Department	Business Management	
Discipline	Strategic Management	
Research Focus Area	**Strategy-as-Practice**	
Capacity	**4 Mcom students**	
Supervision Team	Prof Annemarie Davis Dr Charmaine Williamson Mrs Catherine le Roux Mrs Karen Stander Mrs Nadine De Metz	
Name: **Prof Annemarie Davis** **Email:** **davisa@unisa.ac.za**	**Academic Profile** Annemarie Davis is an Associate Professor in Strategic Management and conducted her doctoral research within the strategy-as-practice perspective. She has supervised several postgraduate research projects and favours qualitative studies with a focus on micro-strategising.	**Capacity** 1 co-supervised Mcom Student
Name: **Dr Charmaine Williamson**	Dr Charmaine Williamson is an Alumnus of UNISA and is currently a practitioner around developmental project management and resource mobilisation. She also works with various universities in terms of short-course academic capacity building. She currently undertakes research and publishes in academic journals without an institutional affiliation.	**Capacity** Up to 3 co-supervised Mcom Students
Name: **Mrs Catherine le Roux** **Email:** **lrouxc1@unisa.ac.za**	**Academic Profile** Catherine le Roux is a senior lecturer in strategic management. She completed her MCom degree cum laude and is in her final year of her PhD. Catherine is passionate about addressing the current industry and organisation challenges around embedding sustainability and ESG issues into strategising. Catherine has supervised postgraduate research projects and favours qualitative studies with a focus on micro-strategising.	**Capacity** 1 co-supervised Mcom Student
Name: **Mrs Karen Stander** **Email:** **standk@unisa.ac.za**	**Academic Profile** Karen Stander received the Dr WA de Villiers Prize in International Management while completing her BCom (Honours) degree and the Academic Honorary Colours after she passed her MCom degree with distinction. Her PhD, uses the strategy-as-practice research lens to investigate the strategies of organisations in the networked environment.	**Capacity** 2 co-supervised Mcom Students
Name: **Mrs Nadine De Metz** **Email:** **dmetzn@unisa.ac.za**	**Academic Profile** Nadine is a lecturer in department of Business Management at UNISA. She holds a Mcom degree and is currently completing her PhD by focusing on actors in non-managerial roles within an open distance learning (ODL) context. Nadine has a	**Capacity** 1 co-supervised Mcom Student

	particular interest in understanding people's behaviours and actions, and her research interest lies in focusing on the micro-study of strategising and activities that make up strategy within an institutional context. In addition, her interests also lie in Open Distance Learning (ODL) research focusing on the roles and competencies of e-tutors and academics within an ODL context. Nadine has supervised postgraduate research projects and favours qualitative studies.
Model of Supervision	Candidates will be allocated to a supervisor(s), but will be required to work independently within the requirements of higher degree studies. Research proposals are assessed in accordance to departmental and college guidelines. Students working in this track will also have the opportunity to attend the colloquia of their peers.
Selection Criteria: MCom	In addition to the admission criteria contained in the myChoice brochure, potential students are required to prepare a **5 page** Expression of interest (EOI) essay according to these guidelines: 1. Front Cover (Your name and contact details, your student number and the topic's title) 2. Topic (½ page) 3. Short literature review (2 pages) 4. Potential contribution of the study which includes **a clear problem/gap** (½ page) 5. Potential unit of analysis and potential research approach (1 page) 6. Access to the research context (½ page) 7. Personal motivation to pursue studies in this topic (½ page) 8. List of references (use Harvard referencing method) The page limit excludes the cover page and list of references. We are interested in well-articulated expressions that demonstrate a clear research focus and your insight, experience and interest in the topic. If you get accepted to this focus area, you will be able to further discuss this topic with your supervisor and to develop it into a research proposal. Direct clarification questions about the focus area to any one of the researchers within this focus area via email. **Please note that no EOI will be read before the closing date for applications.**
Selection Procedure	1. Apply for a student number 2. Apply for a space in the research focus area using the online application process. 3. Once acceptance in the research focus area has been confirmed, you may register for your studies. Selection of candidates will be in line with Section 37 of the Higher Education Act 101 of 1997 to provide appropriate measures for the

redress of past inequalities and to provide clear assessment criteria to avoid any unfair discrimination. Applicants will also receive feedback on their submissions to empower unsuccessful candidates to improve future readmission submissions.

The following criteria will be applied to assess the expression of interest essay:

a) <u>Academic merit</u>: Quality in terms of originality, significance and rigour and impacts in terms of their reach and significance.
b) <u>Evidence of higher order thinking</u>: The candidate's skills and abilities in analysing, synthesizing, applying, and evaluating information.
c) <u>Academic writing skills:</u> The extent to which the essay convey coherent and well-developed arguments that are supported with relevant, detailed and convincing evidence; the logically sequence of paragraphs with content-based transitions; the use of appropriate diction and tone and constructively vary sentence structures, and the use of correct grammar, punctuation, spelling and syntax.
d) <u>Academic and professional experience:</u> Strengths and relevance relative to the candidate's opportunities (impact).

Possible Alternative Opportunities for Unsuccessful Candidates	The names of unsuccessful candidates and the reasons for their rejection will be submitted to the College Executive Committee for validation. Applicants have the right to appeal to the College Executive Management if admission is refused. Reasons for such refusal must be furnished to the applicant. The following possible alternative opportunities exist for applicants who do not meet the generic admission requirements for CEMS: (1) Applicants with degrees that have different structures from normal South African honours degrees, applicant's whose degrees do not clearly correspond to generic CEMS admissions requirements (e.g. no mark awarded for previous dissertations, no clear evidence of having completed a research-related module as part of the previous qualification, etc.), or applicants who do not meet generic admissions requirements but who possess applicable experience in research that may qualify them for admissions to a master's degree will be required to apply for Recognition of Prior Learning (RPL). Prior academic and research activity by the applicant will be evaluated in accordance with formal Unisa RPL procedures and the outcome of the RPL process will be submitted to and approved by the College Executive Committee. If the approved outcome of the RPL process is positive, the applicant will be allowed to proceed with an application for admission, subject to all terms and conditions governing the admissions process.

	(2) Students who have been refused admission because of limited capacity within the academic department where the application was made may reapply in subsequent years. (3) In instances where a student does not have an average of 60% or more a submission may be made to the Department to allow such a student admission. Students must provide a written motivation of not more three pages requesting admission to the department. The department will consider the application, taking into account: • The relevant experience, work or otherwise, of the student, • Alternative options for access into the programme • Any other factor deemed necessary by the department
Technical requirements for EOI	• Arial font size 12 • Justified lines • Page numbers • Normal margins
Documents to Support Application	One-page abbreviated CV, including: • Academic qualifications: Academic record & copies of degrees • Work experience • Contact details • Expression of interest (see selection criteria)
Research Agenda	Strategy-as-practice research is interested in the detailed micro activities that constitute strategising and the link between these activities and wider social organisational and social contexts, also referred to as macro contexts. Strategy-as-practice research draws upon, inter alia, sociological approaches (e.g. Bourdieu, 1990; Giddens, 1984; Schatzki, 2005) that attempt to overcome the micro–macro dualisms that characterise orthodox organisational research. In addition, theoretical pluralism is encouraged with the recognition of the potential contributions from a wide range of sociological and organisation theories, such as practice-based, institutional, discourse, sense-making, routines, and cognition. One integrative framework developed within the strategy-as-practice literature defines its broad research parameters as studying: practitioners (those people who do the work of strategy); practices (the social, symbolic and material tools through which strategy work is done); and praxis (the flow of activity in which strategy is accomplished) (Jarzabkowski, 2005; Jarzabkowski, Balogun & Seidl, 2007; Johnson, Langley, Melin & Whittington, 2007; Whittington, 2006). These three elements represent an entry into the study of strategising activity that differs from existing "top-down" approaches that work with reified notions of "the firm" and "strategy". Strategy-as-practice research is moreover open to a variety of research methodologies and methods to the study of strategic practices, inviting scholars from various disciplinary backgrounds to contribute to our understanding of the actions and routines that constitute strategising.

	Source: http://www.sap-in.org/research-agenda
References and Recommended Reading:	• Carter, C., Clegg, S.R. & Kornberger, M. 2008. Soapbox. Editorial essays: strategy as practice? *Strategic Organization*. 6(1):83-99. • Balogun, J., Huff, A.S. & Johnson, P. 2003. Three responses to the methodological challenges of studying strategizing. *Journal of Management Studies*. 40(1):197-224. • Cassell, C., Bishop, V., Symon, G., Johnson, P. & Buehring, A. 2009. Learning to be a qualitative management researcher. *Management Learning*. 40(5):513-533. • Jarzabkowski, P., Balogun, J. & Seidl, D. 2007. Strategizing: the challenges of a practice perspective. *Human Relations*. 6(1):5-27. • Jarzabkowski, P. & Spee, A.P. 2009. Strategy-as-practice: a review and future directions for the field. *International Journal of Management Reviews*. 11(1):69-95. • Jarzabkowski, P. & Whittington, R. 2008. A strategy-as-practice approach to strategy research and education. *Journal of Management Inquiry*. 17(4):282-286. • Onwuegbuzie, A.J. & Leech, N.L. 2005. On becoming a pragmatic researcher: the importance of combining quantitative and qualitative research methodologies. *International Journal of Social Research Methodology*. 8(5):375-387 • Spee, A.P. & Jarzabkowski, P. 2011. Strategic planning as communicative process. *Organization*. 32(9):1217-1245. • Vaara, E. & Whittington, R. 2012. Strategy-as-practice: taking social practices seriously. *The Academy of Management Annals*. DOI:10.7080/19416520.2012.672039 • Wilson, D.C. & Jarzabkowski, P. 2004. Thinking and acting strategically: new challenges for interrogating strategy. *European Management Review*. 1(1):14-20. • Whittington, R. 2006. Completing the practice turn in strategy research. *Organization Studies*. 27(5):613-634. *You are not restricted to these sources, we recommend conducting your own literature search.*