

## **BSP3001 STRATEGIC MANAGEMENT**

AY2019/2020 Special Term 1

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***“The way to get started is to quit talking and begin doing” – Walt Disney***

NOTE: The class schedule is tentative and the topics, readings, and assignments may change depending on the schedules of guest lecturers, current events and other things. If the syllabus changes, I will notify registered students and will post an updated syllabus via email.

### **COURSE DESCRIPTION**

Looking back more than fifty years ago, strategy was largely defined as how Firms out-price competition. Post-war, companies focused on driving costs down from economies of scale. Then, Michael E Porter made popular in the 80s the concept of Five Forces – that strategy went beyond just economics. In the new century with the advent of digital and social media, there are many more opportunities for competition to leapfrog incumbents and a big part of strategy was focused on surviving disruption (and how to successfully disrupt)

In the next few weeks, we will learn about the different frameworks to strategy – brought to life by in-class discussions on case studies of companies which had been-there-done-that. The later part of this course also provides different strategic management toolkits that we can draw upon when tasked with strategy formulation down the road.

Course objectives as follows:

- **In-depth strategy knowledge** – To encourage the understanding of different schools of thought and to gain of insight into the assumptions, possibilities and limitations of each set of theories and tools
- **Strategic thinking ability** – To develop ability to think strategically, understand the language of business, analyze and craft strategies on paper and verbally in class discussion

### **COURSE FORMAT**

The best way to achieve the objectives laid out above is through case studies and actual business settings. We will work through case discussions and dialogues with guest speakers. There will also be a real “live” case problem to solve. This will allow you to deep dive into real-world problem solving in a safe environment.

You will be assessed both on individual as well as group work:

| Components  | Weight |
|---|--------|
| In-class attendance (individual)  | 20%    |
| Class reflections (individual) – select one session between classes 1-5 | 20%    |
| Group project (group) – presented in classes 9 and 10                   | 20%    |
| End-of-term case (group) – conducted in class 11                        | 20%    |
| Peer evaluation (individual) – conducted in class 12                    | 20%    |

## TENTATIVE COURSE OUTLINE

| Session | Date   | Topic   | Milestones  |
|---------|--------|---|---|
| 1       | 13 May | - <b>Strategy Revisited</b><br>- Course brief + Group formation                 | <b>Optional Pre-reading</b> – Creating Blue Oceans, by W. Chan Kim and Renée Mauborgne  |
| 2       | 14 May | - Strategic framework: <b>Competitive Advantage</b> (core competence)           | <b>Pre-reading (case)</b> – Banyan Tree Resorts and Hotels  |
| 3       | 20 May | - Strategic framework: <b>International Growth Strategy</b> (market entry)<br>- | <b>Pre-reading (case)</b> – Carrefour in Asia   |
| 4       | 21 May | - <b>Guest speaker:</b> Growing an EduTech venture in a fast-growing SEA market | <b>Optional Pre-reading</b> – Competing Globally, by Juan Alcacer<br><b>Group project</b> – Topics distribution <sup>1</sup>                                      |
| 5       | 27 May | - Strategic framework: <b>Strategy Execution</b>                                | <b>Optional Pre-reading</b> – Leading Change, by John P. K.   |
| 6       | 28 May | - Strategy toolkit: <b>Pyramid thinking</b>                                     | <b>Optional Pre-reading</b> – DaimlerChrysler PMI, by Richard F. M., Michael G. R., Peter J. C., Stephan A. J.<br><b>In-class activity</b> – Art of MECE analysis |
| 7       | 03 Jun | - Strategy toolkit: <b>Syncing strategy with numbers</b>                        | <b>Optional Pre-reading</b> – Acquiring First Thousand Customers, by Thales S. T. and Morgan B.<br><b>In-class activity</b> – Value creation model                |
| 8       | 04 Jun | - Strategy toolkit: <b>Benchmarks – application and uses</b>                    | <b>Pre-reading</b> – Balanced Scorecard Report, by Anne Field<br><b>In-class activity</b> – Drawing apples to apples  |
| 9       | 10 Jun | - Project presentation  | <b>Project presentation</b> – Topic #1 (group)  |
| 10      | 11 Jun | - Project presentation  | <b>Project presentation</b> – Topic #2 (group)  |
| 11      | 17 Jun | - Module assessment   | <b>End-of-term case</b> (group)   |
| 12      | 18 Jun | - Module recap<br>- Peer evaluation   | <b>Optional Video</b> – How Will You Measure Your Life, by Clay Christensen   |

Note<sup>1</sup>: Each group will take turns to present their group projects at Classes 9 and 10. The project topics will be distributed by Class 4 so you will have 3 weeks to work on them.

## RECOMMENDED TEXTBOOK

There is no need to purchase a textbook. However, if you like further reading into strategy topics from different perspectives, below is a list of books you can draw from:

- Johnson, G et al. (2017) Exploring Strategy, 11th edition
- Barney, J.B. and Hesterly, W.S. (2010) Strategic Management and Competitive Advantage, third edition. Prentice Hall.
- De Wit, Bob, and Ron Meyer (2010), Strategy - Process, Content, Context: An International Perspective, fourth edition, London: Thomson Learning.

## ACADEMIC HONESTY & PLAGIARISM

Academic integrity and honesty is essential for the pursuit and acquisition of knowledge. The University and School expect every student to uphold academic integrity and honesty at all times. Academic dishonesty is any misrepresentation with the intent to deceive, or failure to acknowledge the source, or falsification of information, or inaccuracy of statements, or cheating at examinations/tests, or inappropriate use of resources.

Plagiarism is “the practice of taking someone else's work or ideas and passing them off as one's own”. The University and School will not condone plagiarism. Students should adopt this rule – you have the obligation to make clear to the assessor which is your own work, and which is the work of others. Otherwise, your assessor is entitled to assume that everything being presented for assessment is being presented as entirely your own work. This is a minimum standard. In case of any doubts, you should consult your instructor.

Additional guidance is available at

<http://www.nus.edu.sg/registrar/adminpolicy/acceptance.html#NUSCodeofStudentConduct>

Online module on plagiarism

<http://emodule.nus.edu.sg/ac>

***“The painter, sculptor, writer, and musician are protected by law. So are inventors. But the chef has absolutely no redress for plagiarism on his work; on the contrary, the more the latter is liked and appreciated, the more will people clamour for his recipes” – Auguste Escoffier***

If you feel the need to copy paste, tell me and I'll send you my mother's recipe for Hainanese Chicken Rice.