

**City University of Hong Kong  
Course Syllabus**

**offered by Department of Management  
with effect from Semester B 2019 /20**

---

---

**Part I Course Overview**

<b>Course Title:</b>	<u>Advanced Strategic Analysis</u>
<b>Course Code:</b>	<u>MGT4311</u>
<b>Course Duration:</b>	<u>One Semester</u>
<b>Credit Units:</b>	<u>3</u>
<b>Level:</b>	<u>B4</u>
<b>Proposed Area:</b> <i>(for GE courses only)</i>	<input type="checkbox"/> Arts and Humanities <input type="checkbox"/> Study of Societies, Social and Business Organisations <input type="checkbox"/> Science and Technology
<b>Medium of Instruction:</b>	<u>English</u>
<b>Medium of Assessment:</b>	<u>English</u>
<b>Prerequisites:</b> <i>(Course Code and Title)</i>	<u>CB2300 / FB 2300 Management</u>
<b>Precursors:</b> <i>(Course Code and Title)</i>	<u>Nil</u>
<b>Equivalent Courses:</b> <i>(Course Code and Title)</i>	<u>Nil</u>
<b>Exclusive Courses:</b> <i>(Course Code and Title)</i>	<u>Nil</u>

## Part II Course Details

### 1. Abstract

(A 150-word description about the course)

The goal of this course is to improve how students conduct and communicate strategic analysis. The course will teach and utilize advanced ideas from economics toward informing critical strategies in contexts that are analytically more complex, such as contexts where dynamics, network externalities, and incentives are important. The ideas includes which industries to enter and exit, what parts of value chains to participate in, how to shape an industry's competitive environment in a beneficial manner, and how to shape the firm's internal organization to fit its competitive context.

### 2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs <sup>#</sup>	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Teach students advanced economic frameworks and tools for strategic analysis	30%	✓		✓
2.	Equip students with formal training and practice with respect to how to develop, organize, and communicate strategic analysis	30%		✓	
3.	Provide students with ability to view the corporation as a whole and to assess it in relation to business unit goals and objectives as well as the external environment.	30%	✓	✓	✓
4.	Develop communication skills related to strategic management.	10%		✓	✓
		100%			

\* If weighting is assigned to CILOs, they should add up to 100%.

# Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

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 self-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.

### 3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CIOs.)

TLA	Brief Description	CIO No.				Hours/week (if applicable)
		1	2	3	4	
Lectures	Teach students advanced economic frameworks and tools for strategic analysis. During the lectures, students are expected to actively participate in class discussions including case analyses.	✓	✓	✓		
In-class exercises/assignments	Students will be provided with data (Compustat data of US publicly listed firms) and are expected to analyze the industry structure (i.e., concentration and competition) and provide evidence of how the industry structure will affect the firm performance		✓	✓		
Group project	Students are expected to choose one firm and identify one of its direct competitors to engage in a competitive analysis.		✓	✓	✓	
Case analysis and class participation	Case studies expect students to demonstrate their critical thinking by analyzing a firm and the environment as well as providing suggestions and recommendations.	✓		✓	✓	

### 4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CIOs.)

Assessment Tasks/Activities	CIO No.				Weighting *	Remarks
	1	2	3	4		
Continuous Assessment: <u>70</u> %						
Group project In the competitive analysis, students have to describe the competitive behaviors of the two firms, analyze them and give recommendations about how the focal firm can achieve better financial performance. To facilitate communication and collective learning, oral presentations will be scheduled and written reports would be prepared.		✓	✓	✓	40%	

Individual case analysis and in-class discussion Students will analyze a case by defining the strategic issues, proposing alternatives, and making recommendations.		✓	✓	✓	30%	
Examination: <u>30</u> % (duration: 2 hours , if applicable)						
Written exam A 2-hour final exam covers comprehensively all topics taught in this course.			✓	✓	30%	
<i>* The weightings should add up to 100%.</i>					100%	

## 5. Assessment Rubrics

*(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)*

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Group project	Original thinking; understanding in strategic analysis and management; analytical skills and creativity; ability in writing structured reports and making presentations	Strong evidence of original thinking; good organization, capacity to analyze and synthesize; superior grasp of subject matter; evidence of extensive knowledge base.	Evidence of grasp of subject, some evidence of critical capacity and analytical ability; reasonable understanding of issues; evidence of familiarity with the subject matter.	Understanding of the subject; ability to develop solutions to simple problems in the material.	Sufficient familiarity with the subject matter to enable the student to progress.	Little evidence of familiarity with the subject matter; weakness in critical and analytical skills; limited or irrelevant use of literature.
2. Individual case analysis	Original thinking; understanding in strategic analysis and management; analytical skills and creativity	Strong evidence of original thinking; good organization, capacity to analyze and synthesize; superior grasp of subject matter; evidence of extensive knowledge base.	Evidence of grasp of subject, some evidence of critical capacity and analytical ability; reasonable understanding of issues; evidence of familiarity with the subject matter.	Understanding of the subject; ability to develop solutions to simple problems in the material.	Sufficient familiarity with the subject matter to enable the student to progress.	Little evidence of familiarity with the subject matter; weakness in critical and analytical skills; limited or irrelevant use of literature.
3. In-class discussion	Contributing constructive ideas in the class; asking questions; punctuality in attending classes	Students fully participates in the class activities. Student almost always contributes to class by offering ideas and asking questions more than once per class on average. Student is almost always punctual and attends full-time.	Student is frequently punctual and attends full-time. Student frequently contributes to class by offering ideas and asking questions once per class on average.	Student is occasionally late to class and leaves early. Student occasionally contributes to class by offering ideas and asking questions.	Student is almost always late to class and leaves early. Student almost never contributes to class by offering ideas and asking questions.	Student is always late to class and leaves early. Student never contributes to class by offering ideas and asking questions.

4. Written exam	Ability to understand, analyze, and apply key concepts learnt in the course	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.	Evidence of grasp of subject, some evidence of critical capacity and analytical ability conducive to innovative application of concepts to solve problems; reasonable understanding of issues; evidence of familiarity with the subject matter.	Student who is profiting from the university experience; understanding of the subject; ability to develop solutions to simple problems in the material.	Sufficient familiarity with the subject matter to enable the student to progress.	Little evidence of familiarity with the subject matter; weakness in critical and analytical skills; limited or irrelevant use of literature.
-----------------	---	---	---	---	---	--

**Part III Other Information** (more details can be provided separately in the teaching plan)

**1. Keyword Syllabus**

*(An indication of the key topics of the course.)*

Strategic Analysis, Industry Analysis, Comparative Dynamics, Internalization Strategy, Game Theory, Strategic Group

**2. Reading List**

**2.1 Compulsory Readings**

*(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)*

1.	<b>Textbook:</b> Hoskisson, Robert E., Hitt, Michael A., Ireland, R. Duane, & Harrison, J.S. 2008. <i>Competing for Advantage</i> , 2nd Edition. Mason, OH: South-Western/Thomson Learning.
----	---

**2.2 Additional Readings**

*(Additional references for students to learn to expand their knowledge about the subject.)*

1.	Competitive Dynamics: Themes, Trends, and a Prospective Research Platform. <u>Academy of Management Annals</u> (2012), 6: 1-89.
2.	Modeling, Game Theory and Strategic Management, <u>Strategic Management Journal</u> , 12: 119-136.