

School of Government

MMPM 533
SPECIAL TOPIC: STRATEGIC ANALYSIS
(15 Points)

Trimester 1 / 2012

COURSE OUTLINE

Names and Contact Details

Course Coordinator: **Dr Lance Beath**
Room RWW 505, Level 5, Railway West Wing, Pipitea Campus
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Administrator: **Darren Morgan**
Room RH 821, Level 8, Rutherford House, Pipitea Campus
Telephone: (04) 463 5458
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School Office Hours: 8.30am to 5.00pm, Monday to Friday

Trimester Dates

From Thursday 23 February to Thursday 28 June 2011

Withdrawal from Course

Notice of withdrawal must be in writing / emailed to the Masters Administrator. Ceasing to attend or verbally advising a member of staff will NOT be accepted as a notice of withdrawal.

1. Your fees will be refunded if you withdraw from this course on or before **Friday 2 March 2012**.
2. The standard last date for withdrawal from this course is **Friday 18 May 2012**. After this date, students forced to withdraw by circumstances beyond their control must apply for permission on an 'Application for Associate Dean's Permission to Withdraw Late' including

supporting documentation. The application form is available from either of the Faculty's Student Customer Service Desks.

Class Times and Room Numbers

Module One:	Thursday 23 February 2012	8.30am – 6.00pm
Module Two:	Thursday 19 April 2012	8.30am – 6.00pm
Module Three:	Thursday 14 June 2012	8.30am – 6.00pm

Attendance is required at all three modular teaching days

Locations: Classes will be held on the Pipitea Campus of Victoria University in Wellington and you will be advised of your classroom one week prior to each module by email.

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.

For the benefit of those taking MMPM 533 as a stand-alone elective, and also as a refresher for those who may be re-entering the strategic studies field after a break of some years away, the course will commence with an introductory session designed to answer the following questions:

- Discriminating between good strategy and bad strategy
- The relationship of strategy to policy
- Strategy as 'fit' versus strategy as 'stretch'

Course Learning Objectives

A broad qualitative survey of the main futures tools used in long-range strategy assessment and formulation of strategic options in both public and private sector contexts. Practical tools illustrated, discussed and explored by students taking this paper will include environmental scanning and assessment, scenario analysis, mind maps, impact wheels, influence diagrammes, futures methodologies, field anomaly relaxation, congruence and force field analysis, and morphological analysis.

Course Delivery

Strategic Analysis will be taught in the first trimester over three day-long modules on Thursday 23 February, Thursday 19 April and Thursday 14 June 2012. Each module will commence with a short

presentation by the Course Coordinator presenting key concepts and points at issue followed by class discussion. Towards the end of the first module, students will be formed up into syndicates to work through a strategic question identified in class using the methodology outlined in the course textbook (Coyle: see the following section on Readings). The course will conclude with syndicate presentations at the final module.

This course is delivered in a modular format, which includes a minimum of 24 hours contact. The 24 hours are broken up into three separate days of eight hours each (a 'module'). There are three modules in the course with approximately seven weeks between each module. **Attendance is required at all three modular teaching days (8.30am – 6.00pm).**

Expected Workload

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 the course and regular learning is also necessary (students who leave everything to the last moment rarely achieve at a high level).

Expressed in input terms, on average, the time commitment required usually translates to approximately 150 hours for a 15-point 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 VicBooks, the university bookshop (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).
- Richard Rumelt (2011). *Good Strategy Bad Strategy: the Difference and why it Matters*. Profile Books, London (shortlisted for the 2011 Financial Times and Goldman Sachs Business Book of the Year).

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. Google on 'UK Strategy Survival Guide' to bring up the link.

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.

A range of other readings will be made available via Blackboard (see Communication of Additional Information below) to course members as additional background and for class discussion as opportunity presents. A listing follows:

...on forecasting techniques and associated issues:

- *A Futurist's Toolbox: Methodologies in Futures Work (2001)*. Introduction and Futures Methodologies. UK Cabinet Office.
- *Leading the Revolution (2000)*. Gary Hamel. Ch. 9: The New Innovation Solution. Harvard Business School Press, Boston.
- *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.
- *Making the Most of Uncertainty (2001)*. Hugh Courtney in The McKinsey Quarterly, 2001 Number 4.
- *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.

...on definitions; on strategy versus tactics; on the various classes of strategy and the vocabulary associated with these classes; on the dimensions of strategy; and, on criteria for effective strategy:

- *Strategies for Change*. James Quinn in *The Strategy Process: Concepts, Contexts, Cases*. Ch 1, Reading 1.1. Prentice Hall 1996.
- *Five Ps for Strategy*. Henry Mintzberg. Ibid. Reading 1.2.
- *Crafting Strategy*. Henry Mintzberg. Ibid. Reading 5.2.
- *Strategic Intent*. Gary Hamel and C. K. Prahalad. Ibid. Reading 2.3.
- *Strategy as Stretch and Leverage*. Gary Hamel and C. K. Prahalad in *The Strategy Reader*. Edited by Susan Segal-Horn. Blackwell. 1998.
- *Logical Incrementalism*. James Quinn and John Voyer. Ibid. Reading 5.1.

...on a number of commonly met fallacies in the field of strategic planning:

- *The Rise and Fall of Strategic Planning*. Henry Mintzberg. The Free Press. 1994. Ch 5: Fundamental Fallacies of Strategic Planning.

...on the analogies between strategy for war and strategy for business:

- *Forecasting, Planning and Strategy for the 21st Century*. Spyros Makridakis. The Free Press. 1990. Ch 8: Competitive Strategy.

...on strategy formation and a critique of the 10 principal schools that make up the strategic management literature:

- *The Strategic Management Beast*. Henry Mintzberg, Bruce Ahlstrand and Joseph Lampel in *Strategy Safari: A Guided Tour through the Wilds of Strategic Management*. The Free Press. 1998. Ch 1, Introduction.

...and, on the Japanese approach to strategy:

- *Getting Back to Strategy*. Kenichi Ohmae in *Strategy*. Harvard Business Review. Edited by Cynthia Montgomery and Michael Porter. Harvard Press. 1991.

Assessment Requirements

There will be two pieces of written assessment in this course. The first will be a short essay (1,500 words) based on Chapter One (The Keys to the Practical Strategy Box) and part of Chapter Two (Unravelling Complexity) of the course textbook: Geoff Coyle (2004) *Practical Strategy: Structured Tools and Techniques*. **Please note that an advanced draft of this essay is due for handing in at the first module on Thursday 23 February 2012. The final version of the essay is due for handing in by 5.00pm on Thursday 8 March 2012.** The first essay will be worth 30% of the final mark for the course.

The second assignment is a 3,500 word essay based on your individual conclusions and reflections based on the work of your syndicate on the strategic question identified for study at the first module. This essay is due for handing in no later than **5.00pm on Thursday 28 June 2012**, i.e. two weeks after the third module. The second essay is worth 70% of the final course mark.

Details of each assignment follow:

1. One essay of 1,500 words (30%) in three parts: First, you are required to examine and comment on Geoff Coyle's definition in Chapter One of the course textbook on what comprises a strategic question. Second, and based on the Coyle definition, you are required to provide a sample strategic question of your own that you would be interested in having examined by one of the student syndicates in MMPM 533. Finally, you are required to draw a simple mindmap showing some of the factors that will need to be examined in getting to grips with your strategic question. For a definition of mindmaps and a simple discussion, see page 19 of the Coyle textbook (Chapter 2: Unravelling complexity) or Google on Buzan 1993. ***The due date for handing in a preliminary version of the essay is at the first module on Thursday 23 February 2012. The deadline for handing in a final version of the essay is by 5.00pm on Thursday 8 March 2012.***
2. A 3,500 word essay (70%) based on a case study devised according to the Coyle criteria of what constitutes a good strategic question. 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 Thursday 23 February 2012.
 - (b) Refining the strategic questions and providing a preliminary report back on progress by each syndicate. The preliminary report back and class discussion will take place at the second module on Thursday 19 April 2012.

- (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 Thursday 14 June 2012.
- (d) A written report on the case study by each class member. The written report will comprise both an individual critique of the Coyle methodology and description and individual comment on the case study itself. *Final reports from individual class members are due by 5.00pm on Thursday 28 June 2012.*

Please submit the preliminary version of assignment 1 IN HARD COPY directly to the Course Coordinator at the first module (Thursday 23 February 2012).

Please submit all other assignments IN HARD COPY to:

Post Experience Programmes,
School of Government,
Victoria University of Wellington,
Level 8 Reception,
Rutherford House,
23 Lambton Quay,
P.O. Box 600,
Wellington 6140.

Assignments submitted by post are given two days grace to allow for delivery time, while assignments that are submitted in person should be placed in the secure box at School of Government reception (Level 8, Rutherford House, Pipitea Campus, office hours = 8.30am to 5.00pm, Monday to Friday) by the due date/time. The assignment box is cleared daily, and assignments will be date stamped.

Quality Assurance 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.

Students should keep a copy of all submitted work.

Class Attendance

Attendance is required at all three modular teaching days

If, before enrolment for a course, you are aware that you will not be able to attend for part of a day, you must notify the Director of Master's Programmes when you enrol explaining why you will not

be able to attend. The Director of Master's Programmes will consult with the relevant course coordinator. In such circumstances, you may be declined entry into a course.

If you become aware after a course starts that you will be unable to attend a significant part of a day (i.e. more than two hours), you must advise the course coordinator explaining why you will be unable to attend. The course coordinator may excuse you from attendance and may also require you to complete compensatory work relating to the course content covered during your absence.

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 will be deducted at the rate of five per cent for every day by which the assignment is late and no assignments will be accepted after five working days beyond the date they are due. For example, if you get 65% for an assignment, but you handed it in on Monday when it was due the previous Friday, you will get a mark of 50%.

If ill-health, family bereavement or other personal circumstances beyond your control 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. You should let your course coordinator know as soon as possible in advance of the deadline (if circumstances permit) if you are seeking an extension. Where an extension is sought, evidence, by way of a medical certificate or similar, may be required by the course coordinator.

Mandatory Course Requirements

You must submit or participate in all pieces of assessment required for this course.

Communication of Additional Information

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

Blackboard is Victoria University's online environment that supports teaching and learning by making course information, materials and other learning activities available via the internet through the myVictoria student web portal.

To access the Blackboard site for this course:

1. Open a web browser and go to www.myvictoria.ac.nz .
2. Log into myVictoria using your ITS Username (on your Confirmation of Study) and password (if you've never used the Victoria University computer facilities before, your initial password is your student ID number, on your Confirmation of Study, Fees Assessment or student ID card – you may be asked to change it when you log in for the first time).
3. Once you've logged into myVictoria, select Blackboard (from the options along the top of the page) to go to your Blackboard homepage.

4. The “My Courses” section displays the courses you have access to – select the appropriate link to access the course-specific Blackboard site. Please note that only courses that are actually using Blackboard and have been made available to students by their respective course coordinator will be displayed.

NOTE: Information emailed to you via Blackboard can only be sent to your @myvuw.ac.nz email address (the free email address created for you when you enrol and accessed via the myVictoria student web portal). If you want to receive these emails at your preferred email address (e.g. your home or work email address), it is **essential** that you activate your @myvuw.ac.nz email address before the start of the course and you modify the settings so all emails sent to it are automatically forwarded to your preferred email address. Please go to www.victoria.ac.nz/its/student-services/FAQs.aspx#Email_Forward for more information.

You are recommended to ensure that your computer access to Victoria University’s computer facilities, such as myVictoria, Blackboard and email, is working BEFORE your course starts. If you have any problems, you should contact the ITS Helpdesk on (04) 463 5050 or its-service@vuw.ac.nz , or visit the Helpdesk on level 2 of the Railway West Wing, Pipitea Campus. See www.victoria.ac.nz/its/student-services/ for more information.

Academic Integrity, Plagiarism, and the Use of Turnitin

Plagiarism is presenting someone else’s work as if it were your own, whether you mean to or not.

‘Someone else’s work’ means anything that is not your own idea. Even if it is presented in your own style, you must still acknowledge your sources fully and appropriately. This includes:

- material from books, journals or any other printed source
- the work of other students or staff
- information from the Internet
- software programs and other electronic material
- designs and ideas
- the organisation or structuring of any such material.

Acknowledgement is required for all material in any work submitted for assessment unless it is a ‘fact’ that is well-known in the context (such as “Wellington is the capital of New Zealand”) or your own ideas in your own words. Everything else that derives from one of the sources above and ends up in your work – whether it is directly quoted, paraphrased, or put into a table or figure, needs to be acknowledged with a reference that is sufficient for your reader to locate the original source.

Plagiarism undermines academic integrity simply because it is a form of lying, stealing and mistreating others. Plagiarism involves stealing other people’s intellectual property and lying about whose work it is. This is why plagiarism is prohibited at Victoria.

If you are found guilty of plagiarism, you may be penalised under the Statute on Student Conduct. You should be aware of your obligations under the Statute, which can be downloaded from the policy website (www.victoria.ac.nz/home/about/policy/students.aspx). You could fail your course or even be suspended from the University.

Plagiarism is easy to detect. The University has systems in place to identify it.

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 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.

There is guidance available to students on how to avoid plagiarism by way of sound study skills and the proper and consistent use of a recognised referencing system. This guidance may be found at the following website: www.victoria.ac.nz/home/study/plagiarism.aspx .

If in doubt, seek the advice of your course coordinator.

Plagiarism is simply not worth the risk.

For the following important information, follow the links provided

Academic Integrity and Plagiarism

www.victoria.ac.nz/home/study/plagiarism.aspx

General University Policies and Statutes

Find key dates, explanations of grades and other useful information at

www.victoria.ac.nz/home/study

Find out about academic progress and restricted enrolment at

www.victoria.ac.nz/home/study/academic-progress.aspx

The University's statutes and policies are available at www.victoria.ac.nz/home/about/policy , except qualification statutes, which are available via the Calendar webpage at

www.victoria.ac.nz/home/study/calendar.aspx (See Section C).

Further information about the University's academic processes can be found on the website of the Assistant Vice-Chancellor (Academic) at

www.victoria.ac.nz/home/about_victoria/avcacademic/default.aspx

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

www.victoria.ac.nz/home/about_victoria/avcacademic/Publications.aspx

Faculty of Commerce and Administration Offices

www.victoria.ac.nz/fca/studenthelp/

Te Putahi Atawhai

Maori and Pacific Mentoring Programme

www.victoria.ac.nz/tpa/