

Victoria Management School

**MMMS514 STRATEGIC MANAGEMENT**

Trimester One 2007

**COURSE OUTLINE**

**Contact Details**

**COURSE COORDINATOR AND LECTURER**

**Dr Paresha Sinha**

Room: RH914, Rutherford House  
Phone: 463 5381 after hours 07 856 7101  
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Website: [www.vuw.ac.nz/vms](http://www.vuw.ac.nz/vms)  
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**ADMINISTRATION ASSISTANT**

**Tricia Lapham**

Room: RH919, Rutherford House  
Phone: 463 5381  
Email: [Tricia.Lapham@vuw.ac.nz](mailto:Tricia.Lapham@vuw.ac.nz)

**Class Times and Room Numbers**

Lectures: Friday: 9.30 - 12.20 (RWW 129)

This course has a 3-hour open-book final examination during the examination period from 8<sup>th</sup>-27<sup>th</sup> June 2007 (refer to Assessment for further details).

**Introduction**

Strategic Management focuses on issues pertaining to the management of the organization as a whole. This course considers the concept of strategy, its definition and its links to goals of the firm. It also focuses on the assessment of the environment of the firm, the firm's strategies for positioning and the resources that enable these strategies. Finally, the course focuses on the means through which the organization's design could be supportive of its strategy. In particular, the course will challenge students to think critically while gaining knowledge about the current thought and debate around strategy. For detailed content, refer to Annex 1.

**Programme and Course-related Learning Objectives**

This course will provide students opportunity:

- to develop oral and written communication skills
  - through active participation in class discussion
  - through the development and presentation of oral and written reports

- to develop critical and creative thinking skills
  - through assignments requiring analysis, evaluation, interpretation and synthesis
  - through debate and classroom discussion
- to develop leadership skills
  - through structuring independent study
  - through reflection on leadership topics covered
  - through leading class discussion on selected readings

### **Overall Course Objectives**

The course aims at enabling participants to:

- Develop an understanding of theories and models of strategic management;
- Gain knowledge of current thought and debates around strategy;
- Reflect over organizational purposes and goals;
- Consider the global and local environment for organizations;
- Examine the internal resources, design and leadership of organizations;
- Gain experience with using some of the tools and techniques of strategic analysis.

### **Course-related Student Learning Objectives**

On successful completion of the course, students should be able to:

- demonstrate an understanding of some of the major theoretical frameworks and concepts relevant to strategic management
- use the tools and techniques of strategic analysis to critically evaluate a firm's strategy
- develop an ability to communicate assessment related to the examination of a organization's scope and its competitive strategy, assessing the consistency and consonance of that strategy with its stakeholder goals and its environment
- recognise the importance of critical analysis, leadership and communication in successful strategy development, maintenance and change

### **Expected Workload**

Students can expect the workload to be approximately 15hrs per week including both scheduled contact time lectures and outside class.

### **Readings**

The main portion of the material for this course will be issued during the first session. Any remaining material will be issued as the course proceeds. A bibliography of the readings covered has been included as Annex 2. It is expected that you will have read the relevant readings for each topic before class (except for the first class).

### **Group Work**

While the course has a tradition of some study collaboration, all written elements in the assessment process are strictly individual. Collaboration on individual assignments is not allowed beyond general discussion as to how one might interpret the nature of the assignment question. Please do not work together to formulate a response and do not loan out your completed assignments. The written reports must be individual submissions.

## Assessment Requirements

Assignment	Title	% of Marks Available	Due Date
1	Contribution to session discussions	10%	
2	Report on case study	20%	26 March 2007
3	Analyzing a strategy	40%	22 May 2007
4	Final examination	30%	8 <sup>th</sup> - 27 <sup>th</sup> June 2007
	<b>TOTAL</b>	<b>100%</b>	

### 1. Contribution to session discussions

Marks: 10%

Participants have as much to learn from each other as from the lecturer. Hence, effective contribution to class discussions is a key part of the assessment. For effective contribution students will need to read the material before the session and structure their thoughts on the various issues. The assessment focuses on the quality of the insights offered to the topic and the case/video. Case study questions are handed out the week before that case is discussed to guide students' reading and analysis. Handouts for video sessions are passed around before the video starts to guide viewing and pose points for consideration and discussion after the video ends. Students will be provided with interim feedback on the standard of their contribution to session discussions.

### 2. Report on case study

Marks: 20%

Due: 26 March

Word Limit: 2000 words

Using a case study handed out in class, you will analyze the strategic processes of the organization discussed. Your analysis will be guided by the questions handed out with the case and will be submitted in report format.

### 3. Analyzing a strategy

Marks: 40%

Due: 22 May

Word limit: 4000 words

This assignment focuses on describing then evaluating a firm's strategy. Each student will choose a New Zealand organization to examine *from public sources only*. The full report is described in the handout titled *Analyzing a Strategy*. The report examines an organization's scope and its competitive strategy. It then assesses the consistency of that strategy with stakeholders' goals and its consonance with the environment. It concludes by setting a strategic agenda and recommendations.

### 5. Examination

Marks: 30%

Date: *tba* – during the examination period 8<sup>th</sup> - 27<sup>th</sup> June 2007

The examination is worth 30% of the total marks available for this course. It is an open book 3-hour examination. Essay style answers are expected. You will be required to undertake a case analysis drawing on theories covered in the course as well as answer and essay question. All material covered during the course is examinable. Further details will be provided in class prior to the exam.

### **Handing in assignments**

Assignments should be submitted in hard copy to Tricia Lapham, RH919, by 3pm on the due date. Assignments received after that time will be deemed late. All hand-ins should have the course name, assignment name and number, and your name on the cover. You should also use page numbers on each page and use in-text referencing, including a list of references at the end.

Students will prepare two copies of each hand-in and keep the second copy for their own reference. Students must also keep an electronic copy of their work. Failure to do so will jeopardise any claim by you that your work was submitted in the rare cases where your work goes astray.

### **Mandatory Course Requirements**

Unless you have received the *prior* approval of the course coordinator, you must:

- (a) attend a minimum of **nine** of the twelve sessions **and**
- (b) submit the two assignments by the due dates **and**
- (c) present your Strategic Analysis to class on 1 June 2007 **and**
- (d) sit the final exam

In order to pass the course you must satisfy the mandatory requirements and obtain at least 50% of the overall course marks available.

Students who fail to satisfy the mandatory requirements for this course but who obtain 50% or more overall, will be awarded a "K" grade.

Standard fail grades (D or E) will be awarded when the student's overall course mark falls below the minimum pass mark, whether or not the mandatory course requirements have been satisfied.

### **Penalties- for Lateness and Excessive Length of Assignments**

- (i) In fairness to other students, work submitted after any deadline will incur a penalty for lateness. **The penalty is 2 of the marks available** for an assignment submitted after the due time on the due date **for each part day or day late. Saturdays, Sundays and public holidays** will be included when counting the number of days late. Assignments received **more than 7 days after the due date** will not be accepted and the student will **automatically fail the Mandatory Requirements**.
- (ii) Course Outlines provide a signal to students of forthcoming workload, dates of submission etc, and thus student study plans should take account of course requirements across all courses. Consequently, workload issues related to other courses and employment will not be accepted as reason for dispensation from mandatory requirements or waiver of penalties. **Extensions** to submission deadlines for any assigned work will only be granted in **exceptional circumstances**.
- (iii) Students who are unable to comply with any of the mandatory requirements should make a written application for an extension to the due date for submission of assigned work or for waiver of a penalty, **in advance**, to the Course Coordinator, providing documentary evidence of the reasons of their circumstances.

All such applications must be made **before** the deadline and be accompanied by documentary evidence, eg a medical certificate, or counsellor's report that indicates the degree of impairment, and for how long the student has been impaired. Please be sure to ask at the time of consultation for the degree of impairment to be stated in any certificate you provide to support your case.

- (iv) In the event of unusual or unforeseeable circumstances (e.g. serious illness, family bereavement), that precludes an application in advance, students should make contact with the Tutorial Coordinator as soon as possible, and make application for waiver of a penalty as soon as practicable.

## Grading Guidelines

The following broad indicative characterisations of grade will apply in grading assignments and the exam:

A+	excellent performance in all respects at this level
A	excellent performance in almost all respects at this level
A-	excellent performance in many respects at this level
B+	very good, some aspects excellent
B, B-	good but not excellent performance at this level
C+, C	work satisfactory overall but inadequate in some respects
D	poor performance overall, some aspects adequate
E	well below the required standard
K	failure to achieve mandatory course requirements and have achieved at least an average "C" over all the assessment. Note this is a failing grade.

## Referencing

There are many different styles of referencing and the Faculty of Commerce & Administration at VUW has decided to make APA (American Psychological Association) referencing style the common standard across the Faculty. The Commerce and Central Libraries hold the APA Style Guide. You can also access the information from the online VUW library site (<http://www.vuw.ac.nz/library/research/reference/referencingguides.aspx>).

## Communication

Information on course-related matters will be announced at class and posted on the **Blackboard** website at <http://blackboard.vuw.ac.nz/>. It will be crucial for you to regularly check Blackboard for messages, announcements and materials.

## Email Contact

Students wishing to contact staff by email should adhere to the following instructions:

Include the **Course Code**, your **Name**, your **Student ID** and the **Topic** in the subject area of the email, eg

MGMT300\_Smith\_Pauline\_3000223344\_Ass1 Query

All students must use their VUW SCS email account and ID. Otherwise, email will be classified as Spam and will be dumped without being read. All emails with attachments will be dumped, unless requested by staff.

## Faculty of Commerce and Administration Offices

### Railway West Wing (RWW) - FCA Student and Academic Services Office

The Faculty's Student and Academic Services Office is located on the ground and first floors of the Railway West Wing. The ground floor counter is the first point of contact for general enquiries and FCA forms. Student Administration Advisers are available to discuss course status and give further advice about FCA qualifications. To check for opening hours call the Student and Academic Services Office on (04) 463 5376.

### Easterfield (EA) - FCA/Education/Law Kelburn Office

The Kelburn Campus Office for the Faculties of Commerce and Administration, Education and Law is situated in the Easterfield Building - it includes the ground floor reception desk (EA005) and offices 125a to 131 (Level 1). The office is available for the following:

- Duty tutors for student contact and advice.
- Information concerning administrative and academic matters.
- Forms for FCA Student and Academic Services (e.g. application for academic transcripts, requests for degree audit, COP requests).

- Examinations-related information during the examination period.

To check for opening hours call the Student and Academic Services Office on (04) 463 5376.

### **General University Policies and Statutes**

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the Victoria University Calendar or go to [www.vuw.ac.nz/policy](http://www.vuw.ac.nz/policy).

For information on the following topics, go to the Faculty's website [www.vuw.ac.nz/fca](http://www.vuw.ac.nz/fca) under Important Information for Students:

- Academic Grievances
- Academic Integrity and Plagiarism
- Student and Staff Conduct
- Meeting the Needs of Students with Impairments
- Student Support

### **Manaaki Pihipihinga Programme**

Manaaki Pihipihinga is an academic mentoring programme for undergraduate Māori and Pacific students in the Faculties of Commerce and Administration, and Humanities and Social Sciences. Sessions are held at the Kelburn and Pipitea Campuses in the Mentoring Rooms, 14 Kelburn Parade (back courtyard), Room 109D, and Room 210, Level 2, Railway West Wing. There is also a Pacific Support Coordinator who assists Pacific students by linking them to the services and support they need while studying at Victoria. Another feature of the programme is a support network for Postgraduate students with links to Postgraduate workshops and activities around Campus.

For further information, or to register with the programme, email [manaaki-pihipihinga-programme@vuw.ac.nz](mailto:manaaki-pihipihinga-programme@vuw.ac.nz) or phone (04) 463 5233 ext. 8977. To contact the Pacific Support Coordinator, email [pacific-support-coord@vuw.ac.nz](mailto:pacific-support-coord@vuw.ac.nz) or phone (04) 463 5842.

**Annex 1  
Session Outline**

<b>Session</b>	<b>Topic</b>	<b>Situational Discussion</b>
One: 2 March	Introducing the concept of strategy	Case Analysis Troubleshooter Preface
Two: 9 March	Organizational purposes and goals	<i>Video:</i> Letts Diaries
Three: 16 March	Scope of the firm: Core business and diversification	<i>Case:</i> The News Corporation
Four: 23 March	Competitive strategy	<i>Video:</i> Churchill Tableware
Five: 30 March	Stakeholder Analysis	<i>Case:</i> Sheffield Theatres Trust
Six: 6 April	<i>Good Friday - Holiday</i>	
<i>Break</i>		
Seven: 27 April	Strategy and the environment (a): Industry analysis	<i>Video:</i> Tolly Cobbold
Eight: 4 May	Strategy and the environment (b): Analyzing the macro-environment	<i>Case:</i> Cooper's Creek and the New Zealand Wine Industry
Nine: 11 May	Strategy and resources	<i>Case:</i> Amazon.com
Ten: 18 May	Strategy and organization design	<i>Video:</i> South Yorkshire Police
Eleven: 25 May	Strategy and leadership	<i>Case:</i> The Eden project
Twelve: 1 June	Case Presentations: Strategic Analysis	

## **Annex 2 Readings**

### **Session one: Introducing the concept of strategy**

Mintzberg, H. (1996) "Five Ps for strategy." In H. Mintzberg, & J. Quinn (eds.) *The Strategy Process: Concepts, contexts, cases*. NJ: Prentice Hall: 10-17.

Johnson, G. & Scholes, K. (2002) "The nature of strategy and strategic decisions." In *Exploring Corporate Strategy*, Essex, UK: Pearson: 4-15.

### **Session two: Organizational purpose and goals**

Idenburg, P. J. (1993) "Four styles of strategy development." *Long Range Planning*, 26 (6): 132-137.

Cummings, S. & Davies, J. (1994) "Mission, vision, fusion." *Long Range Planning*, 27 (6): 147-150.

### **Session three: Scope of the firm; core business and diversification**

Mintzberg, H. (1996) "Generic business strategies." In H. Mintzberg, & J. Quinn (eds.) *The Strategy Process: Concepts, contexts, cases*. NJ: Prentice Hall: 83-92.

Johnson, G. & Scholes, K. (2002) "The importance of linkages." In *Exploring Corporate Strategy*, Essex, UK: Pearson: 159-165.

Goold, M. & Luchs, K. (1993) "Why diversify? Four decades of management thinking." *Academy of Management Executive*, 7 (3): 7-25.

Johnson, G. & Scholes, K. (2002) "The extent of corporate diversity." In *Exploring Corporate Strategy*, Essex, UK: Pearson: 297-306.

### **Session four: Competitive strategy**

Porter, M. (1985) "Generic competitive strategies." In *Competitive Advantage*. New York: Free Press: 34-46.

Treacy, M., & Wiersema, F. (1995) "The winner's choice." In *The Discipline of Market Leaders*, New York: Harper Collins: 29-43.

Miller, D. (1992) "The generic strategy trap." *The Journal of Business Strategy*: January/February: 37-41.

### **Session five: Stakeholder analysis**

Johnson, G. & Scholes, K. (2002) "Stakeholder expectations." In *Exploring Corporate Strategy*, Essex, UK: Pearson: 206-212.

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.

### **Session six: Good Friday – Holiday**



### **Session seven: Strategy and the environment (a) – Industry analysis**

Porter, M. (1985) “The structural analysis of industries.” In *Competitive Advantage*. New York: Free Press, 3-33.

Porter, M. (2004) “Industry evolution.” In De Witt and Meyer (eds.) *Strategy: Process, content, context*. London, UK: Thompson: 441-446.

### **Session eight: Strategy and the environment (b) – Analysis of the macro-environment**

Johnson, G. & Scholes, K. (2002) “The PESTEL framework.” In *Exploring Corporate Strategy*, Essex, UK: Pearson: 99-105.

Ghemawat, P. (1999) “The value net and other generalizations.” In *Strategy and the Business Landscape*. Addison Wesley Longman: 32-47.

### **Session nine: Strategy and resources**

Barney, J. (1997) “Analyzing 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: 16-27.

### **Session ten: Organization design**

Waterman, R., Peters, T., & Phillips, J. (1988) “The 7-S framework.” In H. Mintzberg & J. Quinn (eds.) *Management the Strategy Process*, NJ: Prentice Hall: 271-276.

Mintzberg, H. (1996) “The structuring of organizations.” In H. Mintzberg, & J. Quinn (eds.) *The Strategy Process: Concepts, contexts, cases*. NJ: Prentice Hall: 331-349.

Hawkins, P. (1997) “Organizational culture: Sailing between evangelism and complexity.” *Human Relations*, 50 (4): 417-440.

### **Session eleven: Strategy and leadership**

Miller, D. (1990) “The Icarus paradox.” In D. Miller, *The Icarus Paradox*, Harper Business: 3-18.

Ireland, D., & Hitt, M. (1999) “Achieving and maintaining strategic competitiveness in the 21st century: The role of strategic leadership.” *Academy of Management Executive*, 13, 1: 43-57.

Rowe, W. G. (2001) “Creating wealth in organizations: The role of strategic leadership.” *Academy of Management Executive*, 15, 1: 81-94.