

Case Study Four

Group Presentation – Strategic Management Case Study

Task Description: Develop and present a case study analysis of a global technology company

Weighting: 40%

Level: Second year undergraduate group presentation – 4 people per group

Outline and Instructions:

Case study analysis allows you to diagnose current challenges and use strategic management tools and processes to address them effectively. The purpose of this presentation is to work in a group to develop an effective case analysis of ONE global technology company of your choice. You cannot use any example case studies included in the class textbook.

Your case study analysis should include:

1. Trends in the external environment
2. An internal environment analysis
3. The company's strategic intent and mission
4. Key result areas used for implementation

Each group member will present on ONE of these areas (3 minutes each) but it is expected that there is overall group cohesion in the presentation.

Marking Criteria:

- Demonstrated knowledge and application of models, tools and approaches from course learning resources.
- Quality of presentation including the use of tables, graphs and/or images in your analysis.
- Individual contributions and evidence of group cohesion

Submission: You will be assigned a date and time to present in the tutorial.

Bibliography

Hitt, M, Ireland, R & Hoskisson, R (2005) *Strategic Management Competitiveness and Globalization*, 6th edn, Thomson South-Western, Ohio, USA.

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Workshop Rebuild

Workshop Participants:

Deborah Tyler (VU), Linda Stokes (ACU), Sophia Xenos (RMIT)

Identified Problem Areas:

- The weighting of this assessment is high (40%), which creates a high-pressure task.
- The group presentation means there is only limited time for each student to showcase their work.
- There may be difficulties with group cohesion vs individual student contributions, and there is currently no way to track what the group members are doing as they contribute to the group.
- There appear to be limited opportunities to work on this assignment in class or with a mentor, so there is not much opportunity to get feedback on a draft presentation.
- The assessment task is organised around an outcome rather than the process of learning, which may encourage students to purchase their work rather than invest time in the learning process.

Redesign of Assessment Item:

- The marking should be part individual, part group, with staggered assessment milestones.
- Each assessment task will include scaffolding to enable assessment processes to be monitored and evaluated (to provide evidence of active involvement on the part of the student).
- The 40% assessment will be broken up into multiple parts:
 - a final oral presentation (with 10% of marks for the individual and 10% for the group) which should showcase the process of developing the final presentation, as well as the outcome of that process; as part of this presentation all members of the group should be prepared to answer individual questions on any part of the project;
 - a mind map (10%) that explains what the group is including in the presentation and which parts they are leaving out;
 - a peer review (10%) or feedback from the mentor (10%) on how the group members have contributed and how they function (e.g., using a blog, wiki, or email trail).