

FB6937: BUSINESS MODELS AND OPERATIONAL STRATEGIES

New Syllabus Proposal

Effective Term

Semester A 2025/26

Part I Course Overview

Course Title

Business Models and Operational Strategies

Subject Code

FB - College of Business (FB)

Course Number

6937

Academic Unit

College of Business (CB)

College/School

College of Business (CB)

Course Duration

One Semester

Credit Units

2

Level

P5, P6 - Postgraduate Degree

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

NIL

Precursors

NIL

Equivalent Courses

NIL

Exclusive Courses

NIL

Part II Course Details

Abstract

This course aims to provide a comprehensive understanding of the fundamental concepts and practical techniques necessary for designing effective business models and implementing efficient operational strategies. Participants will explore various business models, including their components, value proposition, and revenue streams. They will also delve into operational strategies, such as strategic planning, operations management, and supply chain optimization. The course emphasizes the importance of competitive advantage, strategic decision-making, and adapting to the ever-changing business environment. Participants will gain insights into growth strategies, operational efficiency, performance measurement, and managing innovation. Through real-world examples and case studies, participants will develop the skills needed to drive business success and navigate dynamic markets.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Analyze different business models and evaluate their effectiveness in achieving organizational goals.		x	x	x
2	Evaluate operational strategies and identify opportunities for improvement in processes, efficiency, and quality.		x	x	x
3	Develop strategies to enhance competitive advantage, drive business growth, and adapt to changing market dynamics.		x	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	Preparatory readings	Students will have some readings in advance to familiarize themselves with the course material and prepare for upcoming lectures or discussions.	1, 2, 3	

2	Online live or in-person sessions	Students participate in online live sessions led by experts or guest speakers, where they discuss and explore specific topics in-depth, sharing knowledge and engaging in critical analysis.	1, 2, 3	
3	Assignments	Students complete tasks or projects for applying their knowledge and skills to demonstrate understanding and achieve specific learning objectives.	1, 2, 3	

Assessment Tasks / Activities (ATs)

ATs		CILO No.	Weighting (%)	Remarks ("-" for nil entry)	Allow Use of GenAI?
1	Group and/or Individual Assignment	1, 2, 3	100	-	Yes

Continuous Assessment (%)

100

Assessment Rubrics (AR)**Assessment Task**

1. Assignments

Criterion

Assess students' ability to demonstrate a sound knowledge of the subject matter and its future development, and how that knowledge can be applied to solve real-world problems encountered effectively and creatively.

Excellent

(A+, A, A-)

The arguments show a higher degree of originality and internalization to form a well-defined perspective on the subject matter. Strong evidence of reflection on own position based on a comprehensive understanding of principles/ conceptual framework and the contemporary context.

Good

(B+, B, B-)

The arguments demonstrate a good appreciation of the subject matter, principles/ conceptual framework and the contemporary context with indications of reflection on own position.

Some new insights and questions offered with clear evidence of learning from the course.

Fair

(C+, C, C-)

The arguments are highly relevant and accurate with fair appreciation of the subject matter, principles/conceptual framework and the contemporary context.

Marginal

(D)

The arguments are relevant and accurate but isolated, addressing the subject matter only in part and lacking both a strong grounding in principles/ conceptual framework and understanding of the contemporary context.
No originality, weak justification of conclusions and poorly structured.

Failure

(F)

Little evidence of familiarity with the subject matter;

Fail to submit the individual essay.

Assessment Task

2. Projects

Criterion

Assess students' ability to demonstrate a sound knowledge of the subject matter and its future development, and how that knowledge can be applied to solve real-world problems encountered effectively and creatively.

Excellent

(A+, A, A-)

The arguments show a higher degree of originality and internalization to form a well-defined perspective on the subject matter. Strong evidence of reflection on own position based on a comprehensive understanding of principles/ conceptual framework and the contemporary context.

Good

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No originality, weak justification of conclusions and poorly structured.

Failure

(F)

Little evidence of familiarity with the subject matter;

Fail to submit the individual essay.

Assessment Task

3. Essays

Criterion

Assess students' ability to demonstrate a sound knowledge of the subject matter and its future development, and how that knowledge can be applied to solve real-world problems encountered effectively and creatively.

Excellent

(A+, A, A-)

The arguments show a higher degree of originality and internalization to form a well-defined perspective on the subject matter. Strong evidence of reflection on own position based on a comprehensive understanding of principles/ conceptual framework and the contemporary context.

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Part III Other Information

Keyword Syllabus

- Uncertainty and Risk Management in Operations
- Off-sourcing and In-sourcing
- Value Chain Agility and Flexibility
- Pricing Strategy and Revenue Management
- Business Model Innovation
- Two-sided Markets; Bait and Hook Model
- Clockspeed and Product Innovation

Reading List

Compulsory Readings

Title	
1	Beckman, Sara, and Donald Rosenfield. (2007). Operations Strategy: Competing in the 21st Century. McGraw-Hill/Irwin.
2	Fine, Charles H. (1999). Clockspeed: Winning Industry Control in the Age of Temporary Advantage. Basic Books,

3	Simchi-Levi, D. (2010). Operations rules: delivering customer value through flexible operations. Mit Press.
4	Johnson, E.A. (2012). Business Model Generation: A Handbook for Visionaries, Game Changers, and Challengers by Alexander Osterwalder and Yves Pigneur. Hoboken, NJ: John Wiley & Sons, 2010. 281 + iv pages. Journal of Product Innovation Management, 29, 1099-1100.
5	Osterwalder, A. and others (2014). Value Proposition Design: How to Create Products and Services Customers Want. Hoboken: John Wiley & Sons, Inc.
6	Christensen, C. M. (2011) The innovator's dilemma: the revolutionary book that will change the way you do business. New York: Harper Business.