



**College of Commerce  
Division of Economic and Financial Studies  
Department of Business**

# **BBA311/BBA351 Strategic Management II**

## ***UNIT OUTLINE SEMESTER 2 2007***

**Unit Convenor: Christopher Clark**

**Lectures:**  
Wed 18-21 E5A 118 - Deborah Howlett  
Wed 13-16 E5A 119 - Deborah Howlett  
Thu 11-14 E5A 131 - Chris Clark  
Thu 16-19 C5A 226 - Stephane Bignoux  
Frid 09-12 E7B 263 - Chris Clark

**Prerequisites: BBA301/BBA 350**

**Students should read the Unit Outline carefully at the beginning of the semester. It contains important information about the unit. If anything is unclear, please consult the unit convenor.**

## 1.0 GENERAL AIM AND RATIONALE

This unit is a continuation of BBA 301/BBA 350 and focuses on corporate-level strategy. At the corporate level, the key issue is the management of the growth of the firm. Topics addressed in this regard include financing growth, diversification, internationalization, portfolio management, mergers and acquisitions, firm capabilities, governance, stakeholder management, top management international teams, and strategy implementation. Students will become proficient at analysing the key factors that drive corporate strategy. Case analysis will be used to link concepts and frameworks to real-world examples. Group work will engage students in the challenges of interpersonal communication, task allocation, coordination and control.

The unit also takes a critical and reflective approach, examining a range of literature in the field, and applying a number of contemporary contexts to corporate strategy. In many respects, the unit is a capstone subject in the BBA degree and represents a degree of difficulty requiring extensive work. The unit attempts to develop the students comprehension and application skills applied to real-world corporate situations.

### TEACHING STAFF:

Lecturer in Charge: Christopher Clark

Email: [cclark@efs.mq.edu.au](mailto:cclark@efs.mq.edu.au)

Lecturer: Deborah Howlett

Email: [dhowlett@efs.mq.edu.au](mailto:dhowlett@efs.mq.edu.au)

Lecturer: Stephane Bignoux

Email: [sbignoux@efs.mq.edu.au](mailto:sbignoux@efs.mq.edu.au)

### Consultation Times – TBA

### UNIT WEB PAGE

The web page for this unit can be accessed via the 'Login' button on <http://online.mq.edu.au/>

## 2.0 SPECIFIC OBJECTIVES

The learning outcomes of this course relate to:

### 2.1 Business strategies reviewed and revised.

#### **Reviewing and revising business-level strategies central arguments.**

Recognize, identify and explain the concepts of business-level strategy. How does this level differ from corporate strategy? Review some brief aspects of corporate strategy.

### 2.2 Approaches to strategy

#### **What are the fundamental philosophies underlying strategic management?**

In particular, to what extent is strategy a deliberate process, and to what extent is it emergent.

### 2.3 Integration, Alliances, and Diversification

#### **Why do firms use integration strategies? In what circumstances are alliances and diversified portfolios useful?**

Assess the different aspects of integration. Explain corporate alliances, their benefits and limitations.

### 2.4 Portfolio Analysis, Acquisitions, and Restructuring

#### **How is portfolio analysis linked to corporate strategy? In what ways do firms grow through acquisition, and in what circumstances is restructuring questionable?**

Analyze portfolio analysis. Distinguish between strategies of acquisition and restructuring. Apply the theoretical perspective of restructuring to case work

### 2.5 Globalisation and global strategies

#### **How do global teams operate in global affiliates? What are micro-multinationals? What makes an industry a candidate for globalisation, and how does that differ from internationalisation?**

Assess different strategic aspects of globalization including an assessment of emerging Micro-multinationals.

### 2.6 Strategy and structure

#### **What are the advantages and limitations of different structures? In what circumstances will one structure be better than another?**

Review different structures, their central and decentralized capability. Assess which structures match particular global strategies.

### 2.7 EXAM

### 2.8 The resource based view (RBV) of strategy

#### **How does the RBV differ from the dominant views of strategy? How does it align? What does the work of Gary Hamel & CK Prahalad tell us?**

### 2.9 Game Theory and its impact on strategy

#### **The field of Game Theory underpins much of what we do in strategy.**

This session explores the concepts of Game Theory and how it impacts on competitiveness and competition.

## 2.10 Social Responsibility at the Corporate Level

**How can corporate social responsibility (CSR) be applied? How do we link CSR to national and international communities?**

Review CSR and explain the key benefits. Analyze how CSR intense firms outperform non-intense CSR firms.

## 2.11 Aligning Goals, control and culture with strategy

**Which aspect of corporate strategy should be measured? How will managers adapt culture and rewards to match outcomes?**

Reflect on different aspects of strategic control. Apply various strategic control measures to corporate strategy.

## 3.0 CONTENT & TUTORIAL SESSION

Please Note: **Slides for this subject are available on platform web.** You must bring a copy of the lecture notes to each lecture.

Session	Content	Readings
1	Business strategies reviewed and revised. No Tutorial Sessions	Hill, Jones, Galvin and Haidar Chapter 1 to 7 revision plus key lecture notes Helpful Hint: Review the summaries at the conclusion of each chapter from 1-7  Porter, M.E (1996) What is Strategy? Harvard Business Review 74:6 61-78
2	Approaches to Strategy – The Design School Debate	Nothing From Hill Jones Galvin & Haidar  From the book of readings Mintzberg H, Lampel J. 1999. Reflecting on the strategy process. Sloan Management Review(Spring 1999): 21-30  Mintzberg H. 1990. The design school: Reconsidering the basic premises of strategic management. Strategic Management Journal 11: 171-195  Ansoff HI. 1991. Critique of Henry Mintzberg's "the Design school: reconsidering the basic premises of strategic management". Strategic Management Journal 12: 449-461  Mintzberg H. 1991. Learning 1, Planning 0. Reply to Igor Ansoff. Strategic Management Journal 12(September): 463-466  Goold M. 1992. Research Notes and Communications Design, Learning and Planning: A Further Observation on the Design School Debate. Strategic

		<p>Management Journal 13(2): 169-170</p> <p>Mintzberg H. 1996. Reply To Michael Goold. California Management Review 38(4): 96-99</p>
3	Integration, Alliances, and Diversification	<p>Hill, Jones, Galvin and Haidar Chapter 7 plus</p> <p>From Book of Readings</p> <p>Bruner, R. Spekman, R. (1998), The dark side of alliances: Lesson from Volvo-renault. European Management Journal, Vol. 16, No. 2.</p> <p>Blake, D. Cucuzza, T. Rishi, S. (2003), Now or never: the automotive collaboration imperative, Strategy and Leadership, Vol. 31, No. 4.</p> <p>Markides, C. Williamson, P.J. (1994), Related diversification, core competences and corporate performance. Strategic Management Journal, Vol. 15, 149-165.</p> <p>Gomez-Mejia, L.R. (1992), Structure and process of diversification, compensation strategy, and firm performance. Strategic Management Journal, Vol. 13, 381-397.</p>
4	Portfolio Analysis, Acquisitions, and Restructuring	<p>Hill, Jones, Galvin &amp; Haidar Chapter 7 plus</p> <p>Langford, R. Brown, C. (2004), Making M&amp;A pay: Lessons from the world's most successful acquirers. Strategy and Leadership, Vol. 32, No. 1.</p> <p>Meyer, K. Møller, I.B. (1998), Managing deep restructuring: Danish experiences in Eastern Germany. European Management Journal, Vol. 16. No. 4.</p> <p>Fahey, L. (2003), How corporations learn from scenarios. Strategy and Leadership, Vol. 13. 31, No. 2.</p>
5	Globalisation and global strategies	<p>Hill, Jones, Galvin &amp; Haidar Chapter 8 revisited plus chapter 11</p> <p>Dimitratos, P. Johnson, J. Slow, J. Young, S (2003), Micro-multinationals: New types of firms for the global competitive landscape. European Management Journal, Vol. 21, No. 2.</p> <p>Carr, C. Garcia, CE. (2003), Globalisation and strategic choice: How multinational and local company perspectives differ. European Management Journal, Vol. 21, No. 6.</p>
6	Strategy and structure What are the advantages	<p>Hill, Jones, Galvin &amp; Haidar Chapter 9</p>

	and limitations of different structures? In what circumstances will one structure be better than another?	<p>Kirkman, B.L. Gibson, C.B. Shapiro, D.L. (2001), Enhancing the implementation and effectiveness of work teams in global affiliates. <i>Organizational Dynamics</i>, Vol. 30, No. 1.</p> <p>Tihanyi, L. Ellstrand, A. Daily, CM. Dalton, D.R. (2000), Composition of the top management team and firm international diversification. <i>Journal of Management</i>, Vol. 26. No. 6.</p>
7	<b>Mid Semester Exam (In lecture)-No Tutorials this week</b>	
<b>MID SEMESTER BREAK</b>		
8	Approaches to Strategy (continued) – The Resource Based View (RBV) of the Firm	<p>For the Lecture.... Nothing from Hill, Jones, Galvin &amp; Haidar</p> <p>Teece, D, et al. (1997) Dynamic Capabilities and Strategic Management. <i>Strategic Management Journal</i> Vol 18:7 509-533</p> <p>Hamel, G. &amp; Prahalad, C.K (1993) Strategy as stretch and leverage. <i>Harvard Business Review</i> 71(2): 75-84</p> <p>Hamel, G. &amp; Prahalad, C.K (1989) Strategic Intent <i>Harvard Business Review</i> 67(3): 63-76</p> <p>Prahalad, C.K &amp; Hamel, G. (1990) The Core Competence of the Organisation <i>Harvard Business Review</i> 68(3): 79-91</p>
9	Game Theory and its impact on Strategy	<p>Nothing from Hill, Jones, Galvin &amp; Haidar</p> <p>Book of Readings Understanding Rivalry – Game Theory – Chapter 13 from Oster, S. (1994) <i>Modern Competitive Analysis</i>. Oxford University Press</p> <p>Game Theory- Section 5.7 from Johnson, Scholes and Whittington (2007) <i>Exploring Corporate Strategy</i> Prentice Hall</p>
10	Social Responsibility at the Corporate Level	<p>Week 10 readings: ( To be read for lecture) Book of readings only:</p> <p>McWilliams, A. Siegel, D. (2001), Corporate social responsibility: A theory of the firm perspective. <i>Academy of Management Review</i>, Vol. 26, No. 1.</p> <p>Smith, N.C. (2003), Corporate social responsibility: Whether or how? <i>California Management Review</i>, Vol. 45, No. 4.</p>
11	Aligning Goals, control and culture with strategy	Hill, Jones, Galvin & Haidar Chapter 10

	Which aspect of corporate strategy should be measured? How will managers adapt culture and rewards to match outcomes?	<p>Chatman, J.A. Cha, S.E. (2003), Leading by leveraging culture. California Management Review, Vol. 45, No. 4.</p> <p>Hamel, G. (1996), Strategy as revolution. Harvard Business Review, July-August.</p> <p>Kaplan, R.S. Norton, D.P. (1992), The balanced scorecard – measures that drive performance. Harvard Business Review, January-February.</p> <p>Epstein, M. Manzoni, J-F. (1998), Implementing corporate strategy: From tableaux de bord to balanced scorecards. European Management Journal, Vol. 16. No. 2.</p> <p>Tutorial Sessions (group Presentation) Compulsory Attendance</p>
12	Group Presentations in Lectures/ Tutorials (Compulsory attendance – both sessions)	
13	Compulsory summary lecture. Applying theories in practice. Realising practical benefits and visualising and comprehending theory to practice.	

#### 4.0 PRESENTATION OF UNIT

The unit is presented in three hour classes, which encompass both lecture and tutorial, although the division between lecture and tutorial may be a little blurred. Tutorials will take various formats including a discussion of a selection of strategic literature, case discussions, role plays and exercises. **Please ensure that you are prepared for the tutorial, particularly if a case study has been set.**

#### 5.0 ASSESSMENT

The assessment will be continuous and designed to test the students understanding of strategy along the learning taxonomy scale including knowledge, comprehension and application. There is a high emphasis on the critical and reflection notion of strategy and your ability to apply the concepts in practice.

##### 5.1 The assessment includes:

%

Mid Semester Exam (Week 7)	20
Group Case Report /Presentation	30
Final Exam	<u>50</u>
<b>Total Marks</b>	100%

Points to note about this assessment:

- 1) You will need to allow at least three hours of reading per week to prepare for class. You will notice a step up between this unit and others; it is a capstone subject drawing from your knowledge of other subjects and consists of detailed and time-consuming analysis. It is conceptually difficult in places and requires constant attention.
- 2) Students must read and make notes of the Readings allocated for each week tutorial before attending the tutorial.
- 3) Students must complete all components of the course to register a pass or better grade and must obtain at least a pass grade in all assessment components. A satisficing mark of 20 out of 50 will be set for the exam. **This means that a student could fail the unit by failing the exam even though the assessment was passed.**
- 4) Please note that pressures relating to work are generally not considered as legitimate reasons for not attending or completing a mandatory component of the course.
- 5) Students must attend Weeks 3, 11 &12 tutorials, plus weeks 7, 12 &13 lectures. A roll of lecture attendance will be kept and students must sign this each lecture/ tutorial as depicted above.

## **Preparation**

You are expected to read the assigned readings, which in some cases may be extensive. In some weeks the readings include chapters from the text book, as well as articles. In other weeks the readings will be limited to articles only. In either case the articles add context to the discussion.

Where set, cases should be read before coming to class. There will not be set time to read the case – the tutorial time will be used for group discussion and presentation of your collective views.

## **5.2 Detailed Assessment:**

### **Mid term test:**

**Due: In class in week 7**

**Value: 20%**

Format will be multiple choice questions and an essay. The actual composition will be discussed in class in the week prior to the test being conducted. If a student cannot attend the in class test, the lecturer shall be notified prior to the lecture via email directly as to the reason(s) the test cannot be done and proof as to why the non attendance e.g. medical certificate etc



## **Group Case Report / Presentation**

**Value: 30% ( Report 20% and Presentation 10%)**

**Report Due: Week 13**

**Presentation Due: Weeks (11/12 – tutorial and week 12 lecture)**

This assessment task requires the completion of a group report. As a general rule, there should be no more than 5 members in each group. Additionally, selection of group members is restricted to your allocated tutorial. Completion of the assessment task will require the selection of one company from a nominated list of global or micro-multinational companies. The list will be supplied by the lecturer/tutor in week 2. Keep in mind that there should be no duplication in the selection process within each tutorial group. In other words, once one group has selected a company, no other group within the same tutorial group is allowed to choose that same company. In week 3, the nominated company and group names will be forwarded to the tutors. You are expected to have completed some research and collected relevant material by that allocated week. Additionally, it is recommended that you start a plan of action for writing the report in or around week 3. The report must reflect the theoretical position taken by at least two chapters (i.e. the broad topic areas) and consist of many sub-headings to demonstrate a depth of understanding. The group report should broadly discuss/report on the following areas:

- ◆ An introduction
- ◆ Background of the company **and industry** (including any analytical techniques you may think appropriate).
- ◆ An evaluation of the key strategic issues facing the company.
- ◆ What alternative strategies were developed?
- ◆ What were the results?
- ◆ What has the company learned?
- ◆ Future Issues (if necessary)
- ◆ How does this written report address the key theories?

Note: You can use any headings and sub-headings you wish as long as the broad areas are addressed above.

### **All group work is peer moderated**

In Week 13, the last class, each student will submit a peer evaluation assessment for each member in their group (including themselves). This will then allow a peer factor to be allocated to the Group's raw score for each individual student, allowing a dispersion of marks within the same group. This peer factor is kept confidential.

### **Please Note:**

Your Report is to be answered in the following format and will be marked to the following criteria:

1. Written in business report format
2. Type in 12 size font, one and a half spaced
3. Analysis and interpretation of research material
4. Evidence of extensive research
5. Logical and sound business argument
6. Provide in text referencing and reference list in Harvard format. Using cited references ( not textbook)
7. One assignment per group is to be handed in
8. Limited to 3000 words (plus or minus 10%).

9. Ensure proofreading, editing, correct spelling and punctuation is undertaken. The report should be to a standard that you might submit to a CEO
10. Use only one side of A4 paper, number every page and staple in top left hand corner of paper. Please do not use individual page folders
11. On front page include all group member names and student numbers

Your in-class (tutorial or lecture – weeks 11 and 12) presentation will be no longer than 15 minutes and should involve at least two members of the group (all group members will be available for questioning at the end of the presentation)

The presentation should include the report content in a succinct fashion concentrating on what the group perceive as the MOST important points only.

The group should consider the following points also:

- Originality of content and presentation
- Research evidence other than textbook
- Presentation style

## **Examinations**

### **Value: 50%**

The final exam will be conducted within the formal University examination period in second Half Year 2007 from 14<sup>th</sup> November to 30<sup>th</sup> November.

You are expected to present yourself for examination at the time and place designated in the University Examination Timetable. The timetable will be available in Draft form approximately eight weeks before the commencement of the examinations and in Final form approximately four weeks before the commencement of the examinations.

<http://www.timetables.mq.edu.au/exam>

The only exception to not sitting an examination at the designated time is because of documented illness or unavoidable disruption. In these circumstances you may wish to consider applying for Special Consideration. Information about unavoidable disruption and the special consideration process is available at

<http://www.reg.mq.edu.au/Forms/APSCons.pdf>

If a Supplementary Examination is granted as a result of the Special Consideration process the examination will be scheduled after the conclusion of the official examination period.

You are advised that it is Macquarie University policy not to set early examinations for individuals or groups of students. All students are expected to ensure that they are available until the end of the teaching semester, that is the final day of the official examination period.

## **6.0 RECOMMENDED TEXTS**

Hill, W.L. Jones, G.R. Galvin, P & Haidar A. (2007), Strategic Management: An Integrated Approach. (2<sup>nd</sup> Australasian Edition) Wiley: Sydney  
Book of Readings in Strategic Management II

**Note:** Students must purchase all texts.

## 7.0 ADDITIONAL REFERENCES

- Barney, J. (2001), Firm resources and sustained competitive advantage. *Journal of Management*, Vol. 17, No. 1, 99-120.
- Blake, D. Cucuzza, T. Rishi, S. (2003), Now or never: the automotive collaboration imperative, *Strategy and Leadership*, Vol. 31, No. 4.
- Bruner, R. Spekman, R. (1998), The dark side of alliances: Lesson from Volvo-renault. *European Management Journal*, Vol. 16, No. 2.
- Carr, C. Garcia, CE. (2003), Globalisation and strategic choice: How multinational and local company perspectives differ. *European Management Journal*, Vol. 21, No. 6.
- Chatman, J.A. Cha, S.E. (2003), Leading by leveraging culture. *California Management Review*, Vol. 45, No. 4.
- Dimitratos, P. Johnson, J. Slow, J. Young, S (2003), Micro-multinationals: New types of firms for the global competitive landscape. *European Management Journal*, Vol. 21, No. 2.
- Eisenhardt, K.M. Kahwajy, J.L. Bourgeois III, L.J. (1997), How management teams can have a good fight. *Harvard Business Review*, July-August.
- Eisenhardt, L.M. Martin, J.A. (2000), Dynamic capabilities: What are they? *Strategic Management Journal*, 21: 1105-1121.
- Epstein, M. Manzoni, J-F. (1998), Implementing corporate strategy: From tableaux de bord to balanced scorecards. *European Management Journal*, Vol. 16. No. 2.
- Fahey, L. (2003), How corporations learn from scenarios. *Strategy and Leadership*, Vol. 13. 31, No. 2.
- Gomez-Mejia, L.R. (1992), Structure and process of diversification, compensation strategy, and firm performance. *Strategic Management Journal*, Vol. 13, 381-397.
- Hamel, G. (1996), Strategy as revolution. *Harvard Business Review*, July-August.
- Hickson, D.J. Hinings, D.J. Lee, C.A. Schneck, R.E. Pennings, J.M. (1971), A strategic contingencies theory of intraorganizational power. *Administrative Science Quarterly*, Vol. 16, 216-27.
- Kaplan, R.S. Norton, D.P. (1992), The balanced scorecard – measures that drive performance. *Harvard Business Review*, January-February.
- Kirkman, B.L. Gibson, C.B. Shapiro, D.L. (2001), Enhancing the implementation and effectiveness of work teams in global affiliates. *Organizational Dynamics*, Vol. 30, No. 1.
- Langford, R. Brown, C. (2004), Making M&A pay: Lessons from the world's most successful acquirers. *Strategy and Leadership*, Vol. 32, No. 1.
- Markides, C. Williamson, P.J. (1994), Related diversification, core competences and corporate performance. *Strategic Management Journal*, Vol. 15, 149-165.
- McWilliams, A. Siegel, D. (2001), Corporate social responsibility: A theory of the firm perspective. *Academy of Management Review*, Vol. 26, No. 1.
- Meyer, K. Møller, I.B. (1998), Managing deep restructuring: Danish experiences in Eastern Germany. *European Management Journal*, Vol. 16. No. 4.
- Murray, P. Jones, M. (in press), The strategy process as an unbounded learning phenomenon. *Journal of Management Studies* (forthcoming).
- Smith, N.C. (2003), Corporate social responsibility: Whether or how? *California Management Review*, Vol. 45, No. 4.
- Tihanyi, L. Ellstrand, A. Daily, CM. Dalton, D.R. (2000), Composition of the top management team and firm international diversification. *Journal of Management*, Vol. 26. No. 6.

Winter, S. (2003), Understanding dynamic capabilities. *Strategic Management Journal*, 24: 991-995

## **8.0 PLAGIARISM**

The University defines plagiarism in its rules: "Plagiarism involves using the work of another person and presenting it as one's own." Plagiarism is a serious breach of the University's rules and carries significant penalties. You must read the University's practices and procedures on plagiarism. These can be found in the *Handbook of Undergraduate Studies* or on the web at: <http://www.student.mq.edu.au/plagiarism/>

The policies and procedures explain what plagiarism is, how to avoid it, the procedures that will be taken in cases of suspected plagiarism, and the penalties if you are found guilty. Penalties may include a deduction of marks, failure in the unit, and/or referral to the University Discipline Committee.

## **9.0 UNIVERSITY POLICY ON GRADING**

Academic Senate has a set of guidelines on the distribution of grades across the range from fail to high distinction. Your final result will include one of these grades plus a standardised numerical grade (SNG).

On occasion your raw mark for a unit (i.e., the total of your marks for each assessment item) may not be the same as the SNG which you receive. Under the Senate guidelines, results may be scaled to ensure that there is a degree of comparability across the university, so that units with the same past performances of their students should achieve similar results.

It is important that you realise that the policy does not require that a minimum number of students are to be failed in any unit. In fact it does something like the opposite, in requiring examiners to explain their actions if more than 20% of students fail in a unit.

The process of scaling does not change the order of marks among students. A student who receives a higher raw mark than another will also receive a higher final scaled mark.

For an explanation of the policy see

<http://www.mq.edu.au/senate/MQUonly/Issues/Guidelines2003.doc> or

<http://www.mq.edu.au/senate/MQUonly/Issues/detailedguidelines.doc>.

## **10.0 STUDENT SUPPORT SERVICES**

Macquarie University provides a range of Academic Student Support Services. Details of these services can be accessed at <http://www.student.mq.edu.au>.

## **11.0 CLASSROOM ETIQUETTE**

Students are expected to arrive on time, certainly before five minutes past the hour, and not to leave until the class ends. If you have a recurring problem that makes you late, or forces you to leave early, have the courtesy to discuss this with your lecturer/tutor. Students are expected to be quiet during lectures unless, of course, class participation is required. Mobiles should be turned off during classes; not simply set to "silent".