

Kingdom of Saudi Arabia

Al Baha University

Faculty of Administrative and Financial Sciences

Business Administration

COURSE SPECIFICATION

ADMINISTRATIVE POLICIES

16021802

2015

Course Specification

Institution:	Al-Baha University
College/Department:	Faculty of Administrative and Financial Sciences Business Administration Dept

A Course Identification and General Information

1. Course title:	Administrative Policies 16021802
2. Credit hours:	3
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs)	Business Administration
4. Name of faculty member responsible for the course.	Dr. Boukthir Salem
5. Level/year at which this course is offered:	8th level/4 th Year
6. Pre-requisites for this course (if any)	
7. Co-requisites for this course (if any)	
8. Location if not on main campus	

B Objectives

1. Summary of the main learning outcomes for students enrolled in the course.

This course is a general introduction to strategic management and policy; examines theory and practice of designing and implementing successful business strategy and policy. This course is intended for student to use in-depth analyses of detailed case studies of real business and business situations to reinforce the concepts necessary for successful development and implementation of sound business strategy. Additional learning outcomes for students include: knowledge of general management responsibilities, environmental and internal analysis, and tactics in the context of a global, domestic, and industrial environment.

2. Briefly describe any plans for developing and improving the course that are being implemented. (eg increased use of IT or web based reference material, changes in content as a result of new research in the field)

A variety of instructional methods may be used depending on content area. These include but are not limited to: lecture, multimedia, cooperative/collaborative learning, labs and demonstrations, projects and presentations, speeches, debates, and panels, conferencing, and performance. Methodology will be selected to best meet student needs.

C. Course Description (Note: General description in the form to be used for the Bulletin or Handbook should be attached)

1 Topics to be Covered		
Topic	No of Weeks	Contact hours
Course Introduction: Defining Strategic Management and Policy, Process, Development, and Implementation	1	3
Competitive Positioning; External Environment and Internal Resources	2	6
Competitive Strategy and Business Policy; Competencies and Market Influence	2	6

Foreign Markets and Strategic Choice	2	6
Specific Market Environment; Analysing Company's Business Strategy and Policy	2	6
Business Ethics and Social Responsibility Influence Development and Implementation of Business Strategy and Policy	2	6
Corporate Resources, Capabilities, and Organizational Structure and its Impact on Strategy and policy development and Implementation	2	6
Analysing Business Problems, Implications, and Solutions	2	6

2 Course components (total contact hours per semester):			
Lecture: 45	Tutorial: Varies	Practical/Fieldwork/Internship: None	Other: None

3. Additional private study/learning hours expected for students per week. (This should be an average :for the semester not a specific requirement in each week) 4-6 hours per semester

4. Development of Learning Outcomes in Domains of Learning

For each of the domains of learning shown below indicate:

- A brief summary of the knowledge or skill the course is intended to develop;
- A description of the teaching strategies to be used in the course to develop that knowledge or skill;
- The methods of student assessment to be used in the course to evaluate learning outcomes in the domain concerned.

a. Knowledge

(i) Description of the knowledge to be acquired

Upon completion of the course, students will be able to understand strategy management and policy, its importance, and the process for developing and implementing sound business strategy and policy; understand a company's competitive position both from an external environment and internal resources and competencies; understand generic competitive strategies that may be implemented and how business competencies and market positions influence choice strategy and business policy; understand what it takes to compete in foreign markets; understand business ethics and responsibility and its influence on business strategy and policy; understanding the impact of organizational culture and leadership on successful policy and strategic development and implementation.

(ii) Teaching strategies to be used to develop that knowledge

The basic instructional method will consist of interactive lecture, class discussion, and hands-on learning through class participation.

(iii) Methods of assessment of knowledge acquired

The student is required to respond to topic-related discussion questions after every chapter. These questions will be provided weekly. Grading of responses will be based on content and general to specific knowledge of information covered. Although a specific length is not mandated, responses should be well thought out and add value to the class discussion.

Assignments and examination questions will consist of problem-solution and objective type questions and will be derived from text and lecture material and class handouts.

b. Cognitive Skills

(i) Cognitive skills to be developed

Upon completion of course, student will be able to describe the difference between strategy and business model; identify and define key phases in strategy and policy planning process; identify and describe key issues that impact industry and competitive environment; identify SWOT analysis and how they are used in policy development and strategy process; identify strategic options for entering foreign markets; identify key strategic-making principles and policies proven to be the most use in creating successful business plan; identify ethics and social responsibility and its relationship with strategic management and policy development and implementation.

(ii) Teaching strategies to be used to develop these cognitive skills

The basic instructional method will consist of interactive lecture, class discussion, and hands-on learning through class participation.

(iii) Methods of assessment of students cognitive skills

Weekly assessments and examinations will each consist of multiple choice, short answer, and/or essay questions in order to evaluate the student's understanding of the basic concepts, terms, processes, and issues covered in the course. These items will consist of problem-solution and objective type questions. Assignments and examination questions will be derived from text and lecture material and class handouts.

c. Interpersonal Skills and Responsibility

(i) Description of the interpersonal skills and capacity to carry responsibility to be developed

Students will integrate processes of thinking, communication, leadership, and management in order to apply interpersonal relationships knowledge and skills. Students will also learn to evaluate effectiveness of communication processes, demonstrate leadership that encourages participation and respect for the ideas, perspectives, and contributions of group members; apply management, decision-making, and problem solving processes to accomplish tasks and fulfill responsibilities; examine interrelationships among thinking, communication, leadership, and management processes to address individual, family, community, and workplace issues. Students will develop and demonstrate ethical behavior that is appropriate for the business professional in today's society.

(ii) Teaching strategies to be used to develop these skills and abilities

The basic instructional method will consist of interactive lecture, class discussion, and hands-on learning through class participation.

(iii) Methods of assessment of students interpersonal skills and capacity to carry responsibility

Student's contributions to the topic-related discussions will be assessed by instructor who will lead, oversee, and/or facilitate class discussions. Instructor will assess students ability and willingness to apply standards of ethical behaviour when making judgments or taking personal actions and demonstrate effective listening and feedback.

d. Communication, Information Technology and Numerical Skills	
(i) Description of the skills to be developed in this domain. NA	
(ii) Teaching strategies to be used to develop these skills The teaching strategies are lecture, discussion and problem solving oriented. Students will be encouraged to ask questions and provide comments as considered appropriate.	
(iii) Methods of assessment of students numerical and communication skills The student is required to respond to topic-related discussion questions after every chapter. These questions will be provided weekly. Grading of responses will be based on content and general to specific knowledge of information covered. Assignments and examination questions will consist of problem-solution and objective type questions and will be derived from text and lecture material and class handouts.	
e. Psychomotor Skills (if applicable)	Not applicable
(i) Description of the psychomotor skills to be developed and the level of performance required	
(ii) Teaching strategies to be used to develop these skills	
(iii) Methods of assessment of students psychomotor skills	

5. Schedule of Assessment Tasks for Students During the Semester			
Assessment	Assessment task (eg. essay, test, group project, examination etc.)	Week due	Proportion of Final Assessment
1	Discussion Questions and Quizzes	1 to 12	10%
2	Short Assignments	10	10%

5	Mid Term Exam	7	30%
6	Final Examination	17	50%

D. Student Support

1. Arrangements for availability of faculty for individual student consultations and academic advice. (include amount of time faculty are available each week)

Instructor will be available for student consultation and academic advice on week days during the office hours. Additional assistance by appointment only.

E. Learning Resources

<p>1. Required Text(s)</p> <p>Crafting and Executive Strategy, Thompson, Strickland, and Gamble</p>
<p>2. Essential References</p> <p>Strategic Issues Management: Organizations and Public Policy Challenges - Kindle Edition - Kindle Book (Jul 30, 1997) by Dr. Robert L. Heath and Dr. Michael James Palenchar</p> <p>Strategic Management and Business Policy (10th Edition) - Hardcover (Oct 20, 2005) by Tom Wheelen and David Hunger</p>
<p>3- Recommended Books and Reference Material (Journals, Reports, etc) (Attach List)</p> <p>Fortune Magazine Forbes Magazine Strategic Management Journal The Economist Business Week Wall Street Journal Harvard Business Review Human Resource Management Journal International Journal of Human Resources Management Personnel Review People Management Oxford English Dictionary <u>or</u> Collins Dictionary <u>and</u> a Thesaurus Academy of Strategic Management Journal</p>
<p>4-Electronic Materials, Web Sites, etc.</p>

http://www.business.com/search/rslt_default.asp?vt=all&type=web&query=strategic+management+and+policy

5- Other learning material such as computer-based programs/CD, professional standards/regulations

MS-Project 2000, Windows XP, Microsoft Office, Access to the Internet, Flash drives Internet Explorer, version 6.x or above, and Windows Media Player, version 10 or above. (Version 9 of Windows Media Player may be used only if using Windows 2000 or earlier operating system); The use of an updated version of Internet Explorer is strongly recommended in order to view Windows Media Player.

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (ie number of seats in classrooms and laboratories, extent of computer access etc.)

1. Accommodation (Lecture rooms, laboratories, etc.)

Classes will be held in classroom and business computer lab and will accommodate approximately twenty-five (25) students

2. Computing resources

Students will have access to Microsoft Excel, Microsoft Access, and Microsoft Office systems.

3. Other resources (specify --eg. If specific laboratory equipment is required, list requirements or attach list)

Business computer laboratory must encompass twenty-five (25) student workstations, network printer, and scanners for student use.

G. Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching

Evaluations of performance and teaching effectiveness will be administered to the students at the end of the course. A questionnaire will be used in order to determine appropriateness of communication of course expectations (learning objectives), communication of course requirements (e.g., assessment), student perception of the quality of classroom teaching, adequacy of assessment feedback, and accessibility of

<p>learning resources and support.</p>
<p>2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department</p> <p>Evaluations will be conducted by colleagues of the instructor who have expertise in the course/discipline. Evaluations will result from information obtained through classroom visits and review of course materials and instructional contributions.</p>
<p>3 Processes for Improvement of Teaching</p> <p>Instructor will conduct evaluations from a number of sources including, but not limited to, student questionnaires, peer reviews, department focus groups, and self-evaluations. Instructor will collect and respond to feedback on their teaching from colleagues, peers, and students on a continual basis. Instructor and department will utilize a systematic approach to evaluate information obtained from feedback to make appropriate improvement of teaching that is firmly based on professional practices.</p>
<p>4. Processes for Verifying Standards of Student Achievement (eg. check marking by an independent faculty member of a sample of student work, periodic exchange and remarking of a sample of assignments with a faculty member in another institution)</p> <p>To help instructor review the extent of the student’s achievement, a mid-course and end of course rating scale will be utilized in an effort to survey goals for student learning. Based on the survey results, instructor will collect data to verify student's perceived strengths and weaknesses. The purpose of collecting evidence of student achievement is to help to establish baseline data to monitor improvements in student learning over time. A summary of a description of students’ current levels of achievement of will be provided to student upon completion. Conference between instructor and student will be available, upon request, to discuss students' achievement review.</p>
<p>5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.</p> <p>Periodic focus groups will be conducted by instructor, faculty of the department, and department administrators to critique appropriateness of learning outcomes, content choice and currency, teaching and assessment methods, match between all of the above.</p>

The required text covers a percentage of: 75% of the course

Faculty In charge
Dr. Boukthir Salem

Head of Department
Dr. Mohammed Makni

Vice Dean (Academic Affairs)

The Dean

Dr. Najeeb Al Mater

Dr. Mohammed Al Zehrani