Unit Outline

MGMT3347
Strategic Management

Semester 2, 2011

Crawley Campus

Unit Coordinator: Dr Christine Soo

Business School
www.business.uwa.edu.au

* This Unit Outline should be read in conjunction with the Business School Unit Outline Supplement available on the Current Students web site http://www.business.uwa.edu.au/students
UNIT DESCRIPTION

Introduction

Welcome to the Strategic Management unit. This unit is designed to provide you with the opportunity to develop an essential managerial tool – confidence in your ability to structure problems and to make decisions. This unit provides you with an opportunity, perhaps unique to your undergraduate experience, to synthesize the functional areas of accounting, marketing, finance, law, information systems, engineering and economics into a comprehensive strategic analysis of a firm. The confidence acquired should increase your ability to make strategic decisions within an integrative framework.

Unit content

This unit introduces students to the key parameters of strategic management, covering the evaluation of the organization’s internal and external environments, the formulation of basic organizational missions, purposes, and objectives; the development of policies and strategies to achieve them and, the efficient execution of implementation processes that result in the achievement of organisational objectives.

The Goal of the Unit

This unit provides you with an opportunity, perhaps unique to your undergraduate experience, to synthesize the functional areas of accounting, marketing, finance, law, information systems, engineering and economics into a comprehensive strategic analysis of a firm.

Learning outcomes

On completion of this unit, you should be able to:

1. Understand the strategic management process through exposure to theoretical concepts and current developments in the field;
2. Develop an appreciation of the organization as an integrated system through extensive case analysis, encompassing a variety of concepts and theories covered in class;
3. Think strategically and apply key course theories and tools to identify key challenges and opportunities;
4. Formulate plausible solutions and initiatives consistent with organisational goals;
5. Make informed recommendations regarding the optimal path for the organisation for sustainable performance.
The emphasis is on strategic thinking and critical analysis and students will be encouraged to go beyond the prescriptive approach of “what to do” and explore the “why and how” elements of decision making. Research skills and the ability to access up to date information, as well as creative thinking and successful presentation of ideas will be important. Teamwork and communications skills are also essential in this course.

**Educational principles**

In this unit, you will be encouraged and facilitated to develop the ability and desire to:

- Develop an understanding of the factors contributing to sustainable competitive advantage for organisations;
- Develop an understanding of the link between the external and internal environments of an organisation, and how this impacts on strategy formulation and implementation;
- Understand the global forces and issues which serve to precipitate rapid change in the way that organisations compete to achieve long-term performance;
- Reflect on your own experience of organisations as well as those that you study with a view to becoming more aware of ways in which these organisations can grow and develop;
- Engage in activities which involve critically analysing the way that organisations are structured and managed and suggesting ways of improving them;
- Develop an awareness of the range, scope, and complexity of the issues and problems related to achieving long-term strategic competitiveness.

**TEACHING AND LEARNING RESPONSIBILITIES**

**Teaching and learning strategies**

This course combines a number of instructional tools including lectures, tutorial review questions, case analyses, team projects and final examination. The lecturer will assume that the student has read the relevant material identified in the course schedule prior to attending class.

The *lectures* will focus on ensuring that the student and lecturer have a common understanding of the key concepts of the course, will describe the application of these concepts to current business challenges, and will seek to assist the student in developing an analytical framework for the analysis of future business challenges.

Your *tutorials* give you the opportunity to prepare for, and engage in, conversations on the key issues facing organisations today as they try to adapt to a time of extraordinary change and complexity. The tutorials, along with your assignments, give you the opportunity to engage with the course materials and one another as you make sense of what is happening in the world of work and organisations and develop your own ideas about what you can do as a leader and manager within organisations in the future (or perhaps the present).
Case analyses, text review questions and discussions will be the predominant focus of the tutorial sessions. For each week, students should prepare the relevant text review questions and/or case analyses (as set out in the unit outline) in advance of the tutorial, and come prepared for discussion. Three cases will be covered in the tutorials – Fortescue Metals Group (week 5), Qantas (week 6) and Nestle (week 10), and students should prepare by applying key concepts from the textbook readings and lectures to the assigned cases. Each student will complete an individual case analysis of the Qantas case (see unit outline for due date and submission details).

A group project will be completed by groups of 3–4 students formed within the larger tutorial groups. The group will perform a comprehensive analysis of a company (Google, Apple or Cirque du Soleil). The objective of the project is to evaluate the impacts of external environmental and internal resources on the company’s current strategic direction and performance, and make recommendations for future sustainable performance.

Finally, the examination will test the students’ understanding of lecture and reading materials, as well as their ability to apply strategy theories and concepts to real-life business problems and scenarios.

Teaching and learning evaluation

You may be asked to complete two evaluations during this unit. The Student Perception of Teaching (SPOT) and the Students’ Unit Reflective Feedback (SURF). The SPOT is optional and is an evaluation of the lecturer and the unit. The SURF is completed online and is a university wide survey and deals only with the unit. You will receive an email from the SURF office inviting you to complete the SURF when it is activated. We encourage you to complete the forms as your feedback is extremely important and can be used to make changes to the unit or lecturing style when appropriate.

This unit, like others at UWA, is evaluated on a regular basis and feedback from students is taken into account when the unit is updated. Changes that have been introduced in this unit in response to student feedback in the last few years include the following:

- Ensuring that all relevant lectures to the group project are delivered early in the Semester enabling additional time to prepare the group report;
- Ensuring that students are exposed to real life organisational situations and given the opportunity to apply the unit content in addressing actual problems.

Attendance

Participation in class, whether it is listening to a lecture or getting involved in other activities, is an important part of the learning process. It is therefore important that you attend classes. More formally, the University regulations state that ‘to complete a course or unit students shall attend prescribed classes, lectures, seminars and tutorials’.

CONTACT DETAILS

We strongly advise students to regularly access their student email accounts. Important information regarding the unit is often communicated by email and will not be automatically forwarded to private email addresses.
<table>
<thead>
<tr>
<th><strong>Unit coordinator/lecturer</strong></th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Name:</strong></td>
<td>Assistant Professor Christine Soo</td>
</tr>
<tr>
<td><strong>Email:</strong></td>
<td><a href="mailto:Christine.Soo@uwa.edu.au">Christine.Soo@uwa.edu.au</a></td>
</tr>
<tr>
<td><strong>Phone:</strong></td>
<td>6488 2829</td>
</tr>
<tr>
<td><strong>Consultation hours:</strong></td>
<td>By appointment</td>
</tr>
<tr>
<td><strong>Lecture times:</strong></td>
<td>Wednesday 3:00-4:45</td>
</tr>
<tr>
<td><strong>Lecture venue:</strong></td>
<td>Arts: Murdoch Lecture Theatre</td>
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<tr>
<th><strong>Tutor</strong></th>
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<tbody>
<tr>
<td><strong>Name:</strong></td>
<td>Caroline Kempshall</td>
</tr>
<tr>
<td><strong>Email:</strong></td>
<td><a href="mailto:ckemsphall@yahoo.com.au">ckemsphall@yahoo.com.au</a></td>
</tr>
<tr>
<td><strong>Name:</strong></td>
<td>Doug Moffat</td>
</tr>
<tr>
<td><strong>Email:</strong></td>
<td><a href="mailto:Doug.moffat@uwa.edu.au">Doug.moffat@uwa.edu.au</a></td>
</tr>
<tr>
<td><strong>Name:</strong></td>
<td>Shasha Wang</td>
</tr>
<tr>
<td><strong>Email:</strong></td>
<td><a href="mailto:Shasha.wang@uwa.edu.au">Shasha.wang@uwa.edu.au</a></td>
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**TUTORIAL TIMETABLE**

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<thead>
<tr>
<th>Time</th>
<th>Room</th>
<th>Building</th>
<th>Instructor</th>
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<tbody>
<tr>
<td>Monday 10am</td>
<td>SSCI:125</td>
<td>Social Sciences</td>
<td>Caroline Kempshall</td>
</tr>
<tr>
<td>Monday 11am</td>
<td>SSCI:125</td>
<td>Social Sciences</td>
<td>Caroline Kempshall</td>
</tr>
<tr>
<td>Monday 2pm</td>
<td>BUSN:160</td>
<td>Business School</td>
<td>Doug Moffat</td>
</tr>
<tr>
<td>Monday 3pm</td>
<td>BUSN:161</td>
<td>Business School</td>
<td>Doug Moffat</td>
</tr>
<tr>
<td>Tuesday 9am</td>
<td>SSCI:G209</td>
<td>Social Sciences</td>
<td>Caroline Kempshall</td>
</tr>
<tr>
<td>Tuesday 10am</td>
<td>SSCI:G209</td>
<td>Social Sciences</td>
<td>Caroline Kempshall</td>
</tr>
<tr>
<td>Tuesday 12am</td>
<td>SSCI:G208</td>
<td>Social Sciences</td>
<td>Caroline Kempshall</td>
</tr>
<tr>
<td>Wednesday 12pm</td>
<td>ENCM:105</td>
<td>Civil &amp; Mechanical Engineering</td>
<td>Doug Moffat</td>
</tr>
<tr>
<td>Wednesday 1pm</td>
<td>ENCM:151</td>
<td>Civil &amp; Mechanical Engineering</td>
<td>Doug Moffat</td>
</tr>
<tr>
<td>Wednesday 2pm</td>
<td>ENCM:151</td>
<td>Civil &amp; Mechanical Engineering</td>
<td>Doug Moffat</td>
</tr>
<tr>
<td>Friday 11am</td>
<td>BUSN:164</td>
<td>Business School</td>
<td>Shasha Wang</td>
</tr>
<tr>
<td>Friday 12pm</td>
<td>BUSN:164</td>
<td>Business School</td>
<td>Shasha Wang</td>
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TEXTBOOK(S) & RESOURCES

Unit Website

http://webct.uwa.edu.au

Required text


Available for purchase through the Campus Bookshop. Some copies in Closed Reserve.

Additional resources & reading material

Cases for the group project are available on WebCT:

1. Apple Inc
2. Google Inc
3. Cirque du Soleil
# UNIT SCHEDULE

## Lecture Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Week beg</th>
<th>Topic</th>
<th>Readings</th>
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<tbody>
<tr>
<td>1</td>
<td>1 August</td>
<td>▪ Course introduction ▪ Strategic management and strategic competitiveness</td>
<td>Chap 1</td>
</tr>
<tr>
<td>2</td>
<td>8 August</td>
<td>▪ The external environment</td>
<td>Chap 2</td>
</tr>
<tr>
<td>3</td>
<td>15 August</td>
<td>▪ The internal environment</td>
<td>Chap 3</td>
</tr>
<tr>
<td>4</td>
<td>22 August</td>
<td>▪ Business level strategy</td>
<td>Chap 4</td>
</tr>
<tr>
<td>5</td>
<td>29 August</td>
<td>▪ Competitive rivalry and competitive dynamics</td>
<td>Chap 5</td>
</tr>
<tr>
<td>6</td>
<td>5 September</td>
<td>▪ Corporate level strategy</td>
<td>Chap 6</td>
</tr>
<tr>
<td>7</td>
<td>12 September</td>
<td>▪ Acquisition and restructuring ▪ Cooperative strategy</td>
<td>Chap 7 Chap 9</td>
</tr>
<tr>
<td>8</td>
<td>19 September</td>
<td>▪ Managing innovation ▪ Strategic entrepreneurship</td>
<td>Chap 13 Articles in WebCT</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Mid semester break: September 26 – October 2</strong></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>3 October</td>
<td>▪ Strategic leadership</td>
<td>Chap 12 Articles in WebCT</td>
</tr>
<tr>
<td>10</td>
<td>10 October</td>
<td>▪ Corporate governance</td>
<td>Chap 10</td>
</tr>
<tr>
<td>11</td>
<td>17 October</td>
<td>▪ Organisational structure and control</td>
<td>Chap 11</td>
</tr>
<tr>
<td>12</td>
<td>24 October</td>
<td>▪ Case study de-briefs: Key lessons from Apple, Google and Cirque du Soleil</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>31 October</td>
<td>▪ Course revision ▪ Exam overview</td>
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**Final examination period begins Saturday 12 November**

NB Readings are assigned to the week where it would be best for you to have read them *before* the lectures and tutorial of that week.
## Tutorial Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Week beginning</th>
<th>Activity</th>
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</table>
| 2    | 8 August       | - Sort out tutorial allocation through OLCR in the first instance. If you have a tutorial allocation problem/issue please contact the Management and Organisations Administrative Team (6488 3757) or management_organisations_professional@biz.uwa.edu.au. **Students must attend their OLCR allocated tutorial.** Tutors reserve the right not to accept any student not on the official enrolment list.  
- Divide into groups for the group project (3 or 4 members in each group) – by the end of the tutorial each student must be attached to a group.  
- Discuss and plan your group project. In doing so, consider the following questions:  
  - Which of the 3 cases (Apple, Google or Cirque du Soleil) are you going to tackle?  
  - What are the skills and knowledge areas of my group members?  
  - What mark are we aiming to achieve?  
  - What are the high level tasks and timings to achieve the mark we want as a group?  
- Read week 1 lecture notes and Chap 1  
- Discussion question: *What are the elements of the strategic management process? How are they interrelated?* |
| 3*   | 15 August      | - Tutorial discussion: *The external environment*  
- Read week 2 lecture notes and Chap 2  
- Prepare Chap 2 Review questions 2, 4, 5 (p63) |
| 4*   | 22 August      | - Tutorial discussion: *The internal environment*  
- Read week 3 lecture notes and Chap 3  
- Prepare Chap 3 Review questions 3–6 (p92) |
<table>
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<tr>
<th>Week</th>
<th>Activity</th>
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</table>
| 5*   | **Case discussion: Fortescue Metals Group (Textbook)**  
      | Read the Fortescue case and be prepared for discussion  
      | Read the case analysis notes from the Textbook (pages 402–404); prepare an outline of the case analysis process using the steps provided |
| 6*   | **Tutorial discussion: Business level strategy and Qantas case (Textbook)**  
      | Read the Qantas case, week 4 lecture notes and Chap 4  
      | Prepare Chap 4 Review questions 3–5 (p127)  
      | The Qantas case will be incorporated into the discussion  
      | Sort out any problems/issues about the Qantas case analysis with your tutor |
| 7*   | **Tutorial discussion: Competitive rivalry and competitive dynamics**  
      | Read week 5 lecture notes and Chap 5  
      | Prepare Chap 5 Review questions 4–6 (p154)  
      | **QANTAS CASE DUE:** Wednesday 14 September, 12pm (online submission Uniprint via WebCT) |
| 8*   | **Tutorial discussion: Corporate level strategy**  
      | Read week 6 lecture notes and Chap 6  
      | Prepare Chap 6 Review questions 3–6 (p181) |

**Mid semester break: September 26 – October 2**
<table>
<thead>
<tr>
<th>Week</th>
<th>Week beginning</th>
<th>Activity</th>
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</thead>
</table>
| 9*    | 3 October      | - Tutorial discussion: **Cooperative strategy**  
- Read week 7 lecture notes and Chap 9  
- Prepare Chap 9 Review questions 2–4, 6 (p273)  
- Sort out any issues/problems with the group project with your tutor  
- **QANTAS CASE FEEDBACK:** Tutors will return the Qantas case and provide feedback for improvement |
| 10*   | 10 October     | - Case discussion: **Nestle (Textbook)**  
- Read the Nestle case and be prepared for discussion  
- Prepare an outline of the case analysis  
- **GROUP PROJECT DUE:** Wednesday 12 October, 12pm (online submission to UniPrint via WebCT) |
| 11*   | 17 October     | - **Case study de-briefs**  
- Each group will give a brief outline of their key findings and recommendations from their group project to the tutorial |
| 12*   | 24 October     | - Tutorial discussion: **Leadership and Corporate Governance**  
- Read weeks 9 and 10 lecture notes  
- Discussion will focus on contemporary issues and emerging themes in area |
| 13    | 31 October     | - **Group project feedback:** Tutors will hand back the group project and provide feedback for future improvement  
- Course revision/exam preparation |

* Tutorial discussions feature heavily in these tutorials and it is important for students to come prepared for discussion. The final participation mark will be based on the student’s contribution in these tutorial.
ASSESSMENT MECHANISM

The purpose of assessment

There are a number of reasons for having assessable tasks as part of an academic program. The assessable tasks are designed to encourage you to explore and understand the subject more fully. The fact that we grade your work provides you an indication of how much you have achieved. Providing feedback on your work also serves as part of the learning process.

Assessment mechanism summary

<table>
<thead>
<tr>
<th>Item</th>
<th>Weight</th>
<th>Due date</th>
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<tbody>
<tr>
<td>Individual case analysis report</td>
<td>15%</td>
<td>Wednesday 14 September, 12pm (online submission)</td>
</tr>
<tr>
<td>Group case analysis report</td>
<td>25%</td>
<td>Wednesday 12 October, 12pm (online submission)</td>
</tr>
<tr>
<td>Tutorial attendance and participation</td>
<td>10%</td>
<td>12 tutorials</td>
</tr>
<tr>
<td>Examination</td>
<td>50%</td>
<td>Exam period starts 12 November</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100%</td>
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Note 1: Results may be subject to scaling and standardisation under faculty policy and are not necessarily the sum of the component parts.

Note 2: Your assessed work may also be used for quality assurance purposes, such as to assess the level of achievement of learning outcomes as required for accreditation and audit purposes. The findings may be used to inform changes aimed at improving the quality of Business School programs. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the unit.

Assessment components

1. Individual case analysis report (15%)

Description and guidelines

Students will prepare an analysis of the Qantas case (textbook), and use the case analysis framework outlined in the textbook (pages 402–404) as well as notes provided by the lecturer as a guide in their case analysis.
Marking criteria

The report will be assessed based on the following criteria:

- Analysis of the organisation’s external environment;
- Analysis of the organisation’s internal environment;
- Analysis of the current business and/or corporate level strategies of the company, supported by clear conclusions on key issues/problems – does the organisation’s current strategies fit with the external and internal analyses?
- Evidence of the practicality of the recommended strategies – i.e., is there enough justification based on sound evaluation of alternative recommendations? Do the recommended strategies fit in with the earlier analyses?
- Overall application of relevant concepts, theories and models;
- Quality of arguments and general coherence of the overall report – are arguments convincing and well structured?
- General layout and presentation of the report (including length, spelling, grammar and referencing).

The report is **not to exceed 10 pages** (12-pt font, 1.5 spacing), excluding cover sheet, references and appendices. Appendices should contain only supporting diagrams, tables and the like and should not be a proxy for additional text. This page limit will be strictly enforced and tutors can choose not to read any pages beyond the 10-page limit.

2. Group case analysis report (25%)

Description and guidelines

Students will form groups of 3 or 4 members within the tutorial groups and each group will select a company from Google Inc, Apple Inc or Cirque du Soleil. These cases can be found on WebCT. These companies have been carefully selected for their impact on the local and international business environment; topical in their strategic direction or issues they are currently facing; and are highly relevant to specific areas of this course.

Students should use the case analysis framework outlined in the textbook (pages 402–404) as well as notes provided by the lecturer as a guide in their case analysis. A key element of this assignment is the identification of key issues or problems facing the organisation, derived from a thorough analysis of its current position (i.e., external environment, internal environment, current business and/or corporate level strategies). Based on the identified issues and/or problems, the group must then provide a set of recommendations for the organisation. The recommendations must be backed by strong arguments and justifications, based on a thorough analysis of alternative strategies. Finally, the report should consider the implications and risks of the recommended strategies for the organisation.

Some groups may experience difficulties in completing one or more components of the report. Such instances occur in organisations regularly and are a feature of both student and working life. Students are encouraged to air the issues amongst your group and more importantly with those directly involved. Should this not resolve the issue then the tutor should be informed, with a final escalation to the unit controller. Careful planning as
a group and early notification of any conflicts with other units/assessments or other issues are key to a successful team.

**Marking criteria**

The report will be assessed based on the following criteria:

- Analysis of the organisation’s external environment;
- Analysis of the organisation’s internal environment;
- Analysis of the current business and/or corporate level strategies of the company, supported by clear conclusions on key issues/problems – i.e., does the organisation’s current strategies fit with the external and internal analyses?
- Evidence of the practicality of the recommended strategies – i.e., is there enough justification based on sound evaluation of alternative recommendations? Do the recommended strategies fit in with the earlier analyses?
- Consideration of risks, barriers and implications of the recommended strategies;
- Overall application of relevant concepts, theories and models;
- Quality of arguments and general coherence of the overall report – are arguments convincing and well structured?
- General layout and presentation of the report (including length, spelling, grammar and referencing).

The report is **not to exceed 15 pages** (12-pt font, 1.5 spacing), excluding cover sheet, references and appendices. This page limit will be strictly enforced and lecturers/tutors can choose not to read any pages beyond the 15 page limit.

Information regarding late submission outlined above applies to this assessment.

3. Tutorials (10%)

The tutorial mark should represent the student’s preparedness and willingness for consistent participation in tutorials. It is essential that students read the readings and case studies that have been assigned for discussion each week, regardless of whether a case submission is required. The tutor will use the following questions to assess the overall performance of the student:

- Was there evidence the student was prepared?
- Did the student participate in a positive way?
- Was the quality of the student’s participation of a high level (i.e., critical analysis, structured thinking, new/novel ideas, interesting insights, etc)?

The overall tutorial participation grade also includes attendance, punctuality and a willingness to stay for the entire duration of the tutorial.
Criteria | Mark
---|---
Non attendance | 0
Attendance and punctuality | 3
Evidence of preparation for tutorial | 3
Evidence of critical thinking, interesting ideas/insights, and all round contribution to discussion | 4

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4. Final examination (50%)

A formal examination will be held at the end of the semester. The exam will require an essay-type answer to specific questions or a business scenario. The whole semester’s work will be the subject of the final examination. Answering questions in the examination will require knowledge the concepts, theory, terminology, principles and applications covered during the course of the unit. All lectures, guest lectures, cases, readings and videos covered during the course of the semester will contribute to this body of examinable knowledge. Your answers will be assessed on how well you display and apply a comprehensive and integrated view of the unit content.

Submission of assignments

An electronic submission is required by the due date. Submit your assignment in an electronic format by going to the Uniprint link on WebCT and follow the instructions.

FAILURE TO LODGE AN ASSIGNMENT THROUGH UNIPRINT BY THE DUE DATE WILL RESULT IN IT BEING JUDGED A LATE SUBMISSION AND CONSEQUENTLY BEING PENALISED. PLEASE PRINT/RETAIN YOUR UNIPRINT SUBMISSION RECEIPT AS PROOF OF ONLINE SUBMISSION.

If you have been granted additional time to complete an assignment or have missed the deadline for submission, you can submit your assignment in hard copy to the Students Centre. Please remember to attach an Assignment Cover sheet to the front of your assignment. You can download the relevant Assignment Cover sheet from the Business School Current Students web page.


Late submission

Failure to submit by the due date will attract a penalty of 10% for each day beyond the due date, including weekends. The lecturer only in exceptional circumstances will waive this penalty. No work will be accepted after other students’ work has been marked and returned. Equipment malfunction and work commitments will not be accepted as valid reasons for late work.

Application for an extension must be made to the unit co-ordinator before the report is due. Extensions will only be granted on medical grounds (with medical certificate provided) or in substantial extenuating circumstances. Please note that a heavy study load (e.g. essays due in other units) will not be accepted as grounds for an extension.
Charter of Student Rights and Responsibilities


Appeals against academic assessment

The University provides the opportunity for students to lodge an appeal against assessment results and/or progress status (refer http://www.secretariat.uwa.edu.au/home/policies/appeals).