



UNIVERSITAS INDONESIA
 FAKULTAS EKONOMI & BISNIS
 DEPARTEMEN AKUNTANSI

SYLABUS
STRATEGY & ORGANIZATION PERFORMANCE MANAGEMENT
EVEN SEMESTER 2018/2019

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Subject Code	ECMU601048
Subject Title	Strategy and Organization Performance Management
Credit Value	3
Pre-requisite/ Co-requisite/ Exclusion	Accounting and Business Case Analysis Method Organization Behavior, Structure & Process
Role and Purposes	The course contributes to the achievement of Bachelor of Economics in Accounting learning goals by enabling students to be critical thinkers (LG6) students to apply technical competence in accounting related field (LG7), and to possess some traits of professional skills (LG8)
Subject Learning Outcomes	<p>Upon completion of the subject,</p> <p>Student will be able to apply technical competence: in Business Strategy and Management</p> <ul style="list-style-type: none"> a) Analyze the external and internal factors that may influence the strategy of an organization. b) Explain the processes that may be used to implement the strategy of an organization. <p>Students are expected to be able to argue and draw conclusion on an issue based on supportive evidence</p> <ul style="list-style-type: none"> c) able to identify problems (case situations) d) able to analyze problems (cases)

	<p>e) Able to demonstrate to justify an argument or solution with supporting evidence/relevant references</p> <p>f) able to recommend alternative solutions/decisions/bottom line evaluations</p> <p>Students are expected to be able to display interpersonal skills</p> <p>g) display cooperation and teamwork when working towards team goals</p> <p>h) present ideas and influence others to provide support and commitment</p> <p>Students are expected to be able to display personal skills</p> <p>i) demonstrate commitment to lifelong learning</p> <p>Students are expected to be able to display Organizational skills</p> <p>j) review own works and that of others to determine whether it complies with class' quality standards</p>
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Subject Synopsis/ Indicative Syllabus	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">Week #</th> <th style="width: 60%;">Topic</th> <th style="width: 15%;">LO</th> <th style="width: 15%;">Required Reading</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1</td> <td> Introduction Strategy Analysis, Strategy Formulation, Strategy Implementation and Strategy Execution Types of strategies Active Lecturing </td> <td></td> <td>DD: Chp. 1 & 4 F FN Chp. 1</td> </tr> <tr> <td style="text-align: center;">2</td> <td> Competitive Advantage Case: Nokia: The Inside Story of the Rise and Fall of a Technology Giant Case-Based Learning </td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">3</td> <td> Briefing for Strategy Analysis Project Vision Mission Analysis Internal Assessment External Assessment Strategy-Analysis and Choice Active Lecturing </td> <td>a, e, f, g, h, l, j, k</td> <td>DD Chp 5, 6, 7, 8 CIMA CGMA</td> </tr> <tr> <td style="text-align: center;">4</td> <td> Project Presentation Vision and Mission Analysis Internal Assessment Project Based Learning </td> <td>a, e, f, g, h, l, j, k</td> <td>DD: Chp. 5, 6 CIMA</td> </tr> <tr> <td style="text-align: center;">5</td> <td> Project Presentation External Assessment Project Based Learning </td> <td>a, e, f, g, h, l, j, k</td> <td>DD: Chp. 7 CIMA, CGMA</td> </tr> <tr> <td style="text-align: center;">6</td> <td> Project Presentation Strategy Analysis and Choice Project Based Learning </td> <td>a, e, f, g, h, l, j, k</td> <td>DD: Chp. 8 CIMA, CGMA</td> </tr> <tr> <td style="text-align: center;">7</td> <td> Project Final Presentation </td> <td>a, e, f, g,</td> <td></td> </tr> </tbody> </table>				Week #	Topic	LO	Required Reading	1	Introduction Strategy Analysis, Strategy Formulation, Strategy Implementation and Strategy Execution Types of strategies Active Lecturing		DD: Chp. 1 & 4 F FN Chp. 1	2	Competitive Advantage Case: Nokia: The Inside Story of the Rise and Fall of a Technology Giant Case-Based Learning			3	Briefing for Strategy Analysis Project Vision Mission Analysis Internal Assessment External Assessment Strategy-Analysis and Choice Active Lecturing	a, e, f, g, h, l, j, k	DD Chp 5, 6, 7, 8 CIMA CGMA	4	Project Presentation Vision and Mission Analysis Internal Assessment Project Based Learning	a, e, f, g, h, l, j, k	DD: Chp. 5, 6 CIMA	5	Project Presentation External Assessment Project Based Learning	a, e, f, g, h, l, j, k	DD: Chp. 7 CIMA, CGMA	6	Project Presentation Strategy Analysis and Choice Project Based Learning	a, e, f, g, h, l, j, k	DD: Chp. 8 CIMA, CGMA	7	Project Final Presentation	a, e, f, g,	
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	8	Strategy Implementation Case: Unilever's Lifebuoy in India: Implementing the Sustainability Plan Case-Based Learning	b, c, d, e, f, g, h, l, j	DD: Chp. 7
	9	Levers of Control Case: Automation Consulting Services Case-Based Learning	b, c, d, e, f, g, h, l, j	S: Chp 13 S:Module 15
	10	Strategy Map Case: Domestic Auto Parts Case-Based Learning	b, c, d, e, f, g, h, l, j	KN, CGMA
	11	Diagnostic Control Systems: Balanced Scorecard Case: Transworld Autoparts Case-Based Learning	b, c, d, e, f, g, h, l, j	S: Chp. 9 S Module 9
	12	Strategic Uncertainties and Interactive Control Systems Case: Merpati Case-Based Learning	b, c, d, e, f, g, h, l, j	S: Chp 10 S: Module 11
	13	Strategic Risk Case: British Petroleum (PLC) and John Browne: A Culture of Risk Beyond Petroleum Case-Based Learning	b, c, d, e, f, g, h, l, j	S: Chp. 11 S: Module 13
	14	Belief and Boundary Systems Case: Infosys Case-Based Learning	b, c, d, e, f, g, h, l, j	S: Chp. 12 S: Module 14
Teaching/Learning Methodology	<p>This course will use case study approach of student centered learning that provide students an opportunity to learn theoretical concepts in an applied setting.</p> <p>On project-based learning, class will be divided into 3 or 4 groups set by lecturers. All groups are required to analyze the external and internal factors that may influence the strategy of selected Indonesian public companies using selected strategic analysis tools which are applicable and relevant. Based on the analysis, the groups are required to formulate and select strategy using some selected matrices. From week 4 to week 6, each group is required to presents their analysis to get feedback from lectures and other groups. At week 7, groups will present the whole projects. In order to have a good and convincing analysis, groups need to collect sufficient amount of data from company's annual reports and other publicly available information.</p> <p>On case-based learning, all class activities will be discussing cases. Students are</p>			

expected to prepare the case before class begin and participate in group and class discussion. Cases will be discussed in class by groups which are formed by Lectures. Groups are changed every week to give students to work with different group of people. Groups will discuss the cases based on questions given by Lectures and present the answers/results. Therefore, class activities will be groups discussion for about 1 hour, groups presentation 10-15 minutes for each group, and class discussion for 30 minutes. There will be peer assessment for individual and group contribution in discussion.

Students are also required to submit a short weekly report about any topics beyond materials discussed in the class on their independent study. In this 3 SKS course, students are required to study independently 3 hours per week about any topics related to the course materials they are interested in.

Finally, students will take two exams, which is mid-term and final exam. Exam questions might be written in English, but students can answer them in Bahasa Indonesia

Assessment Method in Alignment with Intended Learning Outcomes

Assessment	% weight	Intended Learning Outcomes to be assessed									
		a	b	c	d	e	f	g	h	i	j
Group	35%										
Group Presentation & Contribution	15%			√	√	√	√				
Group Project	20%	√									
Individual	65%										
Mid Exam	20 %	100%									
Final Exam	20 %		100%								
Weekly Report – Independent study	10%									√	
Individual Contribution (peer assessment)	15%							√	√		√

Student Study Effort Expected	<table border="1"> <tr> <td data-bbox="448 264 1342 304">Class Contacts</td> <td data-bbox="1342 264 1506 304"></td> </tr> <tr> <td data-bbox="448 304 1342 344">Lectures</td> <td data-bbox="1342 304 1506 344">2.5 Hours</td> </tr> <tr> <td data-bbox="448 344 1342 385">Class Discussion</td> <td data-bbox="1342 344 1506 385">32.5Hours</td> </tr> <tr> <td data-bbox="448 385 1342 425">Other student study effort</td> <td data-bbox="1342 385 1506 425"></td> </tr> <tr> <td data-bbox="448 425 1342 465">Preparation for case essay and case discussion</td> <td data-bbox="1342 425 1506 465">42 Hours</td> </tr> <tr> <td data-bbox="448 465 1342 506">Independent study</td> <td data-bbox="1342 465 1506 506">42 Hours</td> </tr> </table>	Class Contacts		Lectures	2.5 Hours	Class Discussion	32.5Hours	Other student study effort		Preparation for case essay and case discussion	42 Hours	Independent study	42 Hours
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Reading List and References	<p>Required Readings:</p> <ul style="list-style-type: none"> • CGMA, 2013, Essential Tools For Management Accountants (CGMA) • CIMA, 2007, Strategic Analysis Tools, Topic Gateway Series No. 34 (CIMA) • David, F.R. & David F.R., , 2017. Strategic management, concepts and cases, Pearson Prentice-Hall, 16th Ed. (DD) • Kaplan, Robert S., and David P. Norton, 2006, Strategy Maps: Converting Intangible Assets Into Tangible Outcomes, Chapter 1 & 2, Harvard Business School Press (KN) • Simons, Robert, 2014, Performance Measurement and Control Systems for implementing strategy, Pearson Education Limited, first edition (S1) <p>Additional Readings:</p> <ul style="list-style-type: none"> • Favaro, Ken, 2015, Defining Strategy, Implementation and Execution, Harvard Business Review, October (F) • Simons, Robert., 2017, Strategy Execution Module (S2) 												