This capstone unit takes a general, integrating perspective and is concerned with setting the strategic direction of organisations. The most important outcome from undertaking this unit is to better consider how managers and organisations can think and act in a strategic way. This unit predominately uses case studies to improve the strategic thinking capability of students. A number of topics are considered: What is strategy?; How does strategy happen within organisations?; vision, strategy and values; analysing environmental forces and searching for a sustainable competitive advantage; competitor positioning and game theory; the impact of disruptive technologies upon business model innovation including forming inter-organisational networks of relationships; entrepreneurial strategies; core competencies; parenting advantage; strategic turnaround; chaos theory; measuring strategy; strategic leadership and ethics; managing strategic change.
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<table>
<thead>
<tr>
<th>Unit web site URL</th>
<th>Sathya Ganganahalli</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecturer</td>
<td><a href="mailto:sathya@visionreach.com.au">sathya@visionreach.com.au</a></td>
</tr>
<tr>
<td>e-mail:</td>
<td>+61 401 009 854</td>
</tr>
<tr>
<td>phone:</td>
<td>By appointment (use email or through telephone)</td>
</tr>
<tr>
<td>Consultation hours:</td>
<td>Sundays (9.00am to 6.00pm)</td>
</tr>
<tr>
<td>Lecture day/time</td>
<td>Mondays and Tuesdays (6.30pm to 9.30pm)</td>
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<td>Lecture venue:</td>
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</tbody>
</table>

Your lecturer

Sathya Ganganahalli
B.Eng. (Mysore), Dip.MCEng. (Trondheim), MBA (Western Australia), MAust.IM

Sathya is a Director and Partner of Vision Reach Consultants based in Perth. He has over 20 years of industry experience as Management Consultant, Business Development Manager, Project Manager and Project Engineer, working at various geographical locations.

Experienced in developing and implementing business and marketing strategies, formulating business process improvement systems, risk management and mitigation strategies, cause and effect strategy mapping, and asset management in oil and gas, mining, fertiliser, airlines, movie/entertainment and education industries. The clients range from small businesses to medium size domestic firms to large multinationals. Prior to Vision Reach he worked with many multinational companies in India, Asia and Australia.

He was involved in developing many innovative and cost-effective production concepts for oil and gas fields at various locations such as the North West Shelf, Bass Strait and the Timor Sea in Australia, the Gulf of Thailand, the Java Sea in Indonesia and the Bombay High fields in India.

He was a strategy coach of the winning UWA postgraduate MBA teams, in 2003 and 2005 that participated in the Australia-New Zealand Boston Consulting Group Business Strategy Competition to take away the coveted prize.

Sathya has developed commercialisation strategies for new products and been involved in developing performance measurement systems based on the balanced scorecard model. He has been involved in developing business strategies for clients in Australia and in Asia. His firm Vision Reach has successfully developed alliances with local partners in Australia, Singapore, Jakarta and in India to provide customised strategies suitable for the local industries/conditions.

Sathya has developed a business case study for a technology company in Perth and published for use in MBA units such as Entrepreneurship & New Business Ventures, Small Business Management, Strategic Management and the Management of Technology & Innovation (European Case Clearing House, Cranfield, U.K). Sathya is an industry lecturer for MBA subjects: Business Strategy for the Asia-Pacific Region and Strategic Management at the University of Western Australia.

He is an active member of the Graduate Management Association of Australia, an affiliate member of the Australian Institute of Management.
UNIT DESCRIPTION

Introduction

Welcome to the capstone unit on your MBA course. This is a very important unit and it is important that you gain as much benefit from this unit as possible.

The goal of the unit

The most important outcome is that you are able to think and act in a strategic way. Overall, the course aims to improve the practice of management i.e your ability to manage a variety of strategic and operational situations. These situations may be complex and you should be able to cope with a considerable amount of ambiguity.

The overriding theme of the course is strategic transformation. The aim of the course is to introduce students to:

- Total view of the organisations’ stakeholders, its mission, goals, long term prospects and how it relates and interacts with various actors and forces in its environment.
- Concepts and practices of strategic analysis and strategy formulation, both informal and planned explicitly.
- Analysis of business environment and identification of long-term trends and change.
- Competitive positioning with respect to rivals and substitute organisations.
- Aspects of implementing strategies.
- Aspects of strategic leadership at top levels of the organisation.
- Aspects of business strategy in Asian and other emerging economies.

Our perspective is that of the total organisation, usually as seen from the position of the general manager. However, the topic is of interest to all levels of management as well as staff and advisers. These people are affected by and in turn influence the way the firm chooses to strategically position itself in its industry.

Policy and strategic management are not confined to profit-making business organisations, nor to the organisation as a whole. The concepts are useful also to not-for-profit organisations as well as for organisational sub-units and career strategies of individuals.

Learning outcomes

To achieve this, by the end of the course you will:

- Have deepened your understanding and application of strategy theory.
- Have applied strategy theory and your work experience to a number of case studies and readings.

The course consists of two Block Teaching sessions and number of Tutorials. The unit structure consists of:

- A number of Case Studies.
- A selection of supplementary readings.
- Prescribed text book.
- Review and discussions in the tutorial sessions.

The course lends itself to discussion and analysis of practical case histories as well as theoretical papers and business magazine articles. An important feature of the course is an emphasis on perspective and developing one’s own point of view. A key task is to identify which questions to ask rather than to seek answers to questions put by someone else.

Throughout the course, in class analysis of cases, in deciding on topics for assignments, and in evaluating theoretical concepts, students must frame their own questions wherever possible.

Students are expected to spend an average of 3-4 hours individually and in their groups preparing for the sessions. Successful learning on the course depends very much on you reading the material, to fully prepare the
cases and to argue and constructive discussion of issues in your groups and in the class. To paraphrase Frances Bacon: “reading makes a person full, writing makes a person precise and debate makes a person prepared.”

You will have to deal with quite a number of different ideas – sometimes they agree with each other, sometimes they don’t. You will be given frameworks and support to help you to integrate the different perspectives you will come across – but it is also important that you exercise your mind to make sense of, or accept, these differences in your own way, so that you develop your own thinking and views.

This course uses a variety of learning including case analyses, group work and classroom discussions of both theory and practical application. Attendance and participation in class sessions are essential to the functioning of the course.

**Prerequisites**

Completion of all core units.

**Key dates**

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
<th>Due date</th>
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<tbody>
<tr>
<td>Attendance and Participation in Class (10%+10%)</td>
<td>20%</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Individual Assignment</td>
<td>20%</td>
<td>14th May</td>
</tr>
<tr>
<td>Group Assignment Report</td>
<td>25%</td>
<td>13th June</td>
</tr>
<tr>
<td>- Written Report</td>
<td>10%</td>
<td>16th May</td>
</tr>
<tr>
<td>Examination</td>
<td>25%</td>
<td>20th June</td>
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<tr>
<td>TOTAL</td>
<td>100%</td>
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**TEACHING AND LEARNING RESPONSIBILITIES**

**Teaching and learning strategies**

This unit requires a high degree of class participation by the students, in analysing and discussions of case studies and strategies. Therefore, it is necessary that students prepare and read in advance the relevant concepts and case studies assigned to the seminar.

The study pack has been designed to facilitate learning of the material that includes the text book that provides strategic management concepts, booklet of case studies and a supplementary reading package of additional journal articles.

Students are encouraged to share their (or their colleagues/friends) business experiences, of successful and/or not so successful strategies, in the class room.

Students will have frequent opportunities to work as an individual and in groups to apply their understanding of concepts while developing their assignments.

The individual assignment is to prepare an analysis for a case study using strategic management concepts/frameworks, and the group assignment is developing a case study on an organisation of their choice (it may be the organisation you are, or have been, working in) considering various strategic issues, and analysing their own case study to formulate an appropriate strategies and develop recommendations. The group project provides an opportunity for more in-depth investigation where participants will benefit from further investigation of additional sources to strengthen their analysis.
Charter of student rights

This Charter of Student Rights upholds the fundamental rights of students who undertake their education at the University of Western Australia.

It recognises that excellence in teaching and learning requires students to be active participants in their educational experience. It upholds the ethos that in addition to the University's role of awarding formal academic qualifications to students, the University must strive to instil in all students independent scholarly learning, critical judgement, academic integrity and ethical sensitivity. The charter outlines the rights and responsibilities for both students and staff of the university and you are encouraged to refer to the charter at: http://www.guild.uwa.edu.au/info/student_help/student_rights/charter.shtml.

Use of student feedback

You will be asked to complete two evaluations during this unit. The Student Perception of Teaching (SPOT) and the Student’s Unit Reflective Feedback (SURF). The SPOT is an evaluation of the lecturer and the unit. The SURF is a university wide survey and deals only with the unit. Your feedback is extremely important and can be used to make changes to the unit or lecturing style when appropriate.

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 then gives you an indication of how much you have achieved. Providing feedback on your work also serves as part of the learning process.
The standard of assessment

The Graduate School must ensure that the processes of assessment are fair and are designed to maintain the standards of the School and its students. The School follows the University of Western Australia’s grading system:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>HD (Higher Distinction)</td>
<td>80-100%</td>
</tr>
<tr>
<td>D (Distinction)</td>
<td>70-79%</td>
</tr>
<tr>
<td>CR (Credit Pass)</td>
<td>60-69%</td>
</tr>
<tr>
<td>P (Pass)</td>
<td>50-59%</td>
</tr>
<tr>
<td>N+ (Fail)</td>
<td>45-49%</td>
</tr>
<tr>
<td>N (Fail)</td>
<td>0-44%</td>
</tr>
</tbody>
</table>

The School awards marks leading to these grades by using the following general criteria which are presented here as an indication of the School’s expectations. These general criteria may be supplemented by specific standards provided with regard to a particular assignment.

HD The student has a clear understanding of theory, concepts and issues relating to the subject and is able to adopt a critical perspective. The student is able to clearly identify the most critical aspects of the task and is able to offer a logically consistent and well-articulated analysis within the analytic framework presented in the course. The student is able to draw widely from the academic literature and elsewhere but maintains relevance.

D The student has a clear understanding of theory, concepts and issues relating to the subject. The student is able to develop an analysis of an issue using the analytic framework presented in the course and is able to identify and evaluate the critical issues. The student is able to draw upon relevant academic and other material.

CR The student demonstrates an understanding of the analytic framework developed in the course and a partial understanding of concepts and issues. The student is able to identify some key issues and is able to present a logical discussion, but with some conceptual errors or gaps between analysis and conclusions shortcoming. The student is able to draw upon an adequate range of references and other materials.

P The student generally takes a descriptive rather than analytic approach to the subject. The student is able to demonstrate some understanding of the issues involved but does not demonstrate the ability to apply the analytical framework which had been developed in the course. Draws primarily upon course materials for referencing.

N+ The student is unable to demonstrate that he or she understands the core elements of the subject matter. The student is able to provide some insight into issues but misapplies analytic framework developed in course, omitting key factors and, for example, drawing conclusions which are not related to the preceding discussion.

N The student is unable to demonstrate any understanding of the subject matter. Material presented for assessment is unrelated to course framework and shows no effort to identify or address critical aspects of the topic.

The scaling of marks to ensure comparability between classes in an acceptable academic practice. The GSM and Board of Examiners has the right to scale marks where it is considered necessary to maintain consistency and fairness.
**Assessment components**

**Attendance/participation**

Strategic management is as much about perspective, judgement, analysis and leadership as knowledge of content. Attendance and participation in class activities and discussions are important to developing these abilities. The marks will be awarded after considering the following.

**Attendance means arriving and leaving the class on time.** Attendance will be recorded at every session. Please inform us if you have a valid reason for missing a class. If you miss a session, we require you to prepare notes to show that you did the preparation.

Participation in class, whether it be listening to a lecture or getting involved in other activities, is an important part of the learning process. For this reason the GSM has decided not to move to on-line teaching. It is, therefore, important that you attend classes (and be on time).

Participation in discussions is harder to measure but essential to Strategic Management. While a minimum participation in discussion is required, we have a broad view of participation, including evidence of prior preparation, alertness and following the flow of class discussions, active and naturally, effective participation in syndicates and class discussions (a thoughtful comment based on good preparation and judgement is worth much more than superficial remarks).

More formally, the University regulations state that ‘to complete a course or unit a student shall attend prescribed classes, lectures seminars and tutorials. Students whose attendance at MBA units has been unsatisfactory will not be granted a pass grade. Two or more missed classes without prior permission from the lecturer is classified as unsatisfactory. Students should not expect to obtain approval to miss more than two classes per unit, unless there are exceptional circumstances.

**Individual Assignment**

**Case Analysis: Case Study will be given to you on FIRST session**

Prepare a report in which you analyse the case study in terms of Strategic Management, based on the information provided within the case only. **Please do not source post-case information for the assignment.** The case contains all of the necessary information, even though the companies have moved forward since the time of writing, you should base all of your analysis on the facts presented within the case study, and not on the basis of what has happened recently, that is after the case study period.

By the end of the case analysis you must conclude with the issues facing the company/industry and why? What are your strategic options and recommendations for the firm? The key to receiving high marks for this assignment is the analysis that you present regarding the important strategic issues facing both companies and the industry.

Your assignment should use academic frameworks/models covered during the unit (to date) and include references from readings and other case studies covered. The report shall not be more than 2,000 words (excluding executive summary, exhibits and annexes) should be typed using 1.5 or double spacing with reasonable side margins. As always, **quality is more important than quantity.** Depth of analysis is paramount in this assignment.
Group Assignment: Written Report AND Presentation

Develop and Analyse a Case Study

Each group will comprise 5-6 students and are required to develop a case study of an organization selected from your country or from Asian country. You are required to submit TWO copies of the assignment and the report must have two sections:

Section 1: The case study of an organization must contain the industry structure in which the firm is operating, brief introduction of major competitors, competitive position, suppliers and supporting industries, distribution networks and target customer segments. You must select a time frame for the case study (say last 5 years) and identify the critical issues the organization encountered and the strategies used. Further you need to end the case at a critical point of time that they must make some sort of strategic decision.

The case study may be developed by collecting the information directly contacting the organization and/or sourcing the publicly available information about the organization.

Section 2: This section contains an Executive Summary and the Case Analysis.

An executive summary, not exceeding 500 words, accurately summarizing all the key points of the report, and any background or introduction as necessary.

The Analysis of the case study shall be based on the Group interpretation, which includes the evaluation of the strategies/strategy process used by the organization at different periods. Identify the critical issues faced by the organization at the end of the case study and their importance for the organizations competitiveness and future growth.

You are required to analyse the case study and justify your arguments using appropriate theoretical concepts and strategic management models. You will be encouraged to use the models from the course to see how and if they fit, and which ones best explain the strategy processes observed. The case analysis should be the results of the team’s interpretation, not just that of one individual. It should be around 2,000 words, excluding Exhibits and references.

Examination

The final examination will comprise both a case study AND essay questions and will last for 3 hours. The examination is open book i.e. you are allowed to take books, lecture notes and other materials into the examination.

A Case Study (without questions) will be distributed to you in the final session. You are allowed to discuss the case study in your groups and take and use any group and individually prepared materials into the examination. Please do not source post-case information for this case study for examination.

Students must INDIVIDUALLY answer the examination questions under normal examination conditions.

The questions on case study are compulsory and you will have to answer 2 case study questions.

Essay Questions – you will have the choice of answering 2 out of 3 essay questions.

All questions will carry equal marks.

MBA Administration will advise you about the date and time of the 3-hour examination.
Submission of assignments

Assignments should be submitted in class on the due date or if handed into the office; a standard cover sheet should be used and a receipt issued.

Late assignments will attract a penalty of 5% per day. This penalty will be waived by the lecturer only in exceptional circumstances. No marks will be awarded to assignments submitted after other students in the class have had their assignments returned.

Papers of excessive length will also attract a penalty. The penalty will be 5% for each 300 words, or part thereof, over the word limit.

Assignments will be returned in class or through the GSM reception.

It is the intention that the marked assignments will be returned within two weeks of submission.

ETHICAL SCHOLARSHIP, ACADEMIC LITERACY AND ACADEMIC MISCONDUCT

Ethical scholarship is the pursuit of scholarly enquiry marked by honesty and integrity.

Academic Literacy is the capacity to undertake study and research, and to communicate findings and knowledge, in a manner appropriate to the particular disciplinary conventions and scholarly standards expected at university level.

Academic misconduct is any activity or practice engaged in by a student that breaches explicit guidelines relating to the production of work for assessment, in a manner that compromises or defeats the purpose of that assessment. Students must not engage in academic misconduct. Any such activity undermines an ethos of ethical scholarship. Academic misconduct includes, but is not limited to cheating, or attempting to cheat, through:

- Collusion
- Inappropriate collaboration
- Plagiarism (see more details below)
- Misrepresenting or fabricating data or results or other assessable work
- Inappropriate electronic data sourcing/collection
- Breaching rules specified for the conduct of examinations in a way that may compromise or defeat the purposes of assessment.

Penalties for academic misconduct vary according to seriousness of the case, and may include the requirement to do further work or repeat work; deduction of marks; the award of zero marks for the assessment; failure of one or more units; suspension from a course of study; exclusion from the University, non-conferral of a degree, diploma or other award to which the student would otherwise have been entitled. Refer to the Ethical Scholarship, Academic Literacy and Academic Misconduct and individual Faculty policies. For further information on the rules and procedures in respect of appropriate academic conduct you should visit: http://www.teachingandlearning.uwa.edu.au/tl/academic_conduct
Acknowledgements and plagiarism

In the course of your individual and group work assignments, you will encounter ideas from many sources. These will include journal and newspaper articles, commentaries, books, web sites and other electronic sources, original case sources, lecture materials. All MBA assignments that you submit must acknowledge all the different sources you have used. Not to acknowledge your sources is plagiarism, a form of dishonesty. Plagiarism is the misappropriation of the work or ideas of others and presenting them as your own. This is reprehensible from both an ethical and legal viewpoint. Neither the School nor the University accepts ignorance or the fact that a student’s previous acts of plagiarism had been undetected as a defence.

In order to avoid engaging in plagiarism it is your responsibility to acknowledge all of your sources in any work submitted for assessment and it is essential that you reference the work of others correctly. Where you quote directly from a source, you must ensure that any direct quotations are placed in quotation marks and are fully referenced. Even when you do not quote directly and are just referring to or expanding on the work of others, you must still acknowledge the sources of your information and ideas. Close paraphrasing in which you change a few phrases around, leave a clause out of a long sentence or put the original sentences in a different order is still plagiarism. To mark words as a quotation the entire text that has been coped should be enclosed within quotation marks. If the copied text is four or more lines in length, it may be more appropriate to set is as a separate and indented paragraph. Each time that text is copied, the source must be acknowledged with a reference citation, including the page number.

Advice on proper referencing is given below. If you have any doubts concerning appropriate referencing formats or how to acknowledge the work of others correctly, you should seek the advice of your lecturer.

Referencing

It is important that the referencing of any sources used in your written work is done properly, if only to substantiate the points you are making in your assignment or project. The Harvard style is the preferred and there are some notes for guidance which have been prepared by the library staff: ‘Citing your sources Harvard Style’

Endnote is a really good system for building up a database of references. Not everyone will want to invest the time in using this system but you should consider it if you intend to build up resource materials or plan to undertake extensive research in a particular area. The library staff have also developed a tutoring package: ‘A quick Guide to Using EndNote’ which provides the basics for using EndNote with an essay

This is linked to from the how to Use End Note page www.library.uwa.edu.au/guides/endnote/ which provides more comprehensive information.

Appeals against academic assessment

In the first instance, students are strongly advised to talk informally to the lecturer about the grade awarded. The University provides the opportunity for students to lodge an appeal against any mark which he or she feels is unfair. Any student making an appeal is under an obligation to establish a prima facie case by providing particular and substantial reasons for the appeal.

There is a 12 day time limit for making any such appeal. An appeal against academic assessment may result, as appropriate, in an increase or decrease in the mark originally awarded. The University regulations relating to appeals and the form on which the appeal should be lodged can be found in the GSM website or at http://www.publishing.uwa.edu.au/handbooks/interfaculty/PFAAAA.html
Taping of Lectures

The Graduate School does not provide tape recordings of lectures, however if you do wish to tape record a lecture then as a matter of courtesy, you should obtain the permission of the lecturer first.

TEXTBOOKS AND RESOURCES

Recommended/required text(s)

CONTEMPORARY STRATEGY ANALYSIS – Concepts, Techniques and Applications
by Robert M. Grant

PLUS

• Book of Case Studies for Strategic Management MGMT 8700, and
• Supplementary Readings Package for Strategic Management MGMT 8700.

Additional resources and reading material

Some recent books on Strategy and Management to reinforce the principles you have learned during the class discussion and to obtain alternative perspectives:

### Additional Journal References

**Business Journals:**
- Asian Wall Street Journal
- Business Week
- The Economist
- Far East Economic Review
- Financial Times
- Fortune
- Fobes

**Bridging Journals between Business and Academic:**
- Business Horizon
- California Management Review
- Columbia Journal of World Business
- European Management Journal
- Harvard Business Review
- Long Range Planning
- McKinsey Quarterly
- Multinational Business
- Sloan Management Review

**Academic Journals:**
- Academy of Management Review
- International Journal of Strategic Management: Long Range Planning
- International Human Resources Management
- Journal of International Business Studies
- Strategic Management Journal

### Useful Websites

- Asia Pacific Forum – [www.mcb.co.uk/apmforum/nethome.htm](http://www.mcb.co.uk/apmforum/nethome.htm)
- IMB (Lausanne) – [www.imd.ch/wcy.html](http://www.imd.ch/wcy.html)
- Ernst Young Country Information – [www.eyi.com](http://www.eyi.com)
- Institute of South East Asian Studies (Singapore) – [www.iseas.edu.sg/pub.html](http://www.iseas.edu.sg/pub.html)
- USA Industry Trade Association – [www.ita.doc.gov](http://www.ita.doc.gov)
UNIT STRUCTURE

Seminar schedule and topics

IMPORTANT: It is essential to READ AND PREPARE FULLY the cases and review briefly the readings listed against each session before attending the classes.

| BLOCK TEACHING – I |

2nd April (Morning)

Welcome, Introductions, Course Aims, Assessment AND Stakeholder Analysis

Introduction
• Discussion of Course Outline/Study Guide.
• Role of Lecturer and tutor.
• What is Strategy? Levels of Strategy.
• Importance of Vision and Mission, and Stakeholder Analysis.

Readings
• The concept of strategy (Chapter 1).
• Goals, values and performance (Chapter 2).

2nd April (Afternoon)

Environmental Analysis AND Industry Attractiveness

Case
• Cola Wars Continue: Coke and Pepsi in the Twenty-First Century

Questions to think:
• Analyse the software industry using Porter’s industry analysis framework and conclude that the industry is attractive or unattractive? Justify your argument.
• Can coke and Pepsi sustain their market share against growing popularity of non-carbonated drinks?

Readings
• Industry analysis and the fundamentals (Chapter 3).
• Further topics in industry and competitive analysis (Chapter 4).
• The nature and sources of competitive advantages (Chapter 7).
• Cost advantage (Chapter 8) and Differentiation advantage (Chapter 9).
• Industry evolution (Chapter 10) and Competitive advantage in mature industries (Chapter 12).

3rd April

Value Chain Analysis AND Global Strategies

Case
• Lenzing AG: Expanding in Indonesia

Case Questions
• How attractive is Indonesia as a site for rayon production?
• Is Indonesia a good place to invest?
• What should Mikel Dodd advise Lenzing’s Board of Directors to do?

Readings
• Analysing resources and capabilities (Chapter 5).
• Vertical integration and the scope of the firm (Chapter 13).
• Global strategies and the multinational corporations (Chapter 14).

4th April

Core Competences AND Resource Based View

Case
• Sharp Corporation: Technology Strategy
Case Questions
• Why has Sharp been so successful for so long? Is this because it is a Japanese company?
• Is Sharp end products or a components company?
• How was Sharp able to coordinate and integrate activities across the corporation?

Readings
• Analyzing resources and capabilities (Chapter 5).
• Organization structure and management systems (Chapter 6).
• Technology based industries and the management of innovation (Chapter 11).
• Vertical integration and the scope of the firm (Chapter 13).
• Diversification strategy (Chapter 15) and Managing the multi-business corporations (Chapter 16).

14th May (Morning)

Heterogeneous Industries AND Segmentation Analysis

Case
• Saturn: A Different Kind of Car Company
Case Questions
• How does Saturn deliver value to its customers?
• Saturn’s advantages are sustainable? Justify your arguments?
• Who are Saturn’s major competitors and how is competition likely to be played out in the future?

Readings
• Competitors’ analysis (Chapter 4, pp106).
• Segmentation analysis (Chapter 4, pp112).
• Strategic groups (Chapter 4, pp124).

Note
• The individual assignment is due for submission today before 6.00pm (i.e. before the start of the class). Non-submission lead to ZERO marks.
14th May (Afternoon)

Global Strategy AND Subsidiary Management

Case
- BRL Hardy: Globalising an Australian Wine Company

Readings
- Global strategies and the multinational corporations (Chapter 14).
- Managing the multi-business corporations (Chapter 16).

15th May

Competitive Advantage of Nations

Case
- Global Computer Industry

Case Questions
- What role did country environments; government policies and firm level capabilities play in the evolution of the global computer industry?
- What role have cross-border alliances played in the industry?

Readings
- Global strategies and the multinational corporations (Chapter 14)

16th May

Managing Change AND Strategic Leadership

Case
- Nissan Motor Co., Ltd 2002

Readings
- Current trends in strategic management (Chapter 17).

16th May

Group Project Presentations AND Review

- Group project presentation.
- Topics covered: Key lessons and Conclusions.
- Discussion of final examination.

20th June: Examination – 2.00pm to 5.10pm (Total: 3 hours – 10 min).
Tutorial Schedule

Tutorial session form an important opportunity for students to study the conceptual component of the course and to work in groups analysing the strategy of a prominent Indonesian or Asian Company.

Students are expected to come prepared and participate actively in the tutorials. The Tutor is a facilitator of the tutorial proceedings. While the Tutor will be a knowledgeable and able teacher the emphasis is strongly on participative student learning, not passive listening to lectures. The Tutor will chair activities, ask questions and, where appropriate, teach via short lecturettes. Tutorials will generally consist of two parts:

Part 1: Discussion of assigned Readings. Students are expected to have read the readings and participate in a discussion of the topic. This is the main activity of the Tutorial.

Part II: As and if time permits, students will work in Groups to study and to prepare a report on an Indonesian or an Asian Company (Assignment 2).

The following are the tutorial sessions are allocated:

- 18th April
- 27th April
- 26th May
- 8th June

Note:
The group assignment must be submitted on 13th June.
The Examination Case Study will be issued to the students on 13th June.