

**School of Government**

**MMPM 533**  
**SPECIAL TOPIC: STRATEGIC ANALYSIS**  
**(15 Points)**

**Trimester 1 / 2013**

**COURSE OUTLINE**

---

**Names and Contact Details**

**Course Coordinator:**        **Dr Lance Beath**  
Room RWW 505, Level 5, Railway West Wing, Pipitea Campus  
Telephone: 021 247 1947  
Email: [lance.beath@vuw.ac.nz](mailto:lance.beath@vuw.ac.nz)

**Administrator:**            **Darren Morgan**  
Room RH 821, Level 8, Rutherford House, Pipitea Campus  
Telephone: (04) 463 5458  
Fax: (04) 463 5454  
Email: [darren.morgan@vuw.ac.nz](mailto:darren.morgan@vuw.ac.nz)

**School Office Hours:**        8.30am to 5.00pm, Monday to Friday

**Trimester Dates**

Thursday 28 February – Thursday 27 June 2013

**Withdrawal from Course**

Formal notice of withdrawal must be in writing on a Course Add/Drop form (available from either of the Faculty's Student Customer Service Desks or from the course administrator). Not paying your fees, ceasing to attend lectures or verbally advising a member of staff will NOT be accepted as a formal notice of withdrawal.

1. Your fees will be refunded if you withdraw from this course on or before **Friday 8 March 2013**.

2. The standard last date for withdrawal from this course is **Friday 17 May 2013**. 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**

<b>Module One:</b>	Thursday 28 February 2013	8.30am – 6.00pm
<b>Module Two:</b>	Friday 26 April 2013	8.30am – 6.00pm
<b>Module Three:</b>	Thursday 13 June 2013	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. The timetable is also available to view on the Victoria University website ([www.victoria.ac.nz/timetables/](http://www.victoria.ac.nz/timetables/)).

## **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:

- What is strategy and how is it related to policy?
- Key vocabulary and concepts
- The differences between 'good' and 'bad' strategy

## **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 semester over three day-long modules on Thursday 28 February, Friday 26 April and Thursday 13 June 2013. 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 course 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 six 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](http://www.vicbooks.co.nz) ).

Other texts which provide useful additional reading are:

- Richard Rumelt (2011). *Good Strategy Bad Strategy: The Difference and Why it Matters*. Profile Books, London (an extremely useful and very readable text).
- 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. 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](http://www.rand.org).

A range of other readings will be made available via Blackboard (see 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.

**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](http://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.

**You are recommended to ensure that your computer access to Victoria University's computer facilities, such as myVictoria and Blackboard, is working BEFORE your course starts.** If you have any problems, you should contact the ITS Service Desk on (04) 463 5050 or [its-service@vuw.ac.nz](mailto:its-service@vuw.ac.nz) . See [www.victoria.ac.nz/its/student-services/](http://www.victoria.ac.nz/its/student-services/) for more information.

## **Assessment**

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 course module on Thursday 28 February 2013. The final version of the essay is due for handing in at or before 5.00pm on Thursday 14 March 2013.** 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 27 June 2013**, i.e. two weeks after the third teaching 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 teaching module on Thursday 28 February 2013. The deadline for handing in a final version of the essay is on or before 5.00pm on Thursday 14 March 2013.***
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 28 February 2013.
  - (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 class module on Friday 26 April 2013.
  - (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 13 June 2013.
  - (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 on or before 5.00pm on Thursday 27 June 2013.***

**Please submit the preliminary version of assignment 1 IN HARD COPY directly to the Course Coordinator at the first module.**

**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.

**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 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**

In addition to obtaining an overall course mark of 50 or better, students 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.

**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](http://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 Service Desk on (04) 463 5050 or [its-service@vuw.ac.nz](mailto:its-service@vuw.ac.nz). See [www.victoria.ac.nz/its/student-services/](http://www.victoria.ac.nz/its/student-services/) for more information.

## **School of Government Service Standards**

Good learning and teaching outcomes for students in School of Government courses depend on many factors, including open, transparent and accountable relationships between teaching and

support staff, and students in their various activities. The following service standards indicate some of the key expectations that teaching staff and students can have of each other. In all cases, they represent what the School believes should be 'normal' practice; exceptional circumstances can and will be negotiated as required.

Please note that there are University-wide policies relating to assessment – including rights of review and appeal. Details may be found in the Assessment Handbook (which is reviewed and updated from time to time –

[www.victoria.ac.nz/home/about/avcacademic/publications/assessment-handbook.pdf](http://www.victoria.ac.nz/home/about/avcacademic/publications/assessment-handbook.pdf) ).

In general terms, any concerns that a student or students may have should be raised with the course coordinator in the first instance. If that course of action is not appropriate, the School's programme support staff will direct you to the relevant Programme Director/Coordinator.

*Standards relating to staff timeliness of responses to email and phone queries:*

- Email or phone queries from students will be responded to in 48 hours

*Standards relating to availability of course materials:*

- Students on modular or intensive courses will usually have course materials at least 4 weeks before the course starts
- Students on weekly courses will usually have course materials available on the first day of the course

*Standards relating to attendance:*

- It is expected that students will attend all contact teaching sessions for a course. If a student is aware that they will be unable to attend part of a course prior to it commencing, they are required to advise the course coordinator. In such a situation, the student may be declined entry into the course.
- Where a course coordinator approves some non-attendance before the class commences, the course coordinator may set additional item(s) of assessment of learning and teaching objectives for the course for students unable to attend. Advice relating to the submission and assessment of any such additional assessment will be provided by the course coordinator.

*Variations to the assessment details provided in the course outline:*

- Any variation to the assessment details in the course outline will be formally agreed between the course coordinator and students at the earliest possible time, preferably at the beginning of the course.

*Standards relating to assignments – turnaround and feedback:*

- Unless otherwise agreed between students and the course coordinator, items of assessment will be marked within 15 working days of submission.
- Comments on pieces of assessment will allow students to understand the reasons for the mark awarded, relative to the teaching and learning objectives specified in the course outline, and will usually include advice on how the student can improve their grades in future assignments.

## 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](http://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](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.

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](http://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.**

## **Link to General Information**

For general information about course-related matters, go to [www.victoria.ac.nz/vbs/studenthelp/general-course-information](http://www.victoria.ac.nz/vbs/studenthelp/general-course-information) .

## **Note to Students**

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 academic audit. The findings may be used to inform changes aimed at improving the quality of VBS programmes. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the course.

\*\*\*\*\*