

School of Government

PADM 511
APPROVED PERSONAL COURSE OF STUDY:
STRATEGIC MANAGEMENT
(24 Points)

Trimester One 2007

COURSE OUTLINE

Contact Details

Course Coordinator: **Associate Professor Bill Ryan**
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Course Dates, Times and Locations

Dates: Monday 26 to Thursday 29 March 2007 (inclusive)

Times: 9.00am to 5.00pm

Locations: RWW 312, Level 3, Railway West Wing,
Wellington 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;
- Familiarity with 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

A Note on Teaching and Learning in this Course

This course is designed around several key questions, including:

- Is a technical approach to planning and strategy necessary but insufficient?
- Should 'strategy' be regarded as a noun or a verb? 'Strategising': Ugly word but necessary approach? Are 'strategising' and 'managing for outcomes' synonymous?
- Is NZ too preoccupied with planning and documentation and not enough about action and achievement?
- Do NZ agencies really understand whether their actions lead to the desired outcomes? If not, is the quality of strategic performance in NZ really all that good?
- Are implementation and monitoring and evaluation given their rightful place in public management practice? If not, what needs to be done to change this situation?
- Do the prescribed and actual processes of strategising in NZ public sector agencies reflect the emerging conditions of governing in the 21st century?

Some of the learning on this course will come from published literature. Some will come from various case studies. Most will arise out of your critical and detailed reflection on existing practice in NZ agencies - some of which, you will probably conclude, is quite good but much of which is not. Analysing the level of performance, however, is not something you will be able to do overnight. It is critical that you pre-read the required reading for this course, consider the questions above and start thinking about them well in advance. That may well require you to become even more familiar with your agency philosophies, values, processes and strategic documents than you already are. And you should be prepared to bring those to the collective discussion during the contact session - definitely bring a copy of your SOI and any other significant strategic plan you think is worth discussing.

In summary: please read as much of the required reading as you can before the course; challenge yourself with the questions above; think deeply and rigorously about your agency processes and be prepared to discuss and debate the issues during the course. You'll also note the first essay is conceptual in nature: you could have the first draft completed by the contact period.

By the way: the Blackboard site for this course will be operational about two weeks before the course commences. It will be worth checking since useful additional material may be added before we get together for the contact time.

Course Content

DAY ONE – Monday 26 March 2007

CONTENT	PEDAGOGY AND READINGS
Introduction History and development The classic model and concepts	Interactive lectures and collective discussion Bloodworth G. (2001) 'Review essay: From strategic planning to strategic management: A manifesto', <i>Canadian Public Administration</i> , Vol 44, No 3, Fall, pp. 346-54.
Theories and methods in strategic management	Guest presentation
Concerns, critiques and shifts	Mintzberg H. (1994) <i>The Rise and Fall of Strategic Planning</i> , Prentice Hall, Hemel Hempstead, Ch 5, 'Fundamental Fallacies of Strategic Planning'.
Strategic management in the public sector	Bryson J. (1988) 'An Effective Strategic Planning Approach for Public and Nonprofit Organizations', from <i>Strategic Planning for Public and Nonprofit Organizations: A Guide to Strengthening and Sustaining Organizational Achievement</i> , Jossey-Bass, New York. Nutt P and Backoff R. (1987) 'A Strategic Management Process for Public and Third-Sector Organizations', <i>Journal of the American Planning Association</i> , Vol 53, No 1, pp. 44-57. 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.
Societal and political trends, strategising in the public sector in the 21 st century	Ryan B. (2004) <i>Learning MFO</i> , IPAA, Brisbane

DAY TWO – Tuesday 27 March 2007

CONTENT	PEDAGOGY AND READINGS
<p>The NZ context: Schick, SRA/KRAs, RoC and MFO</p> <p>Prescribed approaches and tools in central government</p>	<p>Interactive lectures, collective discussion, case studies, questions and answers</p> <p>Matheson A., Scanlan G. and Tanner R. (1997) <i>Strategic Management in Government: Extending the Reform Model in New Zealand</i>, OCDE/GD(97)50, Paris, pp. 81-100.</p> <p>Pathfinder documents Building Block 1: Identifying Outcomes Building Block 2: Outcome Indicators Building Block 3: Intervention Logic Learning Paper: Managing for Outcomes in Complex Policy Environments Supporting Paper: Strategic Planning</p> <p>MFO Steering Group (2003) <i>Managing for Outcomes: Guidance for Departments</i>, Wellington.</p> <p>Ryan B. (2002) ‘Beyond Intervention Logic? A public management heuristic for the 21st century’, paper presented to the APPAM 24th Annual Research Conference, Dallas, Texas, November 7-9</p> <p>Ryan B. (2004) <i>Learning MFO</i>, IPAA, Brisbane</p>
<p>Case study in the use of intervention logic</p>	<p>Case study: guest presentation</p>
<p>Critical reflection on agency capability and performance; using the self-assessment tool</p> <p>Relationship between planning and action (implementation) – ‘What’s <i>really</i> happening on the ground? Is it <i>really</i> happening in an outcome-focused way?’</p>	<p>Group analysis (critical reflection on practice), report-backs, collective discussion, identification of lessons for taking forward (this activity flows over into days 3 and 4)</p> <p>Treasury/SSC (2005) <i>Getting Better at Managing for Outcomes A tool to help organisations consider their progress in results-based management and identify development objectives</i>, Wellington</p> <p>Economics and Strategy Group (2003) <i>Departmental Uptake of the Managing for Outcomes Initiative</i>, Wellington</p> <p>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.</p> <p>DPMC/TPK/SSC/Treasury (2004) <i>Getting Better at Managing for Shared Outcomes</i>, Wellington.</p>

Monitoring and evaluation in an outcomes context	Initial discussion regarding agency assessments DPMC/TPK/SSC/Treasury (2003) <i>Learning from Evaluative Activity</i> , Wellington.
SOIs, government and agency goals, context and logic, objectives, strategies, indicators, budgets, implementation and evaluation	Initial discussion regarding Statements of Intent DPMC/TPK/SSC/Treasury (2004) 2005/06 <i>Statements of Intent: Guidance and Requirements</i> , Wellington
Value and utility	

DAY THREE – Wednesday 28 March 2007

CONTENT	PEDAGOGY AND READINGS
Statements of intent: critique of examples	Collective discussion, case studies, panel discussion, questions and answers Collective discussion on SOIs DPMC/TPK/SSC/Treasury (2004) 2005/06 <i>Statements of Intent: Guidance and Requirements</i> , Wellington
Strategising, strategy teams and corporate strategising	Case study: guest presentation
How are agencies doing?	Panel discussion: guest presentation
	Further discussion of agency performance based on the agency assessment tool

DAY FOUR – Thursday 29 March 2007

CONTENT	PEDAGOGY AND READINGS
Strategising with communities in contexts of complexity Strategising in local government, community planning, central and local government	Case study, questions and answers, collective discussion and reflection: wrap up Case study: Long Term Council Community Plans, regional economic development - guest presentation
Agency SOIs, outcomes and strategising	Report-backs, collective discussion, identification of lessons for taking forward
	Course wrap up

Learning Commitment

The learning objectives set for each course are demanding and, to achieve them, candidates must make a significant commitment in time and effort to reading, studying, thinking, and completion of assessment items outside of contact time. Courses vary in design but all require preparation and learning before the first day of contact. Intensive courses usually also require further study after the contact period. Expressed in input terms, the time commitment required usually translates to 65-95 hours (excluding class contact time) per course.

Readings

The key documents (Required Reading) listed above alongside the topics and activities are included in the course reader. Many of these documents will also be available in electronic form from Blackboard; some may not be available electronically because of copyright restrictions.

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 VicBooks - a branch is located on the ground floor of Rutherford House.

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

- Green, S. (1998) "Strategic management initiatives in the civil service: A cross cultural comparison." *International Journal of Public Sector Management*, 11 (7): 536-522.
- 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 Requirements

First item: Conceptual Essay

Write an essay on the following topic:

What meaning could or should be attached to 'strategy' and 'strategic management' in the public sector of the 21st century especially in the context of 'managing for outcomes'?

Length: 2500 words (40% of assessment)

Due date: 13 April 2007

Second item: Application / Case Study

Conduct and report on an applied case study on the following topic:

Conduct a critical analysis of 'strategising' 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: 3500 words (60% of assessment)

Due date: 30 April 2007

NOTE

Candidates may elect to meet their assessment requirements by submitting a single item of assessment. This item is to be a case study as specified in the 'Second Item' above. Candidates selecting this option are advised to consult with the course coordinator before final submission.

Length: 6000 words (100% of assessment)

Due date: 30 April 2007

Please post / hand-in ALL assignments to:

Francine McGee,
School of Government,
Victoria University of Wellington,
Level 8 Reception,
Rutherford House,
23 Lambton Quay,
P.O. Box 600,
Wellington.

Students should keep a copy of all submitted work.

Penalties

The ability to plan for and meet deadlines is a core competency of both advanced study and management. Failure to meet deadlines disrupts course planning and is unfair on students who do submit their work on time. It is expected therefore that you will complete and hand in assignments by the due date. Marks may be deducted where assignments are submitted after the due date. For out of town students, two calendar days' grace is given to allow for time in the post. Electronic versions of assignments may be emailed to the course coordinator but **MUST** be followed by hard copy (see Assessment Requirements above).

If ill-health, family bereavement or other personal emergencies prevent you from meeting the deadline for submitting a piece of written work or from attending class to make a presentation, you can apply for and may be granted an extension to the due date. Note that this applies only to extreme unforeseen circumstances and is not necessarily awarded. You should let your course coordinator know as soon as possible in advance of the deadline if you are seeking an extension.

Mandatory Course Requirements

To fulfil the mandatory course requirements for this course, you are required to:

1. Submit all assignments by the due date, unless you have been granted an extension;
2. Attend all contact sessions of the course. If you are unable to attend a session, you must inform the Course Coordinator as soon as possible and you may be required to submit a further item of assessment.

Communication of Additional Information

Additional information may be provided in class, by post, by email or via Blackboard.

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 (EA 005) 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 available in hard copy or under 'About Victoria' on the VUW home page at www.vuw.ac.nz.

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 are to be taken if there is a complaint. For information about complaint procedures under the Statute on Student Conduct, contact the Facilitator and Disputes Advisor or refer to the statute on the VUW policy website at 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.

Academic Grievances

If you have any academic problems with your course, you should talk to the tutor or lecturer concerned; class representatives may be able to help you in this. If you are not satisfied with the result of that meeting, see the Head of School or the relevant Associate Dean. VUWSA Education Coordinators are available to assist in 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 at 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. The University defines plagiarism as follows:

The presentation of the work of another person or other persons as if it were one's own, whether intended or not. This includes published or unpublished work, material on the Internet and the work of other student or staff.

It is still plagiarism even if you re-structure the material or present it in your own style or words.

Note: It is however, perfectly acceptable to include the work of others as long as that is acknowledged by appropriate referencing.

Plagiarism is prohibited at Victoria and is not worth the risk. Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct and may be penalised severely. Consequences of being found guilty of plagiarism can include:

- An oral or written warning
- Cancellation of your mark for an assessment or a fail grade for the course
- Suspension from the course or the University.

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

Notice of Turnitin Use

Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine Turnitin (www.turnitin.com). Turnitin is an on-line plagiarism prevention tool which identifies material that may have been copied from other sources including the Internet, books, journals, periodicals or the work of other students. Turnitin is used to assist academic staff in detecting misreferencing, misquotation, and the

inclusion of unattributed material, which may be forms of cheating or plagiarism. At the discretion of the Head of School, handwritten work may be copy typed by the School and subject to checking by Turnitin. You are strongly advised to check with your tutor or the Course Coordinator if you are uncertain about how to use and cite material from other sources. Turnitin will retain a copy of submitted materials on behalf of the University for detection of future plagiarism, but access to the full text of submissions will not be made available to any other party.

Students with Impairments

The University has a policy of reasonable accommodation of the needs of students with disabilities. The policy aims to give students with disabilities the same opportunity as 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, 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 (DSS) to discuss your individual needs and the available options and support on a confidential basis. DSS are located on Level 1, Robert Stout Building (telephone (04) 463 6070, email disability@vuw.ac.nz). The name of your School's Disability Liaison Person is in the relevant prospectus or can be obtained from the School Office or DSS.

Student Support

Staff at Victoria want students to have positive learning experiences at the University. Each Faculty has a designated staff member who can either help you directly if your academic progress is causing you concern, or quickly put you in contact with someone who can. Assistance for specific groups is also available from the Kaiwawao Māori, Manaaki Pihipihinga or Victoria International.

In addition, the Student Services Group (email student-services@vuw.ac.nz) is available to provide a variety of support and services. Find out more at www.vuw.ac.nz/st_services/.

VUWSA employs Education Coordinators who deal with academic problems and provide support, advice and advocacy services, as well as organising class representatives and Faculty delegates. The Education Office (telephone (04) 463 6983 or (04) 463 6984, email education@vuwsa.org.nz) is located on the ground floor, Student Union Building.

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 or telephone (04) 463 5233 extension 8977. To contact the Pacific Support Coordinator, email pacific-support-coord@vuw.ac.nz or telephone (04) 463 5842.