

**City University of Hong Kong  
Course Syllabus**

**offered by Department of Management  
with effect from Semester A 2017/2018**

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**Part I Course Overview**

<b>Course Title:</b>	<b>Strategic Management</b>
<b>Course Code:</b>	<b>MGT5205</b>
<b>Course Duration:</b>	<b>1 Semester</b>
<b>Credit Units:</b>	<b>3</b>
<b>Level:</b>	<b>P5</b>
<b>Medium of Instruction:</b>	<b>English</b>
<b>Medium of Assessment:</b>	<b>English</b>
<b>Prerequisites:</b> <i>(Course Code and Title)</i>	<b>Nil</b>
<b>Precursors:</b> <i>(Course Code and Title)</i>	<b>Nil</b>
<b>Equivalent Courses:</b> <i>(Course Code and Title)</i>	<b>Nil</b>
<b>Exclusive Courses:</b> <i>(Course Code and Title)</i>	<b>FB6811 Strategic Management MGT6514 Strategic Management and Business Policy FB6502 Strategic Management</b>

**Part II Course Details**

**1. 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. The main objective of this course is to equip the students 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. The lectures explore the various concepts and framework used to understand strategy. The case studies examine the complex problems a firm will face in today’s rapidly changing environments.

**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	Weighting (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Apply the key concepts, models and principles of strategic management to identify, describe, explain and address real-world business phenomena	40		✓	
2.	Be capable of conducting a thorough analysis of strategic issues by identifying the problems faced by a company, formulating strategic alternatives, and evaluating these alternatives to recommend strategic implementation plans.	30			✓
3.	Receive comprehensive exposure to real-world strategic business problems in national and global contexts.	10	✓		
4.	Work as a member of a team to effectively analyze, prepare and present strategic management cases and issues	10	✓		✓
5.	Communicate 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		✓	✓
		100%			

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 CILOs.)*

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4	5		
Lectures	The lectures will focus on investigating the strategic concepts and tools in the field of strategy.	✓	✓	✓				24 hours per semester
Case studies	The case studies provide students with the opportunities to learn from the experience of real companies. Students are expected to demonstrate their critical thinking by analyzing and evaluating a firms' situation and recommending the solution to the issue.		✓	✓	✓	✓		10 hours per semester
Group project and presentation	Students are required to form groups and investigate the strategic issues of company. Students will be asked to base on the strategical concepts and tools explained in class to analyze and offer recommendations regarding the issue.		✓		✓	✓		5 hours per semester

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

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

Assessment Tasks/Activities	CILO No.						Weighting	Remarks
	1	2	3	4	5			
<b>Continuous Assessment: 60%</b>								
Class contribution	✓	✓	✓		✓		<b>25%</b>	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.
Group project and presentation		✓		✓	✓		<b>35%</b>	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.
Examination: 40% (duration: 2 Hours, if applicable)								
Final exam	✓	✓			✓			<b>40%</b> The final exam will cover all materials covered throughout this course. The exam will be a combination of multiple-choice questions and essay questions.
							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)
<b>1. Courses are graded according to the following schedules as applied to exam, class participation and applied written reports/case studies/projects:</b>		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.	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.	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 without repeating the course.	Little evidence of familiarity with the subject matter; weakness in critical and analytic skills; limited, or irrelevant use of literature.
<b>2. Assessing and Grading Essay Type Exam Questions</b>		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 conducting 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.

<p><b>3. Assessing and Grading Applied Coursework</b></p>		<p>Shows thorough <u>procedural understanding and originality</u>. 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.)</p> <p>Demonstrates excellent communication skills in presenting analyses and defending arguments</p>	<p>Shows <u>procedural understanding</u> 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.</p>	<p>Shows <u>declarative understanding</u> 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.</p>	<p>Shows <u>understanding of basic concepts, principles and models in a minimally acceptable way</u>. 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.</p>	<p>Little evidence of familiarity with the subject matter; weakness in critical and analytical skills; limited or irrelevant use of literature.</p>
<p><b>4. Assessing and Grading Applied Term-Assignments (Cases/ Projects)</b></p>		<p>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</p>	<p>The evidence presents a good appreciation of the general thrust of the project. Good coverage with relevant and</p>	<p>The evidence is relevant, accurate and covers a fair number of issues. However, there is little evidence of an overall view of the</p>	<p>Pieces of evidence are relevant and accurate, but are isolated, addressing a limited number of issues. Demonstration of</p>	<p>Pieces of evidence are irrelevant and isolated, addressing a limited number of issues. Fails to demonstrate understanding in</p>

		performance based on theory, conducive to creative views. Generalizes relevant principles, models or practices to new and unfamiliar real-life contexts creatively.	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.	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.	understanding in a minimally acceptable way. Poor coverage, no originality, weak justification of solutions or recommendations.	adverse situations issues in a minimally acceptable way. Very poor coverage, no originality.
<b>5. Class Participation</b>	<b>Punctuality</b>	Student is <b>almost always</b> late to class and/or leaves early.	Student is <b>occasionally</b> late to class and/or leaves early.	Student is <b>frequently</b> punctual and attends full-time.	Student is <b>almost always</b> punctual and attends full-time.	Student shows serious attendance problems.
	<b>Preparation</b>	Student is <b>almost never</b> prepared for class with assignments and other materials.	Student is <b>occasionally</b> prepared for class with assignments and other materials.	Student is <b>frequently</b> prepared for class with assignments and required materials.	Student is <b>almost always</b> prepared for class with assignments and required materials.	Student is often <b>poorly</b> prepared for class with assignments and other materials
	<b>Engagement</b>	Student <b>almost never</b> contributes to class by offering ideas and asking questions.	Student <b>occasionally</b> contributes to class by offering ideas and asking questions.	Student <b>frequently</b> contributes to class by offering thought-provoking ideas and asking questions <b>once</b> per class.	Student <b>almost always</b> contributes to class by offering surprisingly good ideas and asking questions <b>more than once</b> per class.	Student <b>almost never</b> contributes by offering ideas, sharing experiences, and asking questions.
	<b>Behavior</b>	Student <b>almost always</b> displays <b>disruptive</b> behavior during class.	Student <b>occasionally</b> displays <b>disruptive</b> behavior during class.	Student <b>frequently</b> displays <b>facilitative</b> behavior during class.	Student <b>almost always</b> displays <b>facilitative</b> behavior during class.	Student <b>often</b> displays disruptive behavior during class.

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**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)*

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).

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

**2.2 Additional Readings**

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

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