concurrently with *Managing New Ventures*. These two project-based subjects share a common approach, with the principal difference being the developmental stage of the organisations on which students base their projects.

*Integrative Project* sees students working with established firms, whereas *Managing New Ventures* is as the name suggests.

### Description

The primary objective of this subject is to give students practical experience with the challenges of problem solving in established firms.

The subject will:

- Consolidate the learning of the MBA through practical application of management skills to the resolution of management issues in established firms
- Teach students about business analysis tools and methodologies commonly used in the management consulting industry;
- Assist students to develop an awareness of the challenges facing management in the complex issues faced in corporate problem solving

The subject is based on student syndicates working on projects in established firms and is designed around a lecture/workshop format and interaction with the management of participating businesses.

Specific outputs will be required at each stage of the process to ensure that students are consolidating their learning while adding value to the businesses. These outputs could include some or all of the following:

- Work plan to direct the analysis/tasks students undertake
- Business / Strategic Plans
- Marketing & Sales Plan
- Information Memorandum
- Financial Forecasts and Model

### Assessment

Written syndicate reports at key points of the subject and a final report (up to 10,000 words plus exhibits) and a 30 minute oral presentation. The subject will be assessed on a Pass/Fail basis.

Students who are identified as not contributing satisfactorily to a report which is otherwise defined as a passing grade, may be failed on an individual basis.

#### **NOTE REGARDING ASSESSMENT**

*Please note that for all subjects the final exam (or equivalent piece of assessment) is a hurdle requirement. Students must meet the hurdle requirement in order to pass the subject.*

## International Finance

*Pre-requisites: Financial Management, Eco & Public Policy*

### Description

The internationalisation of business demands a sound working knowledge of the principles of international finance and the operation of international financial markets. Developments in international financial markets increasingly impinge on domestic economics and business conditions as well as the environment within which global business is conducted.

### Aims

The subject aims to introduce you to the international markets in which firms operate, and to give you an understanding of the important international economic factors and relationships that can affect a multinational firm.

Topics include:

- balance-of-payments accounting;
- evolution of international financial markets;
- models of exchange rate determination;
- currency crisis;
- managing exchange rate risk;
- arbitrage and interest rate parity conditions;
- accessing international capital markets;
- cross-border valuations.

### Objectives

At the conclusion of this subject, a student should be able to:

- understand the key features of international financial markets and how they are evolving;
- appreciate the complexity of exchange rate mechanisms and cross-border flows of funds;
- understand the main instruments traded in international financial markets and how they can be used to exploit cross-border business opportunities.

### Assessment

Individual Assessments	30%
Syndicate Assignments	30%
Final examination	40%

#### **NOTE REGARDING ASSESSMENT**

*Please note that for all subjects the final exam (or equivalent piece of assessment) is a hurdle requirement. Students must meet the hurdle requirement in order to pass the subject.*

## International Marketing

*Pre-requisite: Marketing*

### Description

This subject examines the complexities of developing and implementing successful marketing strategies in an international context. Emphasis will be placed on current research and examples as well as cases that explore international marketing issues in depth.

Upon completion of this subject, students should:

- Understand how environmental differences influence the development, implementation and success of marketing strategies;
- Have a critical appreciation of the internationalisation process;
- Be able to critically evaluate different foreign market entry modes and their implications for marketing strategy;
- Understand the complexities of standardising and adapting marketing strategies across countries;
- Understand how to manage international marketing operations effectively;
- Have an appreciation of the trends shaping international marketing strategy;
- Be able to relate the theoretical concepts learned to current business situations;
- Have enhanced their oral and written communication skills.

### Topics

- Motives and barriers to internationalisation
- Internationalisation process
- Cultural, legal, political and economic environments
- Foreign market entry modes
- Global branding and product management
- International pricing, distribution and promotion strategies
- International retailing and services marketing
- Managing international marketing operations
- Future trends in international marketing

### Assessment

- |                            |     |
|----------------------------|-----|
| • Class participation      | 20% |
| • Syndicate Assignment     | 40% |
| • Final 2-hour examination | 40% |

#### **NOTE REGARDING ASSESSMENT**

*Please note that for all subjects the final exam (or equivalent piece of assessment) is a hurdle requirement. Students must meet the hurdle requirement in order to pass the subject.*

## Investments

*Pre-requisites: Financial Management, Data and Decisions*

### Description

The subject introduces investment theory as well as some of the practical issues of portfolio management.

### Objectives

On completion of the subject students should:

- understand investment markets, especially how financial securities are traded in the market;
- understand the principle of arbitrage and the arbitrage pricing of securities;
- understand what determines the pricing of fixed-income securities;
- understand the concept of asset-backed securities and the process of securitisation.

### Assessment

- |                                       |     |
|---------------------------------------|-----|
| • Homework sets                       | 15% |
| • Mid-term test – 2 hours closed book | 25% |
| • Final exam – 2 hours closed book    | 40% |
| • One syndicate project               | 20% |

#### **NOTE REGARDING ASSESSMENT**

*Please note that for all subjects the final exam (or equivalent piece of assessment) is a hurdle requirement. Students must meet the hurdle requirement in order to pass the subject.*



## Leadership and Change

*Pre-requisites: All core subjects*

*Anti-requisite: Leadership for Social Impact*

### Description

*Leadership* provides, through exposure to ideas and theories of leadership and experiential learning, an opportunity for students to learn more about leaders and about themselves as leaders. The three themes underpinning the subject content, process and assessment are:

1. Personal reflection is the basis for growth, learning and development as a leader.
2. Learning comes from experience. There is an emphasis on experiential learning and building insights from the 'here and now' group dynamics of the class.
3. The subject aims to identify the values and intents of those advocating for leadership and argues that it is the job of the leader to question premises and initiate new direction rather than just steer the organisation in predetermined directions.

### Objectives

Students will

- Explore their backgrounds and influences that have shaped their appetite and potential for taking leadership roles
- Develop critical and reflective skills to clarify personal values and support their own and others development as leaders
- Gain insight into the group and organisational dynamics underpinning leadership
- Understand and critically evaluate theories and concepts of leadership

### Assessment

- |   |     |
|---|-----|
| • 1,500-2,000 word essay  | 20% |
| • 2,500-3,000 word Leader Interview & Analysis                    | 30% |
| • 3,000-3,500 word Leadership Challenge essay and Journal keeping | 40% |
| • Class Contribution  | 10% |

### **NOTE REGARDING ASSESSMENT**

*Please note that for all subjects the final exam (or equivalent piece of assessment) is a hurdle requirement. Students must meet the hurdle requirement in order to pass the subject.*

## Leadership for Social Impact

*Pre-requisites: All core subjects*

*Anti-requisite: Leadership and Change*

### Description

*Leadership for Social Impact* explores the role of leaders and the process of leadership in impacting both organisational performance as well as broader social outcomes across private, public and non-profit contexts. The aim of this course is to understand the theory and practice of how leaders and leadership make a difference, and to explore and analyse the current complex challenges and opportunities of leadership to impact and influence our world.

This subject focuses on the student as future leader, with the explicit goal of examining each student's own leadership aspirations and developing the competencies necessary to achieve these through reflection and experiential learning.

### Objectives

Students will:

- Understand and critically evaluate theories and concepts of leadership
- Explore the role of leadership in achieving social outcomes across private, public and non-profit sectors
- Identify your own leadership values, strengths and weaknesses
- Examine the real impact of your leadership style and effectiveness on others during in-class activities
- Observe and critically evaluate your classmates in leadership roles during in-class activities
- Gain insight into intrapersonal, interpersonal, group and organisational dynamics important for leadership effectiveness
- Develop an action plan for your own leadership development

### Assessment

- |   |     |
|---|-----|
| • Class Contribution                    | 20% |
| • Team Assessment                       | 40% |
| • Team Leadership Challenge Activities  | 15% |
| • Leadership Challenge Team Competition | 10% |
| • Final Team Presentation               | 15% |

## Leadership of Self

*Pre-requisite / Restriction: Only available to cohorts who are enrolled in Organisational Leadership award programs, from MBS's customised executive education client groups.*

### Description

*Leadership of Self* provides, through exposure to ideas and theories of leadership and experiential learning, an opportunity for students to learn more about leaders and more about themselves as leaders.

The key themes underpinning the subject content, process and assessment are:

- Self awareness is the cornerstone of leadership and leadership development and participants will gain an deeper understanding of their own strengths, needs and preferences;
- The capacity to learn is fundamental to successful leadership, and participants will be exposed to theories of learning as well as engaged in experiential learning processes that build insight into personal learning and reflection;
- The impact of the leader on others; how do leaders lead in organisations, what are the challenges in taking on a leadership role, and what does research, theory and experience identify as the most powerful ways to create leadership impact.

### Objectives

Students will:

- Assess their own leadership strengths and weaknesses
- Become more aware of their impact on others, and understand how to moderate this
- Develop reflective practices to clarify their own learning
- Understand the dynamics of leadership
- Identify a plan of action for improving their effectiveness as leaders
- Develop their own theory of leadership, through critical evaluation of existing frameworks for leadership

### Assessment

- 1,500 word essay analysing the impact of a specific leadership behaviour or intervention in the workplace over a specified time period, and using the theories and frameworks introduced during the program, critically assessing the leadership behaviour of intervention 20%
- 2,000 word leadership interview and analysis 35%
- 2,000 word journal and commentary 35%
- Class contribution 10%

Students will be graded on a Pass/Fail basis only.

### NOTE REGARDING ASSESSMENT

*Please note that for all subjects the final exam (or equivalent piece of assessment) is a hurdle requirement. Students must meet the hurdle requirement in order to pass the subject.*

## Leadership of Teams

*Pre-requisite / Restriction: Only available to cohorts who are enrolled in Organisational Leadership award programs, from MBS's customised executive education client groups.*

### Description

Leadership of Teams provides, through exposure to ideas and theories of leading teams and working with groups, the opportunity for students to increase their capacity to effectively manage groups and teams.

The key themes underpinning the subject content, process and assessment are:

- The role of the leader in working with others, in particular, teams and groups, and an analysis of the theories of teams and groups;
- Understanding groups dynamics, focusing on experiential frameworks for building greater awareness of and capability in managing group dynamics, including group formation and development over time, and dealing with conflict and tension in groups,
- The capacity of the leader to work more productively with diversity in groups, understanding the different strengths and capacities of individuals;
- The role of the leader as coach.

### Objectives

Students will:

- Assess their own preferences and capabilities for working with groups
- Understand group dynamics and how to manage them constructively
- Identify a plan of action for improving their effectiveness as leaders of groups
- Examine and develop group analysis and problem solving techniques
- Demonstrate improved group communication skills
- Gain insight into the bases of leadership, power and influence in groups, and how these impact the effectiveness of groups
- Understand what motivates people in the team, and the features of work settings that contribute to job satisfaction as well as job dissatisfaction and stress

### Assessment

- 1,500 word essay 20%
- 3,000 word group project, analysing the dynamics of the syndicate/learning group, as they undertake a specified learning experience or task 40%
- Final, one hour exam 30%
- Class contribution 10%

Students will be graded on a Pass/Fail basis only.

### NOTE REGARDING ASSESSMENT

*Please note that for all subjects the final exam (or equivalent piece of assessment) is a hurdle requirement. Students must meet the hurdle requirement in order to pass the subject.*

## Leading Change

*Pre-requisite / Restriction: Only available to cohorts who are enrolled in Organisational Leadership award programs, from MBS's customised executive education client groups.*

### Description

The subject aims to provide students with the analytical skills and practical tools for better understanding and managing change in organisations. It also aims to assist students in understanding their own capacities to adapt to and manage change.

The key subject themes are:

- Exploration of different models for change and transition in organisations, understanding the problems and issues encountered with each as well as their likely outcomes;
- Development of the ability to think critically about the leader's role in creating and managing change in organisations, and, using diagnostic and experiential means, assessing their own change ability;
- Understanding the difference between transactional and transformational change, and what the different leadership requirements are of each;
- Understanding the process and dynamics of culture change, as well as how to lead such change effectively.

### Objectives

Students will:

- Assess their own change leadership strengths and weaknesses
- Become more aware of the impact of change on the workforce and how to moderate its impact
- Develop a critical appreciation of the behavioural challenges involved in managing change
- Gain an appreciation of the nature of strategic change and the skills and abilities required to manage large scale organisational changes
- Be skilled in analysing, interpreting and offering solutions to common problems and issues encountered in organisational change efforts
- Understand the connections between values, culture and change

### Assessment

- |  |     |
|--|-----|
| • 2,000 word essay, critically analysing change theories and frameworks, and their value to line managers                      | 30% |
| • 2,000 word journal and commentary on the initiation or implementation or evaluation of a specific change in the organisation | 30% |
| • Final one hour exam  | 30% |
| • Class contribution   | 10% |

Students will be graded on a Pass/Fail basis only.

### NOTE REGARDING ASSESSMENT

*Please note that for all subjects the final exam (or equivalent piece of assessment) is a hurdle requirement. Students must meet the hurdle requirement in order to pass the subject.*

## Leading Policy Reform (Unit)

*Pre-requisite: Economics and Public Policy*

### Description

The performance of the Australian economy over recent years has been among the most impressive of all developed economies. A number of policies have resulted in increased competitiveness, continued growth and economic stability. This course examines the policies that have *led* to growth and stability, those that could *lead* to future growth and stability, and the forces that *lead* the process.

Business works more effectively if it has an understanding of how economic policy is formulated: who does it, how it is done, what is the current state of play, and future policy options.

This subject (unit) draws on first hand experience of presenters well versed in Australian economic policy. It involves effectively four case studies relating to monetary and fiscal policies, wage determination, competition policy, and, trade and industry policy.

### Learning Objectives:

On completion of this subject (unit), students should have a good understanding of:

- the events that have led the Australian economy to its current juncture;
- the nature of policies and regulation in the key sectors of the Australian economy;
- the role of institutions in determining policies and the processes followed;
- how Australia is placed in the world economy in terms of its economic performance and structure;
- the options available for a continuation of the current growth and stability experienced in recent years;
- relevant aspects of national and international institutions such as the Reserve Bank, ACCC, the Productivity Commission, the Fair Wage Commission, the International Monetary Fund, and the World Trade Organisation.

### Key Topics include:

- An overview of past developments in the Australian economy, and the current state of play.
- The economic policy framework (fiscal and monetary), past stability and growth, and future challenges;
- Past developments in the Australian labour market, the current situation and future directions;
- Improving competition in the Australian economy; dealing with anti competitive practices of public and private enterprises;
- The current and future role of trade and industry policy in bringing greater competition and growth to the Australian economy.

### Assessment:

- |   |     |
|---|-----|
| • Syndicate presentation and class participation: | 45% |
| • Syndicate project (2,000 words):                | 55% |

Assessment will take place on the basis of Pass/Fail

### NOTE REGARDING ASSESSMENT

*Please note that for all subjects the final exam (or equivalent piece of assessment) is a hurdle requirement. Students must meet the hurdle requirement in order to pass the subject.*

## Management Accounting Control Systems

*Pre-requisite: Accounting for Managers*

### Description

Students should understand:

- the role of the management accounting system within the planning and control function of the organisation;
- the influence of the management accounting control system on management behaviour and an organisation's strategy.

### Objectives

- understand the importance of identifying the various factors which affect and determine costs;
- understand the basic principles used in costing products and services within an organisation;
- be able to identify relevant costs for non-routine managerial decisions;
- understand the multi-purpose nature of budgeting systems in both the private and public sectors;
- understand the principles of designing reports to provide useful management accounting information;
- gain an appreciation of the influences of budgeting and systems of performance evaluation on management behaviour and organisational functioning;
- appreciate the wide-reaching nature of internal control systems, including administrative controls, accounting controls, and social and cultural controls;
- recognise the degree of variability associated with the design of a management accounting control system.

### Assessment

- |                                |     |
|--------------------------------|-----|
| • Case write-ups by syndicates | 35% |
| • Class participation          | 15% |
| • Two hour final examination   | 50% |

#### **NOTE REGARDING ASSESSMENT**

*Please note that for all subjects the final exam (or equivalent piece of assessment) is a hurdle requirement. Students must meet the hurdle requirement in order to pass the subject.*

## Management and Ethics

*Pre-requisite: Managing People*

### Description

Students gain an understanding of the moral issues inherent in management and strategies and justifications for enhancing ethics in organisations.

### Objectives

Students will:

- develop a fuller understanding of the management task, including legal, ethical and moral obligations and interrogate their own values on a range of managerial issues;
- gain an understanding of the meaning of moral concepts in the management context, such as integrity, courage and virtue, and broaden moral vocabulary;
- participate in dialogue of ethical issues and processes of ethical reflection, building an understanding of the justifications for being moral;
- explore the ethical issues involved in areas including managing international businesses, environmental and crisis management;
- identify and evaluate applications and strategies for enhancing ethics, from externally driven, such as regulatory mechanisms to organisationally- and internally-driven, such as culture, leadership and conscience.

### Assessment

- |                         |          |
|-------------------------|----------|
| • Life Goals            | Required |
| • Philanthropy Proposal | Required |
| • Response Papers       | 35%      |
| • Group Project         | 35%      |
| • Participation         | 30%      |
| • Attendance            | Required |

#### **NOTE REGARDING ASSESSMENT**

*Please note that for all subjects the final exam (or equivalent piece of assessment) is a hurdle requirement. Students must meet the hurdle requirement in order to pass the subject.*

## Management of Information Systems

*(Previously Information Strategy)*

*Pre-requisite: Business Strategy*

### Description

The Management of Information Systems subject is designed to give students a comprehensive overview of the main issues associated with the use and management of information technology and information systems. The IS subject is a non-technical subject with a focus on managerial issues and is targeted at students without a strong IT background.

The sessions and readings in this subject provide an overview of the ways in which information technology is used in business and industry. Case studies are used throughout the subject in a participatory learning framework to assist with the development of understanding in these areas

*Preparation for, and participation in, classroom sessions is an assessable component of the course.*

This subject builds on and integrates material covered in other MBA subjects including Marketing, Business Strategy, Managing Processes, Managerial Economics, and Organisations. It will be assumed that all those enrolled in this course have basic skills in using a PC, Windows software, word-processing, Power Point, Excel, and the Internet.

### Objectives

On completing the subject, students should:

- understand the multiple roles of information technology in the business and management processes of organizations;
- recognize the potential of information systems as informational, processing, infrastructural and strategic tools;
- be able to explain the major types of information systems and emerging technologies, and how these can be used to provide business benefits;
- be capable of identifying and exploiting opportunities to use information technology of strategic importance, at the individual, group, organizational and extended enterprise levels;
- be able to participate as an informed and effective business representative on a systems development team;
- be capable of making fundamental decisions involving the design, implementation and use of information systems in their organizations;
- communicate effectively with information technology professionals.

### Assessment

- |  |     |
|--|-----|
| • Syndicate assignment- case write up<br>(max. 2,000 words)  | 25% |
| • Syndicate seminar<br>(10 min. presentation + 5 minute Q&A) | 15% |
| • Class-by-class evaluation                                  | 15% |
| • Final exam—case analysis (open book; 3 hours)              | 45% |

### NOTE REGARDING ASSESSMENT

*Please note that for all subjects the final exam (or equivalent piece of assessment) is a hurdle requirement. Students must meet the hurdle requirement in order to pass the subject.*

## Managerial Economics

*Co-requisite: Data and Decisions*

### Description

Students should:

- Develop an appreciation of the value of economic reasoning in solving business problems and to develop the fundamental economic analytical skills required in managerial decision making.
- Understand the difference in outcome between markets characterized by bargaining between agents and mass markets.
- Develop the ability to predict outcomes and to develop effective strategies in markets characterised by oligopoly and entry barriers, and in markets characterised by perfect competition.

### Topics covered

- Economic decision-making and decision trees; sunk cost and opportunity cost;
- Value creation (willingness to pay and willingness to sell)
- The relationship of bargaining outcomes to value; introduction to cooperative game theory (core outcomes)
- Sequential game theory and sub game perfection; the role of commitments; credibility; application to bargaining theory;
- Decision-making by a monopolist as an example; enhancing of bargaining power by a monopolist;
- Monopoly pricing to mass markets;
- Price discrimination.
- Perfect competition;
- Prices and market efficiency (demand and supply, Akerlof's lemons problem and information asymmetries);
- Simultaneous Game Theory (dominant strategies, Prisoners' dilemma, Nash equilibrium)
- Game theory applied to oligopoly theory; Bertrand competition, Cournot competition;
- Strategic games in oligopoly;

### Assessment

- |   |     |
|---|-----|
| • Weekly Problem Sets                       | 10% |
| • One written, 1.5 hour in-term test        | 30% |
| • Final, written, 2 hour, open book exam    | 60% |
| • Best 'example of the week' (% post-curve) |     |

### NOTE REGARDING ASSESSMENT

*Please note that for all subjects the final exam (or equivalent piece of assessment) is a hurdle requirement. Students must meet the hurdle requirement in order to pass the subject.*

## Managerial Judgement

*Pre-requisites and/or co-requisites: WOM, Accounting, Data & Decisions, Managing People, Managerial Economics*

### Description:

The brain is a remarkable biological machine, moulded through millions of years of evolutionary pressure. More recent changes in human history have created a gap between the world for which our brains were developed, and the world in which we currently live. This mismatch creates constraints for many aspects of management and leadership. We suffer from strong biases that hinder good decision-making, we are more emotionally sensitive to threat than we need to be, and we often fail to develop realistic perceptions of others and of ourselves. Fortunately, scientists have generated a great deal of knowledge that allows us to identify these deficiencies and to find remedies for them, and there are many applications of these findings that provide opportunities for the improvement of management. This subject is based on state-of-the-art neurobiological research that sheds light on the obstacles we face when making decisions and managing our emotions. By discovering the roots of many of these difficulties we can also learn solutions to the problems created by our biological history.

### Selected Topics

Neurobiology and Neuroanatomy  
Emotional Self-Management  
Judgmental Biases: Framing, Priming and Anchoring  
Expectations and Stereotypes  
When is the Gut Feeling Right?  
Moral Judgment: Decisions Involving Ethics and Honesty  
Creativity in Decision-Making  
Cultural Differences in Judgment  
Decision-Making in Teams  
Empathy  
Resonant Leadership

### Objectives

At the end of the subject, participants should:

- Understand important biases in decision-making, particularly with regard to:
  - The framing of decision problems
  - The collection and interpretation of information
  - The selection of strategic options
- Appreciate the positive and negative role that emotions can play in our decisions and behaviour
- Improve the ability to manage with resonant leadership

## Assessment

1. Individual written paper (due in Week 8), 2,500 words long on a topic approved by the professor that integrates class learning and applies this knowledge to your own managerial experience (35%).
2. Class Participation (15%)
3. Individual 90 minute written final examination (50%)

Detailed information about assessment task requirements is published in the Subject Outline distributed to students at the start of Term.

Please note that for all subjects the final exam (or equivalent piece of assessment) is a hurdle requirement. Students must meet the hurdle requirement in order to pass the subject.

## Managerial Project

### Description

Students should:

- demonstrate the ability to use the theory and concepts derived from the program and apply them to a real managerial problem in order to develop creative insights into potential solutions;
- develop the skills necessary to complete a sustained piece of applied research, carrying it from problem recognition and definition to completion.

### Objectives

- learn to identify which problems are capable of solution with the tools acquired during the subject and to identify whether these problems should be approached from a disciplinary, functional or general management perspective;
- develop the capacity to formulate methods of approaching managerial problems, recognising their complexity and postulating solutions;
- recognise that solutions to managerial problems require a balance between creativity and practicality;
- learn presentation and communication skills, such as literacy and structure, relevant to the work which they are to present;
- understand that a sustained piece of academic work places rigorous demands on the researcher.

### Assessment

Projects must be submitted for assessment and grading by the end of the week of final exams in the second term of enrolment or at a time agreed to by the Director of the School.

- Research Project 100%

#### **NOTE REGARDING ASSESSMENT**

*Please note that for all subjects the final exam (or equivalent piece of assessment) is a hurdle requirement. Students must meet the hurdle requirement in order to pass the subject.*

## Managing Biotechnology: Entrepreneurship and Commercialisation

*Pre-requisites and/or co-requisites: all core subjects*

Note – Name change from *Managing Biotechnology*

*NB – A background in science is not required.*

### Description

This subject is designed to provide insight into the unique opportunities and challenges of the biotechnology industry. (For the purposes of the subject, we define "biotechnology" broadly to include medical devices, which is an area of particular interest and focus in Australia.) Students will be introduced to the various aspects of the science of biotechnology and to the roles that biotechnology will play in the products and markets of the future. Case studies will offer an opportunity to learn about both the science and the business behind the biotechnology industry.

### Objectives

Upon completion of this subject, students should:

- Have a better understanding of the issues and challenges typically faced by biotechnology companies
- Be more aware of the processes and skills required to manage both the development of biotechnology products and the organisations attempting to bring those products to market
- Be more familiar with the impact of intellectual property and of regulation on the value created and captured by a biotechnology organisation
- Develop their ability to analyse the business model, strategy, and structure of a biotechnology organisation, and to assess the appropriateness of these choices
- Be more conscious of the interplay between a nation's public policy choices and the size and structure of its biotechnology sector
- Assess their own capabilities, interests, and opportunities with respect to potential roles in the biotechnology sector

### Assessment

- Class participation 15%
- Syndicate project (3,000 – 4,000 words) 35%
- Written, three hour, open book final examination 50%

#### **NOTE REGARDING ASSESSMENT**

*Please note that for all subjects the final exam (or equivalent piece of assessment) is a hurdle requirement. Students must meet the hurdle requirement in order to pass the subject.*



## Managing Human Capital

*Pre-requisite: Managing People*

### Description

There is growing agreement that in a global economy, characterized by customisation, speed, and innovation, an organisations' ability to manage human capital effectively is key to developing a sustained competitive advantage. Human capital represents the knowledge, skills, and abilities necessary to implement the strategy of an organisation. However, unlike other forms of traditional capital, such as financial capital and physical capital, human capital is not owned by companies but resides within the organisation's employees. Further, employees are likely to be, more than ever before, very diverse in their work preferences, demographically and culturally. These characteristics place new and unique demands upon managers. In particular, understanding how to attract, develop, evaluate and retain top talent has become a most important skill set for any effective manager.

This subject examines core principles related to the management of human capital. It is designed from the perspective of providing business professionals from all functional domains the skills needed to gain maximum productivity from a multicultural workforce. It focuses on basic principles for managing people effectively such as:

- strategic management of human capital;
- recruitment, planning, and selection strategies;
- performance management, feedback and discipline;
- strategies for developing human capital;
- managing a diverse workforce; and
- using compensation and incentives to motivate superior performance.

### Objectives:

Upon completion of this subject, students should be able to

1. Understand when and why human capital management systems (e.g., selection, training, compensation) can be effective across diverse organizational settings, and demonstrate their understanding in assessment tasks.
2. Provide examples of how to design and manage teams effectively.
3. Explain how to develop a workforce's knowledge base effectively.
4. Demonstrate their understanding of the issues related to managing a diverse workforce either in a domestic or global setting by discussing central issues in assessment tasks.

### Assessment:

- |                                  |     |
|----------------------------------|-----|
| • Contribution to Class Learning | 10% |
| • Group Assignment               | 40% |
| • Final 3-hour Exam              | 50% |

### NOTE REGARDING ASSESSMENT

*Please note that for all subjects the final exam (or equivalent piece of assessment) is a hurdle requirement. Students must meet the hurdle requirement in order to pass the subject.*

## Managing New Ventures

*Pre-requisite: Business Strategy*

Note - refer also to *Integrative Project*

*Managing New Ventures* is taught concurrently with *Integrative Project*. These two project-based subjects share a common approach, with the principal difference being the developmental stage of the organisations on which students base their projects.

In *Managing New Ventures*, students work on projects with new organisations. *Integrative Project* sees students working with established firms.

### Description

The primary objective of this subject is to give students practical experience with the challenges of problem solving in new ventures.

The subject will:

- Consolidate the learning of the MBA through practical application of management skills to the resolution of management issues in established firms
- Teach students about business analysis tools and methodologies commonly used in the management consulting industry;
- Assist students to develop an awareness of the challenges facing management in the complex issues faced in corporate problem solving

The subject is based on student syndicates working on projects in new ventures and is designed around a lecture/workshop format and interaction with the management of participating businesses.

Specific outputs will be required at each stage of the process to ensure that students are consolidating their learning while adding value to the businesses. These outputs could include some or all of the following:

- Work plan to direct the analysis/tasks students undertake
- Business / Strategic Plans
- Marketing & Sales Plan
- Information Memorandum
- Financial Forecasts and Model

### Assessment

Written syndicate reports at key points of the subject and a final report (up to 10,000 words plus exhibits) and a 30 minute oral presentation. The subject will be assessed on a Pass/Fail basis.

Students who are identified as not contributing satisfactorily to a report which is otherwise defined as a passing grade, may be failed on an individual basis.

### NOTE REGARDING ASSESSMENT

*Please note that for all subjects the final exam (or equivalent piece of assessment) is a hurdle requirement. Students must meet the hurdle requirement in order to pass the subject.*

## Managing People

Note – Name change from *Managing People for High Performance*

### Description

This subject aims to provide students with analytical skills and tools to understand and manage behaviour within organisations.

The subject focuses on:

- examining different perspectives, theories and concepts underlying our understanding of individual, group and organisational behaviour
- developing the ability to think critically about the key factors that influence behaviour in organisations
- enhancing skills for managing in contemporary organisations

### Objectives

In completing the subject, students should:

- Be skilled in analysing, interpreting and offering solutions to common problems and issues encountered in organisations;
- Understand the way organisations are changing and how these changes affect managerial practice;
- Develop skills in identifying factors that contribute to team development and effectiveness;
- Gain insight into the bases of leadership, power and influence in organisations and how these impact on effective managerial practice;
- Understand how organisational culture and design impacts on organisational processes and performance, and develop skills in identifying common factors that constrain and facilitate the implementation of change;
- Understand what motivates people at work and the features of work settings that contribute to job satisfaction, and conversely, job dissatisfaction and stress;
- Understand what aspects of individual personality are particularly relevant in the workplace, and the challenges and opportunities of leading a diverse workforce.

### Assessment

- |  |     |
|--|-----|
| • Individual assessments<br>(may include assignments, tests, etc.)   | 30% |
| • Syndicate assessments<br>(may include papers, presentations, etc.) | 35% |
| • Final examination  | 35% |

#### NOTE REGARDING ASSESSMENT

Please note that for all subjects the final exam (or equivalent piece of assessment) is a hurdle requirement. Students must meet the hurdle requirement in order to pass the subject.

## Managing Processes

Pre-requisite: *Data & Decisions*

Co-requisite: *Managerial Economics*

### Description

In fiercely competitive global and dynamic environments, companies face increasing pressures to exceed customer expectations along multiple performance measures, such as cost, quality, flexibility and innovativeness. To outperform their competitors, many firms make the mistake of mimicking their rivals, rather than focusing on developing the organisational capabilities that competitors will find difficult to match over the long term. And although operations are at the core of a firm's value adding activities, few firms have sought to build a sustainable competitive advantage around these capabilities.

*Managing Processes* presents operations management as the design, management and continuous improvement of business processes. It aims at providing some of the core concepts in operations that are essential for appreciating how operational capabilities can help organisations achieve sustainable competitive advantage. This course provides a logical and rigorous approach to plan and control process structure and managerial levers to achieve desired business process performance.

### Topics

- Introduction to the basic concepts of different types of processes (ranging from job shops to flow shops)
- Insights into design and product development time compression through concurrent engineering approaches.
- Planning and managing overall capacity
- Principles and guidelines for optimal investments in flexibility in a network of manufacturing plants.
- Controlling and managing inventory to achieve desired business process performance.
- Effect of uncertainty on process performance and methods for controlling it.
- Measuring, controlling and improving quality
- Relationship between operations strategy and the competitive strategy for the business as a whole.
- Framework and tools for improving the overall effectiveness of a firm's operations.
- Introduction to advanced topics such as supply chain management, time based competition, and lean manufacturing.

### Assessment

- |                             |     |
|-----------------------------|-----|
| • Class Participation       | 15% |
| • Short Quiz                | 5%  |
| • Midterm Test              | 25% |
| • Syndicate Case Assignment | 15% |
| • Final Exam                | 40% |

#### NOTE REGARDING ASSESSMENT

Please note that for all subjects the final exam (or equivalent piece of assessment) is a hurdle requirement. Students must meet the hurdle requirement in order to pass the subject.

## Managing Public Resources (unit)

*Pre-requisite and/or co-requisite: Accounting for Managers*

### Description

Students should acquire concepts and techniques for understanding financial and other resources in the public sector, and for improving efficiency and effectiveness in managing them.

### Objectives

On completion of the subject students should be able to:

- Demonstrate an understanding of the differences and similarities between sector and public sector resource management.
- Critically assess the implications for public sector resource management of alternative structural and accountability models.
- Demonstrate an awareness of public sector financial and budgetary structures and systems.
- Understand techniques for improving financial efficiency and effectiveness in the public sector.

### Topics

- Key concepts in public sector resource management
- Models for structuring the public sector
- Budgeting: output-based budgeting, deciding budget allocations
- Financial reporting and control
- Performance monitoring and management
- Rationalisation and downsizing

### Assessment

- Individual assignment up to 2000 words 40%
- Class participation 15%
- One hour examination 45%

#### **NOTE REGARDING ASSESSMENT**

*Please note that for all subjects the final exam (or equivalent piece of assessment) is a hurdle requirement. Students must meet the hurdle requirement in order to pass the subject.*

## Managing Regulation (unit)

### Description

In any regulated industry, both the regulator and the enterprise that is subject to regulation will gain if they can understand what drives the other party. This subject is designed to help both regulators and those who are subject to regulation understand the process of regulation.

### Objectives

On completing the subject students should:

- be able critically to assess the major factors determining whether a particular activity or industry should be regulated;
- understand alternative methods available to government organisations in applying regulation;
- be aware of ways in which private-sector managers can most effectively deal with regulators.

### Assessment

- Individual assignment (maximum 2000 words) 40%
- Class contribution 15%
- Final 1-hour examination 45%

#### **NOTE REGARDING ASSESSMENT**

*Please note that for all subjects the final exam (or equivalent piece of assessment) is a hurdle requirement. Students must meet the hurdle requirement in order to pass the subject.*

## Managing Service Businesses

*Pre-requisite and/or co-requisite: Business Strategy*

### Description

This subject is designed to explore the unique aspects of service businesses and the distinctive management issues and challenges they present. It integrates issues from a number of functional areas including operations, marketing, strategy, human resources, accounting and information technology by studying service firms where the functional areas are inextricably intertwined.

On completion of the subject, students should:

- Have a clear understanding of the state-of-the art of service management thinking;
- Have developed benchmarks for managing successful service organisations;
- Have acquired conceptual and empirical tools for improving the performance of service organisations;
- Have developed a constructively critical posture as consumers of services.

Key topics are:

- Introduction to the Management of Service Businesses
- Conceiving and Creating Breakthrough Service
- Managing the Service Encounter
  - Service Quality
  - Customer Satisfaction and Loyalty
- Improving Service Performance
- Strategy and Leadership

### Assessment

- Class participation/contribution to class learning 20%
- Group written assignment 30%
- End-of-term assignment 50%

### **NOTE REGARDING ASSESSMENT**

*Please note that for all subjects the final exam (or equivalent piece of assessment) is a hurdle requirement. Students must meet the hurdle requirement in order to pass the subject.*

## Marketing

### Description

Students should:

- acquire comprehensive understanding of the marketing management process;
- develop the ability to apply problem-solving techniques in marketing;
- develop insight into the importance of the marketing concept in the strategic direction of modern organisations.

Topics covered:

- Market orientation and marketing planning
- Marketing environment
- Marketing analysis – information and research
- Buyer behaviour
- Segmentation and target marketing
- Differentiation and positioning
- Products, services and brands
- Distribution
- Pricing
- Promotion

### Assessment (Indicative)

- Individual assessments (may include class participation, assignments, tests etc.) 20%
- Mid Term Test 20%
- Syndicate assignment 30%
- Final 2-hour examination 30%

Detailed information about assessment task requirements is published in the Subject Outline distributed to students at the start of Term.

### **NOTE REGARDING ASSESSMENT**

*Please note that for all subjects the final exam (or equivalent piece of assessment) is a hurdle requirement. Students must meet the hurdle requirement in order to pass the subject.*

## Marketing Communications

*Pre-requisite: Marketing*

### Description

On completing the subject, students should demonstrate an understanding of:

- the roles of advertising, sales promotion, personal selling and publicity in the promotion mix
- the importance of integrating promotional efforts with other marketing mix decisions
- procedural steps to follow in developing promotional campaigns
- the comparative advantages of direct marketing, public relations, sales promotions, advertising, and the sales force
- the advantages and limitations associated with measuring promotional effectiveness

### Key topics are

- the marketing manager's role in planning, implementing, and evaluating marketing communication
- strategies used to communicate with customers and their underlying principles
- alternative persuasion techniques and potential problems with their adoption
- measures of promotional effectiveness
- creating a brand-centric, integrated marketing communications strategy

### Assessment

- |   |     |
|---|-----|
| • Individual assessments (may include class participation, assignments, tests etc.) | 15% |
| • Group Assignment  | 35% |
| • Exam  | 50% |

Detailed information about assessment task requirements is published in the Subject Outline distributed to students at the start of Term.

### **NOTE REGARDING ASSESSMENT**

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## Marketing in Asia

*Pre-requisite: Marketing*

### Description

Students should:

- acquire an understanding of the principles of international marketing and how it differs from marketing within a domestic context;
- develop the ability to think critically about the application of Western marketing principles in the Asian markets.

### Objectives

Students should be able to:

- understand the major factors to be taken into consideration during the different stages of international involvement (pre-entry, post-entry and pre-exit stages);
- understand the principles of pre-market entry environmental scanning (political-legal, economic, socio-cultural, and technological analysis);
- acquire a working knowledge of international marketing research and its application in Asia;
- develop the ability to select among different modes of market entry;
- understand the strategic significance so the 4Ps (product, price, promotion and place) in the Asian marketing environment;
- appreciate the emerging trends in Asian marketing practices;
- understand the major challenges facing implementation of the international marketing plan;
- understand the key success factors of business in general, and marketing in particular, in the Asian environment;
- critically evaluate different approaches in the organisation of the marketing operations in Asia.

### Assessment

- |   |     |
|---|-----|
| • One group assignment which includes written report, up to 3000 words & class presentation | 30% |
| • One individual assignment, up to 2000 words   | 30% |
| • 3 hour final examination  | 40% |

### **NOTE REGARDING ASSESSMENT**

*Please note that for all subjects the final exam (or equivalent piece of assessment) is a hurdle requirement. Students must meet the hurdle requirement in order to pass the subject.*

## Marketing Research

*Pre-requisite: Marketing and Data and Decisions*

### Description

This course will examine the entire MR process from initial specification of the research issue at hand to the final reporting of research results. A great deal of effort will be directed to hands-on work, both with MR data and qualitative information.

### Aims

The course itself parallels the steps in the MR process. These are:

- Establishing a need for MR
- Defining the problem
- Developing research objectives
- Determine research design
- Identify information types & sources
- Determine methods for accessing data
- Design data collection forms
- Develop sampling plan and size
- Collect data/information
- Analyse data/information
- Prepare final research report

### Objectives

Upon completion of this subject, students will:

- Understand the marketing research process
- Understand how to translate marketing issues into marketing research problems that are suitable for research investigation
- Develop innovative marketing research plans and solutions
- Understand the issues faced by practicing marketing researchers
- Be confident users of marketing research output

### Assessment

- |                                     |     |
|-------------------------------------|-----|
| • Class Participation (individual)  | 20% |
| • Computer Assignments (individual) | 20% |
| • Group Project                     | 30% |
| • Examination (individual)          | 30% |

### NOTE REGARDING ASSESSMENT

*Please note that for all subjects the final exam (or equivalent piece of assessment) is a hurdle requirement. Students must meet the hurdle requirement in order to pass the subject.*

## Marketing Strategy

*Pre-requisites: Marketing plus at least one other marketing related subject.*

### Description

This subject examines a mix of theoretical and practical approaches to developing marketing strategies in a firm and exposes students to recent research and managerial insights for the development, evaluation and implementation of integrated marketing strategies. The advanced nature of the program is reflected in the analysis that precedes decision making and in the integration of the responses. The subject utilises the framework of marketing planning and strategic decision making to help develop skills to deal with the type of problems confronted by marketers in a range of business environments.

### Aims

The subject aims to:

- Integrate issues and materials covered in specialist marketing programmes.
- Investigate how marketing interacts with other aspects of strategy and other business functions.
- Investigate the dynamic nature of marketing strategy.
- Identify emerging issues in marketing strategy making.

### Objectives

Upon completion of this subject, students will:

- Explain the role of marketing strategy in the organisation's business strategy.
- Identify the particular challenges of making marketing strategy in non-traditional sectors.
- Identify and explain the key constraints that affect marketing strategy decisions.
- Identify the impact of variations in environment on marketing strategy making.
- Identify marketing strategies built on market selection and differential advantage, and explain the differing resource and implementation requirements of each approach.
- Explain how the key resources required for marketing strategy can be gained, sustained and applied.
- Identify and propose solutions to overcome key problems that constrain the implementation of marketing strategy choices.
- Demonstrate understanding of how marketing strategy options change with market evolution and expansion.
- Assess the likely impact of trends in marketing on marketing strategy choice.

### Assessment

- |                      |     |
|----------------------|-----|
| • Class contribution | 25% |
| • Case analysis      | 15% |
| • Marketing Plan     | 60% |

### NOTE REGARDING ASSESSMENT

*Please note that for all subjects the final exam (or equivalent piece of assessment) is a hurdle requirement. Students must meet the hurdle requirement in order to pass the subject.*

## Masterclass in Marketing

*Pre-requisites: Marketing plus minimum of two Marketing elective subjects; students enrolled in the Master of Marketing or PDM Marketing are offered priority.*

### Description

The Masterclass in Marketing is designed to explore contemporary issues in marketing theory and practice by promoting the direct engagement of students with leading marketing strategists and practitioners, and with academic researchers. It provides an opportunity for students to listen to practitioners' 'live' issues and problems, reflect and comment on their experiences and concerns, and contribute proposals to marketing strategies and decisions. It also exposes students to current research in the field by recognized research experts.

The subject provides an opportunity to integrate and apply marketing knowledge drawn from core and elective subjects. Thus, it is intended to provide one of a suite of advanced subjects for the Masters in Marketing degree, and will be taken in the later stages of a student's progress.

The Masterclass will be presented as a workshop featuring the business case of the guest practitioner; students are required to prepare assigned subject and sectoral material in advance of class. The subject coordinator will have a central role in clarifying the issues and framing the presentation and workshop for optimum insight and learning. It is envisaged that each of the three stages of the class would take about one hour i.e. the formal presentation, the student analysis, and the review. The majority of classes will feature practitioners; in the case of an academic research presentation, implications for management practice form an important part of the discussion.

### Objectives

On completion of the subject the student should:

- Have a comprehensive understanding of the kinds of strategic marketing issues faced by senior marketing strategists and practitioners;
- Have an understanding of the role and contribution of new issues in academic research in their chosen discipline;
- Have developed a critical and empathetic sense of executive decision-making in a range of sectors;
- Have gained experience of engaging with 'live' marketing strategy issues in several business and other contexts;
- Have developed greater analytical capacity to identify and address marketing issues;
- Have developed greater confidence and competence in integrating marketing knowledge and managerial frameworks in resolving marketing problems.

### Assessment

- |                                      |     |
|--------------------------------------|-----|
| • Class attendance and participation | 20% |
| • Individual written assignments     | 30% |
| • Final syndicate report             | 50% |

#### NOTE REGARDING ASSESSMENT

*Please note that for all subjects the final exam (or equivalent piece of assessment) is a hurdle requirement. Students must meet the hurdle requirement in order to pass the subject.*

## Mergers and Acquisitions

*Pre-requisites: Financial Management and Business Strategy.*

### Description

Merger & acquisition activity is a mainstay of the growth characteristics of large firms. It has been a feature of business life for well over a century. Whilst there have been many merger 'waves' over the years, this pathway to growth has constantly maintained its importance. This subject examines the history of, and reasons for, merger & acquisition activity providing a rationale for the study of the following elements of the process of merger & acquisitions:

- the search for strategic targets
- the way in which evaluation of those targets should be undertaken
- the legal and operational due diligence processes
- offensive and defensive M&A tactics by both acquirers and targets
- valuation and financing of acquisitions
- the constraints and opportunities arising from regulatory considerations
- the issues associated with small business M&A
- the importance of post-deal integration

Case studies will form an essential part of the course and students need to prepare thoroughly for them since the major learning outcomes from the course derive from the cases. We will have a number of guests join us in class during the term to present portions of the course content.

### Objectives

The objective of this subject is to enable students to develop an understanding of M&A transactions. It is for people who see active involvement in mergers & acquisitions as part of their future management career. At the end of this subject you should:

- Understand the reasons behind the continuing levels of M&A activity.
- Appreciate the impact of regulatory considerations on M&A deals.
- Understand the interactive elements that make up successful mergers and acquisitions.
- Gain a working knowledge of how to go about managing a merger or acquisition.

### Assessment

- |                              |     |
|------------------------------|-----|
| • Two Syndicate Case Studies | 30% |
| • Individual Case Study      | 20% |
| • Final (closed book) Exam   | 50% |

Detailed information about assessment task requirements is published in the Subject Outline distributed to students at the start of Term.

#### NOTE REGARDING ASSESSMENT

*Please note that for all subjects the final exam (or equivalent piece of assessment) is a hurdle requirement. Students must meet the hurdle requirement in order to pass the subject.*

## Negotiations

*Pre-requisites: All core subjects*

### Description

This subject aims to develop skills in negotiation such that students will be able to negotiate in a range of business-related and personal settings in order to secure targeted and mutually acceptable outcomes.

### Objectives

At the completion of the subject, students should:

- be able to analyse the negotiation context and plan effectively
- understand the nature of mixed-motive negotiations and select strategies accordingly
- understand the value creation process
- understand and manage the social and relationship aspects of negotiation
- develop the interpersonal skills necessary for effective negotiation
- be able manage diverse negotiation settings, both group and individual
- understand how cultural differences affect the negotiation process

### Assessment

There are two approved assessment regimes. Teachers may use either, or seek approval for an alternative.

Detailed information about assessment task requirements is published in the Subject Outline distributed to students at the start of term.

#### Assessment Regime 1

- |   |     |
|---|-----|
| • Individual assignment                   | 25% |
| • Syndicate assignment                    |     |
| • (written report and class presentation) | 35% |
| • 2-hour open-book exam                   | 40% |

#### Assessment Regime 2

- |                        |     |
|------------------------|-----|
| • Take home exam       | 50% |
| • Case study brief     | 20% |
| • Syndicate assignment | 30% |

#### **NOTE REGARDING ASSESSMENT**

*Please note that for all subjects the final exam (or equivalent piece of assessment) is a hurdle requirement. Students must meet the hurdle requirement in order to pass the subject.*



## Organisational Change (*A Leadership Journey*)

*Pre-requisites: Managing People (quota – all core subjects)*

### Aim

Organisational change is one of the greatest challenges facing managers in today's business environment: Effective management requires an unprecedented degree of innovation and agility, and the current environment puts unprecedented stress on people's ability to change. This course will connect psychological concepts with managerial practice to provide students with strategies for setting and maintaining the course of change in an organisation, for overcoming resistance and maximizing learning and innovative thinking, and for anticipating and coping with the repercussions of change.

### Objectives

The principal objective of this course is to provide students with concepts and tools that help them understand how innovation and change work and help them to manage and lead change processes in an organization.

In this class, students will learn to

- Develop and clarify the organisation's goals and potential for change.
- Facilitate people's coping with change and encourage active and willing participation.
- Break through the mental boundaries that hinder creativity and innovative thinking.
- Develop a systems approach for anticipating and coping with the repercussions of change.
- Understand and change corporate culture so it acts as an aid to change and not a hindrance.
- Foster an innovative environment.
- Maintain a proper balance between control and flexibility in leadership.
- Nurture and maintain change efforts across time.
- Develop an action plan to transform ideas into accomplishments.

### Assessment

Please note that detailed information about assessment task requirements is published in the Subject Outline distributed to students at the start of term.

- Syndicate
  - In-class presentation of 30 to 45 minutes, depending on class size. 17%
  - Practicals done during the course and completed after the subject 33%
- Individual
  - Contributions to weekly class discussions 17%
  - Final exam 33%

#### **NOTE REGARDING ASSESSMENT**

*Please note that for all subjects the final exam (or equivalent piece of assessment) is a hurdle requirement. Students must meet the hurdle requirement in order to pass the subject.*

## Organisational Consulting & Analytical Methods

*Pre-requisite: Business Strategy*

### Description

Students should understand organisational frames of reference and diagnostic tools to be more effective managers and advisers

### Specific Objectives

- Be aware of the basic consulting method as a prerequisite for acting as an internal adviser or selecting/managing external advisers
- Understand the value of different frames of reference when addressing organisational issues
- Understand the organisational dimension within a broad strategic context
- Develop familiarity with the various diagnostic methods available to analyse organisational problems
- Acquire practical tips and case studies
- Understand the ways to gather sensitive information within organisations and ways to mitigate the associated risks
- Build communication skills by appreciating the value of formal communication analysis

### Assessment

- Syndicate assignment, up to 3000 words
  - Written submission 30%
  - Presentation 10%
- Class participation 10%
- 2-hour final examination 50%

#### **NOTE REGARDING ASSESSMENT**

*Please note that for all subjects the final exam (or equivalent piece of assessment) is a hurdle requirement. Students must meet the hurdle requirement in order to pass the subject.*

## Outsourcing and Partnering (unit)

*Pre-requisites: Completion of first 5 core subjects*

### Aim

Students should acquire concepts for understanding and techniques for implementing privatisation of public sector functions and contracting out in both the public and sectors.

### Objectives:

At the conclusion of the subject, students should:

At the conclusion of the course, students should:

1. Be able to understand the variety of possible public and private sector organisational arrangements.
2. Be able to critically assess major factors in whether to contract out an organisational function or **enter into a partnering arrangement**.
3. Understand concepts and techniques for implementation of contracting out and **partnering**.

### Topics:

- A framework for identifying and understanding a range of possible organisational arrangements between pure public and pure sector production.
- Deciding whether to contract out: identifying efficient producers, the likelihood of competitive bidding, the relative costs of specifying and monitoring.
- Implementing contracting out: specifying services, choosing a contractor, managing ongoing contractual relationships and terminating unsatisfactory contracts.
- Deciding whether to privatise: understanding the type of value produced, comparing alternative revenue streams, comparing relative efficiency.
- Conducting a privatisation: configuring assets for sale, deciding eligible buyers, setting the regulatory framework, pricing the asset, managing the sale.

### Assessment

- |                                       |     |
|---------------------------------------|-----|
| • Individual assignment to 2000 words | 40% |
| • Class participation                 | 15% |
| • One hour examination                | 45% |

#### **NOTE REGARDING ASSESSMENT**

*Please note that for all subjects the final exam (or equivalent piece of assessment) is a hurdle requirement. Students must meet the hurdle requirement in order to pass the subject.*

## Product Management

*Pre-requisite: Marketing*

*Restriction: see end note*

### Description

Students should:

- understand the issues involved in developing product strategies, including related services marketing issues
- develop the analytical skills necessary when using market research and developing sound product related decisions
- gain a conceptual framework for organising thinking about product related problems
- understand the marketing or product manager's role in developing product strategies

### Objectives

On completing the subject, students should understand:

- alternative strategies for conceptualising products and identifying product-markets
- how product decisions may contribute to creating competitive advantage
- how to analyse industries, make changes in product strategies over time, and respond to competitive moves
- the issues involved in the development and management of new products, including proactive versus reactive approaches to product development, market entry considerations, product positioning, value-based pricing methods, and the design and market testing of new products
- how to manage product lines, with particular attention paid to evaluating potential synergies among products
- the relationship of product decisions to other marketing decisions involving price, promotion and distribution channels
- special topics in product management, including legal constraints and organisational issues

### Assessment

- |   |     |
|---|-----|
| • Class participation/attendance            | 15% |
| • One page individual case write-ups        | 15% |
| • Syndicate oral analysis                   | 10% |
| • One end of term exam limited to two hours | 60% |

#### **NOTE REGARDING ASSESSMENT**

*Please note that for all subjects the final exam (or equivalent piece of assessment) is a hurdle requirement. Students must meet the hurdle requirement in order to pass the subject.*

## Project Management

*Pre-requisites: Managing Processes, Business Strategy*

### Description

This subject investigates the increasing use of projects to accomplish limited duration tasks in our society's many organisations and the distinctive management issues that arise during the selection, initiation, planning, implementation and completion of projects. The project life cycle is used as the primary framework to explore the variety of principles, tools and techniques for project management. The subject's philosophy is that project management is central to management in all industries and is an essential competency for executives. The subject exposes students to the central issues in project management and specifically the balance between managing quality, time and cost in an environment of risk and uncertainty by using creative problem solving and disciplined management.

On completion of the subject, students should:

- Have gained skills, knowledge and understanding to manage projects in business units, technology-intensive organisations, government agencies and research and development centres.
- Demonstrate an understanding of the role of projects in the context of organisations and their structures and business strategies.
- Have acquired conceptual and empirical tools for improving the design, planning and execution of projects to deliver products, services and processes on time, in budget and to meet performance requirements for internal and external clients.
- Be able to apply the critical success factors in project implementation under realistic conditions of organisational and environmental uncertainty.
- Articulate the role of the project manager and the critical importance of teamwork in project management.
- Be able to demonstrate an in-depth understanding of the need for project review, organisational learning and knowledge transfer.

### Assessment

- Individual Assessment (may include assignments, tests etc.) 20%
- Syndicate work 40%
- Final exam 40%

#### **NOTE REGARDING ASSESSMENT**

*Please note that for all subjects the final exam (or equivalent piece of assessment) is a hurdle requirement. Students must meet the hurdle requirement in order to pass the subject.*

## Quantitative Financial Modelling

*Pre-requisites: Data & Decisions, Managerial Economics, and Financial Management*

### Description:

Over the past 20 years there has been a rapid increase in the sophistication of the financial markets. One feature has been the development of financial engineering and quantitative financial analysis, particularly by hedge funds and investment banks. This subject is designed to provide an introduction to the basics of quantitative modeling as used by participants in the financial markets. Students will be introduced to the basic quantitative techniques employed by analysts, and their application to financial data and decision-making. Regular syndicate tasks will require students to put some of these techniques into action through empirical work using contemporary computing resources.

### Objectives:

Upon completion of this unit, students should:

- Show familiarity with some of the most common and long-standing stochastic models for asset returns used in the markets, as well as developing an understanding of their strengths and weaknesses.
- Demonstrate an awareness of the application of basic statistical ideas and concepts to model and measure risk in the financial markets
- Build on existing computing skills (from *Data and Decisions*) for analysis of financial data
- Be able to assess critically different types of data, and their sources, that arise in financial markets
- Explain the use and limitations of historical information to guide risk management into the future.
- Demonstrate an improved understanding of the quantitative issues underpinning financial studies in investments and derivatives

### Assessment:

- Syndicate Tasks 30%
- Multiple choice test 30%
- Final exam 40%

#### **NOTE REGARDING ASSESSMENT**

*Please note that for all subjects the final exam (or equivalent piece of assessment) is a hurdle requirement. Students must meet the hurdle requirement in order to pass the subject.*

## Real Options and Resource Projects (unit)

*Pre-requisite: Financial Management*

### Description

Students should:

- develop an understanding of the value of flexibility and the interaction between decisions made today and options closed-off and opened-up in the future
- acquire the ability to recognize options to defer, expand, contract, abandon, switch-use or otherwise alter a project
- acquire the skills to quantify the value of these options in order to determine the optimal strategy for an organisation

### Objectives

On completing the unit students should understand:

- the application of real options analysis to the problem of valuing R&D by an internet or biotech company
- the application of real options analysis to the problem of valuing natural resource projects
- that R&D and any subsequent product development can be usefully viewed and valued in a manner similar to that applicable to oil exploration and any subsequent drilling
- the consistency between the decision tree and discounted cash flow approaches to the analysis of real options
- the problems that remain even within a real options framework, in particular the effect of information differences between company insiders and outside suppliers of capital on the valuation and optimal exercise of a company's real options

### Assessment

- |                              |     |
|------------------------------|-----|
| • Group assignment           | 30% |
| • Two-hour final examination | 70% |

#### **NOTE REGARDING ASSESSMENT**

*Please note that for all subjects the final exam (or equivalent piece of assessment) is a hurdle requirement. Students must meet the hurdle requirement in order to pass the subject.*

## Risk Management

*Pre-requisites: Financial Management, Corporate Finance*

### Description

Students should:

- Have a basic understanding of the principles of valuation of financial instruments;
- Understand portfolio theory and portfolio risk;
- Have a solid understanding of random variables and distributions.

### Objectives

To:

- understand the development of risk management methodology over the past decade;
- learn about failures of risk management practice through case studies of financial disasters;
- understand how top companies manage their financial risks;
- develop an understanding of risk management principles in foreign exchange, fixed income and options markets;
- obtain an understanding of recent developments in credit and counterparty risk management;
- understand the use of internal risk markets in management incentive systems;
- assess operational risk exposures for corporate treasury operations.

### Assessment

- |                           |     |
|---------------------------|-----|
| • 6 Syndicate Assignments | 50% |
| • Final Exam – open book  | 50% |

#### **NOTE REGARDING ASSESSMENT**

*Please note that for all subjects the final exam (or equivalent piece of assessment) is a hurdle requirement. Students must meet the hurdle requirement in order to pass the subject.*

## Services Marketing

*Pre-requisite: Marketing*

### Description

Today's business environment is becoming increasingly service oriented. There has been a tremendous growth globally in the service sector, and even those industries that once thought of themselves as strictly product oriented are now realising that they too can have an important service component. In most product categories, service has now been identified as a potentially powerful area for distinguishing one competitor from another, for providing a competitive advantage, and for delivering customer satisfaction and repeat business.

Recognising the importance and value of service, students will understand how services are different from more tangible products when it comes to the marketing function; how the traditional ways of utilising the market mix for products need to be modified for services; and how marketing can become a particularly strong tool for services. Students will also examine how marketing of services cannot be detached from the production of services, an area known as service operations management.

### This subject has the following aims

- Focus on unique aspects of marketing of services, broadly defined
- Provide managers with the tools to plan successfully and implement the marketing function in any service organisation

### On completion of the subject, students should:

- Understand the service consumption and delivery process
- Be very familiar with issues associated with the so-called "gap" model of service quality and its managerial implications
- Understand the process of marketing services, particularly the development of service marketing strategies and tactics (the service marketing mix)
- Analyse and conceive of solutions to applied services marketing problems
- Understand the issues faced by practicing service marketers

### Key topics are:

- The gap model of service quality management
- The service-profit chain
- The seven Ps of the service marketing mix
- The use of information technology in service delivery

### Assessment

- |                                       |     |
|---------------------------------------|-----|
| • Contribution to class learning      | 15% |
| • Service diary                       | 20% |
| • Syndicate LINKS simulation exercise | 40% |
| • Final examination                   | 25% |

Detailed information about assessment tasks requirements is published in the Subject Outline distributed at the start of term.

### **NOTE REGARDING ASSESSMENT**

*Please note that for all subjects the final exam (or equivalent piece of assessment) is a hurdle requirement. Students must meet the hurdle requirement in order to pass the subject.*

## Special Topics in Management

### Description

Special topics may be offered from time to time which reflect the interests of visiting members of staff in the areas of general management, international management, marketing, finance and organisational behaviour.

### Objectives

On completion of the subject, students should be able to:

- extend their knowledge of the special topic in management through the independent study of books and articles dealing with theory and practice in the area;
- apply the knowledge and skills obtained through the study of this subject to problems and issues arising in organisations and work situations.

### Assessment (provisional / indicative only)

- |   |     |
|---|-----|
| • One assignment of not more than 3000 words  | 30% |
| • One field study of not more than 5000 words | 50% |
| • Class participation                         | 20% |

Subjects which were offered recently Special Topics in Management in 2006 were:

- International Operations Strategy (unit)
- Marketing in Context (unit)
- Leadership Development

### **NOTE REGARDING ASSESSMENT**

*Please note that for all subjects the final exam (or equivalent piece of assessment) is a hurdle requirement. Students must meet the hurdle requirement in order to pass the subject.*

## Strategic Human Resource Management

*Pre-requisite: Managing People*

### Description

In this subject students will learn how to evaluate human resource policies and practices in the context of their alignment with firm's external and internal environment. Specifically, this subject addresses the design of human resource systems to create and sustain competitive advantage in the face of rapid organizational and environmental change as well as the line and general managers' role in this process. By examining specific human resource management practices and systems within the context of their alignment with the organization's business strategies, students will enhance their understanding of the relationship between human resource management systems and organization performance.

### Objectives:

By the conclusion of the subject, students should

- Understand and apply theoretical frameworks that will enable them to diagnose, design and change human resource management systems so as to enhance the organization's acquisition, development, and utilization of its human assets.
- Be familiar with human resource policies and practices governing such issues as the structure of work and organizations, performance measurement, workforce diversity, staffing and compensation.
- Have explored the line and general manager's role in the design and implementation of human resource management policies and systems.
- Have deepened their understanding of the assumptions and values they bring to the task of organizing and managing people.

### Assessment

- |   |     |
|---|-----|
| • Individual assignment, 3,500 words      | 40% |
| • Contribution to class learning          | 20% |
| • Final, closed book, 2 hour, examination | 40% |

Detailed information about assessment task requirements is published in the Subject Outline distributed to students at the start of Term.

### **NOTE REGARDING ASSESSMENT**

*Please note that for all subjects the final exam (or equivalent piece of assessment) is a hurdle requirement. Students must meet the hurdle requirement in order to pass the subject.*

## Strategic Management of Intellectual Property (Unit)

*Pre-requisite: Business Strategy*

### Description

Over the past couple of decades, the business community has shown a remarkably increased awareness of the importance of intellectual property rights for commercial success. Many managers are generally aware that they need to protect IP as well as use it. However, exactly what to do with IP and how is still not abundantly clear. This subject aims to teach managers how to think about and manage IP from a strategic perspective.

This subject will be useful to people from a range of industries and occupations who need to better understand the strategic aspects of IP management. Those interested in technology-intensive industries will find the subject particularly useful.

This subject has the following aims:

- To give managers an appreciation of the issues relevant to strategic management of IP
- To give managers a set of tools to integrate strategic management of IP into the workings of the business

### Objectives:

On completion of the subject, students should:

- be able to demonstrate a broad understanding of the fundamental legal concepts surrounding IP protection and exploitation;
- be able to develop a program for assessing, capturing and monitoring IP;
- be able to demonstrate an understanding of the fundamental issues in asserting IP rights against third parties;
- be able to set up a program to identify, analyse, monitor and respond to third party IP relevant to a particular business;
- develop a program for integrating IP into business and strategic planning;
- demonstrate an understanding of the usefulness of IP informatics and how to set up a program of IP informatics;
- demonstrate an understanding of the key factors in assessing, reporting and controlling IP related risks; and
- demonstrate an understanding of the impact of IP on marketing strategy.

### Assessment:

- |                                      |     |
|--------------------------------------|-----|
| Individual assignment (2,000 words)  | 25% |
| Contribution to class learning       | 15% |
| Final, open book, 2 hour examination | 60% |

### **NOTE REGARDING ASSESSMENT**

*Please note that for all subjects the final exam (or equivalent piece of assessment) is a hurdle requirement. Students must meet the hurdle requirement in order to pass the subject.*

## Strategic Management of Technology (Unit)

*Pre-requisite: Business Strategy*

### Description:

This unit focuses on the strategic management of technology and innovation. It draws on strategic and operations management, economics and organisation theory for analytical tools to address important issues and challenges faced by managers in technology-based firms.

The unit is research and theory-based but *practice-oriented*. Case discussions of various real life situations require in-depth analysis to be complemented with specific action recommendations and willingness to commit oneself to a specific course of action. Using the cases, students will take on the perspective of various functional groups (such as R&D, manufacturing and marketing) and different levels of general management (business, project, corporate) involved in the process of technological innovation.

### Objectives:

Upon completion of this unit, students should:

- Understand how the enactment of technology strategy, through the experience it generates, serves to develop further the firm's technological competencies and capabilities, adding value for all stakeholders
- Know how a firm's technology strategy emerges from its technological competencies and capabilities, and use this context to make objective comparisons between competing organisations.
- Be able to analyse the impact of technology on various functional groups within organisations, and, through understanding how these functional groups affect each other with their utilisation of technology, create appropriate whole-of-organisation strategies.
- Be able to analyse the external (environmental) and internal (organisational) forces, to affect strategic planning.

### Assessment:

- |                                 |     |
|---------------------------------|-----|
| • Participation                 | 15% |
| • Case Presentation (in groups) | 35% |
| • Individual Case Analysis      | 25% |
| • Final Exam                    | 25% |

### **NOTE REGARDING ASSESSMENT**

*Please note that for all subjects the final exam (or equivalent piece of assessment) is a hurdle requirement. Students must meet the hurdle requirement in order to pass the subject.*

## Strategic Public Management

*Pre-requisite: Managing People*

### Description

Students should develop concepts and skills for understanding and improving the management of public sector organisations.

### Specific Objectives

- demonstrate an understanding of the differences and similarities between sector and public sector management;
- be aware of different models for managing in the public sector, and their strengths and weaknesses;
- understand the concept of strategy in the public sector context;
- recognise the key concepts of delineating and creating value in the public sector;
- be able to analyse stakeholders in the political environment, and identity techniques for managing them;
- appreciate the responsibilities of leadership in the public sector;
- acquire concepts and techniques for identifying and securing operational capabilities in the public sector.

### Assessment

- |  |     |
|--|-----|
| • Individual assignment (up to 1500 words) | 20% |
| • Syndicate assignment (up to 4000 words)  | 30% |
| • Class participation                      | 10% |
| • 2-hour final examination                 | 40% |

### **NOTE REGARDING ASSESSMENT**

*Please note that for all subjects the final exam (or equivalent piece of assessment) is a hurdle requirement. Students must meet the hurdle requirement in order to pass the subject.*

## Supply Chain Management

*Pre-requisites: Marketing, Managing Processes*

*Restrictions: see end note*

### Description

Emerging trends in globalization and renewed emphasis on operations as a source of competitive advantage have led to organisational changes that focus on inter-functional coordination, often spanning several firms in the supply chain. This course discusses recent developments in manufacturing-marketing-supply chain linkages and studies operational decisions that make such interfaces efficient and effective. It explores inter-functional dependencies, sources of conflicts, and an effective managerial decision making paradigm. The course principles are based on the premise that an organisation can become globally competitive when all elements that comprise its supply chain network are efficient and decision making is coordinated across the chain. The course will present in detail issues related to market-led operations, managing supply and distribution channels, and methodology. The objectives of the course are:

1. To develop an understanding of key drivers of supply chain performance and their inter-relationships with strategy and other functions of the company such as marketing, manufacturing and accounting.
2. To impart analytical and problem solving skills necessary to develop solutions for a variety of supply chain managerial and design problems and develop an understanding of the role of information technology in supply chain optimization.
3. To understand the complexity of inter-firm and intra-firm coordination for managing the entire supply chain.
4. To develop the ability to design logistics systems and formulate integrated supply chain strategy.

### Topics covered:

- Introduction to Supply Chain Management
- Supply Chain Performance: Drivers, obstacles and strategic fit.
- Matching Demand and Supply
- Elements of supply chain
  - Manufacturing
  - Distribution Channels
  - Logistics
  - Suppliers etc.
- Role of Information Technology for managing supply chains

### Assessment

- |                              |     |
|------------------------------|-----|
| • Class Participation        | 10% |
| • Syndicate Case Assignments | 45% |
| • Final Examination          | 45% |

Please note that for all subjects the final exam (or equivalent piece of assessment) is a hurdle requirement.

Students must meet the hurdle requirement in order to pass the subject.

### **RESTRICTION**

*Please note that there is some common content between this subject and Channels of Distribution. Students who have completed one may not enrol in the other.*

### **NOTE REGARDING ASSESSMENT**

*Please note that for all subjects the final exam (or equivalent piece of assessment) is a hurdle requirement. Students must meet the hurdle requirement in order to pass the subject.*

## The World of Management

*Restrictions: see end note*

### Description

The aim of this subject is to introduce students to the field of management, by providing them with:

- An introduction to the role of the manager.
- An understanding of the scope and scale and history of the field of management.
- A set of skills useful for both studying and practising management.
- A roadmap of the MBS educational experience.

Key topics are centred on four areas:

- Personal Development.
  - Building personal management skills
  - Developing interpersonal skills
  - Improving teamwork
  - Career development
- Functional Perspectives
  - Understanding the fundamental approaches of disciplines such as finance, marketing and operations management
- Periods
  - Exploring management models and their development over time.
- Learning Processes:
  - Benefiting from different learning processes such as, case studies, lectures and experiential approaches.

### Assessment

- |  |     |
|--|-----|
| • Written assignment, of up to 2000 words  | 40% |
| • Class participation                      | 20% |
| • Final, written, 2-hour, closed book exam | 40% |

### **RESTRICTION**

*Please note that this subject is only available to students enrolled in an MBS award. We regret that exchange, external, cross-faculty or cross-institutional students cannot enrol in it. Moreover, students must complete this subject right at the commencement their MBS studies.*

### **NOTE REGARDING ASSESSMENT**

*Please note that for all subjects the final exam (or equivalent piece of assessment) is a hurdle requirement. Students must meet the hurdle requirement in order to pass the subject.*



## SECTION 2: INTERNATIONAL EXCHANGE PROGRAM

The International Exchange Program provides an opportunity for MBA students to undertake a term of study at a prominent business school with which the Melbourne Business School has formal exchange links. By living and studying in the environment of another culture (and even another language) students can gain a valuable experience in international business. Exchange normally takes place in Term 3 (September – December).

Currently schools participating in the International Exchange Program are:

### North America/Canada

- Columbia Business School, New York
- Cornell University, Johnson Graduate School of Management, New York
- Duke University, Fuqua School of Business, North Carolina
- Indiana University, Kelley School of Business, Indiana
- New York University, Stern School of Business, New York
- Owen Graduate School of Management – Vanderbilt University
- Southern Methodist University, Cox School of Business, Texas
- University of British Columbia, Vancouver
- University of California, Los Angeles, (UCLA) California
- University of Chicago, Illinois
- University of Minnesota, Carlson School of Management, Minnesota
- University of North Carolina at Chapel Hill, Kenan-Flagler Business School, North Carolina
- University of Southern California, Marshall School of Business, California
- University of Texas at Austin, McCombs School of Business, Texas
- University of Virginia, Darden School, Virginia
- University of Western Ontario, Ivey School of Business, Ontario
- York University, Schulich School of Business, Canada
- University of Toronto, Rotman School of Management, McGill University, Canada

### Europe

- Bocconi SDA, Italy
- Copenhagen Business School, Denmark
- Ecole Supérieure des Sciences Économiques et Commerciales (ESSEC), France
- Erasmus Universiteit Rotterdam (Rotterdam School of Management), The Netherlands
- Escuela Superior de Administración y Dirección de Empresas, ESADE, Spain
- Handelshögskolan I Stockholm (Stockholm School of Economics) Sweden
- HEC School of Management, France
- IESE, Spain
- London Business School, UK
- Norwegian School of Economics and Business Administration, Norway
- University of St Gallen, Switzerland
- Wirtschaftsuniversität, Wien, Austria
- Wissenschaftliche Hochschule für Unternehmensführung (WHU), Germany

### Asia, Africa and Middle East

- China Europe International Business School, China
- Chinese University of Hong Kong
- Hong Kong University of Science and Technology
- Indian Institute of Management, Bangalore, India
- KAIST GSM (Korea Advanced Institute of Science and Technology), Korea
- National University of Singapore
- Tsinghua University

MBS is presently negotiating similar arrangements with other international business schools.

## **Number of Available Exchange Places**

Each year, approximately 40 students are offered places in the International Exchange Program. The School does not undertake to fill all available exchange places and determines the number of available places in discussion with our international exchange partners each year.

## **Learning more about the Program**

In Term 1, the School organises an information session at which the International Exchange program is discussed and during which incoming exchange students provide an insight into the study experience at their home institution.

In addition, the School's Library keeps an up to date collection of MBA brochures from the School's various exchange partners and students are advised to consult these before applying for the program.

## **To apply for the International Exchange Program**

Entry to the International Exchange program is not automatic. MBA students who wish to participate in the program are invited to submit an application during Term 1 of the year in which they wish to go on Exchange. Part-time MBA students who will have completed all of their compulsory subjects by the end of August in that year are invited to submit an application at the same time. Postgraduate Diploma of Management, Master of Marketing, Master of Management (Innovation) and MBA (Prof) students are not eligible for selection. Selection is based upon the candidates' academic performance to date in the MBA program and their potential as ambassadors of the School.

Candidates are required to submit a ranked list of preferred schools at the time of application for the Exchange Program.

The International Exchange Selection Committee assesses all applications and notifies all candidates in writing of the outcome of the selection process. The Committee normally meets towards the end of Term 1 and candidates are notified immediately.

Both the MBS and the host institutions retain the right not to fill places if applicants are not of the required standard. In addition, neither MBS nor the host institution will make any efforts on behalf of any student to obtain travel or study visas in cases where an immigration department is not prepared to issue a visa for any reason whatsoever.

## **Studying at the host institution**

Once an MBA student has been selected for the International Student Exchange Program the MBS will notify both the student and the host institution. Students make their own arrangements with the host institutions for enrolment and selection of subjects.

The School's Exchange Coordinator confirms with each student how much credit towards their Melbourne MBA they will gain as a result of their study abroad. MBS students must have their selection of subjects at the host school approved by the Exchange Coordinator before they complete enrolment.

Upon completion of the exchange term, students must arrange for an official transcript of their results to be sent to the Exchange Coordinator. Students are also required to provide an account of their exchange experience in the form of a feedback questionnaire administered by the International Exchange Coordinator.

## **Tuition and other Fee Payments**

Students participating in the international exchange program pay tuition fees to MBS in the usual way. The amount of tuition fees paid is dependent upon how many subject credits the student will be awarded upon return to MBS and not on how many units or subjects they undertake while on exchange. If there is to be any change or variation of this fee policy, the School will inform the students at the time of inviting applications for the International Exchange Program. MBS Foundation Scholarships will normally continue while MBS students are studying abroad.

In all cases, students are responsible for living and travel expenses and for health insurance while on international exchange.

## SECTION 3: FEES AND CHARGES

### Tuition Fees

The per subject tuition fees for coursework students are outlined in each student's letter of offer. For students beginning in 2010 these are \$2950 for full-time students and \$3300 for part-time students.

Tuition fees include The University of Melbourne's Amenities and Services Fee. The fees exclude any other costs associated with the study program, such as travel and living expenses, textbooks, and other study support materials and computing costs such as printing

### Payment of Fees

Tuition fees are paid on a per subject per term basis. All fees are due approximately one month prior to the start of term and students are notified of the date by Student Services.

Students who are unable to meet these payment deadlines must submit a written application for Special Consideration to the fees administrator in Student Services. Students may have their enrolment terminated if all fees due have not been paid by the specified date.

- (1) All fees and charges for each term shall be paid in full at the time of enrolment or re-enrolment for that term.
- (2) Students may be suspended or have their enrolment cancelled if all fees due have not been paid by the specified date.

### Non-Payment of Fees

- (1) Unless the Board of the School in a particular case decides otherwise, a person who has not paid all fees or charges owing by the person to The University of Melbourne or the Melbourne Business School Ltd. shall not be entitled to:
  - (a) enrol; or
  - (b) attend classes; or
  - (c) receive any results of assessment; or
  - (d) graduate or receive a diploma in the University; or
  - (e) receive a certificate of academic record.
- (2) Any money owed in respect of-
  - (a) a loan received from the University Student Loan Fund; or
  - (b) accommodation provided by any body of the University;which remains unpaid beyond the due date for repayment shall be regarded as a charge for the purposes of this section.

### FEE-HELP Loan Scheme (formerly PELS)

All award programs at Melbourne Business School qualify for the Federal Government's FEE-HELP Loan scheme. Students wishing to apply for a FEE-HELP loan to cover their tuition fees must complete a FEE-HELP form and submit it to Student Services prior to the commencement of study. Please note that FEE-HELP is only available to Australian citizens and not to Permanent Residents. For further information regarding eligibility, please refer to the official government website <http://www.goingtouni.gov.au/Main/Resources/FEEHELPinformation/Default.htm>

## SECTION 4: SCHOLARSHIPS AND PRIZES

The following is a summary of awards and prizes which are available to students taking courses offered by the Melbourne Business School.

Please note: Values of awards and prizes indicated may be subject to variation and, in some cases, are approximations only.

### Scholarships

#### **RUPERT MURDOCH FELLOWSHIPS – for full time students only**

News Limited has established the Rupert Murdoch Fellowships Scheme to commemorate the 25th Anniversary of 'The Australian' newspaper. Rupert Murdoch Fellowships are awarded to at least one new student entering the full-time MBA program who shows evidence of entrepreneurial quality or potential. Rupert Murdoch Fellows are high achievers with an interest in international management. The Fellowships provide a generous living allowance for full-time students and meet the costs of tuition.

Rupert Murdoch Fellows are encouraged to complete a term of their MBA at an international exchange school.

#### **BHP BILLITON INDIGENOUS SCHOLARSHIP – for full time students only**

BHP Billiton, the Federal Government and Melbourne Business School have endowed a new scholarship to be awarded to one student entering the full-time program who is an Indigenous Australian. The Scholarship provides a living allowance and meets the costs of tuition.

#### **NAB INDIGENOUS SCHOLARSHIP – for full time students only**

NAB, the Federal Government and Melbourne Business School have endowed a new scholarship to be awarded to one student entering the full-time program who is an Indigenous Australian. The Scholarship provides a living allowance and meets the costs of tuition.

#### **THE NOBBY CLARK FELLOWSHIPS – for full time students only**

In recognition of his valuable contribution to Australian business in general, and the Melbourne Business School in particular, the Melbourne Business School Foundation Ltd. has created the Nobby Clark Fellowship scheme. Two new Fellowships a year, of up to \$15,000 towards course tuition, will be awarded to full-time coursework students.

#### **CLASS OF '68 SCHOLARSHIP – for full time students only**

The MBA Class of '68 have generously donated funds to award one scholarship each year of \$5,000 to a full-time MBA student. The award will normally be made to a student entering the MBA program who has demonstrated initiative and leadership in business or community activities.

#### **CLASS OF '69 SCHOLARSHIP – for full time students only**

The MBA Class of '69 have also generously donated funds to award at least one scholarship of \$5,000 to a full-time MBA student. The award will normally be made to a student entering the MBA program who has demonstrated initiative and leadership in business or community activities.

#### **H J HEINZ SCHOLARSHIP – for full time students only**

The Trustees of the H J Heinz Foundation have established a fund from which at least one scholarship will be available to students enrolled in the full-time component of the MBA. Key criteria include the academic performance and potential of the student, financial need and the success achieved in work experience programs.

#### **ROBERTS RESEARCH GROUP SCHOLARSHIP – for full time students only**

The Roberts Research Group has established a fund from which at least one scholarship will be available to students enrolled in the full-time component of the MBA. Key criteria include the academic performance and potential of the student, financial need and the success achieved in work experience programs.

#### **HELEN MACPHERSON SMITH TRUST – for full time students only**

Fellowships are awarded in the name of the Helen Macpherson Smith Trust, for women from academic institutions or in management positions in business or government organisations, who wish to study, teach or do research at the School.

#### **MBS FOUNDATION SCHOLARSHIPS – available to all students**

The Melbourne Business School Foundation has established a number of scholarships for students commencing study at the School. These scholarships take the form of fee remissions and are awarded on the basis of the candidate's course application.

## Prizes

Prizes are awarded annually to outstanding graduating Melbourne Business School students. These prizes include:

**The John Clemenger Memorial Prize** which is awarded to the MBA student who achieves the highest academic standard during their study program.

**The MBS Foundation Prizes** which are awarded to the PDM and MMtkg students who achieve the highest academic standard during their study program.

**The Egon Zehnder Leadership Prize** which is awarded to the Melbourne Business School student who shows outstanding leadership qualities during their study program.

**The Allen Consulting Group Service Prize** which is awarded to the Melbourne Business School student(s) who demonstrate their ability and willingness to contribute to the School and wider community.

**The MBS Foundation Awards of Distinction (Dean's List)** which are awarded to students graduating from the program with distinction. These are awarded to students in the graduating class whose average marks place them in the top 10%. Students from all programs are included.

## SECTION 5: POLICY STATEMENTS AND GENERAL INFORMATION

### Working Rules Covering the Granting of Credit and Substitutions – Entering Students

A **credit** reduces the total number of subjects required to be completed. For example, if a student is awarded a credit for *Accounting for Managers*, they are not required to do that subject and only have to complete 19 subjects for the MBA degree rather than 20.

A **substitution** does not reduce the total number of subjects required to be completed. For example, if a student is awarded a substitution for *Accounting for Managers*, they are not required to complete that subject and must substitute an elective subject in its place.

Credit is awarded only if ALL the following conditions are met:

1. prior coursework was undertaken at postgraduate level for degree or diploma credit at a recognised tertiary institution in Australia or overseas
2. prior coursework is similar in content and delivery to a compulsory subject in a Melbourne Business School program (this to be determined by Melbourne Business School faculty members)
3. prior coursework was not offered by distance education
4. prior coursework comprised a similar number of classroom hours as the compulsory subject being credited (36 hours for a full subject, 18 hours for a half subject)

Note that:

1. No credit will be given for the *World of Management* subject.
2. Only one quarter of the total number of subjects required for a degree or diploma may be awarded in credits.
3. Credit is only given for compulsory subjects.

Substitutions will be awarded only if coursework at an undergraduate level or on-the-job training and experience in a particular area has been satisfactorily completed. Topics covered should be similar in content to those in the core course to be substituted (this is determined by Melbourne Business School faculty members).

Please note that, as Melbourne Business School requires at least two years' work experience from all our students, this experience counts as part of the overall degree requirements allowing us to reduce the time in the classroom. However this means that professional experience *has already* been taken into account in the structure of the degree and is one of the reasons we do not offer credits for such professional experience but rather allow substitutions from subjects in recognition of the fact that some students have much more extensive background than others in some compulsory subjects.

The Selection Committee will make an offer of a place in a coursework program based on the information provided by the candidate at the time of application. Should the Selection Committee make an offer to a candidate who subsequently applies for credit or substitution, then the Selection Committee may review their offer of a place in the program.

**Please Note:** An application for a credit or substitution must be made on the form available from the School's Student Services office and must be lodged with Student Services along with supporting documentation.

## Working Rules Covering the Granting of Credit – existing students

- (1) Upon completion of the Melbourne Business School's Diploma and Certificate level awards, students may apply to transfer into a Melbourne Business School higher level program. Applications for transfer are normally made when the student is in their final term of enrolment in the Diploma or Certificate. Successful transfer applicants may be awarded full credit for those subjects they have already undertaken in a coursework program at the Melbourne Business School.
- (2) Part-time students enrolled in a Masters degree at the Melbourne Business School may apply to transfer into an alternative part-time Masters degree at the School. Applications for transfer must be made before the student has completed their original choice of Masters degree and will be subject to the selection processes of the degree into which they want to transfer.
- (3) If transfer from one Masters degree to another is approved, the student may be granted full credit for those subjects which are considered equivalent to corresponding subjects in the new Masters program and must complete all the requirements of this new Masters degree.
- (4) In general, the School will not permit students to enrol in more than one Masters degree; however, in exceptional circumstances where a student has completed one Masters degree and is admitted to another, the student may be granted full credit for those subjects which are considered equivalent to corresponding subjects in the new Masters degree up to a maximum cap and must complete all the requirements of this new Masters degree. As a general rule, the School will require that a student complete at least 50% of the required coursework in any degree in order to be awarded that degree.
- (5) In order to enrol in a subject at the Melbourne Business School, a student must be formally enrolled in a degree program at the Melbourne Business School.

**Please Note:** An application to transfer must be made on the form available from the School's Student Services office and must be lodged with Student Services.

## Working Rules Covering the Completion of Degrees

A student must have a confirmed enrolment in a Melbourne Business School course in order to undertake subjects at the School. Enrolment in a course is only permitted when a student has outstanding subjects to complete in order to complete coursework requirements (providing this enrolment falls within the permitted period of candidature). Unless the Director of the School is satisfied that the student is making every effort to complete the compulsory elements of the course, students will not be given permission to undertake additional elective subjects (over and above the required number of elective subjects) until all compulsory elements of the course in which they are enrolled are completed.

Once the student has completed all compulsory elements and the minimum number of required elective subjects, then the course is deemed to be complete and the student may not continue to enrol in that course.

## Working Rules Covering Candidature Time Limits

The following periods of candidature are permitted for part-time coursework programs at the Melbourne Business School:

Award	Period in Months	Period in Terms
Master of Business Administration PT	48	12 Terms
Postgraduate Diploma in Management	24	6 Terms
Master of Marketing	36	9 Terms
Postgraduate Diploma in Management (Marketing)	24	6 Terms
Master of Management (Innovation)	36	9 Terms
Postgraduate Diploma of Management (Innovation)	24	6 Terms
Postgraduate Certificate of Innovation Management	12	3 Terms

## Finalising Subject Choices

In the case of subject additions and withdrawals, students should note the following two important dates for each subject. Dates are published in advance and are available at Student Services.

### **Withdrawal Date**

Individual Withdrawal dates signify the last day students are able to add a subject or withdraw from a subject without recording a WD on the academic transcript. A WD does not result in academic failure. Withdrawal dates are individually determined for each subject and occur after at least one class has been held. Withdrawal dates are published in advance and are available from Student Services.

### **Census Date**

Individual census dates signify the absolute last day students are entitled to withdraw from a subject without recording a fail for that subject. Census dates are individually determined for each subject and are scheduled approximately 20% of the way through a subject. Census dates are published in advance and are available from Student Services.

## Financial Implications of Subject Withdrawals

In accordance with the rules for 'Finalising Subject Choices' the financial implications for subject withdrawals are as follows:

- a) If withdrawal from a subject occurs before the census date in the subject concerned and fees have been paid directly to Melbourne Business School, the fee paid for the subject will be reimbursed.
- b) If withdrawal from a subject occurs before the census date in the subject concerned and fees have been deferred through FEE-HELP, no debt will be recorded for that subject.
- c) If the withdrawal occurs after the census dates, course fees paid directly to Melbourne Business School will not be reimbursed.
- d) If the withdrawal occurs after the census dates and course fees have been deferred through FEE-HELP, a debt will be incurred.
- e) If a withdrawal after the census date is due to illness or other special circumstances, an application for fee reimbursement should be made in writing to Student Services.

## Fees Payable When a Subject is Repeated

When a student repeats a subject after failing it, the full subject fee is payable again.



## **Attendance**

The School requires students to attend all lectures and classes and to sit for examinations and class tests on the dates prescribed. The assignments and examinations are set on the basis that lectures have been attended.

## **Assessment**

Pursuant to Statute 12.2, candidates will be informed within two weeks of the commencement of teaching of the components of assessment in each subject, the approximate length of each component (e.g. time or words), and approximate time of the year when the component is to be performed or submitted.

Students are reminded that only in exceptional circumstances will the School grant permission for assignments to be handed in after the due date or for examination and tests to be taken at times different from those set out at the beginning of each term. Students will be expected to arrange their commitments around the lecture and assignment schedules for the subjects in which they are enrolled.

## Examinations

### *Daytime Attendance at Examinations*

There are several formal examination periods each year. Part-time students will normally be required to attend final examinations during daytime hours in these examination periods. Before enrolling in subjects each term, students are notified of the dates of the final examination period for that term.

### *Conduct of Examinations*

Students are directed to The University of Melbourne's Regulation 12.2.10.R1: Assessment: Management and Supervision which "is made by the Council, on the recommendation of the Academic Board, to prescribe the conduct of students in relation to assessment and the powers of supervisors in relation to any supervised component of assessment".

### *Feedback on Examination Performance*

In accordance with the Statutes of The University of Melbourne, students have a right to look at their exam papers and for the lecturer to discuss their exam performance. Students are not permitted to remove their examination paper from the School. Lecturers are not required to remark passing examination papers or to change any mark given for any piece of assessment, unless directed to do so by the Academic Board as a result of an Appeal.

## Special Consideration

If students have been affected by illness or other serious causes during the year or during an examination or are prevented from presenting for an examination or submitting required work, they have the right to apply for special consideration in their assessment under the University of Melbourne Statute Section

### Grounds for Special Consideration

Please refer to the University of Melbourne Statutes' Section 12.4.4 which set out the requirements for Special Consideration.

Students who have been significantly affected by illness or other serious circumstances during the academic year may be eligible for Special Consideration.

Special consideration may be given to a student if:

- (a) the student's work at any time during the academic year has, to a substantial degree, been hampered by illness or other cause; or
- (b) the student has been prevented by illness or other cause from preparing or presenting for all or part of a component of assessment; or
- (c) the student was to a substantial degree adversely affected by illness or other cause during the performance of a component of assessment
- (d) the circumstances were beyond the students' control

Students should note that the submission of an application for Special Consideration does not mean that the application will be automatically approved. Students are strongly advised to sit the examination or continue to complete all work until advised of the outcome of their application.

### What is considered serious?

The following are examples of serious and extenuating circumstances beyond the students control: Hospitalisation, a life threatening illness, a death in the students' immediate family. Students who have ongoing medical conditions should contact the University's Disability Liason Unit who can provide assistance in managing your studies.

## Applications for special consideration

An application for special consideration in respect of assessment must be made in writing to the Team Leader, Student Services on the University's HCAP form. This form is available for download from MBSdirect/Student Resources/Forms. Alternatively, applicants may submit a Statutory Declaration in the format set out on MBSdirect/Student Resources/Forms. Applications must be supported by a medical certificate or report or other evidence relevant to the ground on which the applicant relies.

Applications for Special Consideration must be directed to the Student Services office and should be made, if on ground (a), not later than three days after the date for submission of the final component of assessment in the subject; if on grounds (b) or (c), not later than three days after the date for submission of the component in question.

### **How will I be notified of the outcome of my Application for Special Consideration?**

Students will be notified in writing by email to the students MBS email address on the outcome of their application within 2 business days of the School receiving the Application.

Any student who applies for and is granted special consideration can either:

- be given an extension of time on an assignment,
- be given an exam at a different time or day,
- be given a supplementary exam or
- be offered special conditions for withdrawal and/or re-enrolment in a subject

### **Managing your studies outside the Special Consideration process**

Students are expected to plan around regular events that are a part of the normal fabric of life: family life; work and career issues, goals and requirements; as well as interruptions and disruptions to routine that might result from illness, mishap or change resulting from normal life events.

#### ***Supplementary Assessment***

Students who receive a grade of at least 46 overall for a subject and are also awarded a grade of at least 46 for the examination component of a subject will be offered the chance to sit a supplementary exam. No student who has sat a supplementary exam and passed it will be able to receive more than a pass mark for the subject overall.

Any student who fails more than two subjects in a single term will not be eligible for any supplementary examinations.

Students who have successfully applied for special consideration will not be bound by any of the rules outlined above. They will be offered supplementary exams, where appropriate, and will be graded in the same way as any other student and may receive marks higher than a pass mark as a result of sitting a supplementary exam.

Students will be granted a maximum of two supplemental assessments in total over their academic program.

## Grading System

Except in a few cases, where subjects are marked on a Pass/Fail basis only, the following system of grades is used for the assessment results of assignments and written examinations:

Marks Range	Grade
80-100%	H1
75-79%	H2A
70-74%	H2B
65-69%	H3
50-64%	Pass
0-49%	N (Fail)

The school scales marks to ensure consistency across subjects.

### *Definition of Pass in a Subject*

In order to pass a subject, a student must:

- (a) complete all compulsory assignments;
- (b) obtain a weighted average mark of at least 50% for final examination alone, i.e. excluding any assignments, mid term and other tests, and any other sundry assessment (weighted in the proportions shown in the subject outline); and
- (c) obtain an average mark of at least 50% for all of the assessment components combined, as specified in the subject outline.

If (b) is not met, a candidate is deemed to fail in the subject and where the mark under (b) above is less than 50%, that mark will be the mark entered on the Annual Assessment Return Sheet.

## Leave of Absence

Leave of Absence occurs where a person has already enrolled and might also have commenced classes, and he or she is then granted permission temporarily to withdraw from the course for that term and possibly longer. (Please note rules governing "Withdrawal from Subjects".)

Requests for Leave of Absence are considered by the School whose policy is not to grant Leave of Absence where the applicant has not yet passed any subjects, except in very special circumstances. Where an applicant has already passed at least one subject, the School's policy is to grant Leave of Absence reasonably readily for one term. Applications for longer periods of Leave are assessed on a case by case basis.

## Study Progress

Students must maintain good academic standing while at the School. Failure of a subject is grounds for an appearance before the School's Progress Committee (University of Melbourne Statute 11.5). Normally, in the case of a single failed subject, the Committee will recommend that conditions be placed on a student's enrolment. These may include guidelines about study load, as well as the subjects that must be studied and in which terms. If a student fails more than one subject, the Committee may recommend that the University terminate a student's enrolment (particularly if a student fails a substantial proportion of their subjects in a single term).

Students must meet the conditions placed on them by the progress committee and must not fail any subsequent subjects otherwise they will appear before another progress committee at which it is highly likely that a recommendation for termination of enrolment will be made, unless there is compelling evidence of an extraordinary situation that might explain unsatisfactory progress.

A candidate who fails in a subject may be passed by the School in the course as a whole. In awarding such a pass, a faculty pass, the School will take into account the candidate's performance in all subjects in accordance with principles determined by the School from time to time and approved by the Academic Board.

A decision to terminate enrolment can be appealed to the Academic Board (Statute 11.5.7). Details about appeal procedures will be provided to any students who appear before a Progress Committee.

## TUTORS

Students are responsible for their academic progress. Students who are identified at risk of failing a subject may be recommended to seek private instruction from a tutor. Students seeking additional tutorial support may contact the director academic programs for recommendations on available tutors, but it remains the individual student's responsibility to engage and source private tutors.

## Faculty Pass

The following rules shall apply for passing by year (Faculty Passes):

- (a) A Faculty Pass may be awarded to candidates who:
  - (i) fail no more than two subjects with marks between 40 and 49; and
  - (ii) if the weighted excess of marks, as defined in paragraph (b), in the passed subjects is five times the weighted deficit, as defined in paragraph (c), in the failed subject or subjects.
- (b) The weighted excess is the sum of the marks in excess of 50 of each passed subject multiplied by the weight of the subject. All full term subjects shall be given the weight of one.
- (c) The weighted deficit is the sum of the product of the deficit marks of each failed subject and the weight of the subjects as given in paragraph (b).

## Special Rules Concerning Course Transfers

### *Conditions for the Entry of Candidates to Masters Level Courses*

Students who successfully complete the Postgraduate Diploma in Management may be allowed to transfer into one of the School's Masters degrees if the Selection Committee is satisfied that the candidate has attained an appropriate academic standard in the subjects studied in the Postgraduate Diploma in Management. The Special Principles for Selection to the MBA or Master of Marketing program will apply for those students who have completed the Postgraduate Diploma in Management program but applicants would not normally be required to undertake a Graduate Management Admissions Test (GMAT). Instead, transferring students will be expected to have attained a good average mark in the subjects studied at the School. Currently, in 2009, the working rule used for transfers suggests students should have an average of 70% in a postgraduate diploma for transfer to a masters program.

## Permission to Waive Rules Governing Academic Programs

The rules governing the conduct of the academic programs of the School are set out in the School's Course and Subject Guides. All students should familiarise themselves with these rules. The Melbourne Business School is a department of The University of Melbourne, so the rules in the Course and Subject Guides have been approved by The University through the procedures of its Academic Board.

### *Application to Waive a Rule*

In general, the School will only waive a rule in the Course and Subject Guide if the student is facing difficulties of a personal nature such as illness or family crisis. Rules will not normally be waived for reasons related to work commitments.

Should a student of the School wish to apply for permission to waive a rule, the application should be in writing and addressed to the Manager of Student Services of the School.

### *Appeals from a Decision on Rule Waivers*

Decisions about rule waivers are regarded as the final decision of the School. Nevertheless, all students enrolled in academic programs of the School are students of the University of Melbourne. Any student of The University of Melbourne who has a grievance with their Department on an academic matter may take that grievance to the Academic Board of The University under Statute 4.1.2(2)(b) of The University. Any such matter should be raised in writing with the Secretary of the Academic Board, Mr Ian Powell.

## SECTION 6: SPECIAL PRINCIPLES OF SELECTION

### Special Principles of Selection

Each application to the postgraduate coursework programs offered by the Melbourne Business School is evaluated by at least three members of the Selection Committee. Each applicant is evaluated against two criteria.

1. Academic Ability
2. Managerial and Leadership Potential

#### *Academic Ability*

Academic ability is a crucial indicator of whether the applicant will be able to undertake the rigorous program of studies required by the program. The Committee examines:

1. undergraduate degree - applicants performance, the institution from which the degree was obtained and the degree itself, and special marks of distinction such as awards and prizes.
2. performance on the Graduate Management Admissions Test (GMAT) of the Educational Testing Service, Princeton, New Jersey – usually for MBA selection only.

The Selection Committee reserves the right to request from a candidate any additional information they believe will assist in their admission decision. Such information might include a GMAT from non-MBA candidates, additional referees' reports or a personal interview.

#### *Management and Leadership Potential*

Under the heading of managerial and leadership potential, the Selection Committee is seeking applicants whose career development will benefit from the experience of studying at the School, but who will also contribute to the broader educational experience and the life of the School.

The Selection Committee seeks evidence, either through career and professional and managerial experience, or through other pursuits such as community, artistic, travel or sporting activities, of the following:

- i. a capacity to work with, and through, others
- ii. a willingness to assume leadership roles
- iii. a range of interests and experience
- iv. strong verbal and written communication skills\*
- v. openness and a general enthusiasm for learning and reflection
- vi. commitment and motivation to succeed
- vii. willingness and capacity to contribute to the Melbourne Business School community

\*Evidence of English language proficiency may be required.

Overall the Selection Committee seeks to promote the development of a School population which is diverse and of high quality. It is in the interests of students at the School to have the opportunity to interact with other students with a wide range of cultural and ethnic backgrounds, and with experience in a range of countries, industries and occupations. Decisions about individual applicants will be made in this context and with the overall objective of fostering a diverse, vibrant and committed School community.



## Postgraduate Coursework Applicant Selection

### *Academic Capabilities*

- Grades awarded, mean and range, variance over time, difficulties in specific areas
- Reputation and standing of degree conferring institution(s)
- Scholarships and prizes
- Ability to cope with quantitative and qualitative topics

### *Managerial Potential*

- Extent and variability of organisational and/or managerial roles and experience
- Evidence of initiative and maturity
- Leadership roles in organisational, community, professional and sporting contexts
- Appetite for personal and professional development activities
- Evidence of communication and interpersonal skills
- International experience, potential to contribute to the School.