

Unit Outline 2016

Faculty of Business Government and Law

Unit Title: Strategic Management and Policy Analysis PG

Unit Number: 9511

ACKNOWLEDGEMENT OF COUNTRY

The University of Canberra acknowledges the Ngunnawal peoples as the traditional custodians of the land upon which the University's main campus sits, and pays respect to all Elders past and present.

INTRODUCTION

This Unit Outline must be read in conjunction with:

- a. *UC Student Guide to Policies*, which sets out University-wide policies and procedures, including information on matters such as plagiarism, grade descriptors, moderation, feedback and deferred exams, and is available at <http://www.canberra.edu.au/student-services>.
- b. *UC Guide to Student Services*, and is available at <http://www.canberra.edu.au/student-services>.
- c. Any additional information specified in section 6.

1. CORE UNIT DETAILS

Unit Code and Version: 9511

Unit Title: Strategic Management and Policy Development PG

Unit Level: P

Owning Faculty/Section: Faculty of Business, Government & Law

UC Discipline/Section: School of Management

Enrolled Credit Points: 3

Unit Offering Details:

Semester 1, 2016

Royal institute of Management, Bhutan

For an explanation of delivery modes see [Unit Modes of Delivery Titles](#).

Name of Unit Convener and contact details

Name: Dr. Yongqing Fang

Telephone: 6201 2839

Room:

Email: Yongqing.fang@canberra.edu.au

Administrative Contact Details:

For enquires relating to admissions, unit enrolment, fees, exams, timetabling issues and international student visa concerns, please use the following.

Student Centre: 1B150 / new Student Central in Bld 1

Website: <http://www.canberra.edu.au/current-students>

Phone: 1300 301 727

For Faculty related administrative enquiries please use the following.

Business, Government & Law Faculty Office: 11B27

Website: <http://www.canberra.edu.au/faculties/busgovlaw>
Phone: 6201 8810
Email: BGLAdminEnquiries@canberra.edu.au

2. ACADEMIC CONTENT

Unit Description

The study of strategic management involves an analysis of the factors which govern the success or otherwise of an organisation operating in contemporary society. The analysis includes an examination of factors external to the organisation which may either threaten its operations, or provide opportunities for development, and internal factors which either strengthen or weaken its capacity to develop, and perhaps, ultimately, to survive. An examination is made of an organisation's core competencies and its ability to take advantage of opportunities in a highly competitive global environment. Management decision making at the strategic level, which determines the future direction of the organisation is examined with a view to judging whether implementation, control and evaluation is feasible. The principles underlying the study of strategic management are applicable to public, private and non-profit making organisations.

Learning Outcomes

- On successful completion of this unit, students will be able to: 1. Demonstrate an understanding of the broad body of knowledge inherent in the process of strategic management;
- 2. Explain the strategic management process;
- 3. Analyse complex case studies demonstrating a creative, innovative and ethical approach;
- 4. Have an appreciation of the relevance of strategic management as an academic discipline and as a practical activity; and
- 5. Act as an agent of change in organisational transformation.

Graduate Attributes

- 1. UC graduates are professional - communicate effectively
- 1. UC graduates are professional - display initiative and drive, and use their organisation skills to plan and manage their workload
- 1. UC graduates are professional - employ up-to-date and relevant knowledge and skills
- 1. UC graduates are professional - take pride in their professional and personal integrity
- 1. UC graduates are professional - use creativity, critical thinking, analysis and research skills to solve theoretical and real-world problems
- 1. UC graduates are professional - work collaboratively as part of a team, negotiate, and resolve conflict
- 2. UC graduates are global citizens - adopt an informed and balanced approach across professional and international boundaries
- 2. UC graduates are global citizens - behave ethically and sustainably in their professional and personal lives
- 2. UC graduates are global citizens - communicate effectively in diverse cultural and social settings
- 2. UC graduates are global citizens - make creative use of technology in their learning and professional lives
- 2. UC graduates are global citizens - think globally about issues in their profession
- 2. UC graduates are global citizens - understand issues in their profession from the perspective of other cultures
- 3. UC graduates are lifelong learners - adapt to complexity, ambiguity and change by being flexible and keen to engage with new ideas
- 3. UC graduates are lifelong learners - be self-aware
- 3. UC graduates are lifelong learners - reflect on their own practice, updating and adapting their knowledge and skills for continual professional and academic development

Personal Attributes

As students of the University they will develop the qualities of critical thinking, curiosity and reflective practice. They will use foresight, initiative and leadership, and be open to alternative perspectives. As graduates, they will continue to learn and thrive in environments of complexity, ambiguity and change.

Prerequisite

Human Behaviour in Organisations G, 9502, and Financial Management G, 9501, and Management Information Systems G, 9503.

Co-requisite

None.

3. TIMETABLE OF ACTIVITIES

3a Delivery mode

The unit is delivered in intensive mode over five days (21-25 March) at the Royal Institute of Management, Simtokha, Bhutan. The sessions for each day are:

Morning: 9.30am -12.30pm

Afternoon: 1.30pm-4.30pm

The classes are interactive sessions between staff and students and among students. This mode of pedagogy is found to work best with graduate students who have considerable knowledge and wisdom to contribute to the overall learning experience.

3b Timetable of activities, such as lectures/ researches.

Day	Date	Topic	Textbook chapter
1	21 Mar	<ul style="list-style-type: none">• Introduction to strategy• Environment analysis: Internal & External	1,2,3
2	22 Mar	<ul style="list-style-type: none">• Business-level strategy• Corporate-level strategy	4,5,6
3	23 Mar	<ul style="list-style-type: none">• Acquisition & restructuring• International strategy• Cooperative strategy	7,8,9
4	24 Mar	<ul style="list-style-type: none">• Organizational structure & control• Strategic leadership• Strategic entrepreneurship	11,12,13
5	25 Mar	<ul style="list-style-type: none">• Strategy Implementation: Functional support• Ethics and strategic decision• Group presentation• Review	handout

Note: Schedule and topics may be adjusted. Details will be discussed in class.

3c Timetabling information

For timetable information go to <http://www.canberra.edu.au/student-services/timetable/home>. The tutorial to which you are enrolled will be shown on your MyUC website.

Examination Date: (TBC); Assignment 3 is due Mon May 16.

4. UNIT RESOURCES

4a List of Required Texts/Readings:

Prescribed Textbook

You must have ready access to the prescribed textbook listed below, which is available from the bookshop on the University campus.

Hanson, D., Hitt, M.A., Ireland, R.D. & Hoskisson, R.E. 2014. *Strategic Management Competitiveness & Globalisation* (5th Asia-Pacific ed.), Cengage Learning: South Melbourne, Australia.

Recommended Reading

- Aaker, D.A. 2005, *Strategic Market Management*, John Wiley & Sons; New York. Ch. 14
- Acemoglu, D. & Robinson, J. 2012, *Why nations fail: The origins of power prosperity and poverty*. Crown Business: New York, NY.
- Atkinson, H. 2006, Strategy implementation: a role for the balanced scorecard? *Management Decision*, Vol. 44 No. 10, pp. 1441-1460
- Baker, D. 1999, Strategic human resource management: performance, alignment, management, *Librarian Career Development*, Vol. 7, No. 5, pp. 51-63
- Barney, J. & Hesterly, W. 2006, *Strategic management and competitive advantage*, Pearson: New Jersey.
- Bart, C.K., Bontis, N. and Taggar, S. 2001, 'A model of the impact of mission statements on firm performance', *Management Decision*, vol. 39, no. 1, pp. 19-35.
- Bender, J. 2010 *Lego: A love story*. John Wiley & Sons: New Jersey.
- Birch, D.J. & Burnett-Kant, E. 2001, 'Unbundling the Unbundled', *The McKinsey Quarterly*, vol. 2001, no. 4, pp. 103-111.
- Cadbury, D. 2011, *The chocolate Wars: From Cadbury to Kraft, 200 years of sweet success and bitter rivalry*. Harper Press: London.
- Chandler, A., Hagstrom, P. & Solvell, O. 2000, *The dynamic firm*, Oxford UP: USA.
- Coll, S. 2012, *Private Empire: Exxon Mobil and American power*. Allen Lane: New York, NY
- Davies, W. 2000, 'Understanding Strategy', *Strategy & Leadership*, vol. 28, no. 5, pp. 25-30.
- Decoene, V. & Bruggeman, W., 2006, Strategic alignment and middle-level managers' motivation in a balanced scorecard setting, *International Journal of Operations & Production Management*, Vol. 26 No. 4, pp. 429-448
- De Rond, M. 2006, *Strategic alliances as social facts*, Cambridge UP, Cambridge UK.
- De Wit, B. & Meyer, R. 2010, *Strategy: process, content, context*, 4th edn, Thompson, London.
- Demick, B. 2010, *Nothing to envy: life love and death in North Korea*, Harper Collins, Melbourne.
- Dickson, T. (Ed), 2000, *Mastering Strategy*, Financial Times/Prentice Hall: London.
- Elmuti, D. & Kathawala, Y. 2001, 'An overview of strategic alliances', *Management Decision*, vol. 39, no. 3, pp. 205-217.
- Fahey, L. 2003, How corporations learn from scenarios, *Strategy & Leadership*, Vol. 31 No. 2, pp. 5-15.
- Fishman, T. 2006, *China, inc: the relentless rise of the next great superpower*, Pocket Books: Sydney.
- Fitzroy, P, Hulbert, J.M. & Ghobadian, A., 2012, *Strategic Management The Challenge of Creating Value*, Routledge: Abingdon, Oxon.
- Foster, F. 2006, Interview with David Norton, *Measuring Business Excellence*, Vol. 10, No. 4, pp. 102-105
- Garratt, B. 1996, *The fish rots from the head*, Harper Collins: London.
- Grant, A., Butler, B., Orr, S. & Muray, P. 2014, *Contemporary Strategic Management An Australian Perspective* (2nd ed.), Wiley: Milton, Qld.
- Hamel, G. & Prahalad, C.K. 1989, 'Strategic Intent', *Harvard Business Review*, vol. 67, no. 3, p. 63.
- Hammond, J.S., Keeney, R.L. & Raiffa, H. 1998, The hidden traps in decision making. *Harvard Business Review*, Vol. 76, No. 5, pp. 47 – 54
- Harrison, F.E., & Pelletier, M.A. 1995, A paradigm for strategic decision success, *Management Decision*; Volume: 33, Issue: 7; pp. 53-59
- Harrison, F.E., & Pelletier, M.A. 1998, Foundations of strategic decision effectiveness, *Management Decision*, Volume: 36, Issue: 3; pp. 169-179
- Harrison, F.E., & Pelletier, M.A. 2001, Revisiting strategic decision success, *Management Decision*, Volume: 39, Issue: 3; pp. 169-179.
- Helfat, C. E., 2007, *Dynamic capabilities : understanding strategic change in Organizations*, Blackwell Pub: Malden, MA.
- Hill, C.W., Jones, G.R. & Schilling, M. 2015, *Strategic Management an Integrated Approach* (5th ed.), Cengage: Stamford, CT.

- Hilmer, F. & Donaldson, L., 1996, *Management Redeemed*, The Free Press: Sydney, Australia.
- Hubbard, G. & Beamish, P., 2010, *Strategic Management (4th ed.)* Pearson: Sydney, Australia
- Hubbard, G., 2004, *Strategic Management: Thinking, Analysis and Action (2nd ed.)*, Pearson: Sydney, Australia.
- Hughes, R.L. & Beatty, K.C. 2005, *Becoming a Strategic Leader: Your Role in Your Organization's Enduring Success*, Jossey-Bass: San Francisco, CA.
- Joyce, P 2000, *Effective strategic change in the public sector*, Wiley: London.
- Kaplan, R. 2012, *The revenge of geography*, Random House: New York, NY.
- Kaplan, R.S. & Norton, D.P. 1996, 'Using the Balanced Scorecard as a Strategic Management System', *Harvard Business Review*, vol. 74, no. 1, pp. 75-85.
- Kotter, J.P. 1995, 'Leading change: why transformation efforts fail', *Harvard Business Review*, vol. 73, no. 2, pp. 59-68.
- Levitt, T. 1960, *Marketing Myopia, in Marketing Management and Strategy: A Reader*, P. Kotler, and K. Cox, eds., Prentice Hall: Englewood Cliffs, NJ, pp. 3-20.
- Levy, S. 2011, *In the Plex: how Google thinks, works and shapes our lives*. Simon and Schuster: New York, NY.
- Linder, J. 2000, 'Paying the personal price for performance', *Strategy & Leadership*, vol. 28, no. 2, pp. 22-25.
- Magnus, G. 2009, *The age of ageing*, John Wiley: Singapore.
- Marsh, I. 1999, 'Program Strategy and Coalition Building as Facets of New Public Management', *Australian Journal of Public Administration*, vol. 58, no.4, pp. 54-67.
- McKiernan, P. (Ed) 1996, *Historical Evolution of Strategic Management, Volumes 1 & 2*, Dartmouth: Sydney.
- Mintzberg, H. 1996, *Five Ps for Strategy, in The Strategy Process: Concepts, Contexts, Cases*, H. Mintzberg, & J. B. Quinn, eds., Prentice Hall: Upper Saddle River, NJ, pp. 12-19.
- Mintzberg, H. 1994, *The Rise and Fall of Strategic Planning*, The Free Press: New York, NY.
- Mintzberg, H., Ahlstrand, B. & Lampel, J. 1998, *Strategy Safari*, FT Prentice Hall: Sydney.
- Mintzberg, H & Quinn, B. (eds.) 1998, *Readings in the strategy process*, 3rd edn, Prentice Hall: Sydney.
- Mullane, J.V. 2002, 'The mission statement is a strategic tool: when used properly', *Management Decision*, vol. 40, no. 5, pp. 448-455.
- Nikolenko, A. & Kleiner, B.H. 1996, 'Global trends in organizational design', *Work Study*, vol. 45, no. 7, pp. 23-26.
- Obuchowski, J. 2006, The Strategic Benefits of Managing Risk, *MIT Sloan Management Review*, Vol. 47 No. 3
- Pearce, F. 2010, *Peoplequake: Mass migration, ageing nations and the coming population crash*. Transworld: London.
- Pearce II, J.A. & Robinson, Jr, R.B. 1994, *Strategic Management: Formulation, Implementation and Control*, Irwin: Burr Ridge, IL.
- Peng, M. 2014, *Global Strategy*. Cengage, USA.
- Porter, M. 2004, *Competitive strategy*, The Free Press: New York, NY.
- Porter, M. 1990, *Competitive advantage of nations*, MacMillan: London.
- Porter, M. 1985, *Competitive advantage*, The Free Press: New York, NY.
- Porter, M.E. 1979, 'How Competitive Forces Shape Strategy', *Harvard Business Review*, vol. 57, no. 2, pp. 137-145.
- Porter, M., Tsuchi, H. & Sakakibara, M. 2000, *Can Japan Compete?* MacMillan, Hampshire.
- Reich, R. 2008, *Supercapitalism*, Scribe: Melbourne.
- Roberto, M.A. 2005, Why making the decisions the right way is more important than making the right decisions, *Ivey Business Journal*, September/October 2005, pp. 1-7
- Rühli, E. & Sachs, S. 1997, Challenges for Strategic Competitive Intelligence at the Corporate Level, *Competitive Intelligence Review*, Vol. 8, No. 4, pp. 54-64
- Segal-Horn, S. 1998, *The strategy reader*, Blackwell: Oxford.
- Snowden, D. 2002, 'Complex acts of knowing: paradox and descriptive self-awareness', *Journal of Knowledge Management*, vol. 6, no. 2, pp. 100-111.
- Stace, D. & Dunphy, D.C. 1994, *Beyond the Boundaries*, Sydney: McGraw-Hill.
- Thompson, P. & Macklin, R. 2009, *The big fella: the rise and rise of BHP Billiton*, Heinemann: Melbourne.
- Tokhi, M., 2009, A Case Study on Classic Airlines: Practical marketing Solutions, *Journal of Business Studies Quarterly*, 1, 1:16-25/

Toombs, K. & Bailey, G. 1995, 'How to redesign your organization to match customer needs', *Managing Service Quality*, vol. 5, no. 3, pp. 52-56.

Walters, D. & Buchanan, J. 2001, 'The new economy, new opportunities and new structures', *Management Decision*, vol. 39, no. 10, pp. 818-833.

Wann-Yih Wu, Chih Hsiung Chou & Ya-Jung Wu 2004, A study of strategy implementation as expressed through Sun Tzu's principles of war, *Industrial Management & Data Systems*, Volume 104, Number 5, pp. 396–408

Wheelen, T.L., Hunger, J.D., Hoffman, A.N. & Bamford, C.E., 2014, *Strategic Management and Business Policy: Globalization, Innovation and Sustainability (14th ed.)*, Pearson: Sydney, Australia.

Wysocki, R. K., 2010, *Adaptive project framework : managing complexity in the face of Uncertainty*. Addison-Wesley: Upper Saddle River, NJ.

Journals

Apart from books, you will find it valuable to get into the practice of reading relevant articles from journals.

Academy of Management Review
Asia Pacific Journal of Management
Australian & New Zealand Academy of Management Journal
California Management Review
Harvard Business Review
Journal of General Management
Journal of Management Studies
Long Range Planning
Sloan Management Review
Strategic Management Journal
Strategic Organisation

In addition to scholarly journals, it is recommended that you read *The Australian Financial Review* and magazines which generally report management issues in a serious way. *Fortune*, *Business Week* and *Business Review Weekly* are examples of relevant magazines. Link to search page for generic e-reserve (electronic materials):

<https://docutec.canberra.edu.au/eres/courseindex.aspx?error=&page=search>

You can also access e-reserve via Moodle.

Please note you will need your student identification number and password to access this service. Many articles are available electronically via this url.

4b Materials and Equipment:

None

4c Unit Website:

To find your unit website online, login to [LearnOnline \(Moodle\)](#) using your student ID.

Note that LearnOnline (Moodle) has a profile page that displays your name and email address for the benefit of other students. If you prefer to hide your email address, [click here for instructions](#).

5A. ASSESSMENT ITEM DETAILS

Assessment overview

Assessment items (including exams held in the exam period)	Due date	Value	Address Graduate Attributes & Learning outcomes
1. Class participation & Learning journal	Continuing	20%	1a,b,c,e; 2a,b,c,d,e,f; 3a,b,c; Learning outcomes 1-5
2. Case study presentation	Continuing	10%	1a,b,c,e,f; 2a,b,c,d,e,f; 3a,b,c; Learning outcomes 1-5

3. Case study report	To be advised in class	30%	1a,b,c,d,e,f; 2a,b,c,d,e,f; 3a,b,c; Learning outcomes 1-5
4. Final exam	To be advised in class	40%	1a,b,c,d,e; 2a,b,e,f, 3b; Learning outcomes 1-5
Total		100	

Assessment #3 (report) is due two weeks from the end of the class; Assessment #4 (exam) is tentatively scheduled 4 weeks after the end of the class.

Addresses learning outcome(s):

Related graduate attribute(s):

5B. ASSESSMENT REQUIREMENTS

Submission of assessment items:

Where possible, all assessment items will be submitted online via the LearnOnline (Moodle) unit site. The first page of each assessment item should include the following information:

- Student ID:
- Assessment Name:
- Word Count (if applicable):

Students should note that names are not to be included on any assessment tasks/submissions. Only Student ID numbers should be included (as per the [Assessment Policy and Procedures](#)).

Extensions

Students can apply for an extension to the submission due date for an assessment item through extenuating, evidenced circumstances (specific details are found through the [Assessment Policy and Procedures](#), Section 9.12). Extensions must be applied for before the due date. Documentary evidence (e.g. medical certificate) will be expected for an extension to be granted, however this will not guarantee that the application will be successful. The Unit Convener or relevant Discipline Convener will decide whether to grant an extension and the length of the extension.

An Assignment Extension form is available from the [Student Forms](#) page.

Late submission of assignments without an approved extension will result in a penalty of 5% reduced marks from the total available, per calendar day late. An assignment submitted over 7 days late will not be accepted.

Submission of assessment items

All assessment items will be submitted online via the unit Moodle site. See the *Companion* for further details. The first page of each assessment submission should include the following information:

- Student ID
- Assessment Title
- Word Count

Special Assessment Requirements:

Information on extensions and special consideration for assessments can be found in the [Student Guide to Policies](#).

Year-Long Units: Students enrolled in year-long units (consisting of a part A and part B unit code) will be allocated a continuing grade (CNTYL) on completion of part A. Once the student has completed part B, the grade for part A will be updated so that the grades for the two unit codes are the same.

Supplementary Assessment:

Refer to the [Assessment Policy and Procedures](#).

Supplementary assessment

No resubmission of assignments. Normally no supplementary examination is given. However, students who are eligible for supplementary assessment according to the University's Assessment Policy (see below) may make an application to Student Administration on the required UC form. The UC policy on supplementary examinations states that students who have failed a single unit in their final semester with a final mark between 45-49%, where the unit is required for course completion, are eligible for supplementary assessment. Additional information is available from the UC

[Supplementary Assessment Policy](#). If a supplementary examination is granted, it will be a closed book, three hour examination in the formal UC supplementary exam period.

Academic Integrity

Students have a responsibility to uphold University standards on ethical scholarship. Good scholarship involves building on the work of others and use of others' work must be acknowledged with proper attribution made. Cheating, plagiarism, and falsification of data are dishonest practices that contravene academic values.

To enhance understanding of academic integrity, it is expected that all students will complete the LearnOnline Academic Integrity Module (AIM) at least once during their course of study. The module is automatically available as a listed site when students log into [LearnOnline \(Moodle\)](#).

Use of Text-Matching Software

The University of Canberra has available, through [LearnOnline \(Moodle\)](#), text-matching software that helps students and staff reduce plagiarism and improve understanding of academic integrity. The software matches submitted text in student assignments against material from various sources: the internet, published books and journals, and previously submitted student texts. [Click here for more information](#).

6. STUDENT RESPONSIBILITY

6a Workload

The amount of time you will need to spend on study in this unit will depend on a number of factors including your prior knowledge, learning skill level and learning style. Nevertheless, in planning your time commitments you should note that for a 3 credit point unit the total notional workload over the semester or term is assumed to be 150 hours. These hours include time spent in classes. The total workload for units of different credit point value should vary proportionally. For example, for a 6 credit point unit the total notional workload over a semester or term is assumed to be 300 hours.

6b Inclusion and Welfare

It is strongly recommended that students who need assistance in undertaking the unit because of disability or an ongoing health condition register with the [Inclusion and Welfare Service](#) as soon as possible so that reasonable adjustment arrangements can be made.

6c Participation Requirements:

Students are expected to attend the weekly 3 hour seminar.

6d Withdrawal:

If you are planning to withdraw please discuss with your Unit Convener. UC College students must also seek advice from the College.

Please see [Withdrawal of Units](#) for information on deadlines.

6e Required IT Skills:

None

6f In-unit costs:

Note: To calculate your unit fees see: [How do I calculate my fees?](#). The online [UC Co-op Textbook Search](#) is available for purchasing text books.

6g Work Placement, Internships or Practicums:

None

6h Additional Information:

Additional information, including details of assessment items and marking criteria are available in the Companion to the Unit Outline. The Companion is available on Moodle and a print copy will be made available in the first seminar.

7. STUDENT FEEDBACK

All students enrolled in this unit will have an opportunity to provide anonymous feedback on the unit at the end of the teaching period via the Unit Satisfaction Survey (USS), which you can access by logging into MyUC via the [UC homepage](#). Your lecturer or tutor may also invite you to provide more detailed feedback on their teaching through an anonymous questionnaire.

8: AUTHORITY OF THIS UNIT OUTLINE

Any change to the information contained in Section 2 (Academic content), and Section 5 (Assessment) of this document, will only be made by the Unit Convener if the written agreement of Head of Discipline and a majority of students has been obtained; and if written advice of the change is then provided on the unit site in the learning management system. If this is not possible, written advice of the change must be then forwarded to each student enrolled in the unit at their registered term address. Any individual student who believes him/herself to be disadvantaged by a change is encouraged to discuss the matter with the Unit Convener.