

Victoria University of Wellington



## MASTER OF PUBLIC ADMINISTRATION (EXEC)

### PADM 508

#### Approved Personal Course of Study

#### STRATEGIC MANAGEMENT (3-day Intensive)

First Trimester Course - 24 points

### 2005 COURSE OUTLINE

#### Co-ordinator:

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#### Course Dates, Times and Locations

Schedule for intensive, 3-day delivery for ANZSOG candidates, April 2005

Day 1	20 April 2005	8:30am - 6:00pm
Day 2	21 April 2005	8:30am - 6:00pm
Day 3	22 April 2005	8:30am - 6:00pm

**Location:** RLWY 312, level 3, Railway Station, Pipitea Campus

## Course Objectives

Candidates completing this paper are expected to achieve the following learning outcomes:

- New levels of understanding of theories and models of strategic management, particularly as appropriate to senior and middle level managers;
- Knowledge of current thought and contemporary debates around strategy;
- An appreciation for the environment for public organizations particularly in relation to ‘Managing for Outcomes’ and the role of strategic planning and management;
- An awareness of the issues associated with public sector strategic management;
- Experience with using some of the tools and techniques of strategic analysis;
- New levels of understanding about how to manage strategic planning processes, particularly in relation to creation of the annual Statement of Intent

## Course Content

The paper draws on literature discussing strategic management in the public sector, guidance documents currently in use in New Zealand and on candidates’ experiences and critical reflections on current practice. The course contents will be organized as follows:

<b>DAY 1</b>	<b>KEY DOCUMENTS TO BE EXAMINED AND REQUIRED READING*</b>
Strategy in the public sector	Alford J. (2001) ‘The implications of ‘publicness’ for strategic management theory’, in G. Johnson and K. Scholes (eds) <i>Exploring Public Sector Strategy</i> , Pearson Education, Harlow.
The Context: ‘Managing for outcomes’	Ryan B. (2004) <i>Learning MFO</i> , IPAA, Brisbane
<b>DAY 2</b>	
Strategy development: The organisational context	Collier N., Fishwick F. and Johnson G. (2001) ‘The process of strategy development in the public sector’, in G. Johnson and K. Scholes (eds) <i>Exploring Public Sector Strategy</i> , Pearson Education, Harlow.
Strategic Planning: The Pathfinder Approach	<i>Pathfinder</i> documents Building Block 1: Identifying Outcomes Building Block 2: Outcome Indicators Building Block 3: Intervention Logic Building Block 4: Assessing Impact Building Block 5: Maximising Outcomes from Interventions Learning Paper: Managing for Outcomes in Complex Policy Environments Supporting Paper: Strategic Planning
Strategy and Shared Outcomes	DPMC/TPK/SSC/Treasury (2004) <i>Getting Better at Managing for Shared Outcomes</i> , Wellington. DPMC/TPK/SSC/Treasury (2004) <i>Getting Better at Managing for Shared Outcomes: A resource for Agency Leaders</i> , Wellington

Strategy and Learning: Evaluative Activity and Planning	DPMC/TPK/SSC/Treasury (2003) <i>Learning from Evaluative Activity</i> , Wellington.
<b>DAY 3</b>	
Statements of Intent	DPMC/TPK/SSC/Treasury (2004) 2005/06 Statements of Intent: Guidance and Requirements
Case studies	Various SOIs (selected by candidates)

\* Key documents to be examined are produced in hard-copy form and electronically on Blackboard, where copyright restrictions allow.

## Readings

The key documents (Required Reading) listed above are included in the course reader. With the exception of the chapters from Johnson and Scholes, these documents are also on Blackboard.

A recommended text on strategic management in the public sector is G. Johnson and K. Scholes (2001) (eds) *Exploring Public Sector Strategy*, Pearson Education, Harlow. You can order a copy from the University Bookshop - a branch is now located on the ground floor of Rutherford House. You can purchase textbooks in person or by mail order, telephone (04) 463 - 5515, fax (04) 471 - 2124, email: [victoria-book-centre@vuw.ac.nz](mailto:victoria-book-centre@vuw.ac.nz) or online: [www.bookcentre.co.nz](http://www.bookcentre.co.nz).

The following select bibliography is not required reading for this course but you will find many of the readings useful for further (and, in some cases, more specific) learning and in completing your assignments.

### What is Strategy?

- Mintzberg, H. (1996) "Five Ps for strategy." In H. Mintzberg, & J. Quinn (eds.) *Managing the Strategy Process*, NJ: Prentice Hall: 10-17.
- Idenburg, P. J. (1993) "Four styles of strategy development." *Long Range Planning*, 26 (6): 132-137.
- Johnson, G. & Scholes, K. (2002) "The nature of strategy and strategic decisions." In *Exploring Corporate Strategy*, Essex, UK: Pearson: 4-15.
- Mintzberg, H. (1990) "The design school: Reconsidering the basic premises of strategic management." *Strategic Management Journal*, 11: 171-195.
- Eisenhardt, K., & Zbaracki, M. (1992) "Strategic decision making." *Strategic Management Journal*, 13: 17-37.

### On Strategic Management in the Public Sector

- Alford, J. (2001) "The implications of 'publicness' for strategic management theory." In G. Johnson and K. Scholes (eds.) *Exploring Public Sector Strategy*, Pearson: Essex, UK: 1-16.
- Green, S. (1998) "Strategic management initiatives in the civil service: A cross cultural comparison." *International Journal of Public Sector Management*, 11 (7): 536-522.
- Collier, N., Fishwick, F. & Johnson, G. (2001) "The process of strategy development in the public sector." In G. Johnson and K. Scholes (eds.) *Exploring Public Sector Strategy*, Pearson: Essex, UK: 17-37.
- Bryson, J. (1998) "An effective strategic planning approach for public and nonprofit organizations." In Harry Costin (ed.), *Readings in Strategy and Strategic Planning*, 153-170. Orlando, FL: Harcourt Brace & Co.
- Poister, H., & Streib, G. (1999) "Strategic management in the public sector: Concepts, models and processes." *Public Productivity and Management Review*, 22 (3): 308-325.
- Hutchinson, J. (2001) "The meaning of 'strategy' for area regeneration: A review." *The International Journal of Public Sector Management*. 14 (3): 265-276.
- Stoney, C. (2001) "Strategic management or strategic Taylorism?" *The International Journal of Public Sector Management*. 14 (1): 27-42.
- Llewellyn, S. & Tappin, E. (2003) "Strategy in the public sector: Management in the wilderness." *Journal of Management Studies*, 40 (4): 955-982.
- Ring, P., & Perry, J. (1985) "Strategic management in public and private organisations." *Academy of Management Journal*, 10 (2) 276-286.
- Yates, D. (1991) "Management in public and private organisations: Similarities and differences." In Ott, Hyde and Shafritz (eds.) *Public Management: The Essential Readings*, Chicago: Lyceum Books.

### Scope of the Organisation

- Cummings, S. & Davies, J. (1994) "Mission, vision, fusion." *Long Range Planning*, 27 (6): 147-150.
- Mintzberg, H. (1996) "Generic business strategies." In H. Mintzberg, & J. Quinn (eds.) *Managing the Strategy Process*, NJ: Prentice Hall: 83-92.
- Johnson, G. & Scholes, K. (2002) "The importance of linkages." In *Exploring Corporate Strategy*, Essex, UK: Pearson: 159-165.
- Johnson, G. & Scholes, K. (2002) "The extent of corporate diversity." In *Exploring Corporate Strategy*, Essex, UK: Pearson: 297-306.

### Business-level Strategy

- Skok, J. (1989) "Toward a definition of strategic management for the public sector." *American Review of Public Administration*, 19 (2): 133-147.
- Porter, M. (1985) "Generic competitive strategies." In *Competitive Advantage*. New York: Free Press: 34-46.
- Treacy, M., & Wiersema, F. (1995) *The Discipline of Market Leaders*, New York: Harper Collins.
- Miller, D. (1992) "The generic strategy trap." *The Journal of Business Strategy*: January/February.

### Stakeholder Analysis

- Scholes, K. (2001) "Stakeholder mapping: A practical tool for public sector managers." In G. Johnson and K. Scholes (eds.) *Exploring Public Sector Strategy*, Pearson: Essex, UK: 165-184.
- Mitchell, R., Agle, B., Wood, D. (1997) "Toward a theory of stakeholder identification and salience: Defining the principle of who and what really counts." *Academy of Management Review*, 22 (4): 853-886.
- Leitch, S., & Davenport, S. (2002) "Strategic ambiguity in communicating public sector change." *Journal of Communication Management*, 7 (2): 129-139.

### Analysis of the Environment

- Johnson, G. & Scholes, K. (2002) "The PESTEL framework." In *Exploring Corporate Strategy*, Essex, UK: Pearson: 99-105.
- Porter, M. (1985) "The structural analysis of industries." In *Competitive Advantage*. New York: Free Press, 3-33.
- Eppink, J & de Waal, S. (2001) "Global influences on the public sector." In G. Johnson and K. Scholes (eds.) *Exploring Public Sector Strategy*, Pearson: Essex, UK: 38-56.

### Resource Analysis

- Barney, J. (1997) "Analysing organizational strengths and weaknesses." In *Gaining and Sustaining Competitive Advantage*, Addison-Wesley: 142-174.
- Quinn, B. & Hilmer, F. (1996) "Core competencies and strategic outsourcing." In H. Mintzberg, & J. Quinn (eds.) *Managing the Strategy Process*, NJ: Prentice Hall: 63-73.
- Campbell-Hunt, C. (1995) "Perspectives on sustainability." *New Zealand Strategic Management*, Winter.

### Organization Design

- Waterman, R., Peters, T., & Phillips, J. "The 7-S framework." Excerpts from "Structure is not organization" in *Business Horizons*, June 1980.
- Mintzberg, H. (1996) "The structuring of organizations." In H. Mintzberg, & J. Quinn (eds.) *Managing the Strategy Process*, NJ: Prentice Hall: 331-349.
- Scholes, K. (2001) "Strategy and structures in the public sector." In G. Johnson and K. Scholes (eds.) *Exploring Public Sector Strategy*, Pearson: Essex, UK: 232-249.
- Floyd, S. & Wooldridge, B. (1994) "Dinosaurs or dynamos? Recognizing middle management's strategic role." *Academy of Management Executive*, 8 (4): 47-57.
- Irwin, D. (2002) "Strategy mapping in the public sector." *Long Range Planning*, 35: 637-647.
- McAuley, J., Duberley, J. & Cohen, L. (2000) "The meaning professionals give to management... and strategy." *Human Relations*, 53 (1): 87-116.
- Hawkins, P. (1997) "Organizational culture: Sailing between evangelism and complexity." *Human Relations*, 50 (4): 417-440.
- Keidel, R. (1994) "Rethinking organizational design." *Academy of Management Executive*, 8 (4): 12-27.

### Postmodern Perspectives on Strategy

- Knights, D. & Morgan, G. (1991). "Corporate strategy, organisations and subjectivity: A critique." *Organisation Studies*, 12(3): 251-273.
- Barry, D. & Elmes, M. (1997) "Strategy retold: Toward a narrative view of strategic discourse." *Academy of Management Review*, 22 (2): 429-452.
- Franklin, P. (1998) "Thinking of strategy in a postmodern way." *Strategic Change*, 7: 437-448.

## Assessment

### First item: Conceptual essay

Considering the notion of 'strategy', what does or might it mean in the public sector?

**Length: 2000 words Due date: 13 May**

### Second item: Application/case study

In so far as 'strategic management' is a fundamental aspect of public management and governing, is the New Zealand approach (as described in the Pathfinder documentation and central agency guidance materials) appropriate and useful?

**Length: 3000 words (30% of assessment) Due date: 20 May**

## OR

Conduct a critical analysis of strategic planning as conducted in a New Zealand public sector agency. In particular, consider the role and value of the Statement of Intent as one output in that process.

**Length: 3000 words (70% of assessment) Due date: 20 May**

## NOTE

Candidates may elect to meet their assessment requirements by submitting a single item of assessment based on either of the Application/case study topics. Candidates selecting this option are advised to consult with the course convenor before final submission.

**Length: 5000 words (100% of assessment) Due date: 20 May**

## Send assignments to:

Darren Morgan  
Masters Administrator  
School of Government  
Victoria University of Wellington  
P.O. Box 600  
Wellington

## General University Policies and Statutes

Students should familiarise themselves with the University's policies and statutes, particularly those regarding assessment and course of study requirements, and formal academic grievance procedures.

## Student and Staff Conduct

The Statute on Student Conduct together with the Policy on Staff Conduct ensure that members of the University community are able to work, learn, study and participate in the academic and social aspects of the University's life in an atmosphere of safety and respect. The Statute on Student Conduct contains information on what conduct is prohibited and what steps can be taken if there is a complaint. For queries about complaint procedures under the Statute on Student Conduct, contact the Facilitator and Disputes Advisor. This Statute is available in the Faculty Student Administration Office or on the VUW website at: [www.vuw.ac.nz/policy/studentconduct](http://www.vuw.ac.nz/policy/studentconduct).

The policy on Staff Conduct can be found on the VUW website at: [www.vuw.ac.nz/policy/staffconduct](http://www.vuw.ac.nz/policy/staffconduct).

## Academic Grievances

If you have any academic problems with your course you should talk to the tutor or lecturer concerned or, if you are not satisfied with the result of that meeting, see the Head of School or the Associate Dean of your Faculty. Class representatives are available to assist you with this process. If, after trying the above channels, you are still unsatisfied, formal grievance procedures can be invoked. These are set out in the Academic Grievances Policy, which is published on the VUW website: [www.vuw.ac.nz/policy/academicgrievances](http://www.vuw.ac.nz/policy/academicgrievances).

## Academic Integrity and Plagiarism

Academic integrity is about honesty – put simply it means **no cheating**. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times.

Plagiarism is a form of cheating which undermines academic integrity. Plagiarism is **prohibited** at Victoria.

The University defines plagiarism as follows:

*Plagiarism is presenting someone else's work as if it were your own, whether you mean to or not.*

'Someone else's work' means anything that is not your own idea, even if it is presented in your own style. It includes material from books, journals or any other printed source, the work of other students and staff, information from the Internet, software programs and other electronic material, designs and ideas. It also includes the organisation or structuring of any such materials.

***Plagiarism is not worth the risk.***

Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct ([www.vuw.ac.nz/policy/studentconduct](http://www.vuw.ac.nz/policy/studentconduct)) and may be penalised severely. Consequences of being found guilty of plagiarism can include:

- an oral or written warning,
- suspension from class or university,
- cancellation of your mark for an assessment or a fail grade for the course.

Find out more about plagiarism, and how to avoid it, on the University's website at: [www.vuw.ac.nz/home/studying/plagiarism.html](http://www.vuw.ac.nz/home/studying/plagiarism.html).

## **Students with Disabilities**

The University has a policy of reasonable accommodation of the needs of students with disabilities. The policy aims to give students with disabilities an equal opportunity with all other students to demonstrate their abilities. If you have a disability, impairment or chronic medical condition (temporary, permanent or recurring) that may impact on your ability to participate, learn and/or achieve in lectures and tutorials or in meeting the course requirements, then please contact the Course Coordinator as early in the course as possible. Alternatively you may wish to approach a Student Adviser from Disability Support Services to confidentially discuss your individual needs and the options and support that are available.

Disability Support Services are located on Level 1, Robert Stout Building, Telephone: (04) 463 - 6070, Email: [disability@vuw.ac.nz](mailto:disability@vuw.ac.nz).

The name of your School's Disability Liaison Person is in the relevant prospectus or can be obtained from the Administrative Assistant.

## Student Support

Staff at Victoria want students' learning experiences at the University to be positive. If your academic progress is causing you concern, the following staff members will either help you directly or quickly put you in contact with someone who can.

	<u>Staff</u>	<u>Location</u>
FHSS	Ann McDonald	Student Support Coordinator, 2 Wai - te - ata Road
Law	Kirstin Harvey	Old Government Building, room 103
Science, and Architecture and Design	Liz Richardson	Cotton Building, room 150
Commerce and Administration	Colin Jeffcoat	Railway West Wing, room 119
Kaiwawao Maori	Liz Rawhiti	Old Kirk Building, room 007
Manaaki Pihipihinga	Melissa Dunlop	14 Kelburn Parade, room 109D
Victoria International	Anne Cronin	10 Kelburn Parade, room 202

The Student Services Group is also available to provide a variety of support and services. Find out more at: [www.vuw.ac.nz/st\\_services/](http://www.vuw.ac.nz/st_services/) Email [student-services@vuw.ac.nz](mailto:student-services@vuw.ac.nz).

VUWSA employs two Education Co-ordinators who deal with academic problems and provide support, advice and advocacy services, as well as organising class representatives and faculty delegates. The Education Office is located on the ground floor, Student Union Building, Telephone: (04) 463 - 6983 or (04) 463 - 6984, Email [education@vuwsa.org.nz](mailto:education@vuwsa.org.nz).