

**The University of Hong Kong
School of Business**

**STRA 4701 – Strategic Management, E-J
2nd Semester 2016-2017**

I. General Information

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Consultation time: Fri 16:00 -17:00 or by appointment

Prerequisites

BUSI1002 Introduction to Accounting/ACCT1101 Introduction to Financial Accounting, and BUSI1004 Marketing /MKTG2501 Introduction to Marketing, and

BUSI1007/MGMT2401 Principles of Management or BUSI1005/MGMT3405 Organizational Behavior, and

ECON1001/ECON1210 Introduction to economics I, and FINA1003/FINA1310 Corporate Finance

Textbook and Readings:

- Course package available
- The coursepack is REQUIRED. No other material need be purchased.

II. Course Description and Objectives

Course Description

The Strategic Management course will focus on formulating and implementing firm strategy. Successful strategies require a detailed understanding of the overall environment of which the firm is a part as well as the ability to create value in order to serve customers in the face of competition. Successful strategies also require resources and capabilities. The best analysis in the world will not lead to corporate success if it cannot be turned into actionable strategies that can be successfully implemented. Meanwhile, ethical decision-making and leadership are the foundations for sustainable business policies in modern world. Similarly,

the best administrator in the world will not be able to help a firm with the wrong strategy achieve superior performance.

The course will focus on the analytical and managerial tasks involved in developing strategies that create value by satisfying customer demands and stakeholders' interests in an ever-changing competitive landscape. It will also attempt to help students improve their strategic thinking and all around business judgment with the leadership mindset.

We approach strategy issues from the perspectives of Western firms as well as emerging market firms, both of which increasingly exposed to international competition. By using cases in a global context, students are placed in simulated managerial roles where they can apply the concept of strategy in characteristic management situations in the region.

This course attempts to offer both breadth and depth in that we will be discussing comprehensively the concept of strategic management. At the same time, we will dive into the details of particular companies in the form of case discussions and team projects.

The field of strategic management research is literally exploding with robust theories drawn from fields as diverse as sociology, technology, biology and psychology. Likewise, developing a toolbox of time-tested and relevant analytical tools and frameworks, with an understanding that transcends familiarity and includes understanding the proper application is a major focus of this course.

Career Focus:

As seniors nearing the end of your undergraduate education, you have probably noticed that recruiters on campus increasingly look for candidates who can demonstrate superior problem-solving skills and innovative thinking. Faced with intense global competition, corporations in all industries are searching for ways to become more competitive. For most corporations, part of the solution has been to develop cross-functional teams that transcend specific business functions (such as accounting or marketing) in order to build broad strategic competencies. This explains their emphasis on hiring team members who, while experts in their own fields, are cross-functional in their thinking and are good at strategic problem-solving. Such valued professionals and managers possess "T-shaped skills" in that they have both a deep knowledge in their own function—the stem of the T—and a thorough appreciation of how their function interacts with other functions to shape the long-term success of their corporation—the cross-bar of the T. By providing an integrative view of multiple functional perspectives as well as specific analytical tools for strategic problem-solving, the Strategic Management course will help you develop these valuable skills.

Content of the Course:

This course introduces students to analytical frameworks managers use to formulate and implement business and corporate strategies. The key goal of strategic management is to gain sustainable competitive advantage (SCA) – a concept that has much relevance beyond business firms. In fact, Strategic Management instructors encourage you to consider how the ideas and tools in this course can help you to achieve your professional and personal objectives. Firms attain SCA by building 'distinctive competencies' and deploying them more effectively than their rivals. Similarly, each of us has strengths and weaknesses that enable us to excel easily at some tasks, but cause us to struggle with others. Understanding our weaknesses and strengths and learning to compensate for our weaknesses and leverage our strengths are critical life skills. Firms face the same challenge.

At the same time firms face an environment that is in flux. Rivals are continually undertaking

competitive actions which alter the nature of the relationship between the focal firm and its rivals. Institutions are enacting new regulations which may limit or expand opportunities available to the firm. The integration or dis-integration of a firm's value chain through the introduction of new technologies, products and services may occur with little notice to firms without a proper understanding of their competitive landscape. For these reasons and many others, arriving at a definition of sustainable is crucial in understanding sustainable competitive advantage.

We'll examine a variety of competitive actions through which firms position themselves to compete on their strengths while neutralizing the effects of their weaknesses. These include: staking out a defensible cost or differentiation advantage; establishing an operational scope - vertically, horizontally, and globally - that will reinforce those positions; and developing organizational systems to support the firm's strategy.

Course Objectives

1. To provide a detailed understanding of the theories of strategic management, firms' external and internal environments, and business strategy.
2. To provide an understanding of the nature of business competition and sources of competitive advantage.
3. To develop the ability to analyze and understand a firm's external and internal environments, its strategies and its performance.
4. To provide an understanding of the business ethics and the linkage between ethical decision-making and sustainable business development.
5. To prepare students for a career in the business field with leadership mindset.

III. Learning Outcomes

By the end of the course, students should be able to:

- CLOS1. Explain the strategic management theories and concepts.
- CLOS2. Understand the impact of firms' internal and external environments on performance.
- CLOS3. Apply analytical frameworks to define and analyze strategic problems; and to formulate and implement business strategies.
- CLOS4. Explain the complex business opportunities and problems in a global context.
- CLOS5. Understand and apply the concept of business ethics in strategic decision-making
- CLOS6. Demonstrate effective communication skills (oral and written).
- CLOS7. Demonstrate the ability to work in teams effectively.

IV. Alignment of Program and Course Outcomes

Course Learning Outcomes	Alignment of Program* and Course Outcomes
CLOS1. Explain strategic management theories and concepts.	PLO1: Acquisition and internalization of knowledge of the program discipline PLO2: Application and integration of knowledge

CLOS2. Understand the impact of firms' internal and external environments on performance.	PLO1: Acquisition and internalization of knowledge of the program discipline PLO2: Application and integration of knowledge PLO4: Developing global outlook
CLOS3. Apply analytical frameworks to define and analyze strategic problems, and to formulate and implement business strategies.	PLO2: Application and integration of knowledge PLO3: Inculcating professionalism and leadership PLO4: Developing global outlook
CLOS4. Explain the complex business opportunities and problems in a global context.	PLO2: Application and integration of knowledge PLO4: Developing global outlook
CLOS5 Understand and apply the concept of business ethics in strategic decision-making	PLO2: Application and integration of knowledge PLO3: Inculcating professionalism and leadership
CLOS6. Demonstrate effective communication skills (oral and written).	PLO5: Mastering communication skills
CLOS7. Demonstrate the ability to lead and work in teams effectively.	PLO3: Inculcating professionalism and leadership PLO5: Mastering communication skills

V. Teaching and Learning Activities

TLA1. Lectures:

Instructor will give lectures on major concepts and issues, and will show video clips to help students better understand the strategic management issues.

TLA2. Class Discussions:

Students will be asked to actively participate in all discussions in class, i.e., during case discussions and the discussion of other practical examples or current affairs.

TLA3. Homework & Group Projects:

Students will be asked to write individual and group reports to assess business strategies of firms and to prepare case discussions.

TLA4. Presentation:

Students will be asked to do a presentation on the analysis of the companies they chose for the group project.

TLA5. Consultation:

Instructor holds weekly consultation hours to address students' questions.

Course Teaching and Learning Activities	Expected Contact Hour	Study Load (% of Study)
1. T&L1. Lectures	30	25%
2. T&L2. Class Discussion	20	16.67%
3. T&L3. Homework & Group Projects	30	25%
4. T&L4. Presentation	30	25%
5. T&L5. Consultation	10	8.33%
Total	120	100%

VI. Assessment

A1. Attendance and Participation			
Attendance (5%)	INDIVIDUAL	<u>50 points</u>	25%
Class discussion (20%)		<u>200 points</u>	
A2. Strategic analysis project			
Assignment 1 – Company overview	TEAM	100 points	
Assignment 2 - External & Internal analysis	INDIVIDUAL	100 points	45%
Final presentation_ Recommendations	TEAM	<u>250 points</u>	
A3. Exams & Quizzes			
Two in-class quizzes (see syllabus for dates)	INDIVIDUAL	300 points	30%
Total		1000 Points	100%

The assessment is based on class participation, group projects, and quizzes. The weights of the components in determining the final grade are:

A1. Attendance and Participation: 25%

This is a participatory class where we will learn from each other as well as the text and related materials. Therefore, participation is required and each student must be willing to contribute effectively. 5% of total grade is based on class attendance, 20% of total grade is based on individuals' performance in class.

Attendance is mandatory for all classes. Since the course is designed to help you develop a personal synthesis and perspective, rather than simply survey analytical models, it is not easy to compensate for an absence. You may miss one class session during the term without penalty. However, if you are unable to attend a session that involves case discussion, you need to submit a written analysis of the case. Your write-up should not be longer than 450 words and should be submitted to me by email *prior to the session*. More than one absence will lower your class participation points, with more points deducted if you do not alert me in advance of class. Similarly, inappropriate and disturbing behaviour in the classroom such as arriving late or

distracting other students will negatively affect your participation grade.

You may be called (at random) at any time during class to contribute to or critique the on-going discussion. Therefore, you will be expected to come to class well prepared to discuss and answer questions about all assigned chapters and all cases.

- Come to class well prepared. Read the case several times and think about how the concepts from the chapter or those discussed in class can be applied. Make notes that you can refer to during class.
- Contribute ideas and analysis to the class discussion. Given the complexities of the real world, there is no single right answer. What is more important is how you use strategic concepts and tools to analyse a situation.
- Listen carefully to your classmates and suggest supporting or alternative views.

Your class participation grade is determined based on both the quality and quantity of your contributions. Not participating in class discussions will affect your final grade significantly, even if you attend all class sessions. Without participating you will not be able to get a pass grade on the participation component.

Class participation grades are at the discretion of the instructor and are not subject to debate, bargaining or appeal. Absences, excessive tardiness, or leaving early may hurt your individual participation grade. Active participation is not possible if you are distracted. Therefore, during class you agree not to use laptop or other electronic devices (e.g., mobile phones, tablets) to ensure that everyone is engaged in the lecture and case analysis. Plan ahead, be prepared and hand-write notes in class.

A2. Strategic analysis project (check course schedule for due dates): 45%

You will work on a Strategic Analysis project throughout the semester. Two assignments involve teamwork; one assignment involves individual work. In the beginning of the semester, you will form teams of 5-6 people within which you will conduct your three assignments. This project serves three main educational objectives: (1) it provides an opportunity to practice your skills in strategic analysis and apply concepts covered in the course as well as your prior coursework; (2) it helps you learn how to gather information on industries and firms, and (3) it offers a chance to practice working in teams, tapping on your understanding of different functional areas.

All written assignments should be double-spaced, with 12-inch font and 1-inch margins.

What types of companies are appropriate for this project?

The goal is for you to pick a company that has at least the number of lines of business as the number of team members.

Some specific guidelines:

- (1) The company should be a multi-division company.
- (2) Each segment/line of business/division should report individually.
- (3) The company should be a public company to ensure enough data is available.

- (4) Successful projects have been done on Fortune 500 firms. An example will be provided in class/published on blackboard.
- (5) The graded library assignment should be used to determine whether your selected company will yield enough information.

(1) Corporate Overview - Assignment 1 (Team)

The page limit for assignment 1 is **two pages** (500 words) of text with additional appendices for supporting evidence. Your grade may be affected if the paper is longer than 2 pages. Do not stretch the assignment to meet the upper page limit. Use graphs, figures, and data in an appendix to demonstrate your rigor and creativity. Please note that appendices providing supportive data are not optional; the absence of necessary supporting data will result in a lower evaluation. Make sure to properly reference your sources. The text should read as an executive summary supported by the data and figures in the appendix.

In the first assignment you will provide the following:

- 1) Overview of your corporation including a discussion of its mission, objectives, values and any other relevant information related to their strategic planning processes
- 2) Discussion of the product and geographical markets for your company's lines of business
- 3) One or two recent significant historical events (e.g. mergers, divestments, etc), and key leaders including the board and top management team
- 4) Location of headquarters and other core units that support your firm's strategy such as R&D centers, manufacturing centers of excellence, etc.
- 5) Organizational structure including global reporting relationships, if any
- 6) Financial analysis and financial benchmarking of competitors to assess your firm's type of competitive advantage
- 7) Two or three strategic issues that your firm is currently facing and why these are core issues

(2) 1 Page Summary of External Analysis & Internal Analysis- Assignment 2 (Individual)

Assignment 2 focuses on external & internal drivers of **profit story**. The page limit for assignment 2 is **1 page** (250 words) of text in which you tell the profit story. Use graphs, figures, and data in an appendix to demonstrate your rigor and creativity. Please note that appendices providing supportive data are **NOT** optional; the absence of necessary supporting data will result in a lower evaluation. Make sure to properly reference your sources. **The text should read as an executive summary** aided by the data and figures in the appendix.

You will perform an external and an internal analysis relevant to a particular business unit (division) of the company. As analytical tools, you **MUST** use Porter's Five Forces Framework and PESTLE, plus any other relevant external analysis tools discussed in class. You **MUST** use value chain analysis and VRIO and other relevant internal analysis tools discussed in class such as generic strategies (cost leadership, product differentiation).

(3) Corporate Recommendation – Presentation (Team)

Each team will present their analysis and recommendations to the class. Your grade for the final presentations will depend on the relevance and structure of the information presented plus your delivery (well-rehearsed, confidence, flow, not reading).

In the corporate recommendation presentation, you will bring everything together to provide a recommendation for the company, i.e., suggest specific strategic actions the company should undertake to enhance competitive advantage. Completing Assignments 2 would have given you a good understanding of the external and internal drivers of competitive advantage, as reflected in the profit story. The goal now is to formulate strategic actions (such as diversification, vertical integration, M&A, strategic alliances, and divestment) that will enhance competitive advantage. Since the companies you analyze are public companies, it helps to think of the stock price as a further reflection of long-term competitive advantage, and to focus your recommendations on steps that will increase the stock price through **strategic** moves (i.e., not financial engineering moves.)

Team presentations should be approximately **15 minutes** and will be followed by Q&As.

A note on late assignments

Students will **NOT** be able to submit assignments or access quizzes **AFTER** the due/closing date. Requests to submit late assignments or quizzes must be made **PRIOR** to the due date and will be at the discretion of the instructor.

Team formation:

Ideal team size, from past experience, is 5-6 people. Team members should differ by at least one dimension. Possible dimensions include but not limited to gender, major, interest, hometown, etc.

Kick-out Option

Team members have the collective rights to determine whether to kick “non-performers” out of the team. I generally do not expect that this will happen. The deadline for exercising this “kick out” option is the day you turn in your first team assignment. To exercise the “kick out” option, I need a request by e-mail confirmed by all team members requesting the kick-out. Individuals who are eliminated by their team members are responsible for finding a new team.

A3. Exams and Quizzes: 30%

Quizzes (check course schedule for dates):

There will be two quizzes throughout the semester. The quizzes will comprise a mix of multiple-choice questions, short answer questions, and questions that require longer answers. Some questions test whether you know what a concept means - i.e. they are definitional. Others, however, ask you to apply the concepts in a simple industry or organizational context. The quizzes are closed-book and closed-notes. They are individual efforts.

The alignment of the outcomes, teaching and learning activities and assessment is shown in the following table.

Learning outcome	Teaching and learning activity	Assessment
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1. CLOS1	TLA1, 2, 3, 4,5	A1, A2, A3
2. CLOS2	TLA1, 2, 3, 4	A1, A2, A3
3. CLOS3	TLA1, 2, 3, 4	A1, A2, A3
4. CLOS4	TLA1, 2, 3, 4	A1, A2, A3
5. CLOS5	TLA1, 2, 3, 4,5	A1, A2, A3
6. CLOS6	TLA1, 2, 3, 4,5	A1, A2, A3
7. CLOS7	TLA1, 2, 3, 4,5	A2, A3

VII. Standards for Assessment

Course Grade Descriptors

Grade	Standards of Assessments
A+, A, A-	Consistently exhibits strong analytical skills and the ability to define, analyze and solve strategic problems by means of the relevant theoretical frameworks and consistently shows original thinking.
B+, B, B-	Frequently exhibits strong analytical skills and the ability to define, analyze and solve strategic problems by means of the relevant theoretical frameworks and shows some original thinking.
C+, C, C-	Only occasionally exhibits strong analytical skills and the ability to define, analyze and solve strategic problems by means of the relevant theoretical framework, showing little evidence of original thinking.
D+, D	Only occasionally exhibits basic analytical skills and the ability to define, analyze and solve strategic problems by means of the relevant theoretical frameworks and lacks original thinking.
F	Unable to define, analyze and solve strategic problems through the relevant theoretical frameworks.

A1: Class Participation (25%)

Standards for assessment – Class Participation

Grade	Assessment criteria:
	<ul style="list-style-type: none"> - Attendance - Voluntary and consistent participation - Quality of comments (accuracy, clarity, relevance) - Analytical ability - Link to theory and concepts
Outstanding 85-100%	<p>Attended all case sessions and missed minimal amount of lectures.</p> <p>Consistently participated voluntarily in case discussions and other class discussions. All or almost all contributions to the discussion are relevant, clear, well-articulated and insightful and consist of relevant and helpful examples and analyses, creative and insightful solutions, thereby appropriately challenging assumptions and perspectives, showing outstanding ability to apply theory and concepts to practical examples.</p>
Good 70-84%	<p>Attended all case sessions and missed minimal amount of lectures.</p> <p>Consistently participated voluntarily in case discussions and other class discussions. Most contributions to the discussion are relevant, clear, well-articulated and insightful and consist of relevant and helpful examples and analyses, creative and insightful solutions, thereby appropriately challenging assumptions and perspectives, showing strong ability to apply theory and concepts to practical examples.</p>
Competent 60-69%	<p>Attended all case sessions and missed minimal amount of lectures.</p> <p>Occasionally participated voluntarily in case discussions and other class discussions. Some contributions to the discussion are relevant, clear, well-articulated and insightful and consist of relevant and helpful examples and analyses, showing some creative and insightful solutions, thereby showing moderate ability to apply theory and concepts to practical examples.</p>
Sufficient 50-59%	<p>Attended all case sessions and missed minimal amount of lectures.</p> <p>Occasionally participated voluntarily in case discussions and other class discussions. Few contributions to the discussion are relevant, clear, well-articulated and insightful and consist of limited relevant and helpful examples and analyses, showing very limited creative and insightful solutions, thereby showing very limited ability to apply theory and concepts to</p>

	practical examples.
Fail <50%	Missed multiple case sessions and/or failed to participate voluntarily or simply recited comments made by others.

2. Group Project (45%)

Standards for assessment – Assignment 3

Grade	Criteria: - Focus - Logic - Understanding of topic - Presentation skills - Timing
Outstanding 85-100%	<p><u>Content of presentation (70%)</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> The presentation was highly successful at communicating the essential elements of the analysis and conclusions to the audience in a logical manner. <input type="checkbox"/> Concepts were thoroughly explained and clarified when necessary. <input type="checkbox"/> The presentation demonstrated a deep understanding and comprehension of the topic (theory and practical application). <input type="checkbox"/> There was clear evidence of independent and critical thinking. <p><u>Execution of presentation (30%)</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> The presenter(s) displayed excellent verbal skills and delivered a highly interesting and coherent presentation. <input type="checkbox"/> Visual aids were appropriately used and clear. <input type="checkbox"/> The presentation was completed within the time limit.
Good 70-84%	<p><u>Content of presentation (70%)</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> The presentation was successful at communicating the essential elements of the analysis and conclusions to the audience in a logical manner. <input type="checkbox"/> Most concepts were thoroughly explained and clarified when necessary. <input type="checkbox"/> The presentation demonstrated a sound understanding and comprehension of the topic (theory and practical application). <input type="checkbox"/> There was evidence of independent and critical thinking. <p><u>Execution of presentation (30%)</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> The presenter(s) displayed good verbal skills and delivered an interesting and coherent presentation. <input type="checkbox"/> Visual aids were appropriately used and clear. <input type="checkbox"/> The presentation was completed within the time limit.
Competent 60-69%	<p><u>Content of presentation (70%)</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> The presentation adequately communicated the essential elements of the analysis and conclusions to the audience in a logical manner. <input type="checkbox"/> Most but not all concepts were thoroughly explained and clarified when necessary. <input type="checkbox"/> The presentation demonstrated an acceptable level of understanding and comprehension of the topic (theory and practical application). <input type="checkbox"/> There was limited evidence of independent and critical thinking. <p><u>Execution of presentation (30%)</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> The presenter(s) displayed mediocre verbal skills and delivered a somewhat interesting and coherent presentation. <input type="checkbox"/> Visual aids were appropriately used and clear. <input type="checkbox"/> The presentation was completed within the time limit.
Sufficient 50-59%	<p><u>Content of presentation (70%)</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> The presentation only covered some basic elements of the analysis and conclusions to the audience in a somewhat logical manner. <input type="checkbox"/> Very few concepts were thoroughly explained and clarified when necessary. <input type="checkbox"/> The presentation demonstrated very limited level of understanding and comprehension

	<p>of the topic (theory and practical application).</p> <p><input type="checkbox"/> There was very limited evidence of independent and critical thinking.</p> <p><u>Execution of presentation (30%)</u></p> <p><input type="checkbox"/> The presenter(s) displayed minimal verbal skills and the presentation lacked in coherent.</p> <p><input type="checkbox"/> Visual aids were somewhat appropriately used but unclear.</p> <p><input type="checkbox"/> The presentation was completed within the time limit.</p>
Fail <50%	<p><u>Content of presentation (70%)</u></p> <p><input type="checkbox"/> The presentation failed to address the basic and key issues of the analysis and conclusions.</p> <p><input type="checkbox"/> The presentation did not demonstrate sufficient understanding and comprehension of the topic.</p> <p><u>Execution of presentation (30%)</u></p> <p><input type="checkbox"/> Verbal skills were inadequate.</p> <p><input type="checkbox"/> Visual aids were inadequately used.</p> <p><input type="checkbox"/> The presentation was not completed within the time limit.</p>

Standards for assessment – Assignment 1 & 2

Grade	<p>Criteria:</p> <ul style="list-style-type: none"> - Identification of critical issues (including recent events). - Understanding and correct application of theory - Articulation of arguments - Relevance, logic and creativity of recommendations - Structure - Use and correct citation of relevant sources of information - Language and style (grammar and spelling)
Outstanding 85-100%	<p><u>Analysis and application of theory (50%):</u></p> <p><input type="checkbox"/> Demonstrates an outstanding understanding of, and the ability to apply theory and concepts to the case chosen.</p> <p><input type="checkbox"/> All relevant aspects (including recent events) were addressed and researched in sufficient depth.</p> <p><input type="checkbox"/> Draws widely from relevant sources and cites sources correctly.</p> <p><u>Recommendations and Conclusions (30%):</u></p> <p><input type="checkbox"/> Outstanding ability to adopt a critical perspective and provide adequate, feasible and creative recommendations.</p> <p><input type="checkbox"/> Conclusions follow logically from analysis.</p> <p><u>Writing and Structure (20%):</u></p> <p><input type="checkbox"/> Logical structure of report as a whole.</p> <p><input type="checkbox"/> Excellent development of arguments and offers a logically consistent and well-articulated analysis and insight into the subject.</p> <p><input type="checkbox"/> No spelling or grammar mistakes.</p>
Good 70-84%	<p><u>Analysis and application of theory (50%):</u></p> <p><input type="checkbox"/> Demonstrates a good understanding of, and the ability to apply theory and concepts to the case chosen.</p> <p><input type="checkbox"/> Most relevant aspects (and recent events) were addressed and researched in sufficient depth.</p> <p><input type="checkbox"/> Draws widely from relevant sources and cites sources correctly.</p> <p><u>Recommendations and Conclusions (30%):</u></p> <p><input type="checkbox"/> Mediocre ability to adopt a critical perspective and provide adequate, feasible and creative recommendations.</p> <p><input type="checkbox"/> Conclusions follow logically from analysis.</p> <p><u>Writing and Structure (20%):</u></p>

	<input type="checkbox"/> Logical structure of report as a whole. <input type="checkbox"/> Good development of arguments and offers a logically consistent and well-articulated analysis and insight into the subject. <input type="checkbox"/> No spelling or grammar mistakes.
Competent 60-69%	<u>Analysis and application of theory (50%):</u> <input type="checkbox"/> Demonstrates a sufficient understanding of, and the ability to apply theory and concepts to the case chosen. <input type="checkbox"/> Some relevant aspects and recent events were addressed and researched in depth. <input type="checkbox"/> Draws widely from relevant sources and cites sources correctly. <u>Recommendations and Conclusions (30%):</u> <input type="checkbox"/> Good ability to adopt a critical perspective and provide adequate, feasible and creative recommendations. <input type="checkbox"/> Conclusions follow logically from analysis. <u>Writing and Structure (20%):</u> <input type="checkbox"/> Logical structure of report as a whole. <input type="checkbox"/> Good development of arguments offering limited insight into the subject. <input type="checkbox"/> No spelling or grammar mistakes.
Sufficient 50-59%	<u>Analysis and application of theory (50%):</u> <input type="checkbox"/> Demonstrates limited understanding of, and the ability to apply theory and concepts to the case chosen. <input type="checkbox"/> Some relevant aspects and recent events were addressed and researched in depth. <input type="checkbox"/> Limited use of sources of information but correct citation of sources. <u>Recommendations and Conclusions (30%):</u> <input type="checkbox"/> Good ability to adopt a critical perspective and provide adequate, feasible and creative recommendations. <input type="checkbox"/> Conclusions follow logically from analysis. <u>Writing and Structure (20%):</u> <input type="checkbox"/> Flaws in the logic of the structure of report as a whole. <input type="checkbox"/> Mediocre development of arguments offering limited insight into the subject. <input type="checkbox"/> No spelling or grammar mistakes.
Fail <50%	<u>Analysis and application of theory (50%):</u> <input type="checkbox"/> Demonstrates lack of understanding of, and the ability to apply theory and concepts to the case chosen. <input type="checkbox"/> Relevant aspects and recent events were not addressed. <u>Recommendations and Conclusions (30%):</u> <input type="checkbox"/> Inability to adopt a critical perspective and provide adequate, feasible and create recommendations. <input type="checkbox"/> Conclusions do not follow logically from the analysis. <u>Writing and Structure (20%):</u> <input type="checkbox"/> Flaws in the logic of the arguments and the structure of the report. <input type="checkbox"/> Failure to use available software for grammar and spelling checks, resulting in poor writing, typos and grammatical errors.

A3: End of term exam (30%)

Standards for assessment – Case Analysis (exam)

Grade	Criteria: - Ability to think analytically (conduct case analysis) - Ability to apply concepts and theory - Ability to clearly articulate a point of view and answer
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Outstanding 85-100%	<input type="checkbox"/> All or almost all of the questions are clearly and accurately answered showing outstanding insights into the theoretical material and an outstanding ability to conduct case analysis and apply concepts and theory. <input type="checkbox"/> All or almost all of the responses are well organized, clear, fluent, and with sufficient elaboration.
Good 70-84%	<input type="checkbox"/> Most of the questions are clearly and accurately answered showing good insights into the theoretical material and a strong ability to conduct case analysis and apply concepts and theory. <input type="checkbox"/> Most of the responses are well organized, clear, fluent, and with sufficient elaboration.
Competent 60-69%	<input type="checkbox"/> Some of the questions are clearly and accurately answered showing good insights into the theoretical material and a strong ability to conduct case analysis and apply concepts and theory. <input type="checkbox"/> Some of the responses are well organized, clear, fluent, and with sufficient elaboration.
Sufficient 50-59%	<input type="checkbox"/> Few of the questions are clearly and accurately answered showing good insights into the theoretical material and a strong ability to conduct case analysis and apply concepts and theory. <input type="checkbox"/> Few of the responses are well organized, clear, fluent, and with sufficient elaboration.
Fail <50%	<input type="checkbox"/> Very few or none of the questions are clearly and accurately answered showing good insights into the theoretical material and a strong ability to conduct case analysis and apply concepts and theory. <input type="checkbox"/> Very few or none of the responses are well organized, clear, fluent, and with sufficient elaboration.

Standards for assessment –Multiple Choice Questions

Grade	
Outstanding: 85-100%	85-100% of questions correct
Good: 70-84%	70-84% of questions correct
Competent: 60-69%	60-69% of questions correct
Sufficient: 50-59%	50-59% of questions correct
Fail: <50%	Less than 50% of questions correct

Course Final Grade:

The final grade for the course will be based on the scores for all the assessment tasks as follows:

Final grade = Class participation (25%) + Group project (45%) + Exams (30%)

The conversion of the score to the course final grade is summarized below:

A+, A, A-	85% - 100%
B+, B, B-	70% – 84%
C+, C, C-	55% – 69%
D+, D	40% – 54%
F	< 40%

Grading

Over the course of the semester, you will receive your grades in scores. For example, for the first writing assignment, you will receive your score out of a maximum of 100 points. Final grades will be rounded up on the original grading scale out of 1000 points only. This means that if your final score is 898.9/1000, you will receive a final score of 899/1000 or 89.9%. Your score of 899/1000 will be translated into an A- and will not be rounded up to an A. There will be no exceptions to the cut-off values described in this syllabus.

Guideline for Final Grade Scale

<u>Course Points</u>	<u>Grade</u>
950-1000	A+
900-949	A
850-899	A-
800-849	B+
750-799	B
700-749	B-
650-699	C+
600-649	C
550-599	C-
500-549	D+
450-499	D
400-449	D-
Below 400	F

VIII. ACADEMIC AND CLASS CONDUCT

The University Regulations on academic dishonesty will be strictly enforced. Please check the University Statement on plagiarism at <http://www.hku.hk/plagiarism/>.

Students are required to attend classes **on time**. Arriving late or leaving early or walking in/out during class without permission will affect your class participation grade. Students are required to turn off your mobile phones. No chatting is allowed in class.

IX. Tentative COURSE SCHEDULE

WEEK 1	
Mon, 1/16	Introduction to Course and Project
Thu, 1/19	Part 1: Strategic Analysis: Strategy and Society Reading: <i>Strategy & Society</i>
WEEK 2	
Mon, 1/23	Database for Strategic Project Analysis Team member selection due before class
Thu 1/26	Case discussion 1: <i>Haier: Taking a Chinese Company Global</i>
WEEK 3	
Mon, 1/30	Lunar New Year Holiday
Thu, 2/2	Lunar New Year Holiday
WEEK 4	
Mon, 2/6	Part 2: Evaluating a firm's external environment Exercise: PESTLE
Thu, 2/9	Reading: <i>Industry Analysis</i>
Sat, 2/11	Deadline for "kick-out" option by 9am Assignment 1 due by 9am
WEEK 5	
Mon. 2/13	Reading: <i>Industry Analysis</i> Exercise: Industry Structure
Thu, 2/16	Case discussion 2: Boundaries and Players in the Mobile Phone Value Network GAME1
WEEK 6	
Mon. 2/20	Part 3: Evaluating a firm's internal capabilities Reading: <i>Competitive Advantage</i>
Thu, 2/23	Quiz 1 & Exercise: Internal Capabilities
WEEK 7	
Mon, 2/27	Part 3 (cont.): Value chain and Linkages Reading and Exercise : <i>Competitive Advantage</i>
Thu, 3/2	Case discussion 3: <i>Hong Kong Business Intermediary: The Dynamic of Innovative Entrepreneurship</i>
WEEK 8	
Mon, 3/6	Reading/Field Trip
Thu, 3/9	Reading/Field Trip
WEEK 9	
Mon, 3/13	Case Discussion 4: <i>The Levi's Personal Pair Personal Jeans (A) & (B)</i>
Thu, 3/16	Reading : <i>Blue Ocean Strategy : From Theory to Practice</i>
WEEK 10	
Mon, 3/20	Part 3 (cont.): Competitive dynamics Reading: <i>Competitive Dynamics: Competition as Action-Response</i> Case Discussion 5: <i>BAT: The Three Kingdoms of the Chinese Interne;</i>
Thu, 3/23	Exercise : Competitive Dynamics
Sat, 3/25	Deadline for Assignment 2 by 9am

WEEK 11	
Mon, 3/27	Part 4: Corporate Strategy - Corporate diversification and International Strategies Reading and Exercise : <i>The Geography of Competition and Strategy</i>
Thu, 3/30	Part 4 (cont.): Acquisitions & Alliances Reading and Exercise : <i>When to Ally and When to Acquire</i>
WEEK 12	
Mon, 4/3	Case Discussion 6: <i>How Apple's Corporate Strategy Drove High Growth</i> GAME 2
Thu, 4/6	Part 4 (cont.): Strategic Initiatives: Pulling it All Together Readings and Exercise : <ul style="list-style-type: none"> • Agarwal, R. & Helfat, C. 2009. <i>Strategic renewal of organizations</i>. Organization Science, 20: 281-293.
WEEK 13	
Mon 4/10	Part 4 (cont.): Strategy Initiatives: Pulling it All Together Case Discussion 7: <i>Making a Blue Ocean Strategic Move that Discourages Imitation: the Case of Wikipedia</i>
Thu 4/13	Exercise : Strategic Initiatives for Assignment 4 recommendation
WEEK 14	
Mon 4/17	Quiz 2 – final presentation preparation
Thu 4/20	Teams Final Presentations
WEEK 15	
Mon 4/24	Teams Final Presentations
Thu 4/27	<i>If necessary : final presentation</i>

X. ADDITIONAL COURSE INFORMATION

Readings for each topic will be assigned in class or posted on Moodle.

Please check the Moodle Course page regularly for updates. Any changes in the course schedule due to unforeseen circumstance or important notices about the class contents, assignments or exam will be posted on Moodle.

Please note that the syllabus and schedule may be changed at the instructor's discretion.

Communication:

Open and ongoing communication between instructor and students is an important part of learning. I invite and encourage you to get in touch with me either before or after class, via email, phone or in person during office hours, to discuss any ideas or concerns you may have regarding Strategic Management.

Policy on in-class computer and cell phone use

Many sessions will require that the team has access to a computer or mobile devices able to access the internet.

The use of electronic devices other than for class activities is not appropriate.