

**Kingdom of Saudi Arabia**

**Al Baha University**

**Faculty of Administrative & Financial Sciences**

**Business Administration**

**COURSE SPECIFICATION**

**Strategic Management**

**16011709**

**2015**

# Course Specification

<b>Institution</b>	: Al-Baha University,
<b>College/Department</b>	: Faculty of Administrative and Financial Sciences Business Administration

## A Course Identification and General Information

<b>1. Course title and code:</b>	Strategic Management 16011709
<b>2. Credit hours</b>	: 3
<b>3. Program(s) in which the course is offered</b>	: Business Administration
<b>4. Name of faculty member responsible for the course</b>	: Dr Mohammed Abul Khair
<b>5. Level/year at which this course is offered</b>	: 7 <sup>th</sup> level /4 <sup>th</sup> Year
<b>6. Pre-requisites for this course (if any)</b>	
<b>7. Co-requisites for this course (if any)</b>	
<b>8. Location if not on main campus</b>	

## B Objectives

<p><b>1. Summary of the main learning outcomes for students enrolled in the course.</b></p> <p>This course is a general introduction to strategic management as an information development and communication function that supports management-decision making. Students will become familiarized with fundamental relationships between an organization and its complex and rapidly changing environment which is the key to long-term viability of the organization. The aim of the course is to develop students' ability to analyse the factors which will determine whether a firm excels, survives or fails. Furthermore, on the basis of such analysis, the second aim of this course is to provide students with the tools necessary to prescribe long term strategies which will enable firms to achieve their corporate objectives.</p>
<p><b>2. Briefly describe any plans for developing and improving the course that are being implemented. (E.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)</b></p> <p>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.</p>

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

Topic	No of Weeks	Contact hours
Course Introduction: Defining Strategic Management	1	3
Organizational Direction and Purpose; Overall objectives	2	6
External Environmental Analysis (opportunities and threats); Social analysis; Ethical analysis	2	6
Internal Environmental Analysis; Core values; Core strengths; Identifying issues	2	6

Formulating Grand Strategy (corporate level); Matching strategies to company situation and environment	2	6
Developing business strategy (business level); Business strengths and weaknesses; Business policies and objectives; Functional policies and objectives	2	6
Institutionalizing Strategies; Structure; Organizational culture; Organizational leadership, Strategy implementation and control	2	6
Evaluation and control of strategy; Periodic review ;Strategic adjustments	2	6

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

**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.

<p><b>a. Knowledge</b></p>
<p><b>(i) Description of the knowledge to be acquired</b></p> <p>Upon completion of the course, students will be able to understand concepts, models, tools, and skills that are essential for strategic management including product/service concepts, product life cycle, and product innovation/development; advertising, sales promotion and public relations, and basic personal selling concepts.; development of an awareness of the variety of effects the external environment has on organizations and their strategy; understand the role of collaborative strategies: strategic alliance, joint ventures, acquisitions and mergers; understand the principles and processes which organizations use to improve performance.</p>
<p><b>(ii) Teaching strategies to be used to develop that knowledge</b></p> <p>The basic instructional method will consist of interactive lecture, class discussion, and hands-on learning through class participation.</p>
<p><b>(iii) Methods of assessment of knowledge acquired</b></p> <p>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.</p> <p>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.</p>
<p><b>b. Cognitive Skills</b></p>
<p><b>(i) Cognitive skills to be developed</b></p> <p>Upon completion of course, student will be able to critically discuss and evaluate strategic management theory; discuss a range of conflicting views on strategic management; discuss the key principles of strategic management; Identify how individual disciplines are integrated into overall strategic management; critically evaluate arguments and evidence; assess the meaning and understanding of the issues rather than focus on content and knowledge; apply the knowledge outlined on the program to real-life scenarios; ascertain what are the important/key issues that managers face.</p>

**(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.

<p><b>d. Communication, Information Technology and Numerical Skills</b></p>
<p><b>(i) Description of the skills to be developed in this domain.</b></p> <p>Upon completion of course, student will be able to communicate effectively in writing; demonstrate effective oral communication skills; demonstrate group-work skills- leadership, teamwork, group dynamics; demonstrate organisation skills- time management, task management, objective setting; demonstrate information technology skills- computer literacy and awareness</p>
<p><b>(ii) Teaching strategies to be used to develop these skills</b></p> <p>The teaching strategies are lecture, discussion and problem solving oriented. Students will be encouraged to ask questions and provide comments as considered appropriate.</p>
<p><b>(iii) Methods of assessment of students numerical and communication skills</b></p> <p>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.</p> <p>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.</p>
<p><b>e. Psychomotor Skills (if applicable) Not Applicable</b></p>
<p><b>(i) Description of the psychomotor skills to be developed and the level of performance required</b></p>
<p><b>(ii) Teaching strategies to be used to develop these skills</b></p>
<p><b>(iii) Methods of assessment of students psychomotor skills</b></p>

<b>5. Schedule of Assessment Tasks for Students During the Semester</b>			
<b>Assessment</b>	<b>Assessment task (e.g. essay, test, group project, examination etc.)</b>	<b>Week due</b>	<b>Proportion of Final Assessment</b>
1	Discussion Questions & Quizzes	1-12	10%
2	Short Assignments	1-12	10%
3	Examination	7	30%
4	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 their office hours. Additional assistance by appointment only.

### **E Learning Resources**

<p><b>1. Required Text(s)</b></p> <p>Strategic Management: Concepts and Cases (Arab World Editions) 1/e Ali, Al-Aali, David, Ali &amp; Al Aali</p>
<p><b>The coverage of the syllabus by the book : 90 - 95 percent</b></p>
<p><b>2. References</b></p> <p>Cases: Strategic Management and Business Policy, 10/e Wheelen &amp; Hunger Pearson Education,</p> <p>David, F.R (2005) Strategic Management: concepts and cases. 10<sup>th</sup> ed. Prentice Hall (David)</p> <p>Strategic Management and Business Policy: Globalization, Innovation and Sustainability: Global Edition, 14/e Wheelen, Hunger, Hoffman &amp; Bamford -</p>
<p><b>3- Recommended Books and Reference Material (Journals, Reports, etc.) (Attach List)</b></p> <p>Academy of Management Executive Academy of Management Review Administrative Science Quarterly</p>

BusinessWeek Forbes Fortune Harvard Business Review International Journal of Technology Management Journal of Business Strategy Journal of Small Business Management Long Range Planning Planning Review Strategic Management Journal Wall Street Journal
<b>4-.Electronic Materials, Web Sites etc.</b>  <a href="http://www.business.com/search/rslt_default.asp?vt=all&amp;type=web&amp;query=strategic+management+and+policy">http://www.business.com/search/rslt_default.asp?vt=all&amp;type=web&amp;query=strategic+management+and+policy</a>
<b>5- Other learning material such as computer-based programs/CD, professional standards/regulations</b> Not Required

## F. Facilities Required

<b>Indicate requirements for the course including size of classrooms and laboratories (ie number of seats in classrooms and laboratories, extent of computer access etc.)</b>
<b>1. Accommodation (Lecture rooms, laboratories, etc.)</b>  Classes will be held in classroom which can accommodate approximately twenty-five (25) students.
<b>2. Computing resources</b> Not Required
<b>3. Other resources (specify --e.g. If specific laboratory equipment is required, list requirements or attach list)</b> Not Required

## G Course Evaluation and Improvement Processes

<b>1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching</b>  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 learning resources and support.
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<p><b>2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department</b></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><b>3 Processes for Improvement of Teaching</b></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><b>4. Processes for Verifying Standards of Student Achievement (e.g. 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)</b></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><b>5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.</b></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 concurrency, teaching and assessment methods, match between all of the above.</p>

**Faculty In charge**

**Head of Department**

**Vice Dean (Academic Affairs)**

**Dean**