

Victoria Management School

**MMBA535 ADVANCED STRATEGIC MANAGEMENT**

Trimester Two 2010

**COURSE OUTLINE**

---

**COURSE COORDINATOR**

**Dr Sally Riad**

Room: RH910, Rutherford House  
Phone: 463 5079  
Email: [sally.riad@vuw.ac.nz](mailto:sally.riad@vuw.ac.nz)  
Website: [www.vuw.ac.nz/vms](http://www.vuw.ac.nz/vms)

**ADMINISTRATOR**

**Linda Walker**

Room: RH 1003, Rutherford House  
Phone: 463 5367  
Email: [linda.walker@vuw.ac.nz](mailto:linda.walker@vuw.ac.nz)

**Trimester Dates**

**Teaching Period:** Monday 12<sup>th</sup> July – Friday 15<sup>th</sup> October 2010

Teaching period *for this course* is from Monday 12 July to Monday 11 October 2010

Last assignment is due on 18 October 2010

**Withdrawal from Courses:**

Your fees will be refunded if you withdraw from this course on or before **23 July 2010**

The last date for withdrawal from this course (*assuming it has 12 weeks of lectures, otherwise modify accordingly*) is the three-quarter point of the teaching period, i.e. **Friday 24 September**. After that date, permission to withdraw requires the permission of the Associate Dean (Students) as set out in section 8 of the Personal Courses of Study Statute

<http://policy.vuw.ac.nz/Amphora!~policy.vuw.ac.nz~POLICY~000000001743.pdf>

To apply for permission, fill in the Late Withdrawal form available from either of our Student Customer Service Desks.

## **Class Times and Room Number**

Lectures: Mondays 5.40-7.30pm RHG02

## **Course Content and Objectives**

The Master of Business Administration Programme serves to produce professional managers capable of fulfilling strategic roles within corporate and government enterprises. Integral to this capability is an understanding of (a) strategic management across different contexts (b) the dynamics of intellectual resources for effective competition in a globalizing knowledge economy, and (c) value creation through diversification, mergers and acquisitions within national boundaries and internationally. This course builds on the foundation formed through several topics from MMBA534 and aims to provide students with a solid base which can guide decision making and strategic organization. For further detail, refer to Annex A.

The assessment for the course is structured to develop and gauge students' understanding and knowledge of the topics, their ability to apply the models discussed and to engage critically with a variety of issues in strategy.

## **Student Learning Objectives**

MMBA 535 has four student learning objectives. By the end of this course, students should be able to:

- Understand and critically appraise the major concepts and tools behind strategy in the public sector, knowledge-based strategic capability, and value creation through diversification.
- Competently apply these concepts and tools within the varying contexts of national and international business practices.
- Describe and effectively communicate strategic analysis, alternatives and recommendations.
- Gain a strategic perspective on intellectual capital, knowledge management as well as mergers and acquisitions in a globalizing world.

The assessment for the course is structured to develop and gauge students' understanding and knowledge of the topics, their ability to apply the models discussed and to engage critically with a variety of issues in strategy.

## **Readings**

The readings for this course will be issued in class at the start of the course.

## **Course Delivery**

The course is delivered through weekly two-hour sessions. These involve discussion of the readings supplemented by discussion of visual (videos/dvds) and textual case studies.

## **Expected Workload**

Students can expect the workload to be approximately 10-12 hours per week, including both scheduled contact time (lectures) and student work outside class.

## Assessment Requirements

	<b>Title</b>	<b>Weight</b>	<b>Date</b>
1	Individual analysis and report (KM)	40%	16 August 2010
2	Individual analysis and report (M&A)	40%	27 September 2010
3	Individual essay	20%	18 October 2010
	<b>TOTAL</b>	<b>100%</b>	

### ***1. Report - Developing a knowledge management strategy***

Due date: 16 August      Marks: 40%  
Length: 3000 words

Report will focus on designing a knowledge management strategy that would enable an organisation's overall strategy. Details of the full report will be handed out in class and posted on Blackboard.

### ***2. Report - Analysing a merger's integration***

Due date: 27 September      Marks: 40%  
Length: 3000 words

Report will focus on a recent merger/acquisition, analysing its motives and identifying the implications for managing integration. Details of the full report will be handed out in class and posted on Blackboard.

### ***3. Essay***

Due: 18 October      Marks: 25%  
Length: 2000 words

*What does strategic management offer the public sector?*

Following the conventions of essay writing, you will construct your own position on the above question based on a search of the literature. You will then illustrate your arguments using examples from public organisations. Details of the essay will be handed out in class and posted on Blackboard.

*Note: Your assessed work may also be used for quality assurance purposes, such as to assess the level of achievement of learning objectives as required for accreditation and audit purposes. The findings may be used to inform changes aimed at improving the quality of FCA programmes. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the course.*

## **Handing in assignments**

Assignments should be handed in at the lectures in hard copy form by the due time on the due date. If the student cannot deliver an assignment by the due lecture, it is their responsibility to make alternative arrangements in advance.

All completed assignments must have a cover sheet (Annex B). Assignments received after the due time will be deemed to be **late**, and must be handed to the Administrator for this course in in RH1003 where your assignment will have the **time, date and signature** noted on the front cover by the person receiving it.

Students must also keep an electronic copy of their work archived in case the original assignment goes missing. 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**

To meet Mandatory Course Requirements, students are required to:

- Submit all assignments within the allowable timeframe (see Penalties section) below (i).

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, regardless of whether the mandatory course requirements have been satisfied or not.

### **Penalties**

- (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 (marks available means what the assignment is worth i.e. 20% or 20 marks) for an assignment submitted after the due time on the due date for each part day or day late. (for example if an assignment is out of 20 and the assignment receives 50% then one day late means the mark will be out of 18 and the student will receive 50% of 18). 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 Course 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, e.g. a medical certificate, or counsellor's report clearly stating the degree of impairment, and the dates the illness or event prevented you from undertaking your academic studies. This can be applied retrospectively.

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

## 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.victoria.ac.nz/library/research/reference/referencingguides.aspx>

## Victoria MBA Grading Standards are as follows:

- Excellent Category A- (75 – 79%) to A (80 – 84%) to A+ (85% and above): The learning is demonstrated to a very high level of proficiency, i.e. it is at a standard that makes it exceptional at Master's level.
- Very Good Category B+ (70 – 74%): The learning is demonstrated at a high standard. Students have reached a level that clearly exceeds “competency”.
- Good Category B (65 – 69%): The learning is clearly demonstrated without being exceptional in any way. Students can be thought of as fully competent. Satisfactory Category B- (60 – 64%): The learning is demonstrated without being exceptional in any way. Students can be thought of as competent.
- Marginal Category C (50 – 54%) to C+ (55 – 59%): The learning is demonstrated to a minimally acceptable level. There may be flaws but these are not serious enough to “fail” the student.
- Unsatisfactory / Failure Category E (0 – 39%) to D (40 – 49%): The learning is absent or performed to a very low level, or the performance is seriously flawed.

## Policy and Procedure for Remarking Assignments

Every endeavour is made to ensure that the marking is consistent and fair to students. Students may ask for their assignments to be remarked. If a student asks for a remark a different faculty member than the original marker will do the remarking. If the mark differs by 10% or less the student will receive the average of the two marks. If the difference between the two marks is greater than 10% the assignment will be independently marked by a third marker and the average of the closest two marks will be awarded to the student.

To apply for a remark, write a note (no more than one page) on why you think the mark does not, in your view, fairly reflect the quality of your work. Hand this in with your assignment to the course coordinator. By applying for a remark you must accept that your mark could go either up or down. Applications for remarks close one week after the return date and time for that piece of assessment. Allow up to two weeks for remarks to be completed.

## Class Representative

The class representative provides a communication channel to liaise with the Course Coordinator on behalf of students. Your class representative was elected earlier, and that person's name and contact details are available to VUWSA, the Course Coordinator and the class.

## Communication of Additional Information

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

## Use of Turnitin

Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine <http://www.turnitin.com> Turnitin is an on-line plagiarism prevention tool which

compares submitted work with a very large database of existing material. At the discretion of the Head of School, handwritten work may be copy-typed by the School and subject to checking by Turnitin. 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.

**For the following important information follow the links provided:**

**Academic Integrity and Plagiarism**

<http://www.victoria.ac.nz/home/study/plagiarism.aspx>

**General University Policies and Statutes**

<http://www.victoria.ac.nz/home/about/policy>

**AVC (Academic) Website: information including: Conduct, Academic Grievances, Students with Impairments, Student Support**

[http://www.victoria.ac.nz/home/about\\_victoria/avcademic/Publications.aspx](http://www.victoria.ac.nz/home/about_victoria/avcademic/Publications.aspx)

**Faculty of Commerce and Administration Offices**

<http://www.victoria.ac.nz/fca/studenthelp/>

**Manaaki Pihipihinga Programme**

[http://www.victoria.ac.nz/st\\_services/mentoring/](http://www.victoria.ac.nz/st_services/mentoring/)

## Annex A – Session Schedule – MMBA 535

<i>Session</i>	<i>Date</i>	<i>Topics</i>	<i>Readings</i>
<b>1</b>	<b>July 12<sup>th</sup></b>	<b><i>Introduction: Strategic capability, variety and context</i></b>	
<b>2</b>	<b>July 19<sup>th</sup></b>	<b><i>Strategic resources and knowledge management strategy</i></b> Strategic organizational resources and capabilities and core concepts in knowledge productivity	<ol style="list-style-type: none"> <li>1. Johnson, G., Scholes, K., and Whittington, R. (2005) “Capabilities for sustainable competitive advantage.” Excerpt from <i>Exploring Corporate Strategy</i>, Essex, UK: Prentice Hall.</li> <li>2. Barney, J. (2001) “Analyzing organizational strengths and weaknesses.” Excerpt from <i>Gaining and Sustaining Competitive Advantage</i>, Upper Saddle, NJ: Prentice Hall.</li> </ol>
<b>3</b>	<b>July 26<sup>th</sup></b>	The rising value of intellectual capital in a global knowledge economy	<ol style="list-style-type: none"> <li>3. Voss, P. &amp; Davidson, C. (2002) “Knowledge Management 101.” Chapter in <i>Knowledge Management</i>, Auckland, NZ: Tandem Press.</li> <li>4. Garvey, B. &amp; Williamson, B. (2002) “The Knowledge Economy.” Chapter in <i>Beyond Knowledge Management</i>. Essex, UK: Pearson.</li> </ol>
<b>4</b>	<b>Aug 2<sup>nd</sup></b>	The knowledge-based view of the firm Designing relevant knowledge management strategies	<ol style="list-style-type: none"> <li>5. Burton-Jones, A. (2002) “Daunting paradox.” <i>Across the Board</i>, May/June.</li> <li>6. Grant, R. (2002) “The knowledge-based view of the firm.” In C. Choo and N. Bontis (eds.) <i>The Strategic Management of Intellectual Capital and Organizational Knowledge</i>, New York, NY: Oxford University Press.</li> <li>7. Hansen, M., Nohria, N., &amp; Tierney, T. (1994) “What’s your strategy for managing knowledge?” In <i>Harvard Business Review on Organizational Learning</i>. Boston, MA: Harvard Business School Press.</li> </ol>

5	Aug 9 <sup>th</sup>	Identifying and managing the value in human and cultural knowledge for global strategy	<p>8. Newell, S. Robertson, M., Scarbrough, H. and Swan, J. (2002) "Human resource management and knowledge work." Chapter in <i>Managing Knowledge Work</i>. Hampshire, UK: Palgrave.</p> <p>9. Gamble, P. &amp; Blackwell, J. (2001) "Learning and knowledge." Excerpt from <i>Knowledge Management: A State of the Art Guide</i>. London, UK: Kogan Page.</p>
6	Aug 16 <sup>th</sup>	<p><i>Value creation through diversification, mergers and acquisitions</i></p> <p>Strategic scope and diversification</p>	<p>10. Johnson, G., Scholes, K., and Whittington, R. (2005) "Corporate-level strategy." Excerpts from <i>Exploring Corporate Strategy</i> (280-291, 308-317), Essex, UK: Prentice Hall</p> <p>11. Goold, M. &amp; Luchs, K. (1993) "Why diversify? Four decades of management thinking." <i>Academy of Management Executive</i>, 7 (3): 7-25.</p>
<b>BREAK</b>			
7	Sep 6 <sup>th</sup>	Merger motives; the fit and the process perspectives	<p>12. Lubatkin, M. &amp; Lane, P. (1996) "Psst...The merger mavens still have it wrong!" <i>Academy of Management Executive</i>, 10, 1: 21-37.</p> <p>13. Marks, M. &amp; Mirvis, P. (2001) "Making mergers and acquisitions work: Strategic and psychological preparation." <i>Academy of Management Executive</i>, 15, 2: 80-92.</p>
8	Sep 13 <sup>th</sup>	The role of people, culture and communication in M&A value creation	<p>14. Haspeslagh, P. &amp; Jemison, D. (1994) "Acquisition integration: Creating the atmosphere for value creation." In G. Von Krogh, A. Sinatra &amp; H. Singh, <i>The Management of Corporate Acquisitions</i>: 448-479. London: Macmillan.</p> <p>15. Cartwright, S. &amp; Cooper, C. (1993) "The role of culture compatibility in successful organizational marriage." <i>Academy of</i></p>



9	Sep 20 <sup>th</sup>	Effective merger integration: how to make it happen	<p><i>Management Executive</i>, 7, 2: 57-70.</p> <p>16. Riad, S. &amp; Campbell-Hunt, C. (1999) "Managing the merger process: An extended typology." Proceedings of the Australia New Zealand Academy of Management (ANZAM), Hobart, Australia.</p>
10	Sep 27 <sup>th</sup>	<p><b><i>Strategic management in public sector contexts</i></b></p> <p>Similarities and differences in private and public sector contexts for strategy</p>	<p>17. 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: Essex, UK: 1-16.</p> <p>18. Green, S. (1998) "Strategic management initiatives in the civil service: A cross cultural comparison." <i>International Journal of Public Sector Management</i>, 11 (7): 536-522.</p>
11	Oct 4 <sup>th</sup>	What strategic management in the public sector tends to include and exclude	<p>19. Stoney, C. (2001) "Strategic management or strategic Taylorism?" <i>The International Journal of Public Sector Management</i>. 14 (1): 27-42.</p> <p>20. Llewellyn, S. &amp; Tappin, E. (2003) "Strategy in the public sector: Management in the wilderness." <i>Journal of Management Studies</i>, 40 (4): 955-982.</p>
12	Oct 11 <sup>th</sup>	Analysing the dynamics of strategizing in the public sector	<p>21. Eppink, J &amp; de Waal, S. (2001) "Global influences on the public sector." In G. Johnson and K. Scholes (eds.) <i>Exploring Public Sector Strategy</i>, Pearson: Essex, UK: 38-56.</p>

ANNEX B



**Victoria Management School**

**MMBA535 Individual Assignment Cover Sheet**

Name: \_\_\_\_\_ Student ID: \_\_\_\_\_

Tutor's Name: \_\_\_\_\_ Tutorial Number: \_\_\_\_\_

Tutorial Day: \_\_\_\_\_ Tutorial Time: \_\_\_\_\_

Date Due: \_\_\_\_\_ Date Submitted: \_\_\_\_\_

*I have read and understood the university policy on Academic Integrity and Plagiarism.  
I declare this assignment is free from plagiarism.*

Signed: \_\_\_\_\_

Extension of the due date (*if applicable*)

**Please attach a copy of the note authorising your extension.**

Date extension applied for: \_\_\_\_\_

Extension granted until: \_\_\_\_\_

Extension granted by: \_\_\_\_\_