

School of Government

MMPM 522 / MAPP 529
STRATEGIC MANAGEMENT
(15 Points)

Trimester Two 2007

COURSE OUTLINE

Contact Details

Course Coordinator: **Associate Professor Bill Ryan**
Room RH 801, Level 8, Rutherford House, Pipitea Campus
Telephone: (04) 463 5848
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Other Lecturers: **Professor Claudia Scott**
Room RH 805, Level 8, Rutherford House, Pipitea Campus
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Room RH 802, Level 8, Rutherford House, Pipitea Campus
Telephone: (04) 463 5458
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Email: darren.morgan@vuw.ac.nz

Module Dates, Times and Locations

Module Four: Friday 24 August 2007 8.30am – 6.00pm

Module Five: Friday 19 October 2007 8.30am – 6.00pm

Module Six: Friday 23 November 2007 8.30am – 6.00pm

Location: 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

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

- New levels of understanding of theories, models and issues regarding strategic management, particularly in relation to the public sector in the context of 21st century society;
- Knowledge of current thought and contemporary debates around strategy;
- Deepened knowledge of the legislated requirements for planning for central and local government in NZ and emerging thinking in ongoing reform;
- Knowledge of some important tools and techniques of strategic analysis;
- New levels of understanding of strategic planning processes, particularly in relation to creation of key planning documents (e.g. Statement of Intent, Long Term Council and Community Plan).

Course Content

The course 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:

DAY 1	KEY DOCUMENTS TO BE EXAMINED AND REQUIRED READING (All in the Course Reader)
Challenging the assumptions	<p>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.</p> <p>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.</p> <p>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.</p> <p>Mintzberg H. (1994) <i>The Rise and Fall of Strategic Planning</i>, Prentice Hall, Hemel Hempstead, Ch 5, 'Fundamental Fallacies of Strategic Planning'.</p>
Strategy in the public sector: contemporary views	<p>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.</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>
The context: 'Managing for outcomes'	Ryan B. (2004) <i>Learning MFO</i> , IPAA, Brisbane

Strategic Planning: The Pathfinder Approach	<p><i>Pathfinder</i> documents</p> <p>Building Block 1: Identifying Outcomes</p> <p>Building Block 2: Outcome Indicators</p> <p>Building Block 3: Intervention Logic</p> <p>Building Block 4: Assessing Impact</p> <p>Building Block 5: Maximising Outcomes from Interventions</p> <p>Learning Paper: Managing for Outcomes in Complex Policy Environments</p> <p>Supporting Paper: Strategic Planning</p>
Strategy and Learning: Evaluative Activity and Planning	DPMC/TPK/SSC/Treasury (2003) <i>Learning from Evaluative Activity</i> , Wellington.

DAY 2	
Community Strategic Planning and Management under the Local Government Act 2002	<p>L. Worrall, C. Collinge and T. Bill (1998) Managing Strategy in Local Government, <i>International Journal of Public Management</i>, No. 6, pp. 472-493.</p> <p>Local Futures Research project <i>Local Government, Strategy and Communities</i>, chapter 2 Annex -The Local Government Act 2002: an overview; and chapter 3 Community Planning Practice, IPS, pp. 55-99</p>
The Role of Consultation and Collaboration in Strategy Development	<p>Mike Reid, Claudia Scott and Jeff McNeill (2006) Strategic planning under the Local Government Act: Towards Collaboration or Compliance? <i>Policy Quarterly</i>, Vol 2(2), pp. 18-25.</p> <p>C. Huxham (2003) Theorizing Collaboration Practice, <i>Public Management Review</i> (3), pp. 401-23</p>
Assessing Strategic Performance and Capability	<p>S. Goldsmith and W. Eggers (2004) <i>Building the Capacity for Network Governance in Governing by Networks: The New Shape of the Public Sector</i>, Washington, <i>The Brookings Institution</i>, pp. 157-178. (skim)</p> <p>UK Cabinet Office (2006) <i>Capability Reviews: the Findings of the First Four Reviews</i>(skim).</p>

DAY 3	
Statements of Intent	<p>DPMC/TPK/SSC/Treasury (2004) 2005/06 Statements of Intent: Guidance and Requirements</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>Various SOIs</p>
Strategy and Shared Outcomes	<p>DPMC/TPK/SSC/Treasury (2004) <i>Getting Better at Managing for Shared Outcomes</i>, Wellington.</p> <p>DPMC/TPK/SSC/Treasury (2004) <i>Getting Better at Managing for Shared Outcomes: A resource for Agency Leaders</i>, Wellington</p> <p>DPMC/TPK/SSC/Treasury (2004) 2005/06 <i>Statements of Intent: Guidance and Requirements</i>, Wellington</p>

* Where copyright restrictions allow, these documents will also be posted on Blackboard,

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 Required Reading is identified above and is included in the course Reader.

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.

It is also worth noting that Mintzberg H. (1994) *The Rise and Fall of Strategic Planning*, Prentice Hall, Hemel Hempstead, remains an outstanding contribution to the field.

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 Requirements

First item: Conceptual essay

Length: 2000 words (30% of assessment)

Due date: 24 September 2007

Choose one of the following topics:

EITHER

What are the main strengths and weaknesses of the traditional approach to strategic planning (Mintzberg's 'design' school)? To what extent are these same strengths and weaknesses reflected in conventional prescriptions for strategy and planning (e.g. the Pathfinder approach) introduced in recent years in western public sectors?

OR

Can the basic ideas underpinning the notions of 'strategy' and 'strategic management' be applied without difficulty to the 'public' sector - much less in the conditions emerging in 21st century societies? Why/why not? And if not, what might they mean?

Second item: Application/case study

Length: 3000 words (60% of assessment)

Due date: 23 November 2007

Choose one of the following topics:

EITHER

Critique the state of play of regarding strategic management in government in NZ (you may choose to focus on central or local government, whole-of-government or within one agency). In particular, consider the integration of planning, budgeting, implementation and evaluation, and the work done in relation to shared outcomes (pay particular attention to the practice).

OR

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

Third item: Presentation

Duration: 10 mins (10% of assessment)

Due date: 23 November 2007

Do a presentation to the class (Module 3) of the main points arising out of your case study/application.

NOTE: you may elect not to do a presentation, but to convert your application/case study into a 4000 word item, worth 70% of assessment, due date: 23 November 2007.

Please submit ALL assignments IN HARD COPY 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.

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;
2. Attend all contact sessions of the course.

Communication of Additional Information

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

Withdrawal Dates

Students giving notice of withdrawal from the course after 4 September 2007 will not receive a refund of tuition fees.

Students giving notice of withdrawal from the course after 23 October 2007 are regarded as having failed the course, unless the Associate Dean subsequently gives approval to withdraw.

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.

Notice of Turnitin Use

Student work provided for assessment in this course **may be** checked for academic integrity by the electronic search engine www.turnitin.com. Turnitin is an online 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 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.

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 students 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 penalized 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

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 hardcopy or under "About Victoria" on the VUW homepage at www.vuw.ac.nz/home/about_victoria/calendar_intro.html

Information on the following topics is available electronically at www.vuw.ac.nz/home/studying/downloads/course_outlines_general_information.pdf

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