

## School of Government

# **STRA 502** **STRATEGIC ANALYSIS** **(15 Points)**

**Trimester One 2007**

## **COURSE OUTLINE**

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### **Contact Details**

<b>Course Coordinator:</b>	<b>Dr Lance Beath</b> Room RH 507, Level 5, Rutherford House, Pipitea Campus Telephone: 027 436 5234 Email: <a href="mailto:lance.beath@vuw.ac.nz">lance.beath@vuw.ac.nz</a>
<b>Administrator:</b>	<b>Darren Morgan</b> Room RH 802, Level 8, Rutherford House, Pipitea Campus Telephone: (04) 463 5458 Fax: (04) 463 5454 Email: <a href="mailto:darren.morgan@vuw.ac.nz">darren.morgan@vuw.ac.nz</a>

### **Module Dates, Times and Locations**

<b>Module One:</b>	Wednesday 21 February 2007	8.30am – 6.00pm
<b>Module Two:</b>	Wednesday 18 April 2007	8.30am – 6.00pm
<b>Module Three:</b>	Wednesday 6 June 2007	8.30am – 6.00pm
<b>Location:</b>	Classes will normally be held on the Pipitea Campus of Victoria University and you will be advised of your classroom one week prior to each module by email.	

## **Course Objectives**

A broad qualitative survey of the main futures tools used in long-range strategy assessment and formulation of strategic policy options in both public and private sector contexts. Tools illustrated and discussed will include environmental scanning and assessment, scenario analysis, simulation, experimentation and gaming.

## **Course Content**

The course follows, in broad outline, the chapter headings in the course textbook (Geoff Coyle's *Practical Strategy: Structured Tools and Techniques*. Prentice Hall 2004). Working in syndicates, course members will be required to use a variety of the strategy analysis tools in the Coyle textbook to explore and develop a case study on a strategic question of their choosing.

Other strategy analysis tools and techniques will also be explored by way of introduction during the course.

## **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 module. Regular learning is necessary between modules (students who leave everything to the last moment rarely achieve at a high level). Expressed in input terms, the time commitment required usually translates to 65-95 hours (excluding class contact time) per course.

## **Readings**

The course textbook is Geoff Coyle's *Practical Strategy: Structured Tools and Techniques*. This text is published by Prentice Hall (2004) and is available for purchase through the University bookshop (email [vuwtexts@vicbooks.co.nz](mailto:vuwtexts@vicbooks.co.nz) or go online at [www.vicbooks.co.nz](http://www.vicbooks.co.nz)).

Other texts which provide useful additional reading are:

- Peter Schwartz (1991). *The Art of the Long View*. Doubleday, New York (an indispensable guide to anyone interested in scenario analysis and long range planning).
- Suzanne Turner (2002). *Tools for Success: A Manager's Guide*. McGraw Hill, London (a useful compilation and beginner's guide to ninety or more of the most commonly used strategic analysis tools).
- Course members will also find it useful to download the *Strategy Survival Guide* available online from the UK Prime Minister's Strategy Unit. The 200 plus pages in this guide provide useful practical advice on a range of issues that strategy managers and analysts are concerned with. Although the guide is intended primarily for people

working in a public sector context, there is much in it that will be very helpful to private sector analysts and managers as well. Go to [www.strategy.gov.uk](http://www.strategy.gov.uk).

- An additional text that course members may find helpful is the RAND book ‘Shaping the Next One Hundred Years: New Methods for Quantitative, Long-Term Policy Analysis’ by Robert Lempert et al. This can be downloaded from the RAND website at [www.rand.org](http://www.rand.org).

A range of other readings will be made available to course members as additional background and for class discussion. These readings are marked ‘key’ (liable to be discussed in class, with course members invited to lead discussion) or ‘supplementary’ (no expectation that these will be discussed in class, unless course members wish).

A listing for each of the first two modules follows:

Readings for Module One:

(a) Key readings

- *A Futurist’s Toolbox: Methodologies in Futures Work (2001)*. Introduction and Futures Methodologies. UK Cabinet Office.
- *Shaping the Next One Hundred Years: New Methods for Quantitative, Long Term Policy Analysis (2003)*. Robert Lempert et al, RAND Corporation. Introduction and Chapter Two: A History of Thinking About the Future.
- *Leading the Revolution (2000)*. Gary Hamel. Ch. 9: The New Innovation Solution. Harvard Business School Press, Boston.

(b) Supplementary readings

- *The Days of Futurists Past (2004)*. Stuart Crainer in strategy+business. Booz Allen & Hamilton. Accessed at [www.strategy-business.com/press/article/19811](http://www.strategy-business.com/press/article/19811).
- *The Man Who Saw the Future (2004)*. Art Kleiner (ibid). Accessed at [www.strategy-business.com/press/article/8220](http://www.strategy-business.com/press/article/8220).
- *Making the Most of Uncertainty (2001)*. Hugh Courtney in The McKinsey Quarterly, 2001 Number 4.

Readings for Module Two:

(a) Key readings

- *All Models are Wrong: Reflections on Becoming a Systems Scientist (2002)*. John Sterman in Systems Dynamics Review Vol. 18, No. 4, (Winter 2002): 501-531.
- *The Role of Simulation Gaming in Policy-Making (2000)*. Tom Ryan in Systems Research and Behavioral Science. Syst. Res. 17, 359-364.
- *Dynamic Competitive Simulation: Wargaming as a Strategic Tool (2005)*. John Treat et al in strategy+business. Booz Allen & Hamilton. Accessed at [www.strategy-business.com/press/article/15052](http://www.strategy-business.com/press/article/15052).

(b) Supplementary readings

- *Multiple Scenario Development: Its Conceptual and Behavioral Foundation* (1993). Paul Schoemaker in Strategic Management Journal, Vol. 14, 193-213 (1993).
- *Environmental Scanning-New Frameworks & Reframing* (2003). Joseph Voros. Australian Foresight Institute.

## **Assessment Requirements**

- One essay of 2,000 words (30%) on an aspect of strategic analysis. The essay topic will be distributed at the first module on Wednesday 21 February 2007 – ***due date and time for the finished essay is 5.00pm Wednesday 21 March 2007.***
- A case study (70%) based on Geoff Coyle's text on Practical Strategy<sup>1</sup>. Working in class syndicates, the purpose of the case study is to allow you to demonstrate your ability to understand and apply the Coyle strategic analysis methodology to a current strategic issue in either the New Zealand public or private sectors. There are four separate stages involved in the case study:
  - (a) Forming up the syndicates and identifying strategic questions for case study. This will be done at the first module on Wednesday 21 February 2007.
  - (b) Refining the strategic questions and providing a preliminary report back on progress by each syndicate. The preliminary report and class discussion will take place at the second module on Wednesday 18 April 2007.
  - (c) A final oral presentation (up to 40 minutes, but with time to be confirmed once the number of presentations have been established) of the completed case study to the class when it meets for the third module on Wednesday 6 June 2007.
  - (d) A written report on the case study by each class member. The written report will comprise both a critique of the Coyle methodology and description and comment on the case study. ***Final reports from individual class members are due at 5.00pm on Wednesday 20 June 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.

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<sup>1</sup> Geoff Coyle (2004). *Practical Strategy: Structured Tools and Techniques*. Pearson Education Ltd, Edinborough Gate.

**Students should keep a copy of all submitted work.**

ANZSOG candidates taking this course as an elective should note that they take it for 24 points, and not 15 points. Accordingly, the learning outcomes to be achieved by ANZSOG candidates are wider and deeper than those expected for non-ANZSOG candidates. The content of those learning outcomes, and the means whereby they will be assessed, will be negotiated and confirmed with the Course Coordinator at the start of the course.

## **Penalties**

The ability to plan for and meet deadlines is a core competency of both advanced study and public 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.

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**

Any additional communication during the course will be conveyed to course members by email.

## **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](http://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](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; 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](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. 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](http://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](http://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](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 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 Kaiawao Māori, Manaaki Pihipihinga or Victoria International.

In addition, the Student Services Group (email [student-services@vuw.ac.nz](mailto: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/](http://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](mailto: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](mailto: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](mailto:pacific-support-coord@vuw.ac.nz) or telephone (04) 463 5842.