



# Course Specifications

<b>Course Title:</b>	<b>STRATEGIC MANAGEMENT</b>
<b>Course Code:</b>	<b>BUS590</b>
<b>Program:</b>	<b>MBA</b>
<b>Department:</b>	<b>Management</b>
<b>College:</b>	<b>College of Business Administration</b>
<b>Institution:</b>	<b>Prince Sultan University</b>

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## A. Course Identification

<b>1. Credit hours:</b> 3			
<b>2. Course type</b>			
a.	University <input type="checkbox"/>	College <input type="checkbox"/>	Department <input type="checkbox"/>
b.	Required <input checked="" type="checkbox"/>	Elective <input type="checkbox"/>	Others <input type="checkbox"/>
<b>3. Level/year at which this course is offered:</b> <i>Final year or semester of the program.</i>			
<b>4. Pre-requisites for this course (if any):</b>			
<i>All Courses have to be taken prior to the course</i>			
<b>5. Co-requisites for this course (if any):</b>			

## 6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	(per week) 3	100
2	Blended	0	
3	E-learning	0	
4	Correspondence	0	
5	Other	0	

## 7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
<b>Contact Hours</b>		
1	Lecture	45
2	Laboratory/Studio	0
3	Tutorial	0
4	Others (specify)	0
	<b>Total</b>	45
<b>Other Learning Hours*</b>		
1	Study	90
2	Assignments	10
3	Library	
4	Projects/Research Essays/Theses	90
5	Others (specify)	
	<b>Total</b>	190

\* The length of time that a learner takes to complete learning activities that lead to achievement of course learning outcomes, such as study time, homework assignments, projects, preparing presentations, library times

## B. Course Objectives and Learning Outcomes

### 1. Course Description

This course introduces the students to the concepts and tools of strategic management and exposes them to the actual practice of such concepts and tools through analysis of cases, and interactive exercises. The major topics of emphasis in this course include key terms in strategic management, business vision and mission, environmental analyses, strategy

implementing, and strategy evaluation.

It may help to view this course as having two broad components. First, students will be expected to understand and appreciate the processes and techniques associated with analyzing environmental, industry, and company data in order to identify significant threats, opportunities, organizational capabilities, and strategy alternatives inherent in a specific situation. Second, students will be expected to develop analytical, communication, teamwork, and leadership skills as they attempt to contribute to a group strategy planning process. In both of these components, students should fully utilize their knowledge of marketing, management, accounting, finance, statistics, management information systems, business law, economics, operations management, and other courses within the business curriculum, as well as from the liberal arts and sciences.

To succeed in this course, students will have to assume an active, participative role in the learning process. In many ways, this course will attempt to mirror the type of interactive communication and analytical processes that typically occur in the business world as organizations struggle to attain the objectives of their stakeholders in an intensely competitive global environment. This course should be challenging, interesting, and relevant. It focuses specifically on the types of cross-functional problems, processes, and decisions that are faced by managers in all types of organizations.

## 2. Course Main Objective

*The course introduces the concepts and tools of strategic management and exposes the actual practice of such concepts and tools through analysis of cases, and interactive exercises. At the end of the course students are expected to:*

- 1. Understand the general concepts, principles and theories in strategic management*
- 2. Apply insights to new issues & problems.*
- 3. Develop awareness of issues relating to strategic management and apply insights from the course while analyzing those issues.*
- 4. Evaluate both internal and external environments of the firm and suggest the appropriate strategies.*
- 5. Combine and build on the knowledge acquired from functionally-oriented courses*

## 3. Course Learning Outcomes

CLOs		Aligned PLOs
1	<b>Knowledge:</b>	
1.1	Understand some of the most important concepts and theories of strategic management.	
1.2	Recognize how these concepts and theories can help to understand various factors necessary for cultivating a competitive advantage in global environments.	
2	<b>Skills :</b>	
2.1	Analyze both the internal and external environments of the firm	
2.2	Evaluate potential alternative strategies for corporations	
2.3	Show a teamwork output in the tasks given.	
3	<b>Competence:</b>	
3.1	Demonstrate ability to express ideas and apply related technology.	

## C. Course Content

No	List of Topics	Contact Hours
1	Introduction to Strategy and Strategic Management	6
2	Chap 1: What is Strategy	6
3	Chap 2: Analyzing External Environment	3
4	Chap 3: Assessing Internal Environment	3
5	Chap 5: Business Level Strategy	6
6	Chap 6: Corporate Level Strategy	6
7	Chap 7: International Strategy	6
8	Chap 9: Strategic control and Corporate Governance	3
9	Chap 10: Organizational Systems and Strategic Change	3
10	Chap 11: Strategic Leadership	3
<b>Total</b>		<b>45</b>

## D. Teaching and Assessment

### 1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
<b>1.0</b>	<b>Knowledge</b>		
1.1	Understand some of the most important concepts and theories of strategic management.	Direct Instruction which includes Lectures, Discussions, Case studies	In-class discussion Reading exercise Quizzes Major exams and other written tests
1.2	Recognize how these concepts and theories can help to understand various factors necessary for cultivating a competitive advantage in global environments.		
<b>2.0</b>	<b>Skills</b>		
2.1	Analyze both the internal and external environments of the firm	Case-based teaching and discussion, In-class discussion & team activities using internet for information, Flipped teaching Videos, Digital library and online resources	Case studies, Group project(BSG simulation), Class discussion Exams including majors and final exam Group project, Group presentation, Group case studies
2.2	Evaluate potential alternative strategies for corporations		
2.3	Show a teamwork output in the tasks given.		

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
3.0	<b>Competence</b>		
3.1	Demonstrate ability to express ideas and apply related technology.	Having class group Final project	Report Writing, Oral presentation, In Class discussion

## 2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Quiz	4	10%
2	Midterm Exam	8	25%
3	Business Strategy Game Weekly decisions	3-11	5%
4	In-class participation & Attendance	All weeks	5%
5	Business Strategy Game Simulation Group Project	3-12	15%
6	Final Exam (Comprehensive Exam)	16	40%
	Total Assessment		100%

\*Assessment task (i.e., written test, oral test, oral presentation, group project, essay, etc.)

## E. Student Academic Counseling and Support

Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice :

The instructor is available at 8am-10am on Sundays, Tuesday and Thursdays.

## F. Learning Resources and Facilities

### 1. Learning Resources

<b>Required Textbooks</b>	<i>Crafting &amp; Executing Strategy</i> By Thompson, Peteraf, Gamble, and Strickland, McGraw Hill <b>22<sup>nd</sup> Edition</b>
<b>Essential References Materials</b>	1. Fred R. David; <i>Strategic Management – Concepts and Cases</i> , 13 <sup>th</sup> Edition; Pearson, Prentice Hall; 2011. 2. Dess/, G., Eisner and McNamara, <i>Strategic Management: Text and Cases</i> By McGraw Hill <b>8<sup>th</sup> Edition</b>
<b>Electronic Materials</b>	<i>Other Strategic Management books, journals and online resources are useful as references</i> <b>Business Strategy Game Simulation, LMS Moodle</b>
<b>Other Learning Materials</b>	1. What is Strategy? (Porter, HBR, 1996) 2. How Competitive Forces Shape Strategy (Porter, HBR, 1979) 3. Competing on Resources: Strategy in the 1990's (Collis & Montgomery, HBR, 1995) 4. Discovering New Points of Differentiation (MacMillan & McGrath, HBR, 1997) 5. From Competitive Advantage to Corporate Strategy (Porter,

	<p>HBR, 1987)</p> <p>6. Are You Paying Too Much for That Acquisition? (Eccles, Lanes, &amp; Wilson, HBR, 1999)</p> <p>7. Distance Still Matters: The Hard Reality of Global Expansion (Ghemawat, HBR, 2001)</p> <p>8. Collaborative Advantage: The Art of Alliances (Kanter, HRB, 1994)</p> <p>9. Why Incentive Plans Cannot Work (Kohn, HBR, 1993)</p> <p>10. Rethinking Rewards (Perspectives in HBR, Nov-Dec, 1993)</p>
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## 2. Facilities Required

Item	Resources
<b>Accommodation</b> (Classrooms, laboratories, demonstration rooms/labs, etc.)	<i>Suitable lecture room to accommodate the size of the students, LCD projector, strong bandwidth for internet connection</i>
<b>Technology Resources</b> (AV, data show, Smart Board, software, etc.)	Data show, access to moodle and internet
<b>Other Resources</b> (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	None

## G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
1. Strategies for Obtaining Student Feedback on Quality of Teaching	Students	<ul style="list-style-type: none"> <li>Completion of anonymous online course evaluations</li> <li>Students ability to answer pop up quiz, concept check questions at the end of each lecture</li> <li>Students capacity and thorough analysis to apply the concepts to solve the case studies</li> </ul> <p>Inquiring from the students best features of the course and any suggested strategies to improve the course</p>
2. Other Strategies for Evaluation of Teaching	Department colleagues      Chair, peer	<p><i>Observations and assistance from colleagues, independent assessment of standards achieved by students, independent advice on assignment tasks, etc.</i></p> <p><i>Additional discussion with students, face-to-face meeting and via written feedback from</i></p>

Evaluation Areas/Issues	Evaluators	Evaluation Methods
		<i>students.</i>
3. Processes for Improvement of Teaching	Department Chair, instructor	<i>Access to resources, especially academic publications and textbooks supporting materials</i>  <i>Feedbacks to students about their individual performance</i>  <i>Workshops on teaching methods, review of recommended teaching strategies.</i>
4. Processes for Verifying Standards of Student Achievement	Department Chair, Quality Assurance committee, instructor	Course portfolio has student's assessments which are available for independent review.
5. Action Planning for Improvement	Instructor	Course specification reviewed annually, course outline reviewed each semester, course syllabus reviewed each semester.

**Evaluation areas** (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources, etc.)

**Evaluators** (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

**Assessment Methods** (Direct, Indirect)

## H. Specification Approval Data

Council / Committee	
Reference No.	
Date	