

# 7907MGT

## Managing Strategically

### Semester 1 2009

Academic Organisation:	Department of Management
Faculty:	Griffith Business School
Credit point value:	10
Student Contribution Band:	Band 3A
Course level:	Postgraduate
Campus/Location/Learning Mode:	Gold Coast / On Campus / In Person
Convenor/s:	Prof Paul Couchman (Gold Coast)
Enrolment Restrictions:	Restricted: Course must be listed in Program
This document was last updated:	15 December 2008

#### **BRIEF COURSE DESCRIPTION**

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Strategic Management focuses on strategic management as a dynamic process that deals with the challenges posed by the highly turbulent and global environment of the 21st century. It is designed to sharpen students' ability to think strategically, to evaluate organisational situations from a strategic perspective and to reach sound strategic decisions. It covers the use and techniques of strategic analysis as the foundation for strategy formulation, provides an in-depth discussion of the development of strategic alternatives and presents concepts and methodologies for improving the calibre of strategy implementation and evaluation.

All students are expected to begin studies at the first designated lecture for each course of their program in week one. Students who cannot attend must gain written approval from the MBA Director to continue in that semester.

This course is a restricted course. Enrolment is for MBA students only. Admittance by other graduate students enrolled in other graduate degrees requires approval by the MBA Director. Please see enrol requirements below pertaining to specific prerequisites for MBA students.

Prerequisite; 30 CP from MBA courses 7901AFE Accounting for Managers, 7902AFE Business Economics, 7905AFE Corporate Finance, 7906MKT Marketing Management, 7908MKT Understanding

Data for Decision Making, 7909MGT Managing People, 7910MGT Leadership & Communication, 7916MGT Human Resource Management.

Incompatible: 7007GSM Managing Strategically, 7007GSM Strategic Management, 7914MGT International Strategic Management

## **SECTION A – TEACHING, LEARNING AND ASSESSMENT**

### **COURSE AIMS**

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Strategy, both at the level of corporations and that of strategic business units, provides the framework within which business operates by setting goals and establishing the means (tactics, plans, policies, and actions) to achieve those goals. As organisations and their environments are continually changing, this requires the mastery of a wide range of topics and the ability to analyse, synthesise, and integrate information and concepts quickly.

Strategic Management plays a key role in the MBA degree by integrating skills from other core areas of the program to demonstrate their importance to organisational strategy and thereby contribute to the overall theme of general management. The course analyses strategic development practices through an intensive examination of key topics including the nature of strategy; competitive strategies and frameworks for analysis; strategies in different industry environments, including mature and new or innovative industries; strategy and organisation; and strategy in an international competitive environment. Case studies are used to facilitate the development of competencies in strategic analysis, strategy formulation and strategy implementation taking into account critical financial, external environment, ethical, internal environment, leadership, sustainability, and stakeholder management issues.

The course is designed to build students' competencies in the areas of strategic thinking, situational analysis, and sound strategic decision-making. The course provides a structure that advances in-depth discussion of strategic considerations, and presents contemporary concepts and methods for improving strategic capabilities in a turbulent business environment.

### **LEARNING OUTCOMES**

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The course aims to foster the development and demonstration of high levels of capability in four main areas:

- Oral and written communication;
- Problem-solving;
- Analysis and critical evaluation;
- Information literacy.

The specific learning outcomes are as follows. Upon successfully completing this course, students should have the ability to:

1. Think strategically about an organisation, its position in its industry and in the marketplace, and how it can seek to gain ethically sustainable competitive advantage.
2. Conduct strategic analyses in different industries and competitive situations.
3. Formulate sound and competitive strategies, taking into account different stakeholder perspectives, and based on thorough strategic analysis.
4. Present effectively (orally and through written reports) on strategy analysis and strategic proposals.
5. Demonstrate they understand the organisational processes by which strategies are formulated and implemented.
6. Demonstrate an awareness of the importance of personal and company values as well as socially-responsible management practices and ethical principles.
7. Demonstrate that they understand how global economic, socio-cultural, political and technological trends shape the strategic behaviour of organisations.

8. Demonstrate that they understand recent developments in strategic management as a field of study and as a management practice, and how it can contribute to organisation sustainability.

## **CONTENT, ORGANISATION AND TEACHING STRATEGIES**

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The course will be delivered in intensive mode on the Gold Coast campus over six Saturdays. Each session will involve a review and discussion of the set readings followed by group workshops in which students will engage with a strategy-related exercise or a case study. Student groups will be making formal class presentations on a set case study analysis throughout the course, and the whole class is expected to engage with these. The delivery mode emphasises experiential learning (“learn by doing”) and active participation in structured discussions, rather than the more passive approach of being part of a lecture audience and the recipient of transmitted knowledge. The class sessions will be treated as a dedicated “learning space” wherein students actively pursue course knowledge and develop the core capabilities and skills that the course seeks to foster (as indicated above). The course convenors will act to facilitate the transition from dependent and passive student to an independent and self-managing learner, i.e. one who is more able to make decisions on how, when, where and what to learn, to evaluate the usefulness of learning resources and the effectiveness of their learning as a basis for further learning. This will require commitment and engagement from all participating students, but if this is achieved will provide a much more enjoyable and effective learning environment.

The main class activities will be the following.

**Reading material reviews and discussions:** this activity is designed to integrate the basic concepts and subject matter in the course. The aim is to ensure that students have assimilated the course content, and to go beyond this to provide deeper and more reflected insights. The discussions will amplify, explicate and critically address the provided reading people and so help build key competencies such as the ability to think strategically and analyse strategic situations. Students are expected to attend and participate in these sessions as the coverage will be vital to success in the assignments and the final examination.

**Small group exercises:** these task-focused exercises will help students develop the required analytical skills and will provide preparation for the main case study presentation (all such small group exercises will require a reporting back to a plenary discussion session).

**Case study analysis and group presentations:** the case studies are used to illustrate and clarify the material presented in the reading material. Engaging with these will contribute to the assimilation of the course content and to the development of presentation skills.

Supplementary educational content will be provided via the web, and students should ensure they gain access to this content. All students have a personal virtual learning space in Learning@Griffith which allows them to access education content for each course in which they are enrolled, and provides communication tools for staying in touch with lecturers and fellow students. In addition, students are given assistance to become familiar with different teaching methods, new technologies and to develop independent learning skills. Support is offered in the form of orientation activities, electronic resources and help desks. Please check your orientation kit or the Information Services website for further information: <http://www.griffith.edu.au/ins/>

### **Contact Summary**

Students must present all written and oral activities at the assigned times or face penalties as indicated below. Because the seminars comprise a substantial proportion of the material examined at the end of the year, attendance and participation in class discussions are strongly recommended. Students who do not have a good grasp of the material addressed are likely to compromise their overall performance in the assessable sections of the course.

## CONTENT SUMMARY

The content of the course covers the basic elements of strategic management (i.e. environmental and situation analysis, organisational resource and capability assessment, goal-setting and strategic planning, strategy selection, strategy implementation and evaluation) as well as stakeholder management, governance, strategic leadership, ethical decision-making, and entrepreneurship. The coverage traverses both the theory and practice of strategic management, and locates the role of strategy in the overall management process. Engagement with the content will bring students to the leading edge of this area of management practice, and should provide a solid grounding for their professional development as organisational strategists.

Topic	Seminar Content	Other Activity	Core Readings
1.	Introduction	-	Hanson et al., chapter 1
2.	The external environment	Group formation & case selection	Hanson et al., chapter 2
3.	The internal environment	Small group exercise	Hanson et al., chapter 3
4.	Business level strategy	Small group exercise	Hanson et al., chapter 4
5.	Competitive dynamics	Small group exercise	Hanson et al., chapter 5
6.	Corporate level strategy	Small group exercise	Hanson et al., chapter 6
7.	Acquisition & restructuring	Trial presentations	Hanson et al., chapter 7
8.	International strategy	Group case study #1	Hanson et al., chapter 8
9.	Cooperative strategy	Group case study #2	Hanson et al., chapter 9
10.	Corporate governance	Group case study #3	Hanson et al., chapter 10
11.	Organisation design	Group case study #4	Hanson et al., chapter 11
12.	Strategic leadership	Group case study #5	Hanson et al., chapter 12
13.	Strategic entrepreneurship	Group case study #6	Hanson et al., chapter 13

The scheduled topics and associated activities will be delivered in the following way: topics 1 -3 will be covered in week 2 (14/3), 4 & 5 in week 3 (21/3), 6 & 7 in week 5 (4/4), 8 & 9 in week 8 (2/5), 10 & 11 in week 10 (16/5), and 12 & 13 in week 11 (23/5). This is an intensive schedule, so it is strongly recommended that course participants prepare for each session (by doing the set and other assigned reading) and keep up to date with the group and individual assignments.

## ASSESSMENT

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### Summary of Assessment

As shown in the table below, there will be 3 items of assessment. All items are aimed at developing the general capabilities, and the contribution of each item to the specific learning outcomes is as indicated in the following table.

Item	Assessment Task	Length	Weighting	Relevant Learning Outcomes	Due Day and Time
1.	Group case study: Presentation & Written Report	45 mins 3,500 words	40%	1, 2, 3, 4	Presentation as scheduled & report submitted in the session following the presentation
2.	Learning Reflection Paper (Individual)	1,000 words	20%	1 - 8	Submitted in week 13
3.	Final examination	3 hours 10 mins	40%	5, 6, 7, 8	Final exam period

### Assessment Details

#### **Group Case Study Analysis (40% total course marks)**

The case study will either be chosen by the group members (e.g. this could of an organisation and an issue with which one or more of the members are familiar and on which the required information can be accessed) or selected from a set of cases that will be provided. Whatever the case selected, it is expected that the group will conduct further research (using secondary and/or primary sources) to develop the case study. The goal of the case study is to identify a major strategic issue facing a particular organisation at a given point in time, and then provide an analysis of this issue plus a synthesis proposing a justified strategic response (i.e. recommendations on the formulation and implementation of strategy that will enable the company to deal with the issue and achieve its objectives). The case study will be presented to the class, and submitted in the form of a formal academic essay. Both of these elements will be assessed.

The main purpose of this case study is to enable students to demonstrate their understanding of the material presented in the course and its application to a specific situation. The case analysis should make extensive use of relevant theory and research evidence to justify the conclusions drawn and the recommendations made. **This a major piece of work requiring considerable background research and analysis, so it is imperative that groups (a) engage with their case as early as possible, and (b) work together effectively. To ensure that this becomes an ongoing task, each group will be expected to be able to discuss the implications of the assigned readings for their selected or assigned case study.**

This two-part assignment will provide students with an opportunity to:

- Explore the relationship between organisational strategy and the broader environment in which the organisation operates.
- Advance their understanding of the role of strategy in the context of a particular organisational situation, and of its implications for the development and use of organisational competences.
- Work as a team consisting of individuals with diverse skills, backgrounds, knowledge bases, and needs in an environment that seeks to foster learning.

The case study should cover the following areas (see the textbook discussion on case study analysis on pages 442 - 458):

1. A background to the organisation and the strategic issue.
2. An external environment analysis, noting its limitations.
3. An internal environment analysis, noting its limitations.
4. A SWOT or other synthesis of the situation, noting its limitations
5. The identification and evaluation of strategic alternatives to address the issue, noting the corporate responsibility issues arising from these.
6. The selection and justification of an appropriate strategy.
7. Recommendations on the effective implementation of the selected strategy.

In developing the case study assignment, the groups should critically apply the concepts, methods and theories covered in the course. The theoretically-informed discussion should include appropriate source citations and references. Groups should research their case as widely as possible, going to primary sources wherever possible, but also drawing on web-based sources, mass media and the business press (e.g. the Australian Financial Review), company annual reports and other documents (e.g. shareholder prospectuses), academic journals (e.g. Harvard Business Review), and other management texts. The case study assignment is to be delivered in two complementary parts, where each part seeks to foster distinctive skill sets (i.e. effective oral presentation skills and effective report writing skills).

#### ***Case Study Presentations (15% total course marks)***

The groups will present their case study analysis to the class. These presentations will be used to develop and share insights into the strategy process, to provide the opportunity for constructive feedback, and as a basis for class discussion on the role and nature of strategic management. It is expected that all students will participate in these discussions.

#### ***Case Study Reports (25% total course marks)***

The written case study assignment of around 3,500 words in length (not including appendices and references) is to be handed in at the session following the presentation. A prescribed format for the submitted assignment and a marking guide will be provided in the first session.

#### ***Individual Assignment: Course Learning Reflection (20% total course marks)***

Each student will submit an assessment of the key learning that they have gained from the course in terms of what is likely to be of particular use to them in their career and/or employing organisation. This should address three significant insights that have been gained from among the topics covered in the course, the small group exercises and/or from the group case studies. To assist with this, students should keep a journal of the seminars which records the overview of the topic area covered (i.e. of the reading content), the class discussion of this, and the outcomes of any group exercise or case study addressed. Each insight discussed should cover the nature of the actual insight as well as a discussion of how this insight could help advance their career and/or contribute to the more effective management of their employing organisation. The aim of this exercise is to provide an incentive for students to engage with the course content, and to foster a capacity for reflection on the relevance and application of the course topics to “real world” organisations.

#### ***Final Examination (40% total course marks)***

There will be a final examination for the course, and this will be of 3 hours duration (with 10 minutes perusal time) and will have two parts. In the first part, a short answer section, there will be a choice of topics from among those covered in the course. This part will assess students' understanding of the course content. In the second part, students will analyse a previously-provided case study by answering a set of specific questions on it. This part will assess students' capacity to apply the concepts learned during the course to a strategic situation. Further details on the final examination will be provided during the course.

### Return of Assessment Items

Instructions on the return of marked assessment items will be discussed in class.

### Notification of Availability of Feedback on Assessment

Feedback on each assessment item will be provided to students within 2 weeks of receipt.

## **GRADUATE SKILLS**

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The [Griffith Graduate Statement](#) states the characteristics that the University seeks to engender in its graduates through its degree programs.

<b>Graduate Skills</b>	<b>Taught</b>	<b>Practised</b>	<b>Assessed</b>
Effective communication (written)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Effective communication (oral)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Effective communication (interpersonal)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Information literacy	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Problem solving	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Critical evaluation	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Work autonomously	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Work in teams	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Creativity and innovation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Ethical behaviour in social / professional / work environments	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Responsible, effective citizenship	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

### Professional Skills

Strategic analysis, along with an understanding of the processes through which strategy is developed and implemented, is an important competency for managers at all levels in both public sector and private sector organisations. The learning obtained from successfully completing this course will be valuable for those students who intend to pursue, or who are currently pursuing, a career as a manager or consultant.

## **TEACHING TEAM**

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<b>Convenor Details</b>	<b>Gold Coast</b>
Campus Convenor	Professor Paul K. Couchman
Email	paul.couchman@griffith.edu.au
Office Location	G01_2.25B
Phone	(07)-5552-8003
Fax	(07)-5552-9206
Consultation time	To be specified during the first class

## **COURSE COMMUNICATIONS**

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The convenor will be available for face-to-face consultation during the scheduled times specified during the first class, and at other times of mutual convenience by special arrangement. The preferred mode of direct communication with the convenor is by email. General announcements will be made via the course website on Learning@Griffith, and students taking the course will be able to communicate with each other via the email and discussion group facilities provided on this site. Further detail on course communications will be provided in the first session.

## **TEXTS AND SUPPORTING MATERIALS**

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It is strongly recommended that students obtain a copy of the prescribed textbook for the course:

Hanson, D., Dowling, P. J., Hitt, M. A., Ireland, R. D., and Hoskisson, R. E. (2008) ***Strategic Management – Competitiveness and Globalisation***. Third Asia Pacific Edition. Melbourne: Thomson Learning Australia.

Other recommended supplementary reading includes the following texts.

Carpenter, M. A. and Sanders, W. G. (2006) ***Strategic Management – A Dynamic Perspective***. Upper Saddle River, NJ: Prentice-Hall.

Dess, G., Lumpkin, G. T. and Eisner, A. (2006) ***Strategic Management: Creating Competitive Advantage***. New York: McGraw Hill.

Hill, C. W., Jones, G. R., Galvin, P. and Haidar, A. (2007) ***Strategic Management – An Integrated Approach***. Second Australasian Edition. Milton: John Wiley and Sons.

Hubbard, G., Rice, J. and Beamish, P. (2008) ***Strategic Management – Thinking, Analysis, Action***. Frenchs Forest: Pearson Australia.

Johnson, G. and Scholes, K. (2006) ***Exploring Corporate Strategy***. 7th Edition. Upper Saddle River, NJ: Prentice-Hall.

Mintzberg, H., Ahlstrand, B. and Lampel, J. (2005) ***Strategy Bites Back – It is More and Less Than You Ever Imagine***. Upper Saddle River, NJ: Prentice-Hall.

Mintzberg, H., Lampel, J. and Ahlstrand, B. (1998) ***Strategy Safari: A Guided Tour Through the Wilds of Strategic Management***. New York: The Free Press.

Mintzberg, H., Lampel, J., Quinn, J. B. and Ghoshal, S. (2003) ***The Strategy Process: Concepts, Contexts and Cases***. Global Fourth Edition. Upper Saddle River, NJ: Prentice-Hall.

Porter, M. E. (1990) ***The Competitive Advantage of Nations***. London: Macmillan.

Thompson, A., Gamble, J. and Strickland, A. J. (2006) ***Strategy: Core Concepts, Analytical Tools***. 2nd Edition. New York: McGraw Hill.

Further resources (e.g. web links and papers) will be provided on the course website, and students should peruse such journals as Harvard Business Review, the Academy of Management Review, the Academy of Management Journal, the Journal of Management Studies, the British Journal of Management, the Australian Journal of Management, Administrative Science Quarterly, Advances in Strategic Management, Strategic Management Journal, Long Range Planning – International Journal of Strategic Management, Strategic Organisation, Strategic Change, Strategy and Leadership, Journal of Management and Governance, and Leadership.

## SECTION B – ADDITIONAL COURSE INFORMATION

A course evaluation questionnaire will be given to students in the second to last session. The purpose of this evaluation is to provide feedback to teaching staff about their approaches to teaching and to inform changes to resources and course content.

Students should refer to the Learning@Griffith website for further information about this course. They should also be aware of the following rules and policies.

Enrolment in this course is undertaken on the basis that prior assumed knowledge has been gained by the attainment of a grade of "P" (pass) or above in the prerequisite course/s (if applicable). Failure to adhere to this recommendation may result in you having difficulty with the course and not being able to successfully complete it. Any additional support or special assistance cannot be expected or requested if you have not completed the recommended prerequisite course/s.

Students are expected to spend time outside of supervised class periods developing skills and knowledge.

Full and detailed acknowledgment (e.g. notation, and/or bibliography) must be provided if contributions are drawn from the literature in preparation of reports and assignments.

### **Submission and processing of assignments**

All submissions for assessment (unless otherwise directed by the Course Convenor) must be word processed with Times New Roman font 12 pt, 1.5 spacing. Leave a margin of 3 cm on the left for marker comments. The official submission of assignments is in paper form, with the correct cover sheets. Assignments can be emailed to convenors at their request but this is in addition to the official submission.

All students are required to keep a copy of their assessment item until it is marked and returned to them. Where this is not possible students should, at the very least, keep rough notes used in the preparation of the assignment. Marked assignments should be kept until the final grade has been awarded. Should a student wish to appeal against a grade awarded, all marked assignments must be presented to the Secretary, GBS Assessment Board.

Assignments must be submitted with the appropriate Submission Form attached to the front. Assignments submitted without the relevant submission form and with all the information written clearly on it will not be accepted or marked. **Assignments received by fax will not be accepted.**

#### *How to submit an assignment:*

##### Gold Coast and South Bank Campus.

All students are required to submit their assignments to the Off Campus & Assignment Handling Services. Assignments should be submitted with an attached fully completed cover sheet, and if an official receipt is desired, an official "Assignment Submission Receipt" form.

#### *How to submit an assignment to Off Campus & Assignment Handling Services (OCAHS) :*

Attach a completed [OCAHS Assignment Cover Sheet](#) (Requires Acrobat Reader [Download](#)) or [OCAHS Group Assignment Cover Sheet](#) (Requires Acrobat Reader [Download](#)) to the front of your assignment. These are available either in your study materials (if they are forwarded to you) or are available from the OCAHS office. Incomplete information may result in delays in processing your assignments.

Students who are required to submit their assignment on campus may do so at the following locations:

**GOLD COAST CAMPUS:** Copying & Printing Services, Gold Coast Library.

**SOUTH BANK CAMPUS:** Students should attach a completed Assignment Cover Sheet, and if an official receipt is desired, an official "Assignment Submission Receipt" form (both forms are available at the Lending Services Desk in QCA Library).

The receipt form will be time stamped and then returned to the student. Students must hand in assignments before the library closing time on the date the assignment is due. All relevant student/course information must be included (including the correct code, tutor names, student no., etc)

Copies with the attached cover/receipt sheets should be submitted to the "Assignment Submission Box" at the QCA Library Lending Services Desk (there's a metal chute at the front of the desk).

### Alternatives

Assignments can also be handed to the course lecturer at class. You are responsible for ensuring you receive a receipt using the "Assignment Submission Receipt" form, or that your name is checked off as received on an assignment submission checklist.

### **Extension to assignment submission dates**

#### **Submission of assignments after due dates**

The responsibility for submitting assessment items by the due date rests with the student. Any assignment received after the appropriate due date will be considered "late".

#### **Penalty for late submission of assignments**

As due dates are carefully scheduled at the commencement of semester, late assignments will not normally be accepted, except in cases of illness or other exceptional circumstances. In such cases, the assignment must be accompanied by documentary proof of illness, and a written request for the assignment to be accepted without penalty. If an extension has not been granted assignments will be penalized in accordance with University policy.

#### **Requests for extensions**

Requests for extension must be submitted in writing, with appropriate documentation, in advance of the specified submission date to the Course Convenor. Requests made after the assessment item is due will not be considered.

Course Convenors can grant extensions for the submission of assessment items up to the date on which the item is due to be returned to students. Further extensions and any extension beyond the end of Week 15 can only be granted by the MBA Director.

### **Return of assessment items**

Return of assessment items will either be by the lecturer or for collection from the relevant GBS office.

- Marked assignments will not be returned by post.
- The collection of assignments is the responsibility of students.
- Assignments will be held for six (6) months and then destroyed.
- Students may authorise other students to collect assignments on their behalf by providing the collecting student with a signed note and their Student ID card.

### **Notification of Results**

Results will be posted on the [Learning@Griffith](#) website at the course convenor's discretion. Results will be by student number only. Final grades will be posted on eNABLE.

### **Appeals Against Award of Grade**

Students are encouraged to discuss with academic staff their performance in assessment items during a course. Where a student believes that an error has been made or an injustice done in respect of the grade awarded for a course, the student may request a review of the grade. Details of university policy on this matter are available at [http://www.gu.edu.au/ua/aa/ppm/tal/content/aad\\_asspol\\_fs.html](http://www.gu.edu.au/ua/aa/ppm/tal/content/aad_asspol_fs.html)

## SECTION C – KEY UNIVERSITY INFORMATION

### ACADEMIC MISCONDUCT

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Students must conduct their studies at the University honestly, ethically and in accordance with accepted standards of academic conduct. Any form of academic conduct that is contrary to these standards is academic misconduct and is unacceptable.

Some students engage deliberately in academic misconduct, with intent to deceive. This conscious, pre-mediated form of cheating is one of the worst forms of fraudulent academic behaviour, for which the University has zero tolerance and for which penalties, including exclusion from the University, will be applied.

However the University recognises many students commit academic misconduct without intent to deceive. These students may be required to undertake additional educational activities to remediate their behaviour.

Specifically it is academic misconduct for a student to:

- **Cheat in examinations and tests** by communicating, or attempting to communicate, with a fellow individual who is neither an invigilator or member of staff; by copying, or attempting to copy from a fellow candidate; attempting to introduce or consult during the examination, any unauthorised printed or written material, or electronic calculating or information storage device; or mobile phones or other communication device, or impersonates another.
- **Fabricate results** by claiming to have carried out tests, experiments or observations that have not taken place or by presenting results not supported by the evidence with the object of obtaining an unfair advantage.
- **Misrepresent themselves** by presenting an untrue statement or not disclosing where there is a duty to disclose in order to create a false appearance or identity.
- **Plagiarise** by representing the work of another as their own original work, without appropriate acknowledgement of the author or the source. This category of cheating includes the following:
  1. collusion, where a piece of work prepared by a group is represented as if it were the student's own;
  2. acquiring or commissioning a piece of work, which is not his/her own and representing it as if it were, by
    - purchasing a paper from a commercial service, including internet sites, whether pre-written or specially prepared for the student concerned
    - submitting a paper written by another person, either by a fellow student or a person who is not a member of the University;
  3. duplication of the same or almost identical work for more than one assessment item;
  4. copying ideas, concepts, research data, images, sounds or text;
  5. paraphrasing a paper from a source text, whether in manuscript, printed or electronic form, without appropriate acknowledgement;
  6. cutting or pasting statements from multiple sources or piecing together work of others and representing them as original work;
  7. submitting, as one own work, all or part of another student's work, even with the student's knowledge or consent.

A student who willingly assists another student to plagiarise (for example by willingly giving them their own work to copy from) is also breaching academic integrity, and may be subject to disciplinary action.

Visit the University's Institutional Framework for Promoting Academic Integrity Among Students for further details.

### PLAGIARISM DETECTION SOFTWARE

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The University uses plagiarism detection software. Students should be aware that your Course Convenor may use this software to check submitted assignments. If this is the case your Course Convenor will provide more detailed information about how the detection software will be used for individual assessment items.

## HEALTH AND SAFETY

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Griffith University is committed to providing a safe work and study environment, however all students, staff and visitors have an obligation to ensure the safety of themselves and those whose safety may be affected by their actions. Staff in control of learning activities will ensure as far as reasonably practical, that those activities are safe and that all safety obligations are being met. Students are required to comply with all safety instructions and are requested to report safety concerns to the University.

General health and safety information can be obtained from [http://www.griffith.edu.au/hrm/health\\_and\\_safety/](http://www.griffith.edu.au/hrm/health_and_safety/)

Information about Laboratory safety can be obtained from [http://www.griffith.edu.au/ots/secure/health/content\\_labsafety.html](http://www.griffith.edu.au/ots/secure/health/content_labsafety.html)

## KEY STUDENT-RELATED POLICIES

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All University policy documents are accessible to students via the University's Policy Library website at: [www.griffith.edu.au/policylibrary](http://www.griffith.edu.au/policylibrary). Links to key policy documents are included below for easy reference:

[Academic Calendar](#)

[Academic Standing, Progression and Exclusion Policy](#)

[Assessment Policy](#)

[Examinations Timetabling Policy and Procedures](#)

[Guideline on Student E-Mail](#)

[Health and Safety Policy](#)

[Institutional Framework for Promoting Academic Integrity Among Students](#)

[Policy on Student Grievances and Appeals](#)

[Student Administration Policy](#)

[Student Charter](#)

## UNIVERSITY SUPPORT RESOURCES

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The University provides many facilities and support services to assist students in their studies. Links to information about University support resources available to students are included below for easy reference:

[Learning Centres](#) - the University provides access to common use computing facilities for educational purposes. For details visit [www.griffith.edu.au/cuse](http://www.griffith.edu.au/cuse)

[Learning@Griffith](#) - there is a dedicated website for this course via the Learning@Griffith student portal.

[Student Services](#) facilitate student access to and success at their academic studies. Student Services includes: Careers and Employment Service; Chaplaincy; Counselling Service; Health Service; Student Equity Services (incorporating the Disabilities Service); and the Welfare Office.

[Learning Services](#) within the Division of Information Services provides learning support in three skill areas: computing skills; library skills; and academic skills. The study skills resources on the website include self-help tasks focusing on critical thinking, exam skills, note taking, preparing presentations, referencing, writing, proof reading, and time management.