MG5596 Strategic Management

Study Guide for the Academic Year 2019/20



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**Introduction**

You should read this study guide carefully and also ensure that all the links have been followed to other accompanying documents. The [*College Student Handbook*](https://intra.brunel.ac.uk/cbass/Pages/handbook.aspx) can be found on the College’s SharePoint site on the University’s webpages. Or, you can access it via Blackboard Learn. The [*College Student Handbook*](https://intra.brunel.ac.uk/cbass/Pages/handbook.aspx) is an important source of information for all aspects of your studies, including policy, procedures, plagiarism, house style for assignments, group work submissions and other important matters. The School assumes that you will familiarise yourself with the information found in these, so you will need to look at these documents carefully at various times throughout your studies. The School operates within the rules and regulations of the University more generally, and you should also look at what are known as [*Senate Regulations*](http://www.brunel.ac.uk/about/administration/governance-and-university-committees/senate-regulations), again under the University’s webpages. These policies and procedures, and rules and regulations, are liable to change from one academic year to another. You should therefore ensure that you make yourself aware of these, as you cannot later claim a lack of knowledge on these matters.

**MODULE DETAILS**

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| **Credits** | 15 |
| **Module Leader** | Dr Ainurul Rosli |
| **Other Staff** | Dr Oksana Gerwe and Dr Asieh Hosseini Tabaghadehi |
| **Term** | Term 2 |
| **Contact and Private Study Time** | Lectures 22 hours  Seminars 4 hours  Private Study 124 hours  Total 150 hours |
| **Assessment** | Examination 100% |

The details provided in this study guide are based on the University approved Modular Block Outline for this module which sets out the agreed aims, content, learning outcomes, assessment and teaching methods. The details in this Modular Block Outline have been formally agreed by Senate and, once published, will not change for the academic year in question. Modular Block Outline documents for your programme of study can be found by clicking ‘block outline’ in the homepage of this module on Blackboard Learn. At the same location you will also find a link to the ‘[Programme Documentation Repository](https://intra.brunel.ac.uk/s/DocumentArchive/Pages/Programme-Documentation-Repository.aspx)’, where you will find the formal scheme of studies document for your degree course which sets out the modules that you must study in order to complete your degree.

In the Appendix, you can see what employability skills are being introduced or practiced and, naturally, how your engagement in this module helps you “*to ensure [you] have the capability of being effective in the workplace*”. The formal Modular Block Outline is necessarily brief, so you will find that this study guide will give you more detailed information. Any supporting material that you might need for this module is provided electronically via Blackboard Learn. Any queries about this module should be directed to the module leader, who you can contact either by way of ‘feedback and consultation hours’ or by email.

**Core reading list and supplementary reading**

This module is in part based around notions and/or material that can be found in the core text(s) listed below. It is therefore likely that you will use, or refer to, in your lecture/seminar sessions the notions and/or material in the books listed here. You will likely be directed to study aspects of these texts in your out-of-classroom time, that is, in your private study.

* ***Core Reading List***

Pitt, M, and Koufopoulos, D. (2012), Essentials in Strategic Management (Sage Publications) (Purchase advised)

* ***Essential Reading List***

Mintzberg, H., Ahlstrand, B., & Lampel, J. (2005). Strategy Safari: a guided tour through the wilds of strategic management. Simon and Schuster.

Porter, Michael E. "Towards a Dynamic Theory of Strategy." Strategic Management Journal 12 (1991): 95-117.

Grant, Robert H. "The Resource-Based Theory of Competitive Advantage: Implications for Strategy Formulation." California Management Review 33, no. 3 (1991).

* ***Recommended Reading***

Barney, J. and Hesterly, W. (2020). Strategic Management and Competitive Advantage. Concepts

and Cases Global Edition (Pearson International, Ed. 5e)

Grant, R. (2010). Contemporary Strategy Analysis, (7th edn, Blackwell)

Johnson, G. & Scholes K. (2008). Exploring Corporate Strategy, (8th edn, Prentice-Hall).

De Wit, B., & Meyer R. (2010). Strategy: Process, Content, Context (Thomson, Ed. 4)

Hax, Arnoldo, and Nicolas Majluf. "Corporate Strategic Tasks." European Management Journal12, no. 4 (1994): 366-381.

Kaplan, Robert S., and David P. Norton. "Having Trouble with Your Strategy? Then Map It." Harvard Business Review (September-October 2000): 167-176.

Kaplan, R. S., and D. P. Norton. Strategy Maps: Converting Intangible Assets Into Tangible Outcomes. Boston, MA: Harvard Business School Press, 2004.

Cusumano, M. A., and C. C. Mardikes, eds. Strategic Thinking for the New Economy. Hoboken, NJ: Jossey-Bass, 2001.

Christensen, C. The Innovator's Dilemma: When Technologies Cause Great Firms to Fail. Boston, MA: Harvard Business School Press, 1997.

Brandenburger, A. M., and B. J. Nalebuff. *Co-opetition*. New York, NY: Doubleday & Company, 1996.

Kim, W. Chan, and R. Mauborgne. *Blue Ocean Strategy.* Boston, MA: Harvard Business School Press, 2005.

Hamel, G. & Heene, A. (1994). Competence-Based Competition, Wiley.

**In addition, you can find relevant articles in following journals/dailies:**

* Academy of Management Executive
* European Management Journal
* Harvard Business Review
* International Business Review
* Journal of International Business Studies
* Journal of World Business
* Management International Review
* Thunderbird International Review
* Strategic Management Journal
* The Economist
* Businessweek
* Financial Times

**Web Resources**

Please check the data and information on the following organizations’ websites:

* The Economist
* The European Union
* The Organization for Economic Cooperation and Development
* MIT Sloan
* McKinsey Insights
* Mckinsey Quarterly
* Deloitte Insights
* https://www.strategy-business.com

[Go to Library](http://www.brunel.ac.uk/life/library)

**Lecture/seminar programme**

* **Term 2**: A 12-week teaching term starts 06 January 2020 and ends 27 March 2020. Effective Learning Week in term 2 is in week 21 (10-14 February 2020) and no lectures/seminars/labs are scheduled for this week.
* **Term 3:**

The 3-week examination period starts 27 April 2020.

For full details of terms, holidays, the dates of the April/May and August examination periods and the full list of University weeks/week numbers and the rest, go to:

<http://www.brunel.ac.uk/about/campus/term-dates>

The various study themes of the module are as shown below.

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| **TERM 2** | | |
| **Study Week** | **Week Commencing** | **Study Theme and Module Activities/Think Points or Tasks** |
| 17 | **13 January 2020** | **Session 1:** Understand an organisation’s context, mission and strategy. Differing views about strategy and strategic management. How strategies can change over time. Discussion that explores and challenges our basic assumptions about strategic decision making processes. |
| **Tasks:** Think about the importance of a mission statement in any organization of your choice.  Think about the differences between emergent and intended strategies |
| 18 | **20 January 2020** | **Session 2:** Understanding the strategic environment. Macro and sector perspectives; the PESTER framework. Stakeholders as a major environmental factor. Accountability and corporate social responsibility (CSR) and sustainability. |
| **Tasks**: Think the way that environments can affect companies |
| 19 | **27 January 2020** | **Session 3:** The competitive industry sector environment: analytical concepts and their implications.  Assets, resources and capabilities as sources of sustainable competitive advantage. |
| **Tasks**: Think about the applicability of the Five forces model in different industries and or across borders  Apply the value chain model to a company of your choice |
| 20 | **3 February 2020** | **Session 4:** Competitive business strategies for growth: cost leadership, differentiation, creativity and innovation. Methods of establishing and evaluating strategic options and their implications. |
| **Tasks**: Think about the reasons that companies can differ in their cost structure.  Think of how differentiation can deal with external environmental threats |
| 21 | **10 February 2020** | ***Effective Learning Week –*** *Use this week for extending your reading, making notes and (if relevant) examination revision.*  Revisit your notes for session 1-4 and Study the handouts. |
| 22 | **17 February 2020** | **Session 5:** Corporate level strategies for growth: portfolios, and vertical integration. |
| **Tasks**: Think about the vertical integration and the value of the firm. |
| 23 | **24 February 2020** | **Session 6:**Why firms seek to grow via diversification: issues and implications of portfolios, parenting etc. explored |
| **Tasks:** Consider the question: does diversification creates value? |
| 24 | **2 March 2020** | **Session 7:** Acquisitions and mergers as ways and means to grow and diversify; understanding the key issues and challenges. (DI) |
| **Tasks:** Think about the issue or relatedness; how objective this can be? |
| 25 | **9 March 2020** | **Session 8:** Alliance strategies and globalization as ways and means to grow and diversify; understanding the key issues and challenges. |
| **Tasks**: How alliances can create or destroy value in a firm |
| 26 | **16 March 2020** | **Session 9:** Innovation and Transformation strategy |
| **Tasks:** Describe the meaning of transformation strategy  Think about the various structural forms and the way that contribute to strategic transformation |
| 27 | **23 March 2020** | **Revision of session 1-10 and exam briefing** |

***Alongside with the Lectures the following 4 seminar sessions will be scheduled.***

**SEMINARS/Blackboard**

|  |  |  |
| --- | --- | --- |
| 19 | 1 | **Covering Sessions 1 and 2** |
| 22 | 2 | **Covering Sessions 3 and 5** |
| 24 | 3 | **Covering Sessions 6 and 7** |
| 26 | 4 | **Covering Sessions 7 and 8** |

**Assessment (how the assessment relates to the learning outcomes)**

The examination comprises two kinds of questions.

One aims to test your basic knowledge (learning outcome K) and ability to critique the application of theories and concepts and the dilemmas (learning outcome C) to which application may give rise (learning outcome S).

The second question requires you to apply relevant analytical concepts to the circumstances of a particular case study and to reflect critically on the conclusions to be drawn from their application (learning outcome K and C).

**ASSESSMENT/REQUIREMENTS**

**Examination details**

This module is assessed through a *three-hour* examination.

**Examination SCHEDULE**

TheExamination is normally taken at the first available opportunity, which is expected to be between week 32 to week 34**,** date, time and venue to be confirmed.

Please make sure you keep the entire examination period free from holidays and other commitments

# Additional Vital Information

The [College Student Handbook](https://intra.brunel.ac.uk/cbass/Pages/handbook.aspx) can be found on the [College’s SharePoint site](https://intra.brunel.ac.uk/cbass/Pages/default.aspx) on the University’s web pages. The handbook is a useful source of information for all aspects of your studies, including procedures of how to inform us of problems you are facing with your studies, how to apply for an extension to your coursework, plagiarism, house style for assignments, joint and group work submissions and other important matters. The School assumes that you familiarise yourself with this information, so you will need to look at these pages carefully at various times throughout your studies. The School also operates within the rules and regulations of the University more generally, and you should also look at what are known as '[Senate Regulations’](http://www.brunel.ac.uk/about/administration/senate-regulations) under the University’s web pages. These policies and procedures might change from one academic year to another and it is in your own interest to keep yourself aware about them and their possible changes.

This is the end of the study guide. Below is the Appendix, which informs and supplements the above.

**APPENDIX**

**Problems with your Study, and Extenuating Circumstances**

You may feel that your ability to study is being affected by *personal problems, illness or any other matter, or you miss an assessment*because of extenuating circumstances (or you feel that the quality of an assessment you have taken may have been affected by extenuating circumstances). If so, you should first read the relevant sections in the [*College Student Handbook*](https://intra.brunel.ac.uk/cbass/Pages/handbook.aspx). If, after reading this, you have further queries, you are encouraged to get in contact with your Personal Tutor.

**Feedback on Examination**

The School offers opportunities for oral feedback to be provided upon request to the module leader. Requests should be made after confirmed grades are published on eVision. Please note that you will not receive written feedback on your examination.

**Revision Sessions for the Examination**

Information on whether revision sessions will be provided and how they will be organised will be provided during the term by the module leader.

Whether or not revision sessions are provided depends on the module structure and the assessment type, so please do not feel surprised to find out that there is a diversity of approaches adopted by different module leaders. This flexibility aims to enable module leaders tailor the support provided within their modules to the specific needs of each student cohort. What you will be assessed on is set out in the learning outcomes for the module, as specified in the module outline and reproduced in the study guide. The examination contains no ‘surprises’, as you are assessed on the learning outcomes.

**Re-Assessment Details**

The Board of Examiners is responsible to make decisions about ‘progression’ (or not) or ‘recommendation of an award’ (or not). After the board’s meeting, students are able to see their results on eVision. The Board of Examiners meets only at the end of a Level (undergraduate) / the taught part of the programme (postgraduate). The Board of Examiners may have decided that you have been given an opportunity to be re-assessed. This might be for a capped mark/grade (so this will be counted as a ‘second attempt’) or for a full mark / grade (this will be counted as a ‘first attempt’), depending on whether or not there are / were extenuating circumstances. You will know whether you need to be (re-)assessed by looking at eVision.

**Employability Skills and your ‘Graduate Identity’**

Employability skills refer to “*a set of attributes, skills and knowledge that [you] should possess to ensure [you] have the capability of being effective in the workplace*” (CBI, 2009)[[1]](#footnote-1). A study (Hinchliffe and Jolly, 2010)[[2]](#footnote-2) asked “*employers from various sectors … about their perceptions of graduates and the importance they place on almost 50 specific skills, competencies, attributes and personal qualities*”. When senior executives were asked what the most important factors were when recruiting graduates “*employability skills came out on top*”.

In this section of the study guide, findings from two publications have been used to create the grid below. Note that these are *ranked in order of importance (to employers)*. From this, you can see what employability skills are being introduced or practised and, naturally, how your engagement in this module helps you “*to ensure [you] have the capability of being effective in the workplace*”.

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| **Ranking** | **Employability Skills** | **This Module?** |
| **1** | **Interpersonal Skills**  Self-management: readiness to accept responsibility, flexibility, resilience, self-starting, appropriate assertiveness, time management, readiness to improve own performance based on feedback/reflective learning. | X |
| **Teamworking**: respecting others, co-operating, negotiating/persuading, contributing to discussions, and awareness of interdependence with others. | X |
| **2** | **Written Communication Skills**  Communication and literacy: application of literacy, ability to produce clear, structured written work and oral literacy including listening and questioning. | X |
| **3** | **IT Skills**  Application of information technology: basic IT skills, including familiarity with word processing, spreadsheets, file management and use of internet search engines. | X |
| **4** | **Experience of the Work Environment**  Employers say that they want graduates who already have actual, real work experience, that is, that you have been in employment (paid or unpaid) before they employ you (talking/writing about work, at university, is different from doing it, in the workplace). |  |
| **5** | **Commercial/Business Awareness**  Problem solving: analysing facts and situations and applying creative thinking to develop appropriate solutions. Business and customer awareness: basic understanding of the key drivers for business success, including the importance of innovation and taking calculated risks. | X |
| **6** | **Numeracy Skills**  Application of numeracy: manipulation of numbers, general mathematical awareness and its application in practical contexts (e.g. measuring, weighing, estimating and applying formulae). | X |
| **7** | **Presentation Skills**  Communication and literacy: application of literacy, ability to deliver ideas, concepts and related with clarity, focus and cogency via oral/spoken means. | X |
| “*Underpinning all these attributes, the key foundation, must be a positive attitude: a 'can-do' approach, a readiness to take part and contribute, openness to new ideas and a drive to make these happen*” (CBI, 2011). | | |

This is the end of the Appendix / this study guide.

1. *Confederation of British Industry and Universities UK. (2009)* [*Future Fit: Preparing Graduates for the World of Work*](https://www.universitiesuk.ac.uk/policy-and-analysis/reports/Documents/2009/future-fit-preparing-graduates-for-the-world-of-work.PDF)*. London, CBI.* [↑](#footnote-ref-1)
2. *Hinchliffe, G. and Jolly, A. (2010)* [*Graduate Market Trends: Employability and Graduate Identity. HECSU.*](https://www.hecsu.ac.uk/graduate_market_trends_spring_2010_employability_and_graduate_identity.htm) [↑](#footnote-ref-2)