Course Information	Strategic Planning 91-820K, February 2021. 12 Units. Classes between 12.30 and 1.50pm Tuesday & between 10.30 and 11.50 am Friday from 2 February to 7 May Instructor: Tim O'Loughlin. Contact: toloughlin@australia.cmu.edu or 81109923 or +61419822915.
Description and general learning outcomes	This course emphasizes strategic planning processes and focusses on setting strategic objectives and developing strategies for implementing those objectives. The course begins with focussing on strategic planning in the private sector before moving onto the special requirements for strategic planning in the public and not-for-project sectors. In this part of the course emphasis is placed on specialist techniques such as those needed for defining issues, developing strategies, applying public value theory and strategy execution. The course does not cover change management as this is dealt with separately in the companion course, Change Management and Innovation, the elective scheduled for the second mini of the semester. In this course, students learn about topics in both theory covered in classes and in practice by participating in a group field project. The project requires students to form teams of 4-6 members, with each team working on a strategic planning project with a Government agency or not-for-profit organization based in South Australia. Each group will need to meet with its client three times, allowing up to 90 minutes for each meeting. The first meeting will be aimed at defining the issue and the client's expectations. The purpose of the second is to try out initial ideas in clients and get their input. The purpose of the third meetings is to present the reports and receive any final comments prior to finalizing the report to be submitted to me. I am available to attend meetings at the request of the group and/or the client. The groups will be formed in the first class after a discussion about the tasks and expectations of the groups. Of course, it is recognised that the need to take courses online, for the time being at least, creates practical constraints on the achievement of field projects. Specifically, it makes interviewing local people and gathering local information largely impractical. The clients have been advised of this. They have been told not to expect any new light on domestic Adelaide issues. On the contrary, they have been advised that the most suitable issues are those amenable to international perspectives and deep analysis all supported by plenty of energy and effort. In formulating their strategic plans, the course also encourage students to draw upon skills acquired in other areas of their program, such as finance, marketing, organization behaviour and so on. The final part of the course covers some special topics, focussing particularly on strategic planning in the digital environment. At the end of the course, students should be able to: • Analyse the mandates, missions and values of any organisation • Frame issues in a manner that allows them to be assessed as strategic • Develop strategies • Prepare implementation plans.
Course Materials	Required readings are set out in the schedule of classes. These include both theory and the case studies to be used in class. The required readings are listed in the course outline in the class for which

they are required. Therefore, students need to plan their reading in advance of each forthcoming class. The bulk of the readings will be posted on Canvas in plenty of time for students to familiarise themselves with them before they are discussed in class. The readings that will not be posted are the case studies that need to be purchased. A separate advice is being provided on their availability.

There is one text which is not prescribed but which will be used throughout the course. That text is Bryson, J H. 2011. *Strategic Planning for Public and Nonprofit Organizations: A Guide to Strengthening and Sustaining Organizational Achievement*. Jossey-Bass. Fourth edition. This book is available in e-book format. Students may wish to defer consideration of buying it pending the arrangements I will advise in week 1 for making various sections of it available as they are covered in class..

Evaluation Method	The final grade will be based on each student's accumulated marks for the group assignment and two individual assignments. The breakdown of these assessments is as follows:

Assignment 1	50%	Group Strategic Plan preparation.	Students will form groups to work with organizations based in Adelaide to develop a strategic plan based on either the whole organization or a single aspect of its operations. Report due 30 April
Assignment 2	25%	Individual assessment: define issues and develop strategies for two case studies to be provided	Maximum length 2,500 words. Due: 26 March
Assignment 3	25%	Individual assessment: develop a strategy plan from a case study to be provided	Maximum length: 2,500 words Due: 30 April

While 50% of the marks are to be allocated for group work, there will be some distinction made for the quality and quantity of input from individuals into both the group work and the class discussion. Students will be provided with feedback on this as the course progresses.

Specific Learning Objectives

Skills and knowledge, you want students to gain and how they will be assessed.

Specific learning objectives	How Assessed
To build a theoretical basis and learn the practical applications of strategic planning. By the end of the semester, students should be able to facilitate the development of a strategic plan for any organization.	Primarily by assignments 2 & 3
To develop an understanding of the process, tools and techniques appropriate to strategic planning via readings, project work and case studies	Assignments 1
To develop an understanding of change management strategies and techniques needed for successful implementation of strategic plans	Assignment 1 & 3
To work closely with an external organization and	Assignment 1

	develop a strategic plan for a non-profit organization	
	To develop techniques for communicating effectively in group settings in addition to playing the role of a team player.	Assignment 1
	Finally, to develop in students the personal confidence needed to lead strategic planning and implementation projects within their own organizations when their turn comes.	Assignments 1, 2& 3

Grading Scale

A+	95%+	B+	80-84%	C+	65-69%
A	90-94%	B	75-79%	C	60-65%
A-	85-89%	B-	70-74%	R	<60%

Course Outline

A day-to-day breakdown of topics and assignments (readings, homework, project due-dates)

Classical Strategic Planning: Part 1	
Topic	Porter's 5 forces that shape strategy
Required readings	Disruption in Detroit: Ford, Silicon Valley and Beyond (A) & (B) 2018 Berkley Haas School of Business, University of California,
Other readings	Porter M 2008 'The five competitive forces that shape strategy'. *Harvard Business Review.;*86(1):78-93. http://web.b.ebscohost.com.cmu.idm.oclc.org/ehost/pdfviewer/pdfviewer?vid=1&sid=63017f80-8482-47c5-86d5-d22eb6b117ad%40pdc-v-sessmgr04 Grundy, Tony. "Rethinking and reinventing Michael Porter's five forces model." Strategic Change 15.5 (2006): 213-229. Stonehouse, George, and Brian Snowdon. "Competitive advantage revisited: Michael Porter on strategy and competitiveness." Journal of Management Inquiry 16.3 (2007): 256-273.
Deliverable	Understanding conventional private sector strategic thinking Understanding criticisms of 5 forces.

Classical Strategic Planning: Part 1

Topic	Porter's What is strategy?
Required Readings	Successes and Failures of Amazon's Growth Strategies: Causes and Consequences 2017. INSEAD
Other readings	Porter, M E. What is Strategy? Harvard Business Review. November 1996 http://search.ebscohost.com.cmu.idm.oclc.org/login.aspx?direct=true&db=buh&AN=9611187954&site=ehost-live&scope=site
Deliverable	Applying both of Porter's theories to case of Amazon

Classical Strategic Planning: Part 2

Topic	Mintzberg's emergent theory
Required Readings	Gruen N 2017 'Five ways to tell if you're REALLY doing strategy'
Other readings	Mintzberg, H 2005. Strategic Safari: A Guided Tour through the Wilds of Strategic Management. Free Press. Chapter 1*
Deliverable	Understanding the different approaches to strategy Confirmation of groups for field projects

Classical Strategic Planning: Part 3

Topic	Another approach: the balanced scorecard
Required readings	Case study: Meeting the environmental challenges of the 21st century (A): strategies for change; (B) sharpening the policy focus; and (C) epilogue.
Other reading	Kaplan R and Norton D P. 'Using the Balanced Scorecard as a Strategic Management System'. HBR Bryson pp. 52-61
Deliverable	Understanding of the use of the balanced scorecard technique

Strategic planning for public organisations: Step 6

Topic	The art of issues framing
Required Reading	Case study: Victoria Police and Family Violence. ANZSOG
Other reading	Bryson, J H. 2011. Strategic Planning for Public and Nonprofit Organizations: A Guide to Strengthening and Sustaining Organizational Achievement. Jossey-Bass. Fourth edition. Chapter 6

Deliverable	Understanding how to frame an issue to be dealt with by strategic planning.

Strategic planning for public organisations: Steps 1-3

Topic	The strategic planning process for public organisations: Steps 1 - 3
Required Readings	Promoting Development Through A Social Enterprise in Bali. 2013 Lee Kuan Yew School of Public Policy. NUS
Other readings	Bryson Chs. 3 & 4
Deliverable	Understanding the 10 step process for preparing strategic plans Ability to set up strategic planning process

Strategic planning for public organisations: Step 4

Topic	Assessing the internal and external environments (SWOC(T))
Required Readings	Bali and Melbourne public transport cases
Deliverable	Use of SWOT and its comparison with Porter's five forces Understanding the use and misuse of SWOT analyses

Strategic planning for public organisations: Steps 1- 5

Topic	Developing strategies
Required Readings	Case study: Standing room only: managing mass tourism in Florence. ANZSOG Case Program
Other readings	Bryson Chapters 1 & 2
Deliverable	Using a case study to develop strategies using the first five steps

Strategic planning for public organisations: Step 6

Topic	Formulate strategies
Required Readings	Case study: Case study: Milton Cato Memorial Hospital. ANZSOG
Deliverable	Knowledge and use of Bryson's two methods of strategy development

Strategic planning for public organisations: Step 8

Topic	Vision
Required	Case study: Collins, J C and Porras, J. Building Your Company's Vision. HBR.

Readings	September 1996.
Deliverable	Understanding when and how to use a vision

Public value theory: Part 1

Topic	Public value
Required Readings	ChildProtect: an agency under fire (A), (B) & (C) ANZSOG case study
Other readings	Moore, M.H., 1995. *Creating public value: Strategic management in government*. Harvard University Press. Ch.2
Deliverable	Understanding public value theory and strategy execution in the public sector

Public value theory: Part 2

Topic	Using the Strategic Triangle
Required Readings	Melbourne's 2 am lockout (A) & (B) ANZSOG case study
Other readings	Moore, M.H., 1995. *Creating public value: Strategic management in government*. Harvard University Press. Ch.3
Deliverable	Ability to use the strategic triangle

Public value theory: Part 3

Topic	Building support and legitimacy
Required Readings	ChildProtect and Melbourne Lockout
Other reading	Moore, M.H., 1995. Creating public value: Strategic management in government. Harvard University Press. Ch.4
Deliverable	Understanding techniques for political management

Public value theory: Part 3

Topic	Using direct and participatory democracy to build support
Required Readings	Fung A 'Putting the Public Back into Governance: The Challenges of Citizen Participation and Its Future' 2015 Public Administration Review, Vol. 75, Iss. 4, pp. 513–522. The American Society for Public Administration DOI: 10.1111/puar.12361.
Other readings	Davidson, S. and Elstub, S., 2014. Deliberative and Participatory Democracy in the UK. The British Journal of Politics and International Relations, 16(3), pp.367-385

Alford, J., 2009. Engaging public sector clients: From service-delivery to co- |

	production. Springer
Deliverable	Understanding the power of direct participation by citizens in strategic planning

Leading strategic change

Topic	Leadership in the strategic planning context
Required Readings	Kim, W C and Mauborgne 'Blue Ocean Strategy' HBR. October 2004
Deliverable	Understanding of the application of a popular alternative to conventional business strategic planning theory

Strategic planning in the new environment: Part 1

Topic	Impact of big data analytics on strategic planning
Required Reading	Nil
Other reading	Rijmenama, M, Erekhinskayab T, Schweitzera J & Williamsa M 2018 'Avoid being the Turkey: How big data analytics changes the game of strategy in times of ambiguity and uncertainty' Long Range Planning, https://doi.org/10.1016/j.lrp.2018.05.007

Chen, Y-S; Okoli, C; Huang, L .2005 'Strategic Growth of Firms in the Digital Economy: A Simonian Research Agenda' Journal of Information Technology Theory and Application Hong Kong Vol. 7, Iss. 2, pp. 37-52 |
| Deliverable | Critical assessment of the use of big data for strategic planning |

Strategic planning in the new environment: Part 2

Topic	Does business analytics make strategic planning work better?
Required Readings	Nil
Other reading	Rijmenama, M, Erekhinskayab T, Schweitzera J & Williamsa M 2018 'Avoid being the Turkey: How big data analytics changes the game of strategy in times of ambiguity and uncertainty' Long Range Planning, https://doi.org/10.1016/j.lrp.2018.05.007

Chen, Y-S; Okoli, C; Huang, L .2005 'Strategic Growth of Firms in the Digital Economy: A Simonian Research Agenda' Journal of Information Technology Theory and Application Hong Kong Vol. 7, Iss. 2, pp. 37-52

Klatt T Schlaefke M; Moeller K 'Integrating business analytics into strategic planning for better performance' The Journal of Business Strategy ; Boston Vol. 32, Iss. 6, (2011): 30-39. |
| Deliverable | Critical assessment of the use of big data for strategic planning |

Plagiarism and cheating notice	Plagiarism and other forms of academic misrepresentation are viewed as extremely serious matters. Misrepresentation of another's work as one's own is widely recognized as among the most serious violations. The violation is clearly flagrant when it occurs as plagiarism on a required paper or as cheating on an examination, including take-home as well as in-class examinations. The punishment for such offenses can involve expulsion from the University. Students will be able to check their work for inadvertent plagiarism using the detection software to be made available on Canvas.
Course Policies & Expectations	It is expected that students will attend all classes and all meetings with clients for the case studies. The orientation of this course is practical so I will be looking for students to generate practical and creative solutions to the case studies and the projects. There is a significant reading load and it is expected that every student will complete all of the required reading. Certainly, doing the reading will help students in their assignments, class participation and the projects. There are also values that I expect to be brought to class and our activities - respectful consideration of one another's perspectives, creative risk-taking and limiting criticism to each other's work and not of the individual.