

MGT5205: STRATEGIC MANAGEMENT

Effective Term

Semester B 2024/25

Part I Course Overview

Course Title

Strategic Management

Subject Code

MGT - Management

Course Number

5205

Academic Unit

Management (MGT)

College/School

College of Business (CB)

Course Duration

One Semester

Credit Units

3

Level

P5, P6 - Postgraduate Degree

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

Nil

Exclusive Courses

FB6811 Strategic Management
MGT6514 Strategic Management and Business Policy
FB6502 Strategic Management

Part II Course Details

Abstract

This course is a graduate level business course that examines the reasons that allow a firm to outperform its competitors and sustain its superior performance over the long run. Students are equipped with the fundamental strategic concepts and analytical frameworks to analyse business situations rigorously and to make sound recommendations for the company. Designed as a graduate level course, strategic management builds upon the concepts and knowledge in accounting, economics, finance, marketing, and operations management to develop students' ability to assess the strategic issues of a company both critically and comprehensively.

The course is conducted through lectures and case studies. Students explore the various concepts and framework used to understand strategy via lectures. In addition, they examine the complex problems a firm will face in today's rapidly changing environments via case studies.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Apply the key concepts, models and principles of strategic management to identify, describe, explain and address real-world business phenomena	40		x	
2	Analyze strategic issues thoroughly by identifying the problems faced by a company, formulating strategic alternatives, and evaluating these alternatives to recommend strategic implementation plans.	30			x
3	Explain real-world strategic business problems comprehensively in national and global contexts.	10	x		
4	Demonstrate teamwork skills to effectively analyze prepare and present strategic management cases and issues	10	x		x
5	Describe clearly, concisely and convincingly (both in writing and verbally) their ideas, insights, viewpoints, conclusions, and suggestions/ recommendations by combining appropriate concepts/models/principles from the course with relevant evidence or cases/ examples and making use of analysis, synthesis and/or interpretation.	10		x	x

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to real-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

Learning and Teaching Activities (LTAs)

LTAs		Brief Description	CILO No.	Hours/week (if applicable)
1	Lectures	Students will engage in the lectures focusing on investigating the strategic concepts and tools in the field of strategy.	1, 2, 3	24 hours per semester
2	Case studies	Students will learn the issues of real companies via case studies. Students are expected to demonstrate their critical thinking by analyzing and evaluating a firms' situation and recommending the solution to the issue.	2, 3, 4, 5	10 hours per semester
3	Peer Discussion	Students will participate in groups to investigate the strategic issues of company and analyze and offer recommendations regarding the issue based on the strategical concepts and tools discussed in class.	2, 4, 5	5 hours per semester

Assessment Tasks / Activities (ATs)

ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)	
1	Class contribution	1, 2, 3, 5	25	Students will be assessed base on their contributions to the class discussion. Students will be graded based on the quality and quantity (i.e., frequency) of in-class comments.
2	Group project and presentation	2, 4, 5	35	Based on the strategical concepts and tools learned in class, students will form groups to produce a written project report in investigating the strategic issue of a selected company and formulating solutions to address the problem. Students will present their analysis in class.

Continuous Assessment (%)

Examination (%)

40

Examination Duration (Hours)

2

Additional Information for ATs

The final exam will cover all materials covered throughout this course. The exam will be a combination of multiple-choice questions and essay questions.

Assessment Rubrics (AR)

Assessment Task

Courses are graded according to the following schedules as applied to exam, class participation and applied written reports/ case studies/projects: (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Excellent

(A+, A, A-) Strong evidence of original thinking conducive to applying theoretical concepts to coin creative recommendations/solutions; good organization, capacity to analyse and synthesize; superior grasp of subject matter; evidence of extensive knowledge base.

Good

(B+, B, B-) Evidence of grasp of subject, some evidence of critical capacity and analytic ability conducting to innovative application of theoretical concepts to solve problems; reasonable understanding of issues; evidence of familiarity with literature.

Fair

(C+, C, C-) Student who is profiting from the university experience; understanding of the subject; ability to develop solutions to simple problems in the material.

Marginal

(D) Sufficient familiarity with the subject matter to enable the student to progress without repeating the course.

Failure

(F) Little evidence of familiarity with the subject matter; weakness in critical and analytic skills; limited, or irrelevant use of literature.

Assessment Task

Assessing and Grading Essay Type Exam Questions (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Excellent

(A+, A, A-) Strong evidence of original thinking conducive to applying theoretical concepts to coin creative recommendations/ solutions; good organization, capacity to analyze and synthesize; superior grasp of subject matter; evidence of extensive knowledge base.

Good

(B+, B, B-) Evidence of grasp of subject, some evidence of critical capacity and analytical ability conducting to innovative application of concepts to solve problems; reasonable understanding of issues; evidence of familiarity with the subject matter.

Fair

(C+, C, C-) Student who is profiting from the university experience; understanding of the subject; ability to develop solutions to simple problems in the material.

Marginal

(D) Sufficient familiarity with the subject matter to enable the student to progress.

Failure

(F) Little evidence of familiarity with the subject matter; weakness in critical and analytical skills; limited or irrelevant use of literature.

Assessment Task

Assessing and Grading Applied Coursework (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Excellent

(A+, A, A-) Shows thorough procedural understanding and originality. Clear evidence that key concepts and the relationships between them have been internalized into a personalized model of practice, conducing to excelling creativity. Shows an ability to effectively apply concepts, principles, models or practices to new and unfamiliar real-life contexts. Provides strong supporting evidence to justify conclusions and recommendations. (Demonstrates clearly the ability to integrate theory and practice to add value creatively.) Demonstrates excellent communication skills in presenting analyses and defending arguments

Good

(B+, B, B-) Shows procedural understanding of the subject through the effective and/or innovative application of relevant concepts, principles and models to achieve well-justified conclusions and/or recommendations. Thorough analysis and/or interpretation with relevant and accurate supporting evidence that is comprehensively documented. Good and/or innovative integration of different ideas/perspectives to provide a convincing thrust or purpose.

Fair

(C+, C, C-) Shows declarative understanding and familiarity with many relevant concepts, principles and models. Able to discuss issues meaningfully but the ability to apply key ideas and/or justify conclusions and recommendations is demonstrated only partially. Supporting evidence is relevant, accurate and covers key issues, but lacks consistency, comprehensiveness, integration and/or complete citations.

Marginal

(D) Shows understanding of basic concepts, principles and models in a minimally acceptable way. Poor coverage, no originality in analysis and/or interpretation of the issues, weak justification of solutions or recommendations. Supporting evidence lacks accuracy or completeness, is poorly integrated and/or sources are not fully documented/cited.

Failure

(F) Little evidence of familiarity with the subject matter; weakness in critical and analytical skills; limited or irrelevant use of literature.

Assessment Task

Assessing and Grading Applied Term-Assignments (Cases/ Projects) (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Excellent

(A+, A, A-) As in B, but with higher degree of originality and evidence of internalization into a personalized model of practice. Good evidence of reflection on own performance based on theory, conducive to creative views. Generalizes relevant principles, models or practices to new and unfamiliar real-life contexts creatively.

Good

(B+, B, B-) The evidence presents a good appreciation of the general thrust of the project. Good coverage with relevant and accurate support. A clear view of how various aspects of the project integrate to form a thrust or purpose. Good evidence of application of course content to practice. Solutions or recommendations well justified, often innovatively.

Fair

(C+, C, C-) The evidence is relevant, accurate and covers a fair number of issues. However, there is little evidence of an overall view of the project. Demonstrates declarative understanding of a reasonable amount of content. Able to discuss content meaningfully but little application or integration of items. Fair justification of solutions or recommendations.

Marginal

(D) Pieces of evidence are relevant and accurate, but are isolated, addressing a limited number of issues. Demonstration of understanding in a minimally acceptable way. Poor coverage, no originality, weak justification of solutions or recommendations.

Failure

(F) Pieces of evidence are irrelevant and isolated, addressing a limited number of issues. Fails to demonstrate understanding in adverse situations issues in a minimally acceptable way. Very poor coverage, no originality.

Assessment Task

Class Participation (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Punctuality

Excellent

(A+, A, A-) Student is almost always punctual and attends full-time.

Good

(B+, B, B-) Student is frequently punctual and attends full-time.

Fair

(C+, C, C-) Student is occasionally late to class and/or leaves early.

Marginal

(D) Student is almost always late to class and/or leaves early.

Failure

(F) Student shows serious attendance problems.

Assessment Task

Class Participation (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Preparation

Excellent

(A+, A, A-) Student is almost always prepared for class with assignments and required materials.

Good

(B+, B, B-) Student is frequently prepared for class with assignments and required materials.

Fair

(C+, C, C-) Student is occasionally prepared for class with assignments and other materials.

Marginal

(D) Student is almost never prepared for class with assignments and other materials.

Failure

(F) Student is often poorly prepared for class with assignments and other materials

Assessment Task

Class Participation (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Engagement

Excellent

(A+, A, A-) Student almost always contributes to class by offering surprisingly good ideas and asking questions more than once per class.

Good

(B+, B, B-) Student frequently contributes to class by offering thought-provoking ideas and asking questions once per class.

Fair

(C+, C, C-) Student occasionally contributes to class by offering ideas and asking questions.

Marginal

(D) Student almost never contributes to class by offering ideas and asking questions.

Failure

(F) Student almost never contributes by offering ideas, sharing experiences, and asking questions.

Assessment Task

Class Participation (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Behavior

Excellent

(A+, A, A-) Student almost always displays facilitative behavior during class.

Good

(B+, B, B-) Student frequently displays facilitative behavior during class.

Fair

(C+, C, C-) Student occasionally displays disruptive behavior during class.

Marginal

(D) Student almost always displays disruptive behavior during class.

Failure

(F) Student often displays disruptive behavior during class.

Assessment Task

Courses are graded according to the following schedules as applied to exam, class participation and applied written reports/ case studies/projects: (for students admitted from Semester A 2022/23 to Summer Term 2024)

Excellent

(A+, A, A-) Strong evidence of original thinking conducive to applying theoretical concepts to coin creative recommendations/solutions; good organization, capacity to analyse and synthesize; superior grasp of subject matter; evidence of extensive knowledge base.

Good

(B+, B) Evidence of grasp of subject, some evidence of critical capacity and analytic ability conducting to innovative application of theoretical concepts to solve problems; reasonable understanding of issues; evidence of familiarity with literature.

Marginal

(B-, C+, C) Student who is profiting from the university experience; understanding of the subject; ability to develop solutions to simple problems in the material.

Failure

(F) Little evidence of familiarity with the subject matter; weakness in critical and analytic skills; limited, or irrelevant use of literature.

Assessment Task

Assessing and Grading Essay Type Exam Questions (for students admitted from Semester A 2022/23 to Summer Term 2024)

Excellent

(A+, A, A-) Strong evidence of original thinking conducive to applying theoretical concepts to coin creative recommendations/ solutions; good organization, capacity to analyze and synthesize; superior grasp of subject matter; evidence of extensive knowledge base.

Good

(B+, B) Evidence of grasp of subject, some evidence of critical capacity and analytical ability conducting to innovative application of concepts to solve problems; reasonable understanding of issues; evidence of familiarity with the subject matter.

Marginal

(B-, C+, C) Student who is profiting from the university experience; understanding of the subject; ability to develop solutions to simple problems in the material.

Failure

(F) Little evidence of familiarity with the subject matter; weakness in critical and analytical skills; limited or irrelevant use of literature.

Assessment Task

Assessing and Grading Applied Coursework (for students admitted from Semester A 2022/23 to Summer Term 2024)

Excellent

(A+, A, A-) Shows thorough procedural understanding and originality. Clear evidence that key concepts and the relationships between them have been internalized into a personalized model of practice, conducting to excelling creativity. Shows an ability to effectively apply concepts, principles, models or practices to new and unfamiliar real-life contexts. Provides strong supporting evidence to justify conclusions and recommendations. (Demonstrates clearly the ability to integrate theory

and practice to add value creatively.) Demonstrates excellent communication skills in presenting analyses and defending arguments.

Good

(B+, B) Shows procedural understanding of the subject through the effective and/or innovative application of relevant concepts, principles and models to achieve well-justified conclusions and/or recommendations. Thorough analysis and/or interpretation with relevant and accurate supporting evidence that is comprehensively documented. Good and/or innovative integration of different ideas/perspectives to provide a convincing thrust or purpose.

Marginal

(B-, C+, C) Shows declarative understanding and familiarity with many relevant concepts, principles and models. Able to discuss issues meaningfully but the ability to apply key ideas and/or justify conclusions and recommendations is demonstrated only partially. Supporting evidence is relevant, accurate and covers key issues, but lacks consistency, comprehensiveness, integration and/or complete citations.

Failure

(F) Little evidence of familiarity with the subject matter; weakness in critical and analytical skills; limited or irrelevant use of literature.

Assessment Task

Assessing and Grading Applied Term-Assignments (Cases/ Projects) (for students admitted from Semester A 2022/23 to Summer Term 2024)

Excellent

(A+, A, A-) As in B, but with higher degree of originality and evidence of internalization into a personalized model of practice. Good evidence of reflection on own performance based on theory, conducive to creative views. Generalizes relevant principles, models or practices to new and unfamiliar real-life contexts creatively.

Good

(B+, B) The evidence presents a good appreciation of the general thrust of the project. Good coverage with relevant and accurate support. A clear view of how various aspects of the project integrate to form a thrust or purpose. Good evidence of application of course content to practice. Solutions or recommendations well justified, often innovatively.

Marginal

(B-, C+, C) The evidence is relevant, accurate and covers a fair number of issues. However, there is little evidence of an overall view of the project. Demonstrates declarative understanding of a reasonable amount of content. Able to discuss content meaningfully but little application or integration of items. Fair justification of solutions or recommendations.

Failure

(F) Pieces of evidence are irrelevant and isolated, addressing a limited number of issues. Fails to demonstrate understanding in adverse situations issues in a minimally acceptable way. Very poor coverage, no originality.

Assessment Task

Class Participation (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Punctuality

Excellent

(A+, A, A-) Student is almost always punctual and attends full-time.

Good

(B+, B) Student is frequently punctual and attends full-time.

Marginal

(B-, C+, C) Student is occasionally punctual and attends full-time.

Failure

(F) Student is almost always late to class and/or leaves early.

Assessment Task

Class Participation (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Preparation

Excellent

(A+, A, A-) Student is almost always prepared for class with assignments and required materials.

Good

(B+, B) Student is frequently prepared for class with assignments and required materials.

Marginal

(B-, C+, C) Student is occasionally prepared for class with assignments and required materials.

Failure

(F) Student is almost never prepared for class with assignments and other materials.

Assessment Task

Class Participation (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Engagement

Excellent

(A+, A, A-) Student almost always contributes to class by offering surprisingly good ideas and asking questions more than once per class.

Good

(B+, B) Student frequently contributes to class by offering thought-provoking ideas and asking questions once per class.

Marginal

(B-, C+, C) Student occasionally contributes to class by offering thought-provoking ideas and asking questions once per class.

Failure

(F) Student almost never contributes to class by offering ideas and asking questions.

Assessment Task

Class Participation (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Behavior

Excellent

(A+, A, A-) Student almost always displays facilitative behavior during class.

Good

(B+, B) Student frequently displays facilitative behavior during class.

Marginal

(B-, C+, C) Student occasionally displays facilitative behavior during class.

Failure

(F) Student almost always displays disruptive behavior during class.

Part III Other Information

Keyword Syllabus

Introduction to Strategic Management, Strategy Making & Planning, Mission, Vision & Values; Stakeholders & Business Performance (including Strategy Maps); Environmental Analysis; Organizational Analysis; Competitive (Business-level) Strategy; Corporate Strategy, Implementing Strategy (Managing Organizational Change).

Reading List

Compulsory Readings

Title	
1	Gregory G. Dess, G.T. Lumpkin, Alan B. Eisner, and Gerry McNamara, 2016. Strategic Management: Text and Cases (8th edition) McGraw-Hill Education.
2	Assigned business cases. *Note that the cases are available from Harvard Business Publishing and Ivey Publishing.

Additional Readings

Title	
1	Supplementary empirical/journal articles and readings specified by the instructor.