College of Commerce
Division of Economic and Financial Studies
Business Department

BBA311 – STRATEGIC MANAGEMENT II

UNIT OUTLINE
2004

Lecturer: Dr Peter Murray (C5C Room 334)
email: pmurray@efs.mq.edu.au

Lectures: Thursday, 4.00pm-7.00pm - C5C T1
          Friday, 9.00am-12.00noon – W5C 220
1.0 GENERAL AIM AND RATIONALE

This unit is a continuation of BBA 301 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.

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 Understanding dynamic capabilities

What are dynamic capabilities? Why are they important in formulating competitive advantage?

Distinguish between different types of firm capability. Identify capabilities that lead to competencies. Recognize how a firm might build its capabilities.

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 Contemporary Issues in Organizational Structure I

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.

2.6 Contemporary Issues in Organizational Structure II

How do global teams operate in Global Affiliates? What are micro-multinationals?

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

2.7 Strategic Control and Measurement Devices

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.

2.8 Strategic Structure and Control

What are the strategic issues underlying particular structural choices? What are the design implications for merger and acquisition strategies?

Define what is meant by strategic choice. Analyze different aspects and effects of strategy given a predisposition to one design or another.

2.9 Contemporary Issues in Strategic Implementation I

What are the key implementation issues of corporate strategy? How do managers deal with conflict and power?

Determine the effectiveness of implementation techniques. Assess the impact of context specific factors on corporate implementation.

2.10 Contemporary Issues in Strategic Implementation II

Which aspect of performance is critical to corporate managers? How do they link short-term actions with long-term strategies?

Evaluate different aspects of performance, both objective and subjectively. Apply these to a corporate case and differentiate between different responses.
2.11 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.

2.12 & 2.13 Key debates and Issues of Corporate Strategy

Key debates summarized. Summary lectures integrating the first 5 topics in week 11 followed by the remaining 6 in week 13.

Define, explain, identify, and analyze key aspects of corporate strategy. Recognize the strategy process in practice.

3.0 CONTENT & TUTORIAL SESSION

Please Note: Lectures for this subject are available on platform web. All lectures are compulsory and attendance recorded. You must bring a copy of the lecture notes to each lecture.

3.1 Business strategies reviewed and revised.

Tutorial Sessions

<table>
<thead>
<tr>
<th>Week 1 Readings:</th>
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<tbody>
<tr>
<td>Hill, Jones, and Galvin</td>
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<tr>
<td>Chapter 1 to 7 revision plus key lecture notes</td>
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<tr>
<td>Helpful Hint: Review the summaries at the conclusion of each chapter from 1-7</td>
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<tr>
<td>Note: Discussion board items will commence next week. See assessment items below.</td>
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3.2 Understanding dynamic capabilities

<table>
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<th>Week 2 readings:</th>
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<td>Discussion groups 1, 2, and 3 will present on each of the following papers (one paper each group). Each presentation should be posted on the discussion board the same day. See assessment guidelines for details)</td>
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3.3 Integration, Alliances, and Diversification

**Week 3 readings:**

Hill, Jones, and Galvin
Chapter 8 plus

Discussion groups 4 and 5 will present on each of the following papers (one paper each group). Each presentation should be posted on the discussion board the same day. See assessment guidelines for details)


3.4 Portfolio Analysis, Acquisitions, and Restructuring

**Week 4 readings**

Hill, Jones, and Galvin
Chapter 9 plus

Discussion groups 6, 7, and 8 will present on each of the following papers (one paper each group). Each presentation should be posted on the discussion board the same day. See assessment guidelines for details)

3.5 Contemporary Issues in Organizational Structure I

Week 5 readings:

Hill, Jones, and Galvin
Chapter 11 plus

Discussion groups 9, and 10 will present on each of the following papers (one paper each group). Each presentation should be posted on the discussion board the same day. See assessment guidelines for details.


3.6 Contemporary Issues in Organizational Structure II

Week 6 readings:

Hill, Jones, and Galvin
Chapter 11 continued plus

Discussion groups 11 and 12 will present on each of the following papers (one paper each group). Each presentation should be posted on the discussion board the same day. See assessment guidelines for details.


3.7 Strategic Control and Measurement Devices

Week 7 readings:

Hill, Jones, and Galvin
Chapter 12 plus
Discussion groups 13, 14, and 15 will present on each of the following papers (one paper each group). Each presentation should be posted on the discussion board the same day. See assessment guidelines for details.


3.8 Strategic Structure and Control

**Week 8 readings:**

Hill, Jones, and Galvin
Chapter 13 plus

Discussion groups 16 and 17 will present on each of the following papers (one paper each group). Each presentation should be posted on the discussion board the same day. See assessment guidelines for details.


3.9 Contemporary Issues in Strategic Implementation I

**Week 9 readings**

Hill, Jones, and Galvin
Chapter 14 plus

Discussion groups 18 and 19 will present on each of the following papers (one paper each group). Each presentation should be posted on the discussion board the same day. See assessment guidelines for details.

3.10 Reflexive strategies

**Week 10 readings:**

Hill, Jones, and Galvin  
Chapter 15 plus

Discussion groups 20 and 21 will present on each of the following papers (one paper each group). Each presentation should be posted on the discussion board the same day. See assessment guidelines for details.


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3.11 Social Responsibility at the Corporate Level

**Week 11 readings:**

Book of readings only:

Discussion groups 22 and 23 will present on each of the following papers (one paper each group). Each presentation should be posted on the discussion board the same day. See assessment guidelines for details. Note: Any remaining groups of 7 members not allocated to readings should present a discussion on chapters 13, or 14, or 15 of Hill, Jones, and Galvin.


**4.0 PRESENTATION OF UNIT**

The unit is presented as one and one half hour modified lecture and one and one half hour tutorial.
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:

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<thead>
<tr>
<th>Assessment Item</th>
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<tbody>
<tr>
<td>Group discussion boards</td>
<td>10</td>
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<tr>
<td>Individual web paper analysis</td>
<td>20</td>
</tr>
<tr>
<td>Group case report</td>
<td>20</td>
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<tr>
<td>Exam</td>
<td>50</td>
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<tr>
<td>Total Marks</td>
<td>100%</td>
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Points to note about this assessment:

1) In relation to tutorial case assessment, marks will be allocated depending on level of involvement in group discussion, overall contribution to the class and preparation of in-class requirements for each week. You will need to allow at least six 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 previous weeks discussion board before attending the tutorial. Ideally, you should also read in advance (highly recommended).

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 satisfying 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 at least 9 out of the 13 lectures and tutorials scheduled between weeks 1 to 13. A roll of lecture attendance will be kept and students must sign this each lecture.

5.2 Detailed Assessment:

**Group Discussion Boards**

You will note on in the 'Content and Tutorial Session' (P2) above that each week, groups of 7 are required to discuss and analyze one of the papers presented in the book or readings, followed by posting this on a discussion board on the web for all students benefits.
Required:

1) Groups of 7 will be coordinated by the lecturer. Each group will be nominated a particular week to present the paper. Each person in the group should prepare one (1) overhead on an area of the reading nominated to them (i.e 7 overheads for the entire group). The overall presentation will be for the benefit of the entire class and should address the following:

♦ Introduction
♦ What was this reading about?
♦ What did the major theories say, that is, the central arguments?
♦ What did the results indicate?
♦ What were the major conclusions?
♦

Write 3-4 pages summarizing the above as a group, not individually.

2) Generally, two or three groups may present each week. After each individual presentation, the presenting group as a whole should prepare a broad discussion of the issues presented. In particular, the group should address for about 10-15 minutes how the paper relates to the broader topic for that weeks lecture. For example, if you are presenting a paper on measuring strategy, how does the paper inform or expand the lecture material. You might also ask questions of the audience.

After the tutorial, the group should post one attachment (for the entire group) on the Group Discussion Board. In the message section, all the member’s names and ID’s of the group should appear first, followed by:

♦ The group summary (as above) as one attachment
♦ The seven overheads as one attachment
♦ Write a brief note to the lecturer if you wish

Note: this will take some management by one strategic thinker to integrate each person’s contribution to meet the above requirement. Failure to post the discussion and presentations on the Group Discussion Board will mean that the entire group will lose 10 marks.

Caution: Everything you write on the group message board can be read by the whole class including the lecturer!

Individual Web Paper Analysis (Due week 10)

At the individual level, each person will choose one other paper (not the paper they presented on in the group), and prepare a four page, typed (single space) report of 1200 words (references are not necessary although you may use them is you wish). Your individual report should include an:

♦ Introduction
♦ What was this reading about?
♦ What did the major theories say, that is, the central arguments?
♦ What did the results indicate?
♦ What were the major conclusions?
Note: You should paraphrase in your own words the five areas. Remember the lecturer has read every article! Each report must be your own individual work and not be plagiarized in any way.

Once complete, you should post your individual report on the Individual Discussion Board on the unit’s web page.

Group Case Report (due week 12)

Required:

A group written report must be produced by the same group of 7 nominated for the discussion boards. The group should choose any global or micro-multinational company. Each member should start collecting material on this company by week 3. A plan of action for writing the report should begin in week 3 also. 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
- 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.

6.0 RECOMMENDED TEXTS

Book of Readings in Strategic Management II
Note: Students must purchase all texts.

7.0 ADDITIONAL REFERENCES


Special Consideration

You are expected to attend scheduled examinations with the other students completing this unit. If extraordinary circumstances prevent you from attending the scheduled examination or affect your performance in an examination, you may wish to lodge a request for special consideration.

Any such requests must be lodged on the appropriate form. If there are medical circumstances you wish to be taken into account when considering your request, the medical information must be lodged on the attached Professional Authority Form. No other form of medical certificate will be recognised.
Supplementary Examinations

The academic staff managing this unit may, at their discretion, decide that, in the light of the circumstances set out in a request for special consideration, the appropriate way to assess your performance in this unit is to invite you to sit a supplementary examination. (It is not automatic that you will receive a supplementary examination if you have missed an examination due to medical reasons or misadventure. Students need to have an adequate performance in other assessment components to be considered for a supplementary examination.)

Cheating and Plagiarism

Cheating and plagiarism are regards as attempts to gain an unfair advantage over your fellow students and will not be tolerated. Please read the Plagiarism and Cheating document below which sets out the Division’s policy in these matters.

Support Services for Overseas Students

The University Counselling and Health Services has appointed a counsellor specifically to assist students from overseas countries and those who speak English as their second language. She is particularly expert in assisting with difficulties which involve adjustment to University life or to Australian custom, personal difficulties or the skills of studying, of reading, learning and remembering, or organising and motivating study, or of facing the examinations. Much of the work with students is conducted on an individual basis in a confidential setting. However, each semester groups are conducted to assist students in study skills, stress management and preparation for returning to the home country.

THE DANGERS OF CHEATING AND PLAGIARISM AND HOW TO AVOID THEM

To cheat in the context of university assignments, tests and examinations is to attempt to gain an unfair advantage by violating the principles of intellectual and scholarly integrity. Cheating also encompasses plagiarism, which is the appropriation or imitation of another person’s ideas and manner of expressing them.

WHAT IS CHEATING?

You will be guilty of cheating if you do any of the following:

1. Copy from another student during a test or examination. This is cheating whether or not there is collusion between the students involved. Collusion with another student who wishes to cheat from you exposes both parties to penalties under University Regulations.

2. Use or paraphrase the work of others, including any document, audio-visual or computer-based material, when preparing an assignment or writing an examination, and pretend it is your own work by not acknowledging where it came from.

3. Copy from another student’s coursework whether that copying be with or without the knowledge of that student. This includes:
copying all or part of someone else's assignment
allowing someone else to copy all or part of your assignment
having someone else do all or part of an assignment for you
doing all or part of someone else's assignment for them.

4. Make up data and fabricate results in research assignments.

5. Impersonate someone else in an examination or test, or arrange such impersonation.

6. Use forbidden material in a test or examination, whether in printed or electronic form.
   For example, attempting to use a non-standard calculator in a restricted calculator
   examination.

WHY IS IT WRONG?
If you take and use the work of another person without clearly stating or acknowledging
your source, you are falsely claiming that material as your own work and committing an act
of plagiarism. This is wrong because:

   it violates the principle of intellectual and scholarly integrity.
   it devalues the grades and qualifications gained legitimately by other students.

PREVENTING CHEATING

All students and staff have a responsibility to prevent, discourage and report cheating.

Typically students cheat because they are having difficulty with the unit content, the
language of the unit, or both. Cheating and/or plagiarism can be a temptation when students
are experiencing difficulty with a heavy workload in the unit and seek to save time by using
others work.

To avoid having students resort to cheating, the University provides many services to help
students with their course or to make thoughtful decisions about whether to continue.
Within the Division of Economic and Financial Studies, students should first seek
assistance from their tutor and/or lecturer. The University also offers help through the Dean
of Students or the University Health and Counselling Services.

There is a difference between getting help and cheating. You are encouraged to get help if
you need assistance to understand the material and any set work so that you are in a better
position to create your own answers.

HOW TO PLAY SAFE

To maintain good academic practice, so that you may be given credit for your own efforts,
and so that your own contribution can be properly appreciated and evaluated, you should
acknowledge your sources and you should ALWAYS:

(i) State clearly in the appropriate form where you found the material on which you have
    based your work, using the system of reference specified by the Division in which
    your assignment was set;

(ii) Acknowledge the people whose concepts, experiments or results you have extracted,
    developed or summarised, even if you put these ideas into your own words;
(iii) Avoid excessive copying of passages by another author, even where the source is acknowledged. Find another form of words to show that you have thought about the material and understood it, but remember to state clearly where you found the ideas. There is nothing wrong with working with other students in a group; indeed sometimes you will be encouraged to do so. But after a certain point, each student must work on their own to produce their own written answers. If no specific guidelines for group-work have been given, a reasonable interpretation is that it is acceptable for two or more students to discuss a problem among themselves or with a staff member. The group may then agree that the answer should include certain points. But then each member of the group must independently write their own answer to the problem.

PENALTIES

Students who are guilty of cheating and plagiarism will be penalised. Depending on the nature of the offence, the unit coordinator will determine the penalty. For example, extensive plagiarism may result in zero marks for an assignment. Repeat offences will be referred to the University Discipline Committee and may result in failure or exclusion from the university.

(This material has been compiled from the existing plagiarism documents of Macquarie University and University of Auckland.)
MACQUARIE UNIVERSITY

Professional Authority Form

This form must be completed by a professional authority.

Students at Macquarie University are able to apply for special consideration if they are unable to attend an examination or if they consider that their examination preparation or overall performance in a unit of study has been affected by unavoidable disruption or misadventure. Special consideration may also be granted if a student is forced to leave the examination room early due to illness or unavoidable disruption and believes that his/her examination performance has been affected. In most circumstances documentary evidence is required before special consideration will be granted and your assistance in providing information on the student's illness or misadventure would be appreciated. The information you provide will allow the University to make a fair decision about the student's academic performance and will only be used to assess the student’s request for special consideration. If special consideration is requested on non-medical grounds, appropriate supporting documentation must be provided, e.g. statutory declarations by independent witnesses, police reports, or statements from sufficiently senior officials in the place of employment. Photocopies of documents will not be accepted unless they have been certified by a member of the Registrar's staff.

Professional Use Only

Student's Name: ___________________________ ID Number: _______________________

Date of Consultation: _______________________

Date/s of illness or misadventure: From: _______________________ To: _______________________

Please tick the box which best describes the student’s illness or misadventure

| Negligible ( ) | mild ( ) | moderate ( ) | severe ( ) |

Was the student suffering from symptoms of the illness or misadventure on the date of the consultation? Yes/No

Please provide details of misadventure or illness including symptoms and the way in which the circumstances are likely to affect exam performance. Is the illness or misadventure related to or as a result of a pre-existing condition? Give details below.

________________________________________________________________________

________________________________________________________________________

Name and Title: ____________________________

Profession: ____________________________ Provider Number: __________________

Signature: ____________________________ Phone Number/s: __________________

Stamp or seal of Professional Authority
(or attach letterhead)