

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

**BUSI 0009F,G Business Policy
2011-2012 second semester**

I. Information on Instructor and Tutor

Instructor: Dr. GUO, Di
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Office hour: Thursdays: 5:00 - 6:00PM
Additional office hours are available by appointment

Prerequisites

The prerequisite for this course is:

BUSI1002 Introduction to accounting, and
BUSI0016/ FINA1002 Introduction to finance or FINA1003 Corporate finance, and
BUSI1004 Marketing, and
BUSI1007 Principles of Management or BUSI1005 Organizational behavior, and
ECON1001 Introduction to economics I, and
BUSI0036 Quantitative analysis for business decision I or STAT0302 Business statistics or
STAT1306 Introductory statistics

Textbook:

Recommended textbook: *Hitt, M.A., Hoskisson, R. E., & Ireland, R. D., Management of Strategy Concepts, International Edition. Thomson. ISBN-13: 9780538753210 / ISBN-10: 0538753218*

Lecture notes and supplementary readings will be posted on the course's website before each class or distributed in class.

II. Course Description and Objectives

Course Description

The Business Policy course will focus on formulating and implementing firm strategy. Successful business policies 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 business policies 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. Similarly, the best administrator in the world will not be able to help a firm with the wrong strategy achieve superior performance.

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.

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 prepare students for a career in the business field.

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. Demonstrate effective communication skills (oral and written).

IV. Alignment of Program and Course Outcomes

1. Acquisition and internalization of knowledge of major business disciplines	CLOS1, CLOS2, CLOS3, CLOS4
2. Application and integration of knowledge	CLOS2, CLOS3, CLOS4
3. Inculcating professionalism and leadership	CLOS4
4. Developing global outlook	CLOS2, CLOS3, CLOS4
5. Mastering communication skills	CLOS5

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 Presentation:

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

TLA4. Consultation:

Instructor holds weekly consultation hours to address students' questions.

VI. Assessment

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

A1. Attendance and Participation: 20%

Class attendance and participation are crucial to successful learning. Active class participation will not only facilitate the learning process but also make the class discussions lively and exciting. 5% of total grade is based on class attendance. 15% of total grade is based on individuals' performance in class. Students are expected to discuss the reading materials, cases and the presentations in class.

A2. Group Project 1: 10%

Each group will be assigned a case for in-class discussion. The major role of the focal group is to *facilitate* class discussion on the case. For this purpose, the focal group will need to thoroughly familiarize themselves with the content of the case, collect information they deem necessary for case analysis, and be ready to ask and/or answer critical questions. The depth of the analysis, the clarification of the issues, and the application of the techniques are essential factors for grading.

A3. Group Project 2: 30%

The second group project allows students to undertake research and full analysis on a company's strategies. The project will be about assessing the impacts of a firm's environment, resources, strategy, organization, and process on its performance. Student groups are required to select a company on which they will perform the research, and present their case during the final two weeks of the course. For this purpose, students need to have solid understandings in the process of strategy making and evaluation. Gaining sufficient information on the target firm, both internal and external, will substantially help students to undertake the analysis. The depth of the analysis, the clarification of the statements, and clear calculation on specific performance indicators are essential for grading.

A4. Final Exam: 40%

The final exam may cover all of the materials from the course, including readings, lectures, classroom discussions, and any other materials used. It will mainly assess students' understanding in key concepts and theories introduced in this course, and, the student's ability to employ the analytical tools they have learned from this course. Multiple choice questions and mini-case analysis will be the major components of the final exam.

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

Learning outcome	Teaching and learning activity	Assessment
1. CLOS1	TLA1, 2, 3, 4	A1, A2, A3, A4
1. CLOS1	TLA1, 2, 3, 4	A1, A2, A3, A4
1. CLOS1	TLA1, 2, 3, 4	A1, A2, A3, A4
1. CLOS1	TLA1, 2, 3, 4	A1, A2, A3, A4
1. CLOS1	TLA 2, 3	A1, A2, A3, A4

VII. Standards for Assessment

A2&A3: Group Projects: Two case presentations (40%)

Standards for assessment – Case Presentation

Grade	Criteria:
	<ul style="list-style-type: none"> - 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"> ▪ The presentation was highly successful at communicating the essential elements of the analysis and conclusions to the audience in a logical manner. ▪ Concepts were thoroughly explained and clarified when necessary. ▪ The presentation demonstrated a deep understanding and comprehension of the topic (theory and practical application). ▪ There was clear evidence of independent and critical thinking. <p><u>Execution of presentation (30%)</u></p> <ul style="list-style-type: none"> ▪ The presenter(s) displayed excellent verbal skills and delivered a highly interesting and coherent presentation. ▪ Visual aids were appropriately used and clear. ▪ 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"> ▪ The presentation was successful at communicating the essential elements of the analysis and conclusions to the audience in a logical manner. ▪ Most concepts were thoroughly explained and clarified when necessary. ▪ The presentation demonstrated a sound understanding and comprehension of the topic (theory and practical application). ▪ There was evidence of independent and critical thinking. <p><u>Execution of presentation (30%)</u></p> <ul style="list-style-type: none"> ▪ The presenter(s) displayed good verbal skills and delivered an interesting and coherent presentation. ▪ Visual aids were appropriately used and clear. ▪ 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"> ▪ The presentation adequately communicated the essential elements of the analysis and conclusions to the audience in a logical manner. ▪ Most but not all concepts were thoroughly explained and clarified when necessary. ▪ The presentation demonstrated an acceptable level of understanding and comprehension of the topic (theory and practical application). ▪ There was limited evidence of independent and critical thinking.

	<p><u>Execution of presentation (30%)</u></p> <ul style="list-style-type: none"> ▪ The presenter(s) displayed mediocre verbal skills and delivered a somewhat interesting and coherent presentation. ▪ Visual aids were appropriately used and clear. ▪ 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"> ▪ The presentation only covered some basic elements of the analysis and conclusions to the audience in a somewhat logical manner. ▪ Very few concepts were thoroughly explained and clarified when necessary. ▪ The presentation demonstrated very limited level of understanding and comprehension of the topic (theory and practical application). ▪ There was very limited evidence of independent and critical thinking. <p><u>Execution of presentation (30%)</u></p> <ul style="list-style-type: none"> ▪ The presenter(s) displayed minimal verbal skills and the presentation lacked in coherence. ▪ Visual aids were somewhat appropriately used but unclear. ▪ The presentation was completed within the time limit.
Fail <50%	<p><u>Content of presentation (70%)</u></p> <ul style="list-style-type: none"> ▪ The presentation failed to address the basic and key issues of the analysis and conclusions. ▪ The presentation did not demonstrate sufficient understanding and comprehension of the topic. <p><u>Execution of presentation (30%)</u></p> <ul style="list-style-type: none"> ▪ Verbal skills were inadequate. ▪ Visual aids were inadequately used. ▪ The presentation was not completed within the time limit.

A1: Class Participation (20%)

Standards for assessment – Class Participation

Grade	<p>Assessment criteria:</p> <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. 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. 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%	Attended all case sessions and missed minimal amount of lectures. 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.
Sufficient 50-59%	Attended all case sessions and missed minimal amount of lectures. 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 practical examples.
Fail <50%	Missed multiple case sessions and/or failed to participate voluntarily or simply recited comments made by others.

A4: End of term exam (40%)

Standards for assessment –Case analysis (exam)

Grade	Criteria:
	<ul style="list-style-type: none"> - Ability to think analytically (conduct case analysis) - Ability to apply concepts and theory - Ability to clearly articulate a point of view and answer
Outstanding 85-100%	<ul style="list-style-type: none"> ▪ 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. ▪ All or almost all of the responses are well organized, clear, fluent, and with sufficient elaboration.
Good 70-84%	<ul style="list-style-type: none"> ▪ 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. ▪ Most of the responses are well organized, clear, fluent, and with sufficient elaboration.
Competent 60-69%	<ul style="list-style-type: none"> ▪ 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. ▪ Some of the responses are well organized, clear, fluent, and with sufficient elaboration.
Sufficient 50-59%	<ul style="list-style-type: none"> ▪ 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. ▪ Few of the responses are well organized, clear, fluent, and with sufficient elaboration.
Fail <50%	<ul style="list-style-type: none"> ▪ 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. ▪ 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%	100-80% of questions correct
Good 70-84%	79-70% of questions correct
Competent 60-69%	69-60% of questions correct
Sufficient 50-59%	59-50% 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 (20%) + Group project written report (25%)+ Group project presentation (10%) + Final Exam (MC+Essay questions) (45%)

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-	60% – 69%
D+, D	50% – 59%
F	< 50%

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 all classes on time**.

COURSE SCHEDULE

Week 1. Introduction to Strategic Management

Text: Chapter 1

Supplementary Reading: Costas Markides, What is strategy and how do you know if you have one. *Business Strategy Review*, Vol.15:2, 2004

Week 2. External Analysis

Text: Chapter 2

Supplementary Reading: Donald Morris, A new tool for strategy analysis: The opportunity model. *Journal of Business Strategy*, Vol.26:3, 2005

Week 3. Internal Analysis

Text: Chapter 3

Supplementary Reading: Lynda Gratton & Sumantra Ghoshal, Beyond best practice., MIT Sloan Management Review, Apr 2005

Week 4. Business Level Competitive Strategy

Text: Chapter 4

Supplementary Reading: Don Peter, Confronting low-end competition. *MIT Sloan Management Review*, Jul 2005

Week 5. Competitive Rivalry and Dynamics

Text: Chapter 5

Supplementary Reading: Brian Leavy, Outsourcing strategies: Opportunities and risks. *Strategy and Leadership*, Vol 32:6, 2004

Week 6. Corporate Level Competitive Strategy

Text: Chapter 6

Supplementary Reading: Tarun Khanna & Krishna Palepu, Why focused strategy may be wrong for emerging markets. *Harvard Business Review*, July-August 1997.

Week 7. Strategic Acquisition and Restructuring

Text: Chapter 7

Supplementary Reading: Niraj Dawar and Tony Frost, Competing with giants. *Harvard Business Review*, March-April 1999.

Week 8. Global Strategy

Text: Chapter 8

Supplementary Reading: Peter Williamson, Strategies for Asia's new competitive game., *The Journal of Business Strategy*, Vol.26:2, 2005

Week 9. Cooperative Implications for Strategy

Text: Chapter 9

Week 10. Corporate Governance and the Controls with Organizations

Text: Chapter 10 & Chapter 11

Week 11. Leadership Implication for Strategy

Text: Chapter 12

Supplementary Reading: Brian Leavy, A leader's guide to creating an innovation culture. *Strategy and Leadership*, Vol. 33:4, 2005

Week 12-13. Group Presentations & Course Wrap-up

DATES AND SCHEDULE ARE SUBJECT TO CHANGE