

**City University of Hong Kong
Course Syllabus**

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

Part I Course Overview

Course Title: Strategy and Policy

Course Code: CB4303

Course Duration: One Semester

Credit Units: 3

Level: B4

Proposed Area: Arts and Humanities
(for GE courses only) Study of Societies, Social and Business Organizations
 Science and Technology

Medium of Instruction: English

Medium of Assessment: English

Prerequisites: CB2300 Management
(Course Code and Title)

Precursors: Nil
(Course Code and Title)

Equivalent Courses: FB 4303 Strategy and Policy
(Course Code and Title)

Exclusive Courses: MGT4903 Business Strategy
(Course Code and Title)

Part II Course Details

1. Abstract

(A 150-word description about the course)

This course is an introduction to the major concepts and analytical tools within the field of strategy and policy. The main objective of the course is to help the students understand the reasons that allow a firm to outperform its competitors and sustain its superior performance over the long run. Designed as a capstone course, strategy and policy 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.	Learn the key strategic framework and analytical tools relating to the development of a business or a corporate strategy.	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	Learn to incorporate knowledge and skills learned from various disciplines to improve their strategy making skills.	10	✓	✓	
5.	Develop a set of skills important to the successful performance in a company, including critical thinking, managing strategic business problems, working in a group, and oral/written skills.	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 CILOs.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4	5		
Lectures	The lectures will focus on exploring and understanding the strategic concepts and framework surrounding 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 frameworks covered in class to analyze and offer recommendations regarding the issue. Group presentations will be scheduled in class for the students to share their study.		✓		✓	✓		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			
Continuous Assessment: 60%								
Class contribution		✓	✓	✓	✓		25%	In each case study class, students will be assessed on their contributions to the case

								discussion by the instructor with inputs from their peers. Students will be graded based on the quality and quantity (i.e., frequency) of in-class comments.
Group project and presentation		✓		✓	✓			35% Based on the strategical concepts and frameworks 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)								
Written exam	✓			✓	✓			40% The final exam will cover all materials covered throughout this course. The exam will be a combination of multiple-choice questions and essay questions.

* The weightings should add up to 100%.

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. Class contribution (25%)		The student always attends class on time. The student always contribute to class discussion by making excellent comments.	The student often attends class on time. The student often contribute to class discussion by making meaningful comments.	The student mostly attends class on time. The student sometimes contribute to class discussion by making relevant comments.	The student hardly attends class on time. The student hardly contribute to class discussion	The student never attends class on time. The student never contribute to class discussion
2. Group project and presentation (35%)		The research project/presentation shows excellent evidence on the mastery of the theoretical concepts discussed in class. The recommendations are concretely backed up by sound reasoning and hard facts.	The research project/presentation shows good evidence on the mastery of the theoretical concepts discussed in class. The recommendations are moderately backed up by sound reasoning and hard facts.	The research project/presentation shows some evidence on the mastery of the theoretical concepts discussed in class. The recommendations are not well backed up by sound reasoning and hard facts.	The research project/presentation shows minimal evidence on the mastery of the theoretical concepts discussed in class. The recommendations are not backed up by sound reasoning and hard facts.	Failure to submit or present the group work.
3. Written exam (40%)		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	Evidence of some understanding of the subject; ability to develop solutions to simple problems in the material.	Bare familiarity with the subject matter to enable the student to progress without repeating the course.	Lots of misunderstanding and a lack of knowledge on the key concepts discussed in the course.

			familiarity with literature.			
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6. Assessing and Grading Class Participation

Grade Point > V Criteria	1	2	3	4
Punctuality	Student is almost always late to class and/or leaves early.	Student is occasionally late to class and/or leaves early.	Student is frequently punctual and attends full-time.	Student is almost always punctual and attends full-time.
Preparation	Student is almost never prepared for class with assignments and other materials.	Student is occasionally prepared for class with assignments and other materials.	Student is frequently prepared for class with assignments and required materials.	Student is almost always prepared for class with assignments and required materials.
Engagement	Student almost never contributes to class by offering ideas and asking questions.	Student occasionally contributes to class by offering ideas and asking questions.	Student frequently contributes to class by offering thought-provoking ideas and asking questions once per class.	Student almost always contributes to class by offering surprisingly good ideas and asking questions more than once per class.
Behavior	Student almost always displays disruptive behavior during class.	Student occasionally displays disruptive behavior during class.	Student frequently displays facilitative behavior during class.	Student almost always displays facilitative behavior during class.

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)

This course aims to cover the following topics:

- Introduction to strategy
- External environmental analysis
- Internal firm analysis
- Business models
- Business-level strategy
- Corporate-level strategy
- International strategy

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.	Frank T. Rothaermel, 2017. <u>Strategic Management: Concepts (3rd edition)</u> , McGraw-Hill Education. <i>* Note that this is a tailored textbook offered by McGraw-Hill Education</i>
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 articles and readings specified by the instructor.
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