

MGT8905: DIRECTED STUDIES IN ORGANIZATION AND STRATEGY

Effective Term

Semester A 2025/26

Part I Course Overview

Course Title

Directed Studies in Organization and Strategy

Subject Code

MGT - Management

Course Number

8905

Academic Unit

Management (MGT)

College/School

College of Business (CB)

Course Duration

One Semester

Credit Units

3

Level

R8 - Research Degree

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

Nil

Exclusive Courses

Nil

Part II Course Details

Abstract

- 1) provide students with the philosophies, concepts, theories and methods that are relevant to the fields of organizational theory and strategic management; and
- 2) develop students' ability to apply these philosophies, concepts, theories and methods to research in organizational theory and strategic management.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Apply the philosophy of social science as it pertains to organizational theory and strategic management	25		x	x
2	Explain and analyze the theoretical and empirical issues that are central to the fields of organizational theory and strategic management	25		x	x
3	Apply the aforementioned theories and methods to identify, assess and address specific research questions in the fields of organizational theory and strategic management; and	25		x	x
4	Explain and analyze and evaluate the issues that arise from the international and cross-cultural application of organizational theory and strategic management.	25		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	Seminar and Conceptual paper writing	1, 2, 3, 4	
2	Tutorial & Class Participation (Peer review of papers)	1, 2, 3, 4	

Assessment Tasks / Activities (ATs)

ATs		CILO No.	Weighting (%)	Remarks ("- " for nil entry)	Allow Use of GenAI?
1	Conceptual Assignment	1, 2, 3, 4	50	-	No

2	Class Participation (Peer review of papers)	1, 2, 3, 4	50	-	No
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Continuous Assessment (%)

100

Examination (%)

0

Minimum Continuous Assessment Passing Requirement (%)

0

Minimum Examination Passing Requirement (%)

0

Assessment Rubrics (AR)**Assessment Task**

PARTICIPATION [PEER REVIEW] (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 class materials.

Good

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

Fair

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

Marginal

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

Failure

(F) Student is rarely prepared for class with assignments and required class materials.

Assessment Task

PARTICIPATION [PEER REVIEW] (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 meaningfully in class by offering ideas and/or asking questions in almost each class.

Good

(B+, B, B-) Student frequently contributes suitably in class by offering ideas and/or asking meaningful questions.

Fair

(C+, C, C-) Student occasionally makes contribution by offering seemingly useful/suitable ideas and/or asking meaningful questions.

Marginal

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

Failure

(F) Student rarely contributes to class by offering ideas and/or asking questions.

Assessment Task

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

Excellent

(A+, A, A-) Interesting and suitably complex analysis demonstrating original contribution, going well beyond standard resources/ references / concepts. Critically reviewed and integrated articles in the field. Developed new ideas and approaches that advance some portion of the theory/research in strategic management

Good

(B+, B, B-) As in C, but also shows new and original insights. Most/all relevant points drawn from conceptual frameworks, uses appropriate structure to convince. Develop a sophisticated understanding of major theories, issues and contributions to the field.

Fair

(C+, C, C-) More relevant points drawn from prevalent models or conceptual frameworks, evidence of grasp of issues but has some difficulty in finding resolution or engaging in critical analysis.

Marginal

(D) Presents enough to describe what the issues are about. Uses a few mainstream references and applies correct concepts.

Failure

(F) Presents insufficient depth to describe what the issues are.

Assessment Task

PARTICIPATION [PEER REVIEW] (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 class materials.

Good

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

Marginal

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

Failure

(F) Student is rarely prepared for class with assignments and required class materials.

Assessment Task

PARTICIPATION [PEER REVIEW] (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Engagement

Excellent

(A+, A, A-) Student almost always contributes meaningfully in class by offering ideas and/or asking questions in almost each class.

Good

(B+, B) Student frequently contributes suitably in class by offering ideas and/or asking meaningful questions.

Marginal

(B-, C+, C) Student occasionally makes contribution by offering seemingly useful/suitable ideas and/or asking meaningful questions.

Failure

(F) Student rarely contributes to class by offering ideas and/or asking questions.

Assessment Task

CONCEPTUAL ASSIGNMENT (for students admitted from Semester A 2022/23 to Summer Term 2024)

Excellent

(A+, A, A-) Interesting and suitably complex analysis demonstrating original contribution, going well beyond standard resources/ references / concepts. Critically reviewed and integrated articles in the field. Developed new ideas and approaches that advance some portion of the theory/research in strategic management

Good

(B+, B) As in C, but also shows new and original insights. Most/all relevant points drawn from conceptual frameworks, uses appropriate structure to convince. Develop a sophisticated understanding of major theories, issues and contributions to the field.

Marginal

(B-, C+, C) More relevant points drawn from prevalent models or conceptual frameworks, evidence of grasp of issues but has some difficulty in finding resolution or engaging in critical analysis.

Failure

(F) Presents insufficient depth to describe what the issues are.

Part III Other Information

Keyword Syllabus

Philosophy of organizational science; Social and economic perspectives on organization; Organization theory; Strategic management; International and cross-cultural issues; Strategic analysis.

Reading List

Compulsory Readings

Title	
1	Articles from the scholarly literature will be identified as readings for each topic in the syllabus. Major sources are expected to be Administrative Science Quarterly, Academy of Management Journal, Academy of Management Review, Journal of Management Studies, Journal of Management, Organization Science, Organization Studies, Long Range Planning, and Strategic Management Journal.

Additional Readings

Title	
1	Burrell, G. and Morgan, G. (1979). Sociological paradigms and organizational analysis: Elements of the sociology of corporate life, London: Heinemann.
2	Dubin, R. (1978). Theory building, revised edition, New York: Free Press.
3	Hakim, C. (1987). Research design: Strategies and choices in the design of social research, London: allen Unwin.
4	Hollis, M. (1994). The philosophy of social science: An introduction, Cambridge University Press.
5	Kerlinger, F. N. (1986). Foundations of Behavioral Research (3rd ed), Fort Worth: Holt, Rinehart and Winston, Inc.
6	Morgan, G. (ed). (1983). Beyond Method. London: Sage.
7	Pedhazur, E. J. (1991). Measurement, design and analysis: An integrated approach, Hillsdale, NJ: Erlbaum Associates.
8	Root, M. (1993). Philosophy of social science: the methods, ideals and politics, Oxford: Blackwell.
9	Sayer, A. (1984). Method in Social Science: A Realist Approach, London: Hutchinson.
10	Baum, J. A. C. & Singh, J. V. (eds). (1994). Evolutionary dynamics of organizations. New York: Oxford University Press.
11	Clegg, S., Hardy, C. & Nord, W. (1996). Handbook of organization studies, London: Sage.
12	Cyert, R. M. & March, J. G. (1992). A behavioral theory of the firm (2nd ed.), Cambridge, MA: Blackwell
13	Del Monte, A. (ed.) (1992). Recent developments in the theory of industrial organization. Ann Arbor: The University of Michigan Press.
14	Gresov, C. & Drazin, R. (1997). Equifinality: Functional equivalence in organization design, Academy of Management Review, 22/2: 403-428.
15	Hay D. A. & Morris, D. J. (1991). Industrial economics and organization: theory and evidence. Oxford: Oxford University Press.
16	Ketchen, D. J. Jr., Thomas, J. B. & Snow, C. C. (1993). 'Organizational configurations and performance: a comparison of theoretical approaches' , Academy of Management Journal, 36/6: 1278-1313.
17	March, J. G. (1996). Continuity and change in theories of organizational action, Administrative Science Quarterly, 41: 278-287.
18	Morgan, G. (1997) Images of organization (2nd ed.), Thousand Oaks, CA: Sage.
19	Pugh, D. (ed) (1984) Organization Theory: Selected readings, 2nd Ed. Middlesex: Penquin.
20	Scott, W. R. (1987). Organizations: Rational, natural, and open systems, 2nd Ed. Englewood Cliffs: Prentice-Hall.
21	Thompson, G., Frances, J. Levacic, R. & Mitchell, J. (eds). (1991). Markets, Hierarchies and Networks: The Coordination of Social Life, London: Sage.
22	Barnett, W. & Burgelman, R. A. (1996). Evolutionary perspectives on strategy, Strategic Management Journal, 17: 5-19.
23	Baum, J. A. C. & Dutton, J. E. (eds.) (1996). Advances in strategic management: The embeddedness of strategy. Greenwich CT: JAI Press.
24	Conner, K. R. (1991). A historical comparison of resource-based theory and five schools of thought within industrial organization economics: do we have a new theory of the firm? Journal of Management, 17/1: 121-154.
25	D'Aveni, R. Hypercompetition New York: Free Press.
26	Doty, D. H., Glick, W. H. & Huber, G. P. (1993). Fit, equifinality, and organizational effectiveness: a test of two configurational theories, Academy of Management Journal, 36/6: 1196-1250.

27	Henderson, R. & Mitchell, W. (1997). The interactions of organizational and competitive influence on strategy and performance, <i>Strategic Management Journal</i> , 18 (Summer special issue): 5-14.
28	Hubbard, R., Vetter, D. E. & Little, E. (1998). Replication in strategic management: Scientific testing for validity, generalizability, and usefulness, <i>Strategic Management Journal</i> , 19: 243-254.
29	Huff, A. S. (ed). (1990). <i>Mapping strategic thought</i> New York: John Wiley & Sons.
30	King, W.R. and Cleland, D.I. (1986). <i>Strategic planning and management handbook</i> , Van Nordstrand Reinhold.
31	Mauri, A. J. & Michaels, M. P. (1988). Firm and industry effects within strategic management: An empirical examination, <i>Strategic Management Journal</i> , 19: 211-219.
32	Mintzberg, H. (1993). <i>The rise and fall of strategic planning</i> , New York: Free Press.
33	Mitroff, I. I. & Mason, R. O. (1982). Business policy and metaphysics: Some philosophical considerations, <i>Academy of Management Review</i> , 7/3: 361-371.
34	Porter, M. E. (1991). 'Towards a dynamic theory of strategy' , <i>Strategic Management Journal</i> , 12: 95-117.
35	Rumelt, R. P., Schendel, D. & Teece, D. J. (1994). <i>Fundamental issues in strategy: A research agenda</i> , Boston, MA: Harvard Business School Press.
36	Summer, C. E., Bettis, R. A., Duhaime, I. H., Grant, J. H., Hambrick, D. C., Snow, C. C. and Zeithaml, C. P. (1990). Doctoral education in the field of business policy and strategy, <i>Journal of Management</i> , 16/2: 361-398. [and list of readings suggested therein]
37	Chandler, A. D. Jr. (1990). <i>Scale and Scope: The Dynamics of Industrial Capitalism</i> Cambridge: Harvard University Press.
38	Murtha, T. P., Lenway, S. A. & Bagozzi, R. P. (1998). Global mind-sets and cognitive shift in a complex multinational corporation, <i>Strategic Management Journal</i> , 19: 97-114.
39	Porter, M. E. (1990). <i>The Competitive Advantage of Nations</i> , New York: Free Press.
40	Sorge, A. (1991). Strategic fit and the societal effect: Interpreting cross-national comparisons of technology, organization and human resources, <i>Organization Studies</i> , 12/2: 161-190
41	Whitley, R. (1992). <i>Business Systems in East Asia</i> . London: Sage.
42	Whitley, R. & Kristensen, P. H. (ed.) (1996). <i>The changing European Firm: limits to convergence</i> . London: Routledge.