

COURSE OUTLINES: AB3602 Strategic Management Course Outline

Academic Year	2022/2023	Semester	2
Course Coordinator	Assoc Prof Eugene Kang	Instructor	
Course Code	AB3602	Office	
Course Title	Strategic Management	Phone	
Pre-requisites	AB1601/AB1501 (Year 3 standing)		
No of AUs	3		
Contact Hours	39 (3 hrs x 13 weeks)		

A) Course Aims/Description

The purpose of the Strategic Management Course is to develop students' knowledge and skills to identify and evaluate the sources of superior firm performance through applying selected conceptual frameworks. Students will learn to analyse the external and internal environments of the firm, and formulate strategies with the consideration of good corporate governance. This course is appropriate for accounting and business students who have already taken entry-level courses in accounting ratio analyses, organizational behaviour, and marketing. Upon completion of the course, students will be able to critically analyse business issues from a strategic perspective such as why and how firms can achieve sustainable competitive advantages in a highly volatile and competitive global business environment.

B) Intended Learning Outcomes (ILO)/Objectives

At the end of this course, you should be able to:

1. Synthesise information to recognise external opportunities and threats to a firm (e.g., by identifying the effects of economic, environment, political, regulatory, social and technological factors on changes in strategic activities and resource allocation, and explaining the roles of firms in various market or industrial structures).
2. Examine the internal strengths and weaknesses that impact a firm's competitive advantage.
3. Evaluate whether a firm's business-level, corporate-level (product diversification) and/or international (geographical diversification) strategy would lead to sustainable competitive advantages.
4. Discuss how the strategic management process could lead to a firm's competitive advantage.

C) Course Content

The topics for this course include

- External environment analyses
- Internal environment analyses
- Business-level strategy
- Corporate-level strategy
- International strategy
- Merger and acquisition
- Cooperative strategy
- Corporate governance

D) Assessment (includes both continuous and summative assessment)

Component	ILO Tested	NBS Learning Goal	Weightage (%)	# Team/ Individual	Assessment Rubrics (attach rubrics in Annex)
1. Strategic audit oral presentation	1 to 4	Problem-solving and Decision-making			Strategic Problem-solving and Decision-making – for group component
a) Overall group work			20	Group	Student Presentation Assessment – for individual component
b) Individual presentation			10	Individual	
2. Class participation	1 to 4	Class Participation	10	Individual	Class Participation
3. Critical thinking written assignment	1 to 4	Critical Thinking and Decision-Making	10	Individual	Critical Thinking and Decision-Making
4. Final written examination	1 to 4	Critical Thinking	50	Individual	N/A
Total:			100		

(1) Strategic Audit Oral Presentation (Group/Individual)

Each student group will prepare a strategic audit of a public-listed organisation. The objective of this assignment is to carry out a strategic audit to assess the quality of a firm's strategic management.

Consult your instructor on the choice and viability (scope and focus) of the organisation of which you are required to conduct the strategic audit. Each instructor should provide the details on how the consultation and feedback would be carried out.

The group will present their findings in class. Each presentation should NOT exceed 30 minutes. All group members are required to participate in the oral presentation. The instructor will assess two components with rubrics attached in appendix A(i-a) and A(i-b):

- a. Overall group work
- b. Individual Presentation

Instructors may grant an exception for justifiable reasons (e.g., medical or compassionate reasons) for the absence of a particular group member. However, in such a case, the absent team member will only get the marks for the overall group work, but not the individual presentation. Each instructor will provide details on the presentation.

(2) Class Participation (Individual)

An objective of this course is to improve students' ability to think and reason through strategic management issues. As such, to present one's ideas and arguments is a vital way to enhance and enrich the learning experience of a student and one's peers. The success of each seminar will depend on the level of involvement, engagement, and enthusiasm each student brings to class. Students should read the textbook and analyse the case study before attending the seminar.

(3) Critical Thinking Written Assignment (Individual)

You are required to submit a written analysis of one business case question. This question can be from one of the seminar cases or from a separate case study that your instructor has prepared for you. The page limit of this assignment is 3 pages (including tables, figures, or appendices, and excluding references).

The soft copy of this assignment should be submitted through TurnItIn (see explanation on "TurnItIn Submission Requirements").

Each instructor must provide:

- a. the case question and
- b. the submission deadline

Note that the critical thinking question could be different from seminar group to seminar group.

Formatting Requirements for all written assignments:

All written analysis will be double-spaced, with 1-inch margins on all four sides, and typed with either Times New Roman or Arial, font size 12.

(4) Final Written Examination (Individual)

The final examination is a case-based analysis and is an open-book and open-note exam. Information relating to the Final Written Examination will be announced by the Course Coordinator through NTULearn in due time. You are permitted to use any hardcopy material into the examination hall. But you are not allowed to use any electronic device such as laptop, mobile phones, etc. in this examination.

In the final examination, students should apply all relevant knowledge gained from the course to address exam questions. Students' papers will be graded by their respective instructors.

The duration of the Final Exam will be 2.5 hours.

TurnItIn Submission Requirements

Do NOT submit a hardcopy of your written analysis to your instructor. Instead, use the TurnItIn function in NTULearn (TurnItIn is a tool that helps detect plagiarism). Refer to the following website to download the user guide:

https://ntuadminonestop.service-now.com/ntusp?id=kb_search&query=Turnitin.

TurnItIn will keep a log of your submission date/time for your instructor's reference. You should receive an email within 24 hours confirming your submission. Please retain this email message as proof of your submission.

In addition, you are required to submit a declaration that the work produced was not plagiarised. The declaration should be included at the end of your submission and will not be counted as part of the formatting requirements. You must follow the format of the declaration statement as stated below:

I, <insert student name>, declare that this assignment is my own work, unless otherwise referenced, as defined by the NTU policy on plagiarism. I have read the NTU Honour Code and Pledge as found at <https://www.ntu.edu.sg/life-at-ntu/student-life/student-conduct>

Signed _____ Date _____

Each instructor must provide details on how to submit this declaration.

E) Formative Feedback

You will receive feedback according to the dimensions listed in the relevant rubrics for your critical thinking and strategic audit assignments. The rubrics are attached in the Annex.

F) Learning and Teaching Approaches

The course will be delivered using seminar-style blended teaching and learning approaches.

All teaching sessions will be delivered in seminar rooms.

If online seminars are needed, instructors will deliver synchronous ("live") discussion of the course contents to preserve an interactive learning environment where students have ample opportunities to raise questions. In addition, there are a variety of online tools which instructors can use to facilitate class participation and discussions of the course content and case analyses. For example, instructors using Zoom can activate the polling function to assess students' understanding of concepts, create break-out group sessions where students can integrate their perspectives and then present their collective viewpoints to the class, and show relevant short videos that can further encourage more discussions. As instructors are actively involved in these guided activities, real-time feedback can also be provided by the instructor. Beyond such real-time feedback, each instructor offers a three-hour per week consultation slot, where students can seek further clarification of the course content. Each instructor will provide their consultation hours to their class.

Each seminar is intended to inform and equip students with the conceptual tools to synthesise, evaluate and analyse strategic issues. The table below illustrates how the learning and teaching approach support the achievement of the learning objectives.

Approach	Support the Learning Objectives
Seminar format	Each seminar is conducted as an interactive learning experience, where the instructor would discuss the conceptual frameworks with ample opportunities for you to raise questions and share ideas. At the same time, because the interactive format allows others to question your views or offer a different viewpoint, it promotes the integration of different perspectives in the evaluation of strategic issues. Thus, when you are passionately engaged in the class discussion, it not only leads to the achievement of the learning objectives but also builds your skills to communicate your ideas clearly.
Case analyses and in-class exercises	This method allows you to sharpen your critical thinking skill by placing yourself in the role of the decision maker as you analyse the strategic issues identified in the case or in-class exercise.
Assignments and exam	The various assignments and final examination require you to synthesize, evaluate and analyse strategic issues using conceptual frameworks discussed in the course. Hence, they are designed to provide ample opportunities for you to apply the conceptual frameworks discussed in the course.

G) Reading and References

Textbook:

Michael A. Hitt, Duane Ireland & Robert E. Hoskisson. Strategic Management: Competitiveness and Globalisation: Concepts and Cases (13th Edition). South-Western Cengage Learning.

ISBN-13: 9789814878173 (Physical textbook with 12 months MindTap access upon activation)

ISBN: 9781337680783 (eBook with 12 months MindTap access upon activation)

The physical textbook and eBook are available at NTU Booklink. Students can purchase both options via the Booklink e-store: <https://www.blinks.com.sg/catalog>.

Students can also purchase the physical textbook and eBook via this temporary link provided by the textbook publisher: https://www.cengage.com/coursepages/NTU_AY22_AB3602_1

Please be reminded that eBooks are NOT allowed for the open-book final exam.

This textbook is available in the NTU Library (physical book and online access).

The call number of the hard copy in the Outpost Reserve collection is: HD30.28.H676 2020.

NTU students have limited access to the online version in VitalSource Bridge from Onesearch:

https://ntu-sp.primo.exlibrisgroup.com/permalink/65NTU_INST/12u36pr/alma991016657696805146

Seminar Cases:

All cases are mandatory and must be purchased (unless specified as being provided for free) for their use in the seminars. Students can make payment for the seminar cases with a discount rate using a link provided by the course coordinator.

Final Exam Case:

The examination case will be announced in due time. The examination case must also be purchased by students.

Please note that the University will take disciplinary action for non-payment of seminar and final exam cases as this is considered an infringement of intellectual property rights.

H) Course Policies and Student Responsibilities**(1) General**

You are expected to complete all assigned pre-class readings and activities, attend all seminar classes punctually and take all scheduled assignments by due dates. You are expected to take responsibility to follow up with course notes, assignments, and course-related announcements for seminar sessions you have missed. You are expected to participate in all seminar discussions and activities.

(2) Absenteeism

Absence from class without a valid reason will affect your overall course grade since you will not be able to participate in the class discussions. Valid reasons include falling sick supported by a medical certificate and participation in NTU's approved activities supported by an excuse letter from the relevant bodies.

(3) Adherence to Submission Deadlines

To be fair to all students, the deadline for submission relating to each assignment is non-negotiable unless there are compelling reasons to grant an extension. In the event of a late submission in the absence of compelling reasons, a late-submission penalty will be imposed. The late-submission penalty will be decided by your instructor.

(4) Adherence to Plagiarism Declaration Statement Submission

In the event of a non-inclusion of the declaration (Critical Thinking assignment), a penalty of 10% reduction in the marks will be imposed. Instructors are given the authority to waive this penalty on a case-by-case basis.

(5) Group Peer Evaluation

Your instructor has no way to assess the contribution of each student to the completion of various group-based assignments. Hence, all members are required to complete a peer evaluation for each member of the team, but self-assessment is not required. Your instructor would provide a submission deadline. Identity of appraisers (i.e., group members) will be kept confidential and will not be revealed to other team members. Each member will be informed of his/her average rating if the rating falls below 8. It is essential for you to submit your peer evaluation form to get marks for your group-based assignments. To factor peer evaluations into the final grades of various group-based assignments, the following computation will be used to determine your grade which is the average rating that you receive from other members:

- If, on average, a student receives a rating of 8 or more, that student receives 100% of the group's grade.
- If, on average, a student receives a rating of less than 8, that student receives a specific percentage of the group's grade to be determined by the formulae below:

An average rating of 7 to < 8 = $90\% + (\text{average rating obtained} - 7) * 10$

An average rating of 6 to < 7 = $80\% + (\text{average rating obtained} - 6) * 10$

An average rating of 5 to < 6 = $70\% + (\text{average rating obtained} - 5) * 10$

An average rating of 4 to < 5 = $60\% + (\text{average rating obtained} - 4) * 10$

An average rating of 3 to < 4 = $50\% + (\text{average rating obtained} - 3) * 10$

An average rating of 2 to < 3 = $40\% + (\text{average rating obtained} - 2) * 10$

An average rating of < 2 will be investigated by your instructor and the student may receive 0% of group grades.

Example:

Assume the overall group assignment is 60 marks. A student with an average rating of 8.90 gets 100% of 60 marks, i.e., 60 marks. An average rating of 6.29 means that a student gets 82.9% (or $80\% + (6.29 - 6) * 10$) of 60 marks, i.e., 49.74 marks.

Your instructor reserves the right to review the student ratings for questionable circumstances, which include, but are not limited to, acts of discrimination or malice. It is the responsibility of the student to raise his/her concern about the average rating to his/her instructor, and this must be done within one week upon receiving the average rating. The group evaluation form is attached in the Annex A(iv).

I) Academic Integrity

All assignments in this course have been clearly marked as individual or group. Assignments marked as "individual" refer to those which are to be independently produced by the student, and not copied from other sources except to quote specific arguments from certain theories or specific relevant example with proper acknowledgements of the use of this information in the assignment. Any use of the exact words from the information source should be placed in quotation marks. For these individual assignments and assessments, students should conduct their own independent reasoning and analyses. If ideas, arguments, analyses, or other information are copied from other sources (including published articles/books, Internet sources as well as informal documentation such as seniors' notes), there must be proper acknowledgment in the assignment. Students should not distribute their written individual assignments to their peers as a form of precaution against plagiarism. If a student shares his/her written individual assignments with others and the work is subsequently plagiarized, both students will be liable to penalties.

For the assignment marked as "group", students in the same group can jointly produce the work for submission to the instructor. However, ideas or information copied from other sources must be properly acknowledged.

The course instructors expect all students to uphold the highest standards of academic integrity. In the event that the honour code is violated, severe penalties will be imposed according to the policies of Nanyang Business School. Penalties can include, but are not limited to, the removal of scores from their submission and expulsion in extreme cases. Please refer to NTU honour code located in this webpage:

<https://www.ntu.edu.sg/life-at-ntu/student-life/student-conduct>.

J) Course Instructors

Name	Office	Contact	Email
KANG Soon Lee, Eugene #	S3-B1C-85	6790 5667	aslkang@ntu.edu.sg
Nianchen HAN	S3-B2C-97	9156 6837	nianchen.han@ntu.edu.sg
Jingoo KANG	S3-01C-89	6790 6237	jingoo@ntu.edu.sg
Yan LI	S3-B1C-107	6790 5739	yan_li@ntu.edu.sg
Siddharth NATARAJAN	S3-B1C-97	8318 8378	siddharth.natarajan@ntu.edu.sg
TAN Joo Seng	S3-B1C-113	6790 6233	ajstan@ntu.edu.sg
KON Sen Choeng, Derrick*			senchoeng.kon@ntu.edu.sg
Charles LEONG*			cleong@ntu.edu.sg
WAN Chew Yoong*			acywan@ntu.edu.sg

Course coordinator; * Part-time instructors

K) Planned Weekly Schedule

Seminar	Topic	Lesson Outcomes	Seminar Activity
1	Introduction to Strategic Management (Chapter 1)	<u>ILO 1</u> <ul style="list-style-type: none"> Identify the overall Strategic Management Framework Explain the difference between the Industrial-Organization and Resource-Based Perspectives Sustainability considerations in strategic management 	Introduction
2	External Environment Analyses (Chapter 2)	<u>ILO 1</u> <ul style="list-style-type: none"> Distinguish and demonstrate how to apply selected analytical frameworks <ol style="list-style-type: none"> General environment analysis Porter's five forces model Sustainability considerations in external analysis 	To be announced by instructor
3	Internal Environment Analyses (Chapter 3)	<u>ILO 2</u> <ul style="list-style-type: none"> Identify core competencies through selected frameworks <ol style="list-style-type: none"> Value Chain analysis VRIN analysis Sustainability considerations in internal analysis 	Where's the Beef?
4	Review of key frameworks and Strategic Audit scope guidelines	<u>ILOs 1 & 2</u> Illustrate when and how to apply the different frameworks for analyses of strategic issues	To be announced by instructor
5	Business-level Strategy (Chapter 4)	<u>ILOs 1 - 3</u> <ul style="list-style-type: none"> Explain Porter's generic strategies Explain factors (based on the external and internal environmental analyses) that impact the choice of business-level strategy 	To be announced by instructor
6	Corporate-level Strategy (Chapter 6)	<u>ILOs 1 - 3</u> <ul style="list-style-type: none"> Categorise different types of corporate-level strategy (product diversification) Explain the motives for product diversification Demonstrate how to use a portfolio management tool 	REC Solar

Seminar	Topic	Learning Outcomes	Seminar Activity
7	International Strategy (Geographic diversification) (Chapter 8)	<u>ILOs 1 - 3</u> <ul style="list-style-type: none"> • Categorise different types of international strategy (geographic diversification) • Explain the motives for geographic diversification • Identify the sources of national advantage • Identify different entry modes 	To be announced by instructor
		RECESS WEEK	
8	Merger and Acquisition (Chapter 7)	<u>ILOs 1 - 3</u> <ul style="list-style-type: none"> • Explain the motives and types of acquisition • Identify challenging issues during an acquisition process and potential remedies • Identify attributes for successful acquisitions 	Alibaba acquiring Lazada
9	Cooperative Strategy (Chapter 9)	<u>ILOs 1 - 3</u> <ul style="list-style-type: none"> • Explain the motives and types of strategic alliances • Identify the competitive risks within strategic alliances and potential remedies 	To be announced by instructor
10	Corporate Governance (Chapter 10)	<u>ILOs 1 - 3</u> <ul style="list-style-type: none"> • Define corporate governance • Explain the principal-agent relationship and agency issues • Explain how internal and external governance mechanisms mitigate agency problems • Sustainability considerations in corporate governance 	Volkswagen and Tata
11	Course Review	<u>ILOs 1 - 4</u> <ul style="list-style-type: none"> • Review of course content and integration of frameworks • Q&A on the application of frameworks in assignments and exam preparation 	To be announced by instructor
12	Strategic Audit Oral Presentation	<u>ILOs 1 - 4</u> <ul style="list-style-type: none"> • Present research findings and analyses 	
13	Strategic Audit Oral Presentation	<u>ILOs 1 - 4</u> <ul style="list-style-type: none"> • Present research findings and analyses 	

Instructors will provide case discussion questions and can change the order of the above schedule except for the scheduled recess week.

Strategic Audit Oral Presentation**Strategic Problem-Solving and Decision-Making Rubric**
(Group Assessment)

Instructors will use the following rubric to assess your (the team's) ability to identify strategic issues, analyse and evaluate a firm's management of strategy, and provide appropriate recommendation(s) to address strategic issue(s). Your instructor will use this rubric to grade your (the team's) Strategic Audit Oral Presentation.

Traits	Performance Levels		
	Excellent	Good	Room for Improvement
1. Identify strategic issue(s)	Articulates the relevant strategic issue(s) facing the firm/industry in a <u>comprehensive</u> manner.	Articulates the relevant strategic issues(s) facing the firm/industry.	Omits <u>important</u> issue(s) facing the firm/industry or provides superficial description of issues.
2. Apply strategic framework(s) and concept(s) to analyse the issue(s)	Utilizes relevant framework(s) and concept(s) in a <u>comprehensive</u> manner to address the strategic issue(s).	Utilizes relevant framework(s) and concept(s) to address the strategic issue(s).	Omits <u>important</u> framework(s) and concept(s) to address the strategic issue(s).
3. Utilise supporting data/evidence to analyse the issue(s)	Provides <u>credible</u> and <u>thorough</u> relevant evidence to support the analysis.	Provides relevant evidence to support the analysis.	Omits <u>important</u> evidence to support the analysis.
4. Develop recommendation(s) to address strategic issue(s)	Develops relevant recommendation(s) in a <u>comprehensive</u> manner to address strategic issue(s).	Develops relevant recommendation(s) to address strategic issue(s).	Omits appropriate recommendation(s) that address strategic issue(s) or provides recommendation(s) that reflect limited understanding of the strategic issue(s).

5. Consider sustainability implications, i.e., environment (E), social (S), and/or governance (G)	Considers at least one pillar of sustainability (E, S or G) in the analyses with very clear explanations on the implications.	Considers at least one pillar of sustainability (E, S or G) in the analyses with some clarity on the implications.	Did not consider sustainability (E, S or G) for this assessment component.
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Strategic Audit Oral Presentation**Student Presentation**
(Individual Assessment)

Instructors will use the following rubric to assess a student's individual presentation, and each student will be assessed independently based on one's part of presentation during the Strategic Audit Oral Presentation.

Traits	Excellent	Good	Room for Improvement
1. Organisation and delivery	Topic is well organised, and presentation covers key elements with in-depth insights and reflections	Topic is well organised, and presentation covers key elements	Presentation is not organised properly, and key components are not covered
2. Knowledge of subject matter	Knowledge of subject matter is profound, and incorporated throughout the presentation effectively	Knowledge of subject matter is evident, and key messages presented properly	Little or no evidence of knowledge acquired
3. Awareness of audience	Engage audience effectively, and interactively communicate with audience by questions, eye contact and body language	Attract audience attention, and engage audience during the presentation	Read or recite presentation slides with minimal awareness of audience
4. Language, voice, and general presentation	Show professional presentation skills, and clearly and concisely articulate the topic	Show good presentation skills with high language proficiency	Show limited presentation skills and language proficiency

Class Participation Rubric
(Individual Assessment)

The class participation rubric is meant to assess students' contribution and engagement in discussion of strategic management issues in class. A copy of the rubric is stated below for your reference.

Traits	Performance Levels		
	Excellent	Good	Room for Improvement
1. Contribution frequency	Speaks up /contributes frequently (above average) in all classes.	Occasionally speaks up/contributes (average) in class.	Does not or rarely contributes (below average) in class.
2. Contribution quality	Contributions are constructive and insightful.	Contributions demonstrate knowledge of subject matter.	No contributions/ Contributions lack substance.
3. Engagement	Engages actively in class.	Being occasionally distracted or disengaged in the (online) classroom activities and occasionally offline.	Skipping a lot of lectures, or often being distracted or disengaged in the (online) classroom activities and offline from view most of the time.

Critical Thinking and Decision-Making Rubric
(Individual Assessment)

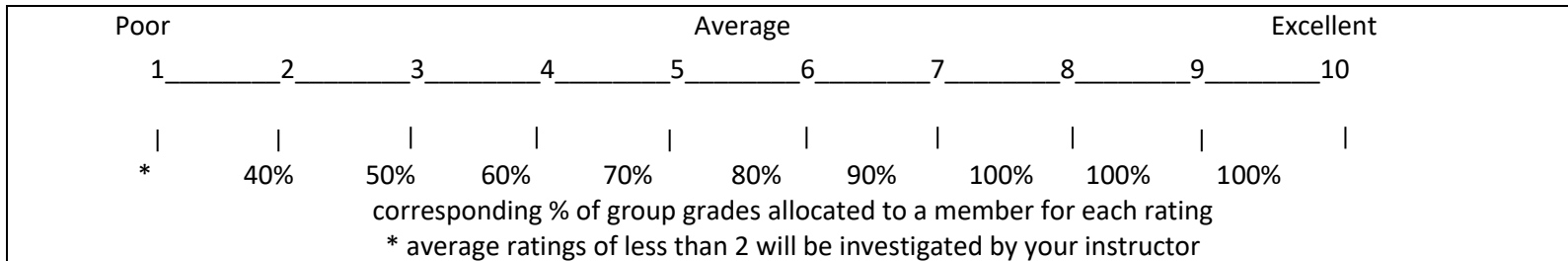
Your instructor will use the following critical thinking and decision-making rubric to assess a student's ability to synthesise information, critically evaluate strategic issues, and analyse complex and dynamic interdependencies among strategic issues when making strategic decisions. Your instructor will use this rubric to grade your Critical Thinking Written Assignment.

Traits	Performance Levels		
	Excellent	Good	Room for Improvement
1. Rigor of analyses	Synthesises the relevant contents in a <u>comprehensive</u> manner to identify and assess strategic issues influencing a firm or an industry.	Synthesises relevant contents to identify and assess strategic issues influencing a firm or an industry.	Omits <u>important</u> contents when identifying and assessing strategic issues influencing a firm or an industry.
2. Apply strategic framework(s) and concept(s) to address strategic issue(s)	Utilises relevant framework(s) and concept(s) in a <u>comprehensive</u> manner to evaluate the strategic issues influencing a firm or an industry.	Utilizes relevant framework(s) and concept(s) to evaluate the strategic issues influencing a firm or an industry.	Omits relevant framework(s) and concept(s) when evaluating the strategic issues influencing a firm or an industry.
3. Evaluate the strategic issue(s)	Presents arguments that are <u>all</u> supported and integrative when addressing the complexities and interdependencies of strategic issues.	Presents arguments that are supported and integrative when addressing the complexities and interdependencies of strategic issues.	Omits support for some <u>important</u> arguments or require <u>more</u> integration when addressing the complexities and interdependencies of strategic issues.

Peer Evaluation Form¹

Annex A(iv)

Please rate each member in your group (excluding yourself) on four dimensions by using the 1 to 10 evaluation scale shown below. Input a whole number (no decimals) from 1 to 10 for each dimension. The corresponding % of group grades for each rating is shown below the scale for reference only.



Names of group members	Effort put into the project: The amount of work put into the project, such as coming to meetings on time; contributing ideas; performing assigned duties comprehensively; helping to organise meetings.	Merit of contribution: The strength of contribution, such as the effectiveness of contributions in terms of quality of outputs; creativity of ideas.	Constructive team behaviours: Listens attentively to and seeks inputs from others; helps smooth functioning of the group; respect for others; fosters group camaraderie.	Commitment to the team: Behaves ethically by accepting full responsibility for assigned duties; exhibits group citizenship behaviour, such as helping others when needed; places priority on group meetings.	Average Score: Sum up the ratings and divide by 4. If the average rating is less than 8, please provide a brief explanation at the next page.
1.					
2.					
3.					
4.					
5.					
6.					

¹ The Accreditation & Data Management Office may also support to setup peer evaluation with the rubrics on eUreka.

Names of group members	Please provide a brief explanation to justify an average rating of less than 8 for each member, if any. You may attach supporting documents (like emails and screen shots), if any to support your explanations.

Your name and signature: _____

Seminar Group Number: _____ Date: _____