



CENTRAL UNIVERSITY OF TECHNOLOGY, FREE STATE  
SENTRALE UNIVERSITEIT VIR TEGNOLOGIE, VRYSTAAT  
YUNIVESITHI E BOHARENG YA THEKENOLOJI, FOREISTATA

Faculty of Management Sciences

## Learning Guide 2016

**Subject: Strategic Management IV**

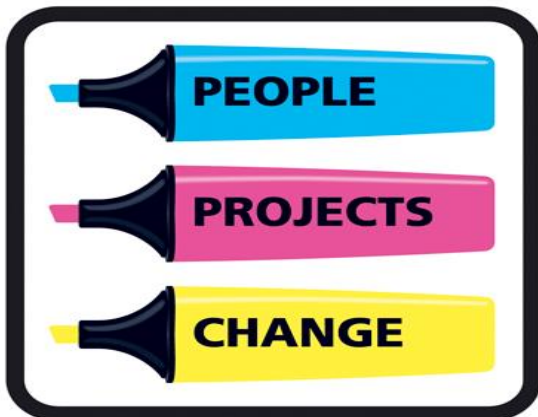
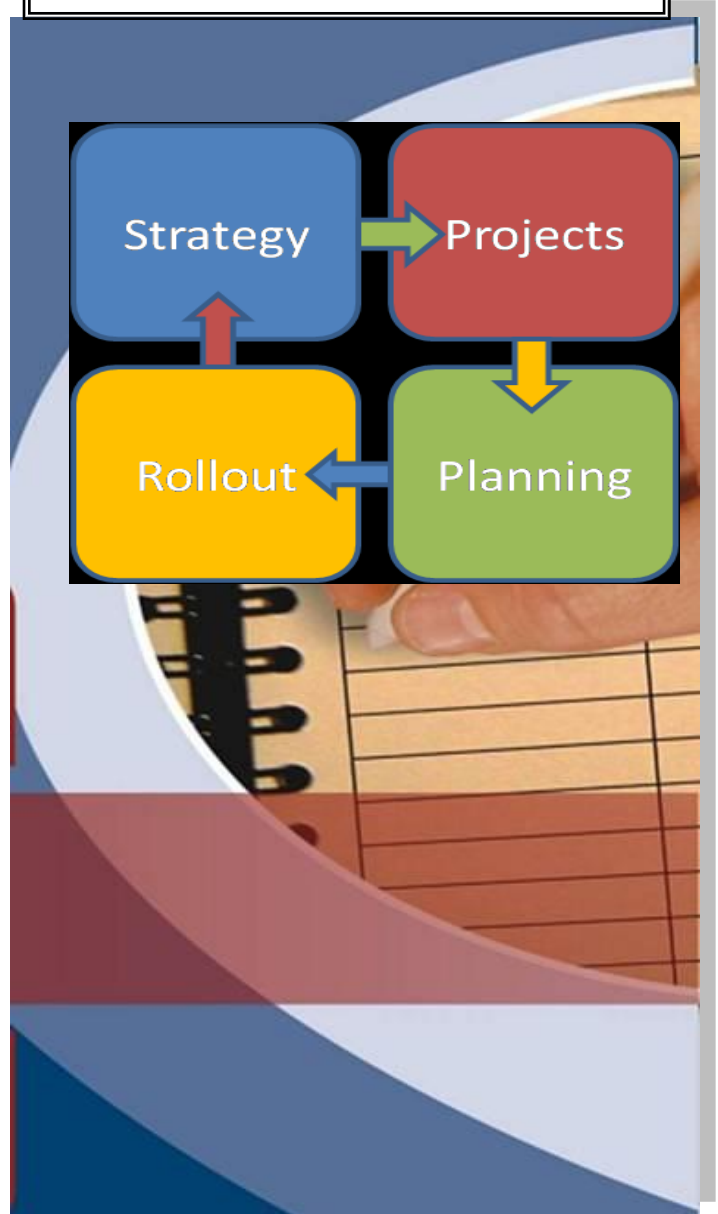
**Programme: Project Management**

**Subject Code: SBE 41 AB**

**Programme Code: BEBTPJ**

**NQF level: 7**

**Credits: 12**









Compiled by: Mr. M. RAMORENA

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**ICONS USED IN THE STUDY GUIDE:**

	<p><b>Source reference</b> This symbol indicates the source of the learning material. It refers to either the prescribed handbook or recommended book.</p>
	<p><b>Additional resources</b> This symbol indicates that you should read any appropriate Strategic management handbooks and journals, in addition to the handbooks prescribed.</p>
	<p><b>Time schedule</b> This symbol indicates how much time should be spent to complete a specific unit. Symbol also indicates date/time for assignment submission</p>
	<p><b>Learning activities</b> After you have worked through the theory of a unit, you must test whether you understand this theory by applying it practically through completing the exercises activities and outcomes. At the end of the period a test will be written to check your progress.</p>
	<p><b>Notes</b> In this space learners should write down any notes, tips or hints that will be helpful to the learner to successfully complete the unit.</p>
	<p><b>Self-assessment questions</b> You will come across questions throughout the units that will test the extent to which you understood the work completed. Use these questions to assess your knowledge of the work completed thus far. Do them on your own or in a group.</p>

## 1. A WORD OF WELCOME

The Project Management Team cordially welcomes you to the Strategic Management IV course of the B-Tech: Project Management programme. This course is pitched at post graduate (that is fourth year/honors) level. For that matter the following should be noted carefully:

1. The quality of your answers whether in tests, assignments or exams determines the marks you earn.
2. A high quality academic writing skill is of paramount importance in the programme. Special attention should therefore be paid to language usage, logic, academic maturity of arguments, insight and technical outlay of work which all count towards the expected quality standard. It is therefore your responsibility to ensure that your work is legible. Shoddy hand writing will only result in poor marks.
3. Reciprocal respect should underpin lecturer-student relationship at all times. However, the lecturer remains the manager in the teaching-learning encounter.
4. It is emphasized that group work should be strictly treated as such.

Because of the practical nature of this subject, the classes will be in the form of discussion on the theory, in other words students are expected to apply knowledge, come up with practical examples, discuss and share ideas (a **Learner-centered** approach) **Learner-centered education is an educational strategy according to which it is expected of the learners to accept responsibility for their own learning ... and become co-producers of learning since they discover and construct knowledge for themselves”** (Manual for Learning and Teaching at the CUT, 2004).

The playground is leveled, so let us **all** create a conducive and a harmonious teaching and learning environment, so that we all enjoy what we are here for (teaching and learning).

## 2. THE AIM OF THIS STUDY GUIDE

This study guide will guide you through the material we are going to work through during the year. It will give you a guideline as to:

- a) The objective of each study unit
- b) What is expected of you after completion of each learning unit
- c) Required case studies
- d) Projects that must be handed in during the year
- e) The examination system for 2015.
- f) The prescribed books and additional learning material

### 3. EXPECTATIONS

The lecturer is the facilitator who will give students guidelines and assistance, but it is up to you to make the classes valuable. There are various other resources available beyond the prescribed material, feel free to share with the class any interesting material you have come across.

Sharing of personal experiences will be appreciated as we can all learn from them, furthermore, they will enable us to understand concepts better. You are therefore expected to engage as much as you can make the most out of your experiences as well as others' experiences.

#### 3.1 *Expectations of the student.*

- Make sure you understand and know the following policies:  
 Policy 403.1 – General rules for students  
 Policy 403.6 - Code of conduct for students  
 Policy 403.7 – Discipline Rules for students  
 Policy 501.48 – Policy on smoking  
 Policy 505.7.1 – Copyright

#### 3.2 *The facilitator's expectations of the student.*

- To attend classes
- To be on time for classes, as it happened in the past that classes move to another venue without prior notice and students do not know where to go.
- Cell phones must be switched off during classes
- To hand in assignments on time – late assignments will not be marked and the student will receive a 0 for the assignment.
- To study the theory and participate in practical classes.
- To involve yourself in discussions

#### 3.3 *Consultation of the course facilitator*

- **Mr Sapokie Ramorena**  
 Management Building – 1<sup>st</sup> Floor, **Room B103**. Telephone extension **4063**.
- The facilitator has specified consultation hours on his office door. If you wish to meet the facilitator outside these specified consultation hours, an appointment must be made.
- **No lectures, of any nature, missed due to poor class attendance, will be repeated during consultation hours.**
- **No study material will be lent to learners**

#### 4. MOTIVATION

It is always easier to study if you are motivated. If at any stage you have suggestions as to how we can make the classes more interesting, you will be more than welcome to share them with the rest of the class.

It is a fact that we are unique human beings and are motivated differently; the lecturer will always try to accommodate each and every one of you in this regard.

#### 5. HELPFUL HINTS

- a. Prepare before class – read through the material and try and find everyday examples on each element of the theory, which you can share during class. Think of questions you might have, jot them down and bring them to class. By preparing you also give yourself a broad overview of what will be discussed, it will not be unfamiliar and integration with real life will be easier. This will make the subject interesting, and you will become more and more interactive in class.
- b. Make notes during class, when we discuss theory and during practical discussions.
- c. Ask questions. Make sure you understand what is being said or just to satisfy your curiosity.
- d. Review your notes as soon as possible.
- e. Read through the material again
- f. Review your notes again in a week's time.
- g. Review your notes and the material again in a month's time.

#### **E-Thuto (Blackboard)**

Please be informed that this subject is on e-Thuto (Blackboard) and that it is your responsibility to be updated with announcements and/or assessments that are posted.

#### 6. ASSESSMENT METHODS

Assessment is a process in which evidence of performance is gathered and evaluated against agreed criteria. There are two forms of assessment, namely:

- **Summative assessment** (in other words examination) at the end the Semester-May/June 2016.
- **Formative assessment.** Formative assessment takes place throughout the semester. This assessment shows the learner what progress he/she has made and which areas he/she needs to improve on. Formative assessment can take the form of class assessments, oral presentations, group assignments, case studies, projects, role-plays, and portfolios.

**ASSEMENT DATES AND ASSIGNMENT/PRESENTATION TOPICS ARE TABLED WELL IN ADVANCE, AS SUCH THERE WILL BE NO EXCUSE FOR NON-COMPLETION OR LATE SUBMISSION OF YOUR WORK. THERE WILL BE NO TOP-UP MARK NOR A SICK TEST FOR ASSIGNMENTS AND OR PRESENTATIONS.**

You will be expected to submit assignments and write tests. This is **STIPULATED IN YOUR ASSESSMENT PLAN OR WILL BE AGREED UPON IN CLASS GIVEN VARIOUS DYNAMICS AFFECTING CLASSES ESPECIALLY THE SATURDAY GROUP.**

### **6.1.1. Assignments**

An assignment is a research document (refer to your **Manual for writing assignments**) and should adhere to the following format:

- The cover page (must contain appropriate information i.e. assignment topic; students name, surname and student number; course; subject and subject code; date; lecturer).
- Table of contents.
- Introduction
- The corpus (or body) of the assignment with headings and subheadings where necessary. Clearly distinguish between own opinions and other's opinions and give the necessary credit to everyone.
- A summary/conclusion in which you include your own view after the completion of the research.
- Bibliography. All sources used and appear in a text should be listed using the **HARVARD** method of referencing (refer to your **Manual for writing assignments**). The assignment writing manual will give you useful tips on how to write assignments.

### **Assignment Specifications**

- The assignment should be typed using a size 12pt Arial font, 1.5 line spacing. **(NO UNTYPED ASSIGNMENT WILL BE ACCEPTED)**
- All additional sources used must be well acknowledged and noted correctly.
- The assignment content should display a logical and integrated development which is holistic by nature.
- The assignment must be numbered, but the front page, table of contents page and bibliography must not be numbered.
- The individual assignments are, by definition, **individual**. No collaboration should occur in the completion of such assignments.
- Group work means just that. For that reason a minimum of five and a maximum of seven should make a group. No deviations will be accepted.
- A late submission is no assignment.
- Faxed assignments will not be accepted.

- The following website will give you useful tips on how to write assignments.

<http://www.cut.za/cut/support/lic/MANUAL.htm#refer>

**NB: ALWAYS KEEP A COPY OF EVERY ASSIGNMENT YOU SUBMIT.** The facilitator accepts no responsibility for lost assignments.

### Rubric for marking assignments

In evaluating assignments, the following guide will be used:

ITEM	MARK %
Cover page	5
Contents page	5
Introduction	10
Body	45
Conclusion	10
Bibliography	5
Language usage	10
Technical care	10
TOTAL	100

#### 6.1.2. Tests

If you should miss a test it is your responsibility to inform the lecturer within **3days** after the test was written. In the case of illness you must provide a valid medical certificate and in the case of a funeral, a valid death certificate must be obtained. The relevant documents must also reach the lecturer within **3 working days** after the test was written.

- **NO STUDENT WILL BE ALLOWED TO WRITE A SICK TEST WITHOUT THE NECESSARY DOCUMENTATION AND WITHOUT FOLLOWING THE ABOVE PROCEDURE**
- **NO STUDENT WILL BE ALLOWED TO WRITE A SICK TEST BY VIRTUE OF SUMITTING A LETTER FROM SOME CEO,PREMIER,MEC OR CHIEF DIRECTOR**
- **THERE WILL BE ONLY ONE SICK TEST PER TEST.**

#### **TAKE NOTE!**

**If you missed the above type of assessment, you will receive zero marks. No excuses will be accepted.**



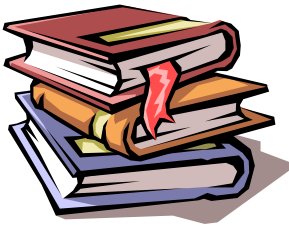
## 7. PLAGIARISM

Violation of any of the following University rules regarding the academic conduct of students will lead to disciplinary action against the learner:

- A learner shall not reproduce or distribute copies of University learning material without the written consent of the course facilitator.
- A learner may not submit any assignment for assessment where the essential parts of the assignment have been taken from the work of another person without giving full credit to that person.
- A learner may not submit any forged document for assessment purposes e.g. should a learner copy a business project from the internet, forge some of the information and submit it the learner will receive no marks.

Refer the Student Assessment Manual on the consequences if you are found guilty.

## 8. PRESCRIBED LITERATURE (Compulsory)



David, F. R. 2012. Strategic Management: Concepts and Cases. 14<sup>th</sup> Edition. New Jersey: Pearson –Prentice Hall. **(ISBN 9781775783457)**

Louw, L. & Venter, P. 2013. Strategic Mangement. Developing Sustainability in Southern Africa. 3<sup>rd</sup> Edition. Cape Town: Oxford. **(ISBN 9780195997040)**

## 9. Recommended Reading

No	Title	Year/Edition	Authors/Editors	ISBN	Publisher
1	Strategic Management, Formulation, Implementation and Control	2011, 12 <sup>th</sup> Edition	J. Pearce II & R.B. Robinson	9780071289504	Mc Graw-Hill
2	Crafting and Executing Strategy <i>Creating Sustainable High Performance in South Africa: Texts, Readings and Cases</i>	2011, 2 <sup>nd</sup> Edition	J. Hough, A.A. Thompson Jr., A.J. Strickland III., and J.E. Gamble.	9780077127541	Mc-Graw-Hill
3	Strategic Management. Southern African concepts and cases	2004	Ehlers, T & Lazenby, K.		Van Schaik

### PLEASE NOTE!

It remains your responsibility to ensure that at least 3 sources (a book(s), a journal article(s) searched for on the internet), are consulted before submitting an assignment.

## 10. INTERNET SITES

The following Internet sites provide useful information especially for the execution of your assessment tasks:

- ☆ Google (highly recommended) [www.google.com](http://www.google.com)
- ☆ Tony Manning [www.tony-manning.co.za](http://www.tony-manning.co.za)
- ☆ Trade and the environment [www.unep.ch/trade.html/](http://www.unep.ch/trade.html/)
- ☆ Strategic Management issues [www.strategy-business.com](http://www.strategy-business.com)
- ☆ The Leaders Institute [www.leadership.co.za](http://www.leadership.co.za)
- ☆ TQM Resource [www.bettermanagement.com](http://www.bettermanagement.com)
- ☆ World Bank [www.worldbank.org](http://www.worldbank.org)

## VIOLATIONS REGARDING PHOTOCOPYING

**IF YOU SHOULD MAKE ANY COPIES OF THE PRESCRIBED MATERIAL, YOU CAN BE FOUND GUILTY OF A CRIMINAL OFFENCE, AND A FINE OR IMPRISONMENT CAN BE IMPOSED. THE FACILITATOR DOES NOT TAKE ANY RESPONSIBILITY IN THIS REGARD.**

**IF COPIES OF THE TEXTBOOK MUST BE MADE, WRITTEN PERMISSION MUST BE OBTAINED FROM THE PUBLISHERS OF THE BOOK.**

### 11. ASSESSMENT PLAN

DATE	Test	Activity	Responsibility
17 MARCH	TEST 1	Learning Unit 1-4	1. Lecturer 2. Student
21 APRIL	TEST 2	Learning Unit 5-7	1. Student 2. Lecturer
09 MAY	SICK TEST	Learning Unit 1-7	1. Student 2. Lecturer
MAY/JUNE		EXAM	Lecturer and Student

### 12. ACADEMIC FITNESS: ARE YOU READY FOR TESTS AND/OR EXAMS?

Here are some tips from The Stress Clinic that will help boost your confidence and keep exam stress to a minimum:

**1. Prepare timeously.** This means planning over a period of time and not leaving any work for the final hour – which should be left for revision purposes only. As soon as you get the exam timetable, start to plan your study time. It is very important that learners not rely on spot questions (where the teacher gives out tips for exams) as they are *not* the gospel truth! Prepare thoroughly.

**2. What view or mind-set will help motivate you?** Instead of stressing out – change your perspective. See exams time as an opportunity to reach your full potential, not as a massive hurdle to overcome. Exams are not a horrible thing – they’re a challenge. It is very important to start exam preparation in the right frame of mind. Set a positive self-fulfilling prophecy for yourself: if you believe in yourself, prepare thoroughly, and see exams as a challenge rather than a problem, then you will do well. A negative attitude will only set you up to fail.

**3. Set regular study times.** These must be planned and not abused. You will need time to relax, and to get your concentration back, but don’t use them as an excuse to waste time doing other things.

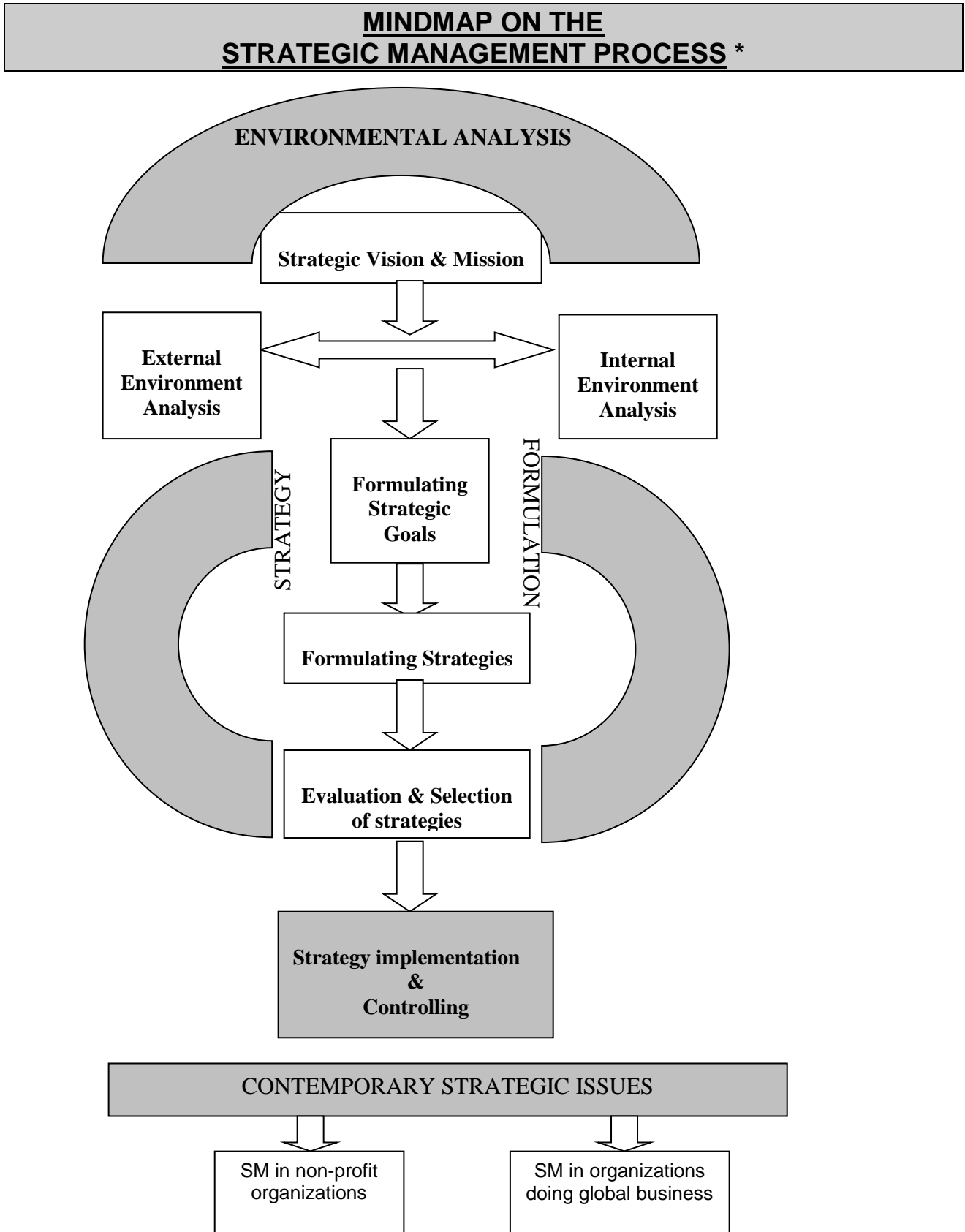
- 4.** Know what study method works for you and use this. Do you study best alone or in a group? Do mind maps work for you or are summary notes better? Do you learn fast or slowly?
- 5.** Never rely on drugs. Drugs can mess up an exam by causing forgetfulness and lack of concentration. They can even cause you to write complete rubbish! This goes for stimulants, tranquilizers and over the counter medication. Rather get extra help on your school work from a tutor, a teacher or the school.
- 6.** Previous papers. These can be a treasure trove of information to help you know how to read and interpret the paper correctly. Try to set aside time to go over previous papers to see how the teacher is likely to set-out the exam and what they will expect from your answers.
- 7.** Eat proper meals that are not too fatty. It's easy to reach for a bag of chips or a chocolate bar but the quick 'high' that they give you will soon be replaced with lethargy. Well balanced meals that are not too fatty or heavy will help you keep your strength up, as well as keeping you alert and all your brain cells working at their best.
- 8.** Make sure that everything is ready the night before. Lay out your clothes, and all the things you will need for the exam. Last minute panicking and hunting for stuff will just stress you out.
- 9.** Arrive a little early for the exam. This will ensure you have time to find the class room or hall, and get yourself nicely settled before the exam starts.
- 10.** Read the questions carefully before you answer – and pace yourself appropriately. Carefully take note of any instructions, for example, a word limit on an essay. And allocate your time so that it corresponds to the value of the marks on each question, in other words, set aside more time for questions that are worth more marks.
- 11.** Go home. Standing around and doing a post-mortem with your friends will only leave you feeling unsure about your answers. And this in turn will have an effect on your confidence levels for the next exam! Proper exam preparation encourages academic fitness – and if you are well prepared, you have nothing to fear.

### 13. General Subject/Module Information

**AN INDICATION OF THE NOTIONAL LEARNING HOURS PER UNIT**

<b>Learning unit</b>	<b>Class contact Hours(Including non-contact hours)</b>	<b>Credits</b>	<b>Contact week(s)</b>
1	10	1	1
2	20	2	2
3	20	2	2
4	20	2	2
5	20	2	2
6	10	1	1
7	20	2	2
<b>TOTAL</b>	<b>120</b>	<b>12</b>	<b>12</b>

14. SUBJECT DERMACATION



**SOURCE:** Ehlers, T & Lazenby, K. 2004. **Strategic Management. Southern African concepts and cases.** Pretoria: Van Schaik Publishers.

## **THEME 1: STRATEGIC MANAGEMENT PROCESS**

### **LEARNING UNIT 1: STRATEGIC MANAGEMENT: AN OVERVIEW**

#### **1. LEARNING OUTCOMES**

After completion of the unit you will be able to:

- Define and explain strategic management (SM)
- Describe the importance of strategic management.
- Indicate why some firms do no strategic planning/management
- Describe the benefits of good strategic management financially and non-financially
- Describe the dysfunctional aspects of strategic management
- Describe the strategic management process
- Discuss the nature of strategy formulation, implementation and evaluation activities
- Reflect on contemporary applications of strategic management
  - SM in non-profit organizations
  - SM in organizations doing global business
- Key terms in strategic management
  - Competitive advantage (CA)
  - Vision and mission statements
  - External opportunities and threats
  - Internal strengths and weaknesses
  - Long-term objectives
  - Strategies
  - Annual objectives
  - Policies
  - Strategist

#### **2. SOURCES**



1. David, F. R. 2011 Strategic Management. 14th ed. Chapter 1
2. Ehlers, T. & Lazenby, K. 2011. Strategic Management: Southern African Concepts and Cases. 3rd ed. Chapter 1
3. Louw, L. & Venter, P. 2013. Strategic Mangement. Developing Sustainability in Southern Africa. 3<sup>rd</sup> Edition. Chapter 1

#### **3. ASSESSMENT CRITERIA**

- 3.1. What is strategic management?
- 3.2. Why is strategic management so important?
- 3.3. Discuss the nature of strategy formulation, implementation and evaluation activities
- 3.4. Describe pitfalls (risks) or dysfunctional aspects of strategic management
- 3.5. What are the main phases of the strategic management process?
- 3.6. Explain, with examples, the following key terms in strategic management:
  - Competitive advantage (CA)
  - Vision and mission statements
  - External opportunities and threats
  - Internal strengths and weaknesses
  - Long-term objectives
  - Strategies
  - Annual objectives
  - Policies
  - Strategist/Strategic Planning Champions

#### 4. PREPARATION FOR CLASS



Create a mind map for Learning Unit 1



## **THEME 2: STRATEGIC DIRECTION**

### **LEARNING UNIT 2: VISION & MISSION STATEMENTS**

#### **1. LEARNING OUTCOMES**

After completion of the unit you should be able to:

- 1.1 Distinguish between a vision and mission statement.
- 1.2 Explain and formulate a vision statement.
- 1.3 Explain and formulate a mission statement.
- 1.4 List the reasons why mission statements sometimes fail.
- 1.5 Explain the role of the Mission Statement in the Strategic Management process.
- 1.6 Identify the components of mission statements

#### **2. SOURCES**



1. David, F. R. 2011 Strategic Management. 14th ed. Chapter 2
2. Ehlers, T. & Lazenby, K. 2011. Strategic Management: Southern African Concepts and Cases. 3rd ed. Chapter 2
3. Louw, L. & Venter, P. 2013. Strategic Management. Developing Sustainability in Southern Africa. 3<sup>rd</sup> Edition. Chapter 3

#### **4. ASSESSMENT CRITERIA**

- 3.1 What is a vision & mission?
- 3.2 How do you formulate a vision statement?
- 3.3 How do you formulate a mission statement?
- 3.4 Discuss how clear vision and mission statements can benefit other strategic management activities.
- 3.5 Identify components of a mission statement (namely):

- 3.5.1 Product or service of the organisation.
- 3.5.2 Market of the organisation.
- 3.5.3 Organisation's geographical domain.
- 3.5.4 Main technology used in the organisation's production process.
- 3.5.5 Organisation's quest for survival, growth & profitability.
- 3.5.6 Organisation's philosophy.
- 3.5.7 Organisation's public image.
- 3.5.8 Organisation's values & value systems.
- 3.5.9 Organisation's self-concept.
- 3.5.10 Quality of the organisation's products & services.
- 3.5.11 Customers

## **5. SELF STUDY EXERCISE**

Case study- page 81-86. (Ehlers, T. & Lazenby, K. 2011). Analyse the vision and mission statements and answer the questions that follow.

## **LEARNING UNIT 3: EXTERNAL ENVIRONMENTAL ANALYSIS**

### **1. LEARNING OUTCOMES**

After completion of the unit you should be able to:

- Describe how to conduct an external audit
- Understand forces in the external environment/macro environment:
  - Political forces
  - Economic forces
  - Socio-cultural and demographic forces
  - Technological forces
  - Ecological forces
  - Legal forces
  - Competitive forces
- Explain the Balanced Scorecard
- Understand the Industrial Organization (I/O) View
- Understand Porter's Five –Forces Model in analyzing industry competitiveness:
  - Substitutes.
  - New Entrants
    - Barriers to entry.
  - Buyers.
  - Suppliers.
  - Competition
- Explain how to develop an EFE and CPM
- Construct an EFE of an organization
- Construct a CPM

### **2. SOURCES**



1. David, F. R. 2011 Strategic Management. 14th ed. Chapter 3
2. Ehlers, T. & Lazenby, K. 2011. Strategic Management: Southern African Concepts and Cases. 3rd ed. Chapter 5
3. Louw, L. & Venter, P. 2013. Strategic Management. Developing Sustainability in Southern Africa. 3<sup>rd</sup> Edition. Chapter 5

### 3. ASSESSMENT CRITERIA

3.1. What does the Macro-Environment consist of?

- International environment.
- Economic environment.
- Social environment.
- Legal/Political environment.
- Technological environment.
- Natural or ecological environment
- Globalization

3.2. Explain the Balanced Scorecard

3.3. What does the Industry or market environment consist of?

3.3.1. Porter's five forces of competition

- Substitutes.
- New Entrants.
  - Barriers to entry.
- Buyers.
- Suppliers.
- Competition/ rivalry.

### 4. SELF STUDY EXERCISE

Case study and answer the questions that follow. Page 167-169 (Ehlers).

5. **ASSIGNMENT** (Group)

Topic: Construct an EFE for the Central University of Technology

#### **Special instructions:**

1. Provide an introduction for your assignment
2. Provide theory around the construction of an EFE citing relevant sources
3. Provide a proper conclusion after generating your matrix
4. List sources consulted accordingly



**17 March 2016**

## **LEARNING UNIT 4: INTERNAL ENVIRONMENTAL ANALYSIS**

### **1. LEARNING OUTCOMES**

After completion of the unit you should be able to:

- Describe the process of conducting an internal audit
- Discuss key internal forces:
  - Management functions
    - Planning
    - Organizing
    - Motivating
    - Staffing
    - Controlling
- Discuss the importance of internal environmental analysis
- Understand the various approaches towards Internal analysis for effective strategy development:
  - The Resource-Based View (RBV)
  - Value Chain Analysis(VCA)
  - Functional Approach (FA)
- Explain how to identify and prioritize a firm's internal strengths and weaknesses (Apply SWOT analysis and explain its importance in internal environmental analysis)
- Understand and apply Internal Factor Evaluation (IFE) matrix as a method of doing internal environmental analysis

### **2 SOURCES**



1. David, F. R. 2011 Strategic Management. 14th ed. Chapter 4
2. Ehlers, T. & Lazenby, K. 2011. Strategic Management: Southern African Concepts and Cases. 3rd ed. Chapter 4
3. Louw, L. & Venter, P. 2013. Strategic Management. Developing Sustainability in Southern Africa. 3<sup>rd</sup> Edition. Chapter 7

### 3 ASSESSMENT CRITERIA

3.1 What does the Internal Environment consist of?

- 3.1.1 Financial.
- 3.1.2 Production.
- 3.1.3 Human Resource Management.
- 3.1.4 Marketing.
- 3.1.5 Technology.
- 3.1.6 Administration.
- 3.1.7 Purchasing.
- 3.1.8 Public Relations.
- 3.1.9 Management.

3.2 Discuss the various approaches towards Internal analysis for effective strategy development:

- The Resource-Based View (RBV)
- Value Chain Analysis(VCA)
- Functional Approach (FA)

3.3 Apply Internal Factor Evaluation (IFE) matrix

3.4 Identify all the important resources and capabilities of an organisation

### 4. SELF STUDY EXERCISE

Ackermans case study and answer questions 1 and 2. Page 130-130

### 5. ASSIGNMENT (Individual)

Topic: Construct an IFE for the Central University of Technology

#### **Special instructions:**

1. Provide an introduction for your assignment
2. Provide theory around the construction of an IFE citing relevant sources
3. Provide a proper conclusion after generating your matrix
4. List sources consulted accordingly



**31 March 2016**

## **THEME 3: STRATEGY FORMULATION**

### **LEARNING UNIT 5: FORMULATING STRATEGIC GOALS**

#### **1. LEARNING OUTCOMES**

After completion of the unit you should be able to:

- Define long-term goals/objectives and discuss the value of establishing long-term goals/objectives
- Explain what Competitive Advantage (CA) is
- Discuss Grand Strategies and determine when each strategy would be appropriate for achieving long-term goals
- Discuss Porter's generic strategies and illustrate with practical examples how these strategies can contribute to the attainment of CA for organizations
- Explain the relationship between Porter's generic strategies and grand strategies

#### **2. SOURCES**



1. David, F. R. 2011 Strategic Management. 14th ed. Chapter 5
2. Ehlers, T. & Lazenby, K. 2011. Strategic Management: Southern African Concepts and Cases. 3rd ed. Chapter 6
3. Louw, L. & Venter, P. 2013. Strategic Management. Developing Sustainability in Southern Africa. 3<sup>rd</sup> Edition. Chapter 8

#### **3. ASSESSMENT CRITERIA**

- 3.1. How develop strategic goals for an organization?
- 3.2. Strategy and Competitive Advantage.
- 3.3. Types of strategies
  - 3.3.1 Porter's generic strategies:
    - Cost leadership strategies
    - Differentiation strategies
    - Focus strategies
    - Best-cost strategies
  - 3.3.2 Grand strategies:
    - Growth strategies
      - Internal growth

- External growth
- Decline strategies
- Corporate combination strategies

## **LEARNING UNIT 6: STRATEGIC ANALYSIS AND CHOICE**

### **1. LEARNING OUTCOMES**

After completion of the unit you should be able to:

- 1.1 Evaluate set strategies for an organisation by using the appropriate techniques & criteria.
- 1.2 Discuss the 3-stage decision making framework
  - Input stage
  - Matching stage
  - Decision stage
- 1.3 Identify the three strategic analysis matrixes
  - SWOT Matrix
  - SPACE Matrix
  - Grand Strategy Matrix
- 1.4 Construct the QSPM
- 1.5 Explain and apply the factors influencing strategy selection.
- 1.6 Make a final selection of strategies.

### **2. SOURCES**



1. David, F. R. 2011 Strategic Management. 14th ed. Chapter 6
2. Ehlers, T. & Lazenby, K. 2011. Strategic Management: Southern African Concepts and Cases. 3rd ed. Chapter 9

### **3. ASSESSMENT CRITERIA**

- 3.1 What are the criteria for evaluating strategies?
- 3.2 Discuss the 3-stage decision making framework.
- 3.3 Explain and implement the three strategic analysis matrixes.



3.4 What are the several factors that can influence the choice of strategies?

#### 4. ASSIGNMENT (Group)

Topic: Construct a QSPM for the Central University of Technology

##### **Special instructions:**

1. Provide an introduction for your assignment
2. Provide theory around the construction of a QSPM citing relevant sources
3. Use information from your fellow group member's previous individual assignments on both EFE and IFE
4. Generate both the SWOT and SPACE matrixes to enable you to complete the remainder of your QSPM
5. Provide a proper conclusion after generating your matrix
6. List sources consulted accordingly



**28 April 2016**

## **THEME 4: STRATEGY EVALUATION AND CONTROL**

### **LEARNING UNIT 7: IMPLEMENTATION OF STRATEGIES**

#### **1. LEARNING OUTCOMES**

After completion of the unit you should be able to:

- 1.1 Discuss the nature of strategy evaluation.
- 1.2 Explain the Balanced Scorecard as an Implementation tool.
- 1.3 Explain why strategy evaluation is a complex, sensitive, and yet essential for organizational success.
- 1.4 Discuss strategic control as a component of strategic management.
- 1.5 Discuss contemporary applications and challenges of strategic management
  - 1.5.1 Strategic management in non-profit organizations
  - 1.5.2 Strategic management in organizations doing global business

#### **2. SOURCES**



1. David, F. R. 2011 Strategic Management. 14th ed. Chapter 9
2. Ehlers, T. & Lazenby, K. 2011. Strategic Management: Southern African Concepts and Cases. 3rd ed. Chapter 13&14
3. Louw, L. & Venter, P. 2013. Strategic Management. Developing Sustainability in Southern Africa. 3<sup>rd</sup> Edition. Chapter 14

#### **3. ASSESSMENT CRITERIA**

- 3.1. Discuss the nature of strategy evaluation.
- 3.2. Explain the Balanced Scorecard as an Implementation tool.
- 3.3. Explain why strategy evaluation is a complex, sensitive, and yet essential for organizational success.
- 3.4. Discuss strategic control as a component of strategic management.
- 3.5. Discuss contemporary applications and challenges of strategic management

**END OF MODULE: Philippians 3:14**

**ANNEXURES**

**DECLARATION FORM FOR ASSIGNMENTS**

The following declarations must be inserted in the inside cover of every assignment

**A. Individual Assignment**

*“I .....student number..... declare that the work I am submitting is my own individual work. No other person contributed to it. It has never been submitted for any other purpose. I am aware of the consequences if this declaration is found to be untrue”.*

Signature.....Date.....

**B. Group Assignment**

*“We the undersigned students declare that the work we are submitting is our own work. It has never been submitted for any other purpose. We are aware of the consequences if this declaration is found to be false”*

	Student Number	Surname	Signature	Date
1				
2				
3				
4				
5				
6				
7				

**NB**

- 1. If you do not insert this declaration, your work will not be marked and you will be awarded zero.**
  
- 2. A student who fails to sign the declaration shall be deemed NOT to have participated in doing the assignment and shall accordingly be awarded zero.**

## THE CUT LEADERSHIP CHARTER

Excellent, quality and inspirational leadership is the cornerstone of any successful organisation. This value-based leadership charter sets out areas in which managers should lead by example and demonstrate appropriate behaviour to the rest of the CUT community. At all times, it is expected of all managers to live by institutional and progressive societal values and exhibit the expected behaviours when discharging their duties.

I shall:

- provide vision and direction;
- manage the unit or division I am responsible for;
- develop my unit or division;
- manage performance of my subordinates;
- develop people and subordinates;
- develop students;
- engage with our internal and external communities;
- communicate regularly and effectively.

This leadership charter should be read and practiced in conjunction with CUT's motto, vision and mission and its core values as reflected below.

### **MOTTO**

THINKING BEYOND captivates the aspirations of a new university of technology prepared to boldly shape its own future in dynamic and innovative ways.

### **VISION**

The vision of CUT is to be a globally connected African university of technology that focuses on the needs of Southern Africa and supports graduates for citizenship with skills and competencies in appropriate technologies.

### **MISSION**

In aspiring to fulfil its vision, CUT:

- Delivers high-quality appropriate Science, Engineering and

Technology (SET) academic programmes supported by applied research.

- Engages with the community for mutually beneficial development.
- Promotes access with success in attracting high- quality students and supports them to become employable graduates.
- Attracts and retains expert staff and supports their development and well-being.
- Forges strategic partnerships.

### **SYSTEMIC CORE VALUES**

A primary core value of any University is academic freedom, which is enshrined in the Bill of Rights of the Constitution of the Republic of South Africa. This core value must be buttressed by institutional autonomy, but within an environment where public accountability is seen as a virtue. Principles and behaviours defined in the Charter must accord with these and the institutional core values below.

### **INSTITUTIONAL CORE VALUES**

- Customer service
- Integrity
- Diversity
- Innovation
- Excellence

### TIME SCHEDULE 2015

WEEK	MONTH	DATE		Activity	
1	Jan	19-23	5 days	20/01 Enrolment	
2	Jan	26-33	5 days		
3	Feb	01-05	5 days	2/02 Classes commences	4/02 Class Groups
4	Feb	9-13	5 days	08 Official Opening.	
5	Feb	16-20	5 days	17/02 Course Verification	21 Course verification
6	Feb	23-27	5 days		
7	March	2-6	5 days		
8	March	9-13	5 days	Graduations	
9	March	16-20	4 days	21/3 Human Rights Day	17/03 Submitt Test Marks
10	March	23-27	5 days	27/03 End of term 1	
<b>28 March--7 April Holidays</b>					
11	April	6-10	5 days	7/4 Classes commences	
12	April	13-17	4 days		
13	April	20-24	4 days	27/04 Freedom Day	
14	April/May	29-30	2 days	1/5 Workers Day	2/5 Vice-chancellor's day
15	May	4-8	5 days	8/05 Submitt Test Marks	
16	May	12-16	5 days		
	May/June	19-6		19/5 Main assessment	6/6 Main Assessment
	June	9-20		10/6 Sickness assessment	21/6 Sickness assessment
<b>24 June--12 July Holidays</b>					
17	July	20-24	5 days	21/7 Classes Commence	21/7 Enrolment
18	July/Aug	28-1	5 days	<b>NEW MODULE ENT 42 AB</b>	
19	Aug	3-7	5 days		
20	Aug	10-14	5 days	11 Course Verification	13 Course verification
21	Aug	17-21	5 days		
22	Aug	24-28	5 days		
23	Aug/Sept	31-4	5 days	5 Spring Graduation	
24	Sept	7-11	5 days		
25	Sept	14-18	5 days		
26	Sept	21-25	4 days		
27	Sept/Oct	28-2	5 days	2/10 27/03 End of term 3	
<b>3 Oct--10 Holidays</b>					
28	Oct	12-16	5 days	Classes commence	
29	Oct	19-23	5 days		
	Oct/Nov	26-14		27/10 Main assessment	14/11 Main assessment
	Nov	17-28		17/11 Sickness/special	28/11 Sickness/Special
<b>15 Dec--31 Dec Holidays</b>					

**MAY THE LORD BLESS YOU, MAY HE HAVE MERCY ON YOU AND YOUR FAMILY!!!**