



# MGSM860

## Strategic Management

Term 3 North Ryde 2019

*Department of Management*

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## General Information

Unit convenor and teaching staff

Lecturer (Block)

Roger Moser

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By appointment

Credit points

4

Prerequisites

Admission to MBA and 32cp including (MGSM820 and MGSM835 and MGSM850)

Corequisites

Co-badged status

Unit description

Strategic Management is a capstone unit that builds on MGSM850 Strategic Frameworks and the other core management disciplines studied in MGSM MBA units. The purpose of this unit is to help you develop your own viewpoint on the most appropriate methods for effectively executing corporate strategy in 21st Century organisations. You will learn how to think and act to help develop, achieve and maintain the competitive advantage of an organisation.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

On successful completion of this unit, you will be able to:

Develop a strategic view of an organisation as a whole as a basis for defining the issues and opportunities that are most critical.

Synthesise concepts studied in other units of the MBA program to create and implement business strategies that produce competitive advantage.

Critically reflect on how applying responsible approaches to strategic business practice can impact positively on the ethical, social and environmental factors affecting the organisation.

Critically analyse stakeholder relationships to generate strategies that create and deliver

sustainable value for stakeholders across value chains and complex networks  
 Critically reflect on and apply strategic principles to achieve incremental and transformational change across organisations.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Individual Participation</u>	15%	No	Assessed from session 2 to 10
<u>Group Report</u>	20%	No	To be announced on Ilearn
<u>Group Presentation</u>	25%	No	To be announced on Ilearn
<u>Final Examination</u>	40%	No	to be confirmed

### Individual Participation

Due: **Assessed from session 2 to 10**

Weighting: **15%**

#### Assignment Task

We will create an online Discussion Board on which you are expected to discuss with your fellow classmates the readings and case studies that are assigned for a particular session in preparation for that session. You can also use the Discussion Board to discuss more general issues in relation to the course content BUT in such cases I would like you to focus your questions and contributions on specific decisions that you or your peers (might) have to make in your/their professional context.

You will be marked both on the quantity and quality of your contributions to the discussions across the duration of the course. In order to be able to contribute to discussions relating to an upcoming session it is important that you complete your readings and case preparation immediately following the previous session to allow sufficient time for engagement with your contributions.

#### Statement of Expectations

Your contributions can include asking your colleagues for suggestions on particular decision making challenges that you face (or faced in the past/will face in the future). You can also ask others how their decision making might have changed based on inputs from the lectures, the articles or case studies. Requests for help, advice, or suggestions from fellow students will be positively marked as part of a sign of active class participation; engaging others to check your thinking or assist you in solving decision making challenges is a sign of strength, not weakness. In other words, the point of the Discussion Board is not to try to make the most clever remarks, lecture at others, or show off your knowledge of the materials. Rather, it is to engage others in discussions that will enrich everybody's decision making capabilities from a strategist's perspective.

Your contributions can also include critical viewpoints on particular readings or case studies that are supported by substantive arguments, instead of questions of taste or style. For example, you may want to discuss what crucial information may be missing in particular case studies, including discussions on why (and, perhaps in response, why not) you think the missing information is crucial to the case. You may also want to test your case recommendations with your colleagues to see whether your thinking is generally aligned with your fellow students. Finally, you may explore the limits or weaknesses of particular theories and frameworks together, which would be an extremely important sign of critical thinking.

On successful completion you will be able to:

- Develop a strategic view of an organisation as a whole as a basis for defining the issues and opportunities that are most critical.
- Critically reflect on how applying responsible approaches to strategic business practice can impact positively on the ethical, social and environmental factors affecting the organisation.
- Critically analyse stakeholder relationships to generate strategies that create and deliver sustainable value for stakeholders across value chains and complex networks
- Critically reflect on and apply strategic principles to achieve incremental and transformational change across organisations.

## Group Report

Due: **To be announced on Ilearn**

Weighting: **20%**

### Assignment Task

This is a written group assignment. As a group you are free to choose one of the four companies specified by the lecturer (to be announced on the class iLearn webpage) in charge as a basis for a professionally written report that evaluates the company's strategic direction in relation to the main strategic challenges and opportunities it currently faces. Before deciding on your choice of companies, it is recommended that you do some basic research on all four. Not only will this help you determine which company you are most comfortable analyzing in terms of information availability and the potential for generating strategic insights, it will also help you with your analysis of the competitive environment of the company of your choice.

For this assignment, you will need to form syndicate groups of five students and assign one person in your group to e-mail the lecturer in charge the full names and student numbers of each of the members in week 1 (Block student arrangements to be announced on Ilearn). If you have not found a group yet by the week 2 lecture, or if you have not been able to form a full group of five students, you need to alert the lecturer in charge by e-mail before the start of the week 2 lecture/session 2 in the block format.

### Statement of Expectations

The focus of this group assignment is to generate strategic insights for your chosen live case study by applying relevant course materials (unit readings, key concepts and discussions from the lectures). By “live case”, we mean a real company facing a number of real current strategic challenges and opportunities on which a lot of information is publicly available, but for which a classical Harvard Business School-style case study has not been written (yet).

Instead of providing you with a ready-made written case study for analysis, it is expected that your group will collect and analyze information relevant to the chosen case using reliable sources. Your group will then need to agree on the baseline of information it wants to use as a basis for determining and evaluating the company’s strategy in relation to its main strategic opportunities and challenges.

The report needs to be professionally written, following a clear structure with an executive summary, introduction, and conclusion. It is expected that your report will cover all questions listed below in relation to your chosen case company in a way that demonstrates your group’s best efforts at applying the course materials to those questions as a basis for generating strategic insight. Please use the Harvard Referencing Format for sources that you use in the text. If you need to make assumptions due to missing data, make sure to make this explicit in your report. Finally, it is extremely important that your conclusions are clearly focused, and logically supported by the analyses you present and discuss.

Overall assessment of presentations will be based on a group mark component (50%) and an individual mark component (50%).

- The group mark component: The group as a whole will be marked according to the quality of the written report.
- The individual mark component: Each group member will be marked based on group member’s rating of the contribution of other members of the group.

As part of the submission, the group is also required to provide, on one page, (1) a statement of exactly what each member did for this task and (2) The group’s agreed-to percentage split of the marks (e.g., should all members receive equal marks? if not, how much more or less should each person receive, and why?). These two documents must be physically signed off by each member of the group and submitted via email to the lecturer up to 24 hours after the submission deadline of the presentation. Please note that this information is provided only as input to the lecturer, who makes the final determination.

More details on the live cases, questions relating to each case, and marking criteria will be published on the class iLearn webpage.

### **Length of the Report**

The report should not exceed the **maximum 2,000 words** including title, headers, footnotes, tables, and/or graphs, but excluding your reference list. Anything beyond the 2,000-word limit other than your reference list will not be marked, including appendices.

### **Submission Details**

One person from each group will submit 1 x soft-copy of the group essay on or before the due

date as listed above. The soft-copy submission will be submitted to Turnitin via the class iLearn page, a program used to ensure that originality of the work undertaken by the submitter.

When submitting this assignment, please ensure the following:

- Only submit as a Microsoft Word document (file extension - .docx)
- The following must be listed on the front/title page
  - Group number/name
  - Full names and student numbers of all members in the group
  - Unit code
  - Lecturer
  - Report title
  - Number of words used in the report (excluding front/title page)

### **Extensions and penalties:**

No extensions will be granted. There will be a deduction of 10% of the total available marks made from the total awarded mark for each 24 hour period or part thereof that the submission is late (for example, 25 hours late in submission – 20% penalty). This penalty does not apply for cases in which an application for special consideration is made and approved. No submission will be accepted after solutions have been posted.

On successful completion you will be able to:

- Synthesise concepts studied in other units of the MBA program to create and implement business strategies that produce competitive advantage.
- Critically reflect on how applying responsible approaches to strategic business practice can impact positively on the ethical, social and environmental factors affecting the organisation.
- Critically analyse stakeholder relationships to generate strategies that create and deliver sustainable value for stakeholders across value chains and complex networks

## **Group Presentation**

Due: **To be announced on Ilearn**

Weighting: **25%**

### **Assignment Task**

This assignment is a group presentation and discussion. The **lecturer will form** eight groups of approximately equal size, depending on the number of course enrolments. Each group will be assigned one of eight live cases for analysis and results presentation. In real life, you will often be put in situations in which you will be asked to work with a group of people you have never worked with before. It is an important part of your MBA to learn how to effectively navigate the team dynamics that can result from people with different cultural backgrounds, areas of

expertise, personalities and motivations working together on complex problems. For this reason, you will not have influence over which case study, and which fellow group members will be assigned to you. This is a capstone course that requires you to be able to integrate and apply all knowledge and capabilities you have gained and developed throughout your MBA experience, including those related to team dynamics, writing and presentations skills and critical thinking.

### Statement of Expectations

The major focus of this group assignment is to generate and present strategic insights for class discussion by applying your course materials (unit readings, lectures and discussions) to the assigned case. It is expected that your presentation will cover all questions relating to the assigned case listed below.

Your presentation needs to be professional with clear, high-impact slides, following a clear structure, and using a persuasive and engaging presentation style. Throughout your presentation you will need to use footnotes to reference the sources used in any particular slide. You do not need to discuss these sources in your presentation, but you may be questioned on them afterwards during the discussion. If you need to make assumptions due to missing data, make sure to make this explicit in your presentation. Finally, it is extremely important that your conclusions are clearly focused, and logically supported by the analyses you choose to present and discuss.

Overall assessment of presentations will be based on a group mark component (50%) and an individual mark component (50%).

- The group mark component: The group as a whole will be marked according to the quality of the final presentation that will be delivered in class.
- The individual mark component: Each group member will be marked according to the quality of the delivery of their oral presentation, as well as how well the group members deal with questions from both the audience and the lecturer.

As part of the submission, the group is also required to provide, on one page, (1) a statement of exactly what each member did for this task and (2) The group's agreed-to percentage split of the marks (e.g., should all members receive equal marks? if not, how much more or less should each person receive, and why?). These two documents must be physically signed off by each member of the group and submitted via email to the lecturer up to 24 hours after the submission deadline of the presentation. Please note that this information is provided only as input to the lecturer, who makes the final determination.

More details on the live cases, questions relating to each case, and marking criteria will be published on the class iLearn webpage.

### Group Presentation

Each group will have **20 minutes** to cover their assigned case and should ensure their presentation fills this full period without going over time. Padding with Q&A is not allowed as a means of filling time, and groups will be politely but firmly cut off at 20 minutes. It is therefore important that you conduct a number of practice runs to get the timing and delivery right.

It is completely up to you how you want to approach your presentation in terms of approach, style, medium, etc. Creativity is strongly encouraged as long as it has impact and does not detract from the professionalism of the presentation. It is important to make your presentation engaging and interactive in order to be able to continue to hold the active attention of your audience.

On successful completion you will be able to:

- Synthesise concepts studied in other units of the MBA program to create and implement business strategies that produce competitive advantage.
- Critically reflect on how applying responsible approaches to strategic business practice can impact positively on the ethical, social and environmental factors affecting the organisation.

## Final Examination

Due: **to be confirmed**

Weighting: **40%**

**Duration:** 3 hours plus 20 minutes reading time

**Format:** Open book final examination

You are expected to present yourself for examination at the time and place designated in the MGSM examination timetable. The timetable will be available at <https://students.mgsm.edu.au/sydney-students/units/exams/>

At the conclusion of the unit there will be an open book examination of 3 hours plus 20 minutes reading time. It will represent 40% of the final aggregated course mark. There will be an exam review and practice session during Session 10 of the Strategic Management unit to help you prepare for this case based exam.

On successful completion you will be able to:

- Develop a strategic view of an organisation as a whole as a basis for defining the issues and opportunities that are most critical.
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- Critically analyse stakeholder relationships to generate strategies that create and deliver sustainable value for stakeholders across value chains and complex networks
- Critically reflect on and apply strategic principles to achieve incremental and transformational change across organisations.



## Delivery and Resources

### Required textbook

None. We will use our readings in iLearn instead.

### Readings

A selection of readings on strategic management for each session will be made available to you on iLearn. Other current articles may be handed out in class.

Additional optional readings specific to the session's topic will be listed on iLearn. These are for people who want to delve deeper into a particular issue we discuss in class.

For those with a strong interest in the field of strategy beyond this particular course, the following books, both classic and more contemporary, may be of interest. These texts are not required for this course..

- Afuah, A, Strategic Innovation, Routledge, New York, 2009.
- Black, R.J, Organisational Culture: Creating the Influence Needed for Strategic Success, Routledge, New York, 2003.
- De Wit, B, and Meyer, R, Strategy Synthesis, South-Western Publishing, Hampshire, 2010.
- Fleisher, CS, and Bensousson, BE, Business and Competitive Analysis, FT Press, New Jersey, 2009.
- Gamble, JE, and Thompson, AA, Essentials of Strategic Management: The Quest for Competitive Advantage, 2nd edition, McGraw-Hill Irwin, New York, 2011. Hamel, G, Leading the Revolution, McGraw Hill, 2000.
- Luthans, F, and Doh, JP, International Management: Culture, Strategy, and Behavior, 8th edition, HarperCollins, New York, 2011.
- Kotler, P, and Caslione, JA, Chaotics, Amacom, New York, 2009.
- Leinwand, P, and Mainardi, C, The Essential Advantage, Harvard Press, Boston, 2011.
- Mintzberg, H, The Rise and Fall of Strategic Planning, Prentice Hall, 1994.
- Mintzberg, H, and Quinn, JB, The Strategy Process, Prentice-Hall International, 1991.
- Osterwalder, A, and Pigneur, Y, Business Model Generation, Wiley, New Jersey, 2010.
- Taylor, WC, and LaBarre, PG, Mavericks at Work, HarperCollins, New York, 2006.
- Thompson, AA Jr, Peteraf, M, Gamble, J, and Strickland, AJ III, Crafting & Executing Strategy: The Quest for Competitive Advantage, 19th edition, McGraw-Hill Irwin, New York, 2013.

## MGSM iLearn

The web page for this unit can be found at <https://ilearn.mq.edu.au/login/MGSM/>

## Technology

Access to a personal computer is required to access resources and learning material from iLearn.

## Unit Schedule

**Students are required to attend all classes.** Please only attend the class you are enrolled in as reflected in your e-Student account.

**Class sessions are scheduled on 5th-7th July & 20th/21st July** (*The proposed program might be subject to some minor changes as the term progresses (TBA)*).

**Final exam week: TBA** (The exam timetable will be available at <https://students.mgsm.edu.au/sydney-students/units/exams/>)

Please be aware that an important part of your preparation for each session is your participation in the online Discussion Board discussions, which will be marked (see “Individual Participation” under “Assessment Tasks”).)

Session-by-session details are as follows. All case studies and readings are provided in the class iLearn page. You must be enrolled in this class to see the MGSM860 class iLearn page.

Session	Topics and cases/readings to be covered
<p>1</p> <p>Friday, 5th July 2019 (9am-1pm)</p>	<p><b>Strategic Management: Introduction to the Capstone course</b></p> <p><b>Allocated case study:</b></p> <ul style="list-style-type: none"> <li>• None</li> </ul> <p><b>Other preparation activities:</b></p> <ul style="list-style-type: none"> <li>• Please register for this <a href="#">Delphi study</a> on the purpose &amp; focus of strategic analysis frameworks and participate in the study (you might need to check in your spam folder for the invitation link from "expert-survey")</li> </ul> <p><b>Allocated compulsory readings:</b></p> <ul style="list-style-type: none"> <li>• Ghoshal, S. (2003). Miles and Snow: Enduring Insights for Managers. <i>Academy of Management Executive</i>. Vol. 17, No. 4, pp. 109-114</li> <li>• Bhide, A. (1996). The Questions Every Entrepreneur Must Answer. <i>Harvard Business Review</i>. November-December.</li> <li>• Bowman, N.A. (2016). 4 Ways to Improve Your Strategic Thinking Skills. <i>Harvard Business Review</i>. December.</li> </ul> <p><b>Optional readings:</b></p> <ul style="list-style-type: none"> <li>• Porter, M.E. (1996). What is strategy. <i>Harvard Business Review</i>. November. <i>(if you are not already familiar with it)</i></li> <li>• How to use a MECE structure <i>(if you are not already familiar with it)</i>: <a href="http://workingwithmckinsey.blogspot.com.au/2014/02/MECE-at-McKinsey.html">http://workingwithmckinsey.blogspot.com.au/2014/02/MECE-at-McKinsey.html</a></li> <li>• Moser, R. (2016). <i>Strategic Management - A Primer</i></li> </ul>
<p>2</p> <p>Friday, 5th July 2019 (1pm-5pm)</p>	<p><b>Disruptive Competition I: (Pre)-Disruption (Fit &amp; Alignment)</b></p> <p><b>Allocated case study:</b></p> <ul style="list-style-type: none"> <li>• Rave, E. and Franco, J. (2017). VivaColombia: The Challenge of Growing a Low-Cost Airline in Latin America. <i>International Journal of Case Studies in Management</i>. Volume 15, Issue 4. December. Case ref: HEC195.</li> </ul> <p><b>Allocated compulsory readings:</b></p> <ul style="list-style-type: none"> <li>• Magretta, J. (2002). Why Business Models Matter. <i>Harvard Business Review</i>. May.</li> <li>• Ovans, A. (2015). What is a Business Model. <i>Harvard Business Review</i>. January.</li> <li>• Fuchs, P., Mifflin, K., Miller, D. and Whitney, J. (2000). Strategic Integration: Competing in the Age of Capabilities. <i>California Management Review</i>, 42(3), pp.118-147.</li> </ul> <p><b>Optional readings:</b></p> <ul style="list-style-type: none"> <li>• Zook, C. (2017). Growth strategies for business leaders. (HBR Webinar): <a href="https://hbr.org/webinar/2017/10/growth-strategies-for-business-leaders">https://hbr.org/webinar/2017/10/growth-strategies-for-business-leaders</a></li> <li>• Bower, J. L., &amp; Christensen, C. M. (1996). Disruptive technologies: Catching the wave. <i>The Journal of Product Innovation Management</i>, 1(13), 75-76.</li> <li>• Klingebiel, R. &amp; Joseph, J. (2015). When first movers are rewarded, and when they are not. <i>Harvard Business Review</i>, August</li> </ul>

Session	Topics and cases/readings to be covered
<p><b>3</b></p> <p>Saturday, 6th July 2019 (9am-1pm)</p>	<p><b>Disruptive Competition II: (Post)-Disruption</b></p> <p><b>Allocated case study:</b></p> <ul style="list-style-type: none"> <li>To be announced on Ilearn</li> </ul> <p><b>Allocated compulsory readings:</b></p> <ul style="list-style-type: none"> <li>Abbosh, O., Savic, V. and Moore, M. (2018). How Likely is your Industry to be Disrupted? This 2x2 Matrix will tell you. <i>Harvard Business Review</i>. January.</li> <li>Wessel, M. (2017). Why Preventing Disruption in 2017 is Harder than it was when Christensen Coined the Term. <i>Harvard Business Review</i>. September.</li> <li>Christensen, C.M., Raynor, M. and McDonald, R. (2015). What is Disruptive Innovation? <i>Harvard Business Review</i>. December.</li> </ul> <p><b>Optional readings:</b></p> <ul style="list-style-type: none"> <li>Burgelman, R.A. (1984). Designs for Corporate Entrepreneurship in Established Firms. <i>California Management Review</i>. Vol. XXVI, No. 3, Sprint, pp. 154-166</li> <li>"Why Clayton Christensen is wrong about Uber and disruptive innovation." By Moazed, Alex and Johnson, N.L. (techcrunch.com Feb 27, 2016)</li> <li>Kumar, N. (2006). Strategies to fight low-cost rivals. <i>Harvard Business Review</i>, 84(12), 104.</li> </ul>
<p><b>4</b></p> <p>Saturday, 6th July 2019 (1pm-5pm)</p>	<p><b>Organisation Strategy I: Fitting Structure to Strategy</b></p> <p><b>Allocated case study:</b></p> <ul style="list-style-type: none"> <li>To be announced on Ilearn</li> </ul> <p><b>Allocated compulsory readings:</b></p> <ul style="list-style-type: none"> <li>Kaplan, R.S. and Norton, D.P. (2006). Why System, Not Structure, Is the Way Toward Strategic Alignment: A Historical Perspective. <i>Harvard Business Review</i>. July.</li> <li>Rigby, D.K., Sutherland, J., and Noble, A. (2018). Agile at Scale: How to go from a Few Teams to Hundreds. <i>Harvard Business Review</i>. May-June.</li> </ul> <p><b>Optional readings:</b></p> <ul style="list-style-type: none"> <li>Donaldson, L. (2009). Chapter 22 - Design Structure to Fit Strategy. <i>Handbook of Principles of Organizational Behavior: Indispensable Knowledge for Evidence-Based Management 2nd Edition</i>. Wiley, pp. 407-424.</li> </ul>

Session	Topics and cases/readings to be covered
<p><b>5</b></p> <p>Sunday, 7th July 2019 (9am-1pm)</p>	<p><b>Organisation Strategy II: Simulation</b></p> <p><b>Allocated case study:</b></p> <ul style="list-style-type: none"> <li>• None</li> </ul> <p><b>Allocated compulsory readings:</b></p> <ul style="list-style-type: none"> <li>• Horan, S. and Connerty, M. (2017). Good Strategy Execution Requires Balancing 4 Tensions. Harvard Business Review. November.</li> <li>• Wedell-Wedellsborg, T. (2017). Are you Solving the Right Problems? Harvard Business Review. January-February.</li> <li>• Sull, D., Homkes, R. and Sull, C. (2015). Why Strategy Execution Unravels - and What to do About it. Harvard Business Review. March.</li> </ul> <p><b>Optional readings:</b></p> <ul style="list-style-type: none"> <li>• Hammond, J. S., Keeney, R. L., &amp; Raiffa, H. (1998). The hidden traps in decision making. Harvard Business Review, 76(5), 47-58.</li> <li>• Moss Kanter (2017). Smart leaders focus on execution first and strategy second. <a href="https://hbr.org/2017/11/smart-leaders-focus-on-execution-first-and-strategy-second">https://hbr.org/2017/11/smart-leaders-focus-on-execution-first-and-strategy-second</a></li> <li>• Simons, R.L. (1995). Control in an Age of Empowerment. Harvard Business Review. March.</li> </ul>
<p><b>6</b></p> <p>Sunday, 7th July 2019 (1pm-5pm)</p>	<p><b>Organization Strategy III: Google's Decision Intelligence Concept (Machine Learning ++)</b></p> <p><b>Allocated case study:</b></p> <ul style="list-style-type: none"> <li>• To be announced on Ilearn</li> </ul> <p><b>Allocated compulsory readings:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Why Google defined a new discipline to help humans make decisions / Decision Intelligence with Cassie Kozyrkov (Podcast)</a></li> <li>• Díaz, A., Rowshankish, K., &amp; Saleh, T. (2018). Why data culture matters. McKinsey Quarterly. September</li> <li>• Wessel, M. (2016). You Don't Need Big Data — You Need the Right Data. Harvard Business Review, November. To be announced on Ilearn</li> </ul> <p><b>Optional readings:</b></p> <ul style="list-style-type: none"> <li>• Moser, R., &amp; Rengarajan, S. (2018). Decision Intelligence in a VUCA World: Creating a Fit between Intelligence Requirements and Intelligence Processing Capacities. Working Paper.</li> </ul>

Session	Topics and cases/readings to be covered
<p><b>7</b></p> <p>Saturday, 20th July 2019 (9am-1pm)</p>	<p><b>Disruptive Competition III: Technology Innovation vs. Technology Integration (Data Value Chain &amp; Decision Model Innovation)</b></p> <p><b>Allocated case study:</b></p> <ul style="list-style-type: none"> <li>To be announced on Ilearn.</li> </ul> <p><b>Allocated compulsory readings:</b></p> <ul style="list-style-type: none"> <li>Hannah, D.P. (2015). Origins and Outcomes of Strategy in Nascent Ecosystems. <i>Academy of Management Proceedings</i>.No.1</li> <li>Bughin, J., Catlin, T., &amp; Dietz, M. (2019). The right digital-platform strategy. <i>McKinsey Quarterly</i>. May.</li> <li>Bolz, L., Freund, H., Kasah, T., &amp; Koerber, B. (2018) IIoT platforms: The technology stack as value driver in industrial equipment and machinery.<i>McKinsey Quarterly</i>. September. (plus report)</li> </ul> <p><b>Optional readings:</b></p> <ul style="list-style-type: none"> <li>Paul J. H. Schoemaker, P.J.H., Heaton, S., &amp; Teece, D. (2018).Innovation, Dynamic Capabilities, and Leadership. <i>California Management Review</i>. Vol. 61(1) 15–42.</li> </ul>
<p><b>8</b></p> <p>Saturday, 20th July 2019 (1pm-5pm)</p>	<p><b>Integrated Application I: Presentation and discussion of live cases</b></p> <p><b>Allocated case study:</b></p> <ul style="list-style-type: none"> <li>None</li> </ul> <p><b>Allocated compulsory readings:</b></p> <ul style="list-style-type: none"> <li>D'Aveni, R.A. (2007). Mapping your Competitive Position. <i>Harvard Business Review</i>. November.</li> <li>Yankelovich, D. and Meer, D. (2006). Rediscovering Market Segmentation. <i>Harvard Business Review</i>. February.</li> </ul> <p><b>Optional readings:</b></p> <ul style="list-style-type: none"> <li>Groysberg, B., Lee, J., Price, J., &amp; Cheng, J. (2018). The leader's guide to corporate culture. <i>Harvard Business Review</i>, 96(1), 44-52.</li> </ul> <p><b>Group Work II Presentations</b> (Group 1, 2, 3, and 4)</p>
<p><b>9</b></p> <p>Sunday, 21st July 2019 (9am-1pm)</p>	<p><b>Integrated Application II: Presentation and discussion of live cases</b></p> <p><b>Allocated case study:</b></p> <ul style="list-style-type: none"> <li>None</li> </ul> <p><b>Allocated compulsory readings:</b></p> <ul style="list-style-type: none"> <li>Hagiu, A. and Rothman, S. (2016). Network Effects Aren't Enough: The Hidden Traps in Building an Online Marketplace. <i>Harvard Business Review</i>. April.</li> <li>Porter, M.E. (2001). Strategy and the Internet. <i>Harvard Business Review</i>. March.</li> </ul> <p><b>Optional readings:</b></p> <ul style="list-style-type: none"> <li>Evans, P.B. and Wurster, T.S. (1997). Strategy and the New Economics of Information. <i>Harvard Business Review</i>. September-October, pp. 70-82.</li> <li>Bughin, J. and Van Zeebroeck, N. (2017). 6 digital strategies and why some work better than others. <i>Harvard Business Review</i></li> </ul> <p><b>Group Work II Presentations</b> (Group 5, 6, 7, and 8)</p>

Session	Topics and cases/readings to be covered
<p>10</p> <p>Sunday, 21st July 2019 (1pm-6pm)</p>	<p><b>Review and Exam Preparation</b></p> <p><b>Allocated case study:</b></p> <ul style="list-style-type: none"> <li>• Trial exam case will be provided in class</li> </ul> <p><b>Allocated compulsory readings:</b></p> <ul style="list-style-type: none"> <li>• No assigned reading for this session</li> </ul> <p><b>Prepare:</b> Questions regarding course materials and/or the final exam</p>

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway \(https://students.mq.edu.au/support/study/student-policy-gateway\)](https://students.mq.edu.au/support/study/student-policy-gateway). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central).

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/study/getting-started/student-conduct>

## Results

Results published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](https://ask.mq.edu.au) or if you are a Global MBA

student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@mq.edu.au)

## Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

## Learning Skills

Learning Skills ([mq.edu.au/learningskills](http://mq.edu.au/learningskills)) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

## Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

## Student Enquiries

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

If you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@mq.edu.au)

## IT Help

For help with University computer systems and technology, visit [http://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/).

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

## Graduate Capabilities

### PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

### Learning outcomes

- Develop a strategic view of an organisation as a whole as a basis for defining the issues and opportunities that are most critical.



- Critically reflect on how applying responsible approaches to strategic business practice can impact positively on the ethical, social and environmental factors affecting the organisation.
- Critically analyse stakeholder relationships to generate strategies that create and deliver sustainable value for stakeholders across value chains and complex networks

### **Assessment tasks**

- Individual Participation
- Group Report
- Final Examination

## **PG - Discipline Knowledge and Skills**

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

### **Learning outcomes**

- Synthesise concepts studied in other units of the MBA program to create and implement business strategies that produce competitive advantage.
- Critically reflect on and apply strategic principles to achieve incremental and transformational change across organisations.

### **Assessment tasks**

- Group Report
- Group Presentation
- Final Examination

## **PG - Critical, Analytical and Integrative Thinking**

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

### **Learning outcomes**

- Develop a strategic view of an organisation as a whole as a basis for defining the issues and opportunities that are most critical.

- Synthesise concepts studied in other units of the MBA program to create and implement business strategies that produce competitive advantage.
- Critically reflect on how applying responsible approaches to strategic business practice can impact positively on the ethical, social and environmental factors affecting the organisation.
- Critically analyse stakeholder relationships to generate strategies that create and deliver sustainable value for stakeholders across value chains and complex networks
- Critically reflect on and apply strategic principles to achieve incremental and transformational change across organisations.

## **Assessment tasks**

- Individual Participation
- Group Report
- Final Examination

## **PG - Research and Problem Solving Capability**

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

### **Learning outcomes**

- Develop a strategic view of an organisation as a whole as a basis for defining the issues and opportunities that are most critical.
- Synthesise concepts studied in other units of the MBA program to create and implement business strategies that produce competitive advantage.

### **Assessment task**

- Group Presentation

## **PG - Effective Communication**

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

## Learning outcomes

- Critically analyse stakeholder relationships to generate strategies that create and deliver sustainable value for stakeholders across value chains and complex networks
- Critically reflect on and apply strategic principles to achieve incremental and transformational change across organisations.

## Assessment tasks

- Individual Participation
- Group Presentation

## PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

## Learning outcomes

- Critically reflect on how applying responsible approaches to strategic business practice can impact positively on the ethical, social and environmental factors affecting the organisation.
- Critically analyse stakeholder relationships to generate strategies that create and deliver sustainable value for stakeholders across value chains and complex networks
- Critically reflect on and apply strategic principles to achieve incremental and transformational change across organisations.

## Assessment task

- Group Presentation

## Alignment with MGSM's mission-driven attributes

**Leadership:** The unit develops judgment capability as to what is effective ethical leadership within different contexts.

**Global mindset:** The unit required me to make decisions from different cultural positions than my own.

**Citizenship:** The concepts corporate social responsibility, corporate governance and ethical decision making are core components of the unit.

**Creating sustainable value:** The unit demonstrated how the interrelatedness of functional

business decisions connect to create value within an ethical context over the short and longer-terms.

## Attendance Policy (MGSM)

The interactive environment of the classroom is central to the MGSM experience. Students are required to attend the full duration of all classes for the units in which they are enrolled. We recognise that exceptional circumstances may occur, such as unavoidable travel on behalf of your organization or the serious illness or injury of you or a close family member.

Special consideration may be given for a maximum of 20% non-attendance for such circumstances as long as lecturers are contacted in advance, and supporting documentation provided, to request exemption from attendance. Failure to abide by these conditions may result in automatic withdrawal, with academic and/or financial penalty. The full Student Attendance Policy is published in the MGSM Student Handbook at <https://students.mgsm.edu.au/handbook>.

## Content Disclaimer

These unit materials and the content of this unit are provided for educational purposes only and no decision should be made based on the material without obtaining independent professional advice relating to the particular circumstances involved.

## Changes since First Published

Date	Description
12/06/2019	Adapting some session titles and eliminating typos in some text sections.
20/05/2019	Adaptation of timings for all lectures and readings in lectures 6 & 7.