

<b>Subject Code</b>	MM532
<b>Subject Title</b>	Management Policy and Strategy
<b>Credit Value</b>	3
<b>Level</b>	5
<b>Normal Duration</b>	1-semester
<b>Pre-requisite / Co-requisite/ Exclusion</b>	Completion of all other programme requirements
<b>Objectives</b>	This subject contributes to the achievement of the MBA Outcomes by enabling students to apply concepts from Economics, Organization Theory and Business Strategy, demonstrate <u>critical and creative thinking, solving business problems through integration of concepts</u> (MBA Outcome 1b). It also requires students to demonstrate the understanding of human behaviours and the ability to influence others in achieving common goals (MBA Outcome 3) by developing the students' "strategic thinking" capabilities through the use of examples, case studies and knowledge building exercises.
<b>Intended Learning Outcomes</b>	Upon completion of the subject, students will be able to: <ul style="list-style-type: none"> <li>a. apply appropriate tools for the analysis of the strategic issues facing organizations, generating and selecting strategic options for an organization;</li> <li>b. identify the ethical issues which arise in determining whose interests are served by the organization;</li> <li>c. identify and evaluate the practical actions required in the implementation of strategic change;</li> <li>d. work effectively with others in the completion of a significant project;</li> <li>e. communicate effectively on strategic issues.</li> </ul>
<b>Subject Synopsis/ Indicative Syllabus</b>	<p><b><u>Alternative Perspectives on Strategy</u></b> Strategy as Design, Experience and Ideas.</p> <p><b><u>External Appraisal: The Business Environment</u></b> PESTEL, Porter's 5-forces and the comparative analysis of the business environment. Alternative conceptualizations of the environment: 'out there' or 'enacted by managers'.</p> <p><b><u>Internal Appraisal: Strategic Capability</u></b> The Resource-based view. Assets, resources, competences and capabilities. The importance and sources of limitability.</p> <p><b><u>Expectations, Purposes and Ethics: Who Should the Organization Serve?</u></b> Corporate governance. Shareholders, stakeholders and society at large. The Friedman argument versus corporate social responsibility.</p> <p><b><u>Corporate Level and Business Level Strategy</u></b> The scope of the firm – transactions cost analysis and the value impact of Headquarters. Porter's generic strategies.</p> <p><b><u>Organizational Structures and Control Mechanisms: Corporate Culture &amp; Leadership</u></b> Alternative organizational designs. Mintzberg's typology. Direct control, planning and socialization.</p>

	<p><b><u>Directions and Methods for Development</u></b> Ansoff Matrix. Consolidation, new product/market development, diversification. Internal growth versus acquisition and joint ventures.</p> <p><b><u>Implementing Strategy</u></b> Enabling success and managing strategic change.</p>																																																																						
<p><b>Teaching/Learning Methodology</b></p>	<p>The subject will be built around a Group Strategy Project, which students will develop in and outside the classroom. Lectures will introduce perspectives, concepts and techniques which students will be required to apply in the context of their projects.</p>																																																																						
<p><b>Assessment Methods in Alignment with Intended Learning Outcomes</b></p>	<table border="1" data-bbox="427 562 1449 1238"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a.</th> <th>b.</th> <th>c.</th> <th>d.</th> <th>e.</th> <th></th> </tr> </thead> <tbody> <tr> <td><b>Continuous Assessment*</b></td> <td><b>100%</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>1. Class work exercises</td> <td>20%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2. Group presentation</td> <td>10%</td> <td></td> <td></td> <td></td> <td></td> <td>✓</td> <td></td> </tr> <tr> <td>3. Group project report</td> <td>30%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>4. Individual strategy essay</td> <td>30%</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td>✓</td> <td></td> </tr> <tr> <td>5. Peer appraisal</td> <td>10%</td> <td></td> <td></td> <td></td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td><b>Total</b></td> <td><b>100 %</b></td> <td colspan="6"></td> </tr> </tbody> </table> <p><i>*Weighting of assessment methods/tasks in continuous assessment may be different, subject to each subject lecturer's preference and discretion to be exercised according to students' learning abilities.</i></p> <p>To pass this subject, students are required to obtain Grade D or above in the overall subject grade.</p> <p><b>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</b> Class work, including the use of Knowledge-building Worksheets, will help students to apply concepts, and to think critically and creatively as will the Group Strategy Project and an Individual Strategy Case write-up. The understanding of human behaviours and the ability to influence others in achieving common goals are also reflected in these components.</p> <p>Class work and the project are carried out in groups and the ability to work with others is assessed through a Confidential Peer Appraisal.</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a.	b.	c.	d.	e.		<b>Continuous Assessment*</b>	<b>100%</b>							1. Class work exercises	20%	✓	✓	✓				2. Group presentation	10%					✓		3. Group project report	30%	✓	✓	✓	✓	✓		4. Individual strategy essay	30%	✓	✓			✓		5. Peer appraisal	10%				✓			<b>Total</b>	<b>100 %</b>						
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<b>Student Study Effort Expected</b>	Class contact:	
	Lectures and class work	39 Hrs.
	Other student study effort:	
	Group and self-study work	78 Hrs.
	Total student study effort	117 Hrs.
<b>Reading List and References</b>	<p><u>Suggested Textbook</u></p> <ul style="list-style-type: none"> <li>• John A. Pearce II, Richard B. Robinson, <i>Strategic Management</i>, International Student Edition, McGraw-Hill. (2015)</li> <li>• Hitt, Ireland &amp; Hoskisson, (2017), <i>Strategic Management: Competitiveness &amp; Globalization</i>, 12<sup>th</sup> Edition, Cengage Learning, U.S.A</li> <li>• Johnson, G., Scholes, K. &amp; Whittington, R. <i>Exploring corporate strategy</i>. 8th Edition. London: Prentice Hall (2008)</li> </ul> <p><u>Selected Suggested Reading</u></p> <ul style="list-style-type: none"> <li>• Bartunek, J. M., Gordon, J. R., &amp; Weathersby, R. P. (1983). Developing “complicated” understanding in administrators. <i>Academy of Management Review</i>, 8(2), 273–284.</li> <li>• Christensen, C. M., &amp; Raynor, M. E. (2003). Why hard-nosed executives should care about management theory. <i>Harvard Business Review</i>, 81(9): 66-74.</li> <li>• D’aveni, R., Dagnino, G. B., &amp; Smith, K. G. (2010). The age of temporary advantage. <i>Strategic Management Journal</i>, 31, 1371-1385.</li> <li>• <i>Harvard Business Review</i> (2011). Special Issue: What great companies do differently. November.</li> <li>• Kim, W. C., &amp; Mauborgne, R. (2005). <i>Blue ocean strategy: How to create uncontested market space and make the competition irrelevant</i>. Boston: Harvard Business School Press.</li> <li>• Mintzberg, H., Ahlstrand, B., &amp; Lampel, J. (1989). <i>Strategy safari: The complete guide through the wilds of strategic management</i>. London: Prentice Hall.</li> <li>• Porter, M. E. (1996). What is strategy? <i>Harvard Business Review</i>, 74(6): 61-78.</li> <li>• Rumelt, R. P. (2011). <i>Good strategy / bad strategy: The difference and why it matters</i>. New York: Crown Business.</li> <li>• Sandberg, J., &amp; Tsoukas, H. (2011). Grasping the logic of practice: Theorizing through practical rationality. <i>Academy of Management Review</i>, 36(2), 338-360.</li> <li>• Smith, W. K., Erez, M., Jarvenpaa, S., Lewis, M. W., &amp; Tracey, P. (2017). Adding complexity to theories of paradox, tensions, and dualities of innovation and change: Introduction to Organizational Studies Special Issue on paradox, tensions, and dualities of innovation and change. <i>Organization Studies</i>, 38(3-4), 303-317.</li> <li>• Wright, R. P. &amp; Brown, K. G. (eds.) (2014). <i>Educating tomorrow’s thought-leaders: Distinguished scholars answer a burning question</i>.</li> </ul>	

	<p>Chicago, IL: Strategic Management Society. Accessed 30<sup>th</sup> January, 2016 <a href="http://strategicmanagement.net/ig/teaching_community.php">http://strategicmanagement.net/ig/teaching_community.php</a></p> <ul style="list-style-type: none"><li>• Wright, R. P., Hung, P., Lau, P., &amp; Lo, V. (2011). Staying F.O.C.U.S.E.D. in a complicated world. <i>Official Newsletter of the Department of Management &amp; Marketing</i>, Faculty of Business, The Hong Kong Polytechnic University. July Issue: 11-12.</li><li>• Wright, R. P., Paroutis, S. E., &amp; Blettner, D. P. (2013). How useful are the strategy tools we teach in business schools? <i>Journal of Management Studies</i>, 50(1): 92-125.</li></ul> <p><i>Journals</i></p> <p>Academy of Management Review Administrative Science Quarterly Harvard Business Review Journal of Management Journal of Management Studies Strategic Management Journal</p>
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