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| **COURSE INFORMATON** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Strategic Management | EMBA 504 | Fall | 3+0 | 3 | 9 |

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| **Prerequisites** | - |

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| **Language of Instruction** | English | | |
| **Course Level** | Postgraduate | | |
| **Course Type** | Compulsory | | |
| **Course Coordinator** |  | | |
| **Instructors** |  | | |
| **Assistants** |  | | |
| **Goals** | This course has been designed to provide the graduate students with the opportunity to develop an understanding of strategic management and managerial policy concepts, techniques and methodologies, to develop the necessary  conceptual and analytical skills to collect and analyze data, to make rational and strategic decisions, and to integrate and apply the previously learned and accumulated knowledge to deal with the complex business problems through case analyses and a simulation exercise. | | |
| **Content** | This course considers to develop skills and competencies in understanding and applying the latest strategic insights, models, and approaches; planning applicable ideas for leveraging their firms’ capabilities and innovative ways to capitalize on current opportunities and choices about the future nature and direction of your organization; clarifying mission, vision, values and direction of strategy, setting strategic objectives, establishing success criteria, listing priority areas for action and developing objectives; assessing the benefits and risks of implementing the strategy; understanding the key factors involved in implementing strategy, action planning tools such as logical frame working, action planning grids and planning wheels, communicating strategic plan; undertaking effective monitoring and evaluation for execution; recognizing emergent approaches to monitoring and evaluation such as participatory, real-time, balanced scorecard. | | |
| **Learning Outcomes** | | **Teaching Methods** | **Assessment Methods** |
| 1) Develop understanding about what is involved in making marketing decisions, including  product, price, promotion, and place decisions to create a marketing mix. | | 1,2,3 | A,B,C |
| 2) Demonstrate deeper methodological knowledge necessary for gaining marketing and competitive intelligence | | 1,2,3 | A,B,C |
| 3) Develop strategic thinking in the context  of complex problems and challenges faced by the marketing executives and brand managers. | | 1,2,3 | A,B,C |
| 4) Develop ability to integrate the important societal dimensions of diversity, environmental concerns, ethics, and technological change into marketing thinking | | 1,2,3 | A,B,C |

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| **Teaching Methods:** | 1: Lecture, 2: Question-Answer, 3: Discussion |
| **Assessment Methods:** | A: Exam , B: Assignment, C: Student Presentations |

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| **COURSE CONTENT** | | |
| **Hours** | **Topics** | **Study Materials** |
| 0.5 | Introduction and course description |  |
| 2 | What is Strategy and Why Is It Important |  |
| 2.5 | Charting a Company's Direction: Vision, Mission, Objectives, and Strategies |  |
| 2 | Core Concepts and Analytical Tools: Evaluating a Company's External Environment |  |
| 2 | Discuss Glo-Bus simulation |  |
| 2 | Crafting a Strategy:  The Five Generic Competitive Strategies |  |
| 2 | Strenghtening a Company's Competitive Position: Strategic Moves, Timing, and Scope of Operations |  |
| 2 | Strategies for Competing in International Markets |  |
| 2 | Corporate Strategy: Diversification and the Multibusiness Company |  |
| 2 | Simulation Annual Reports |  |
| 3 | Mid Term |  |
| 2 | Ethics, Corporate Social Responsibility, Environmental Sustainability, and Strategy |  |
| 3 | Building an Organization Capable of Good Strategy Execution: People, Capabilities, and Structure |  |
| 3 | Managing Internal Operations: Actions That Promote Good Strategy Execution |  |
| 3 | Corporate Culture and Leadership: Keys to Good Strategy Execution |  |
| 2 | Course and Simulation Review |  |
| 3 | Student Presentations |  |
| 3 | Final Examination |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | * Arthur A. Thompson, Margaret A. Peteraf, John E. Gamble, and A. J. Strickland III, *Crafting and Executing Strategy: The Quest for Competitive Advantage*, *Concepts and Cases*, McGraw-Hill, 2012, 18th Edition. |
| **Additional Resources** | * Simulation: Thompson, et al., *The Business Strategy Game: Competing in a Global Marketplace.* |

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| **MATERIAL SHARING** | |
| **Documents** | Textbook, Additional Readings, Glo-BUS Simulation, and Cases |
| **Assignments** | Simulation Game, Case Analyses |
| **Exams** | One midterm, one final exam |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Mid-term | 1 | 50 |
| Simulation | 2 | 25 |
| Case Analysis Presentation and Case Report | 1 | 25 |
| **Total** |  | **100** |
| **CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE** |  | 35 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 65 |
| **Total** |  | **100** |

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| **COURSE CATEGORY** | Expertise/Field Courses |

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| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| No | Program Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| 1 | Students should possess the sufficient knowledge, discipline and responsibility to be able to conduct independent study/ project/research and a comprehensive research and/or project report. |  |  |  |  | x |  |
| 2 | Students should be able to fulfill their responsibility in teams and projects in businesses as well as being able and capable to act as a leader. |  |  |  |  | x |  |
| 3 | Students should be able to design and plan projects to achieve organizational goals and objectives and/or improve organizational performance. |  |  |  |  | x |  |
| 4 | Students should be able to critically evaluate the body of knowledge in the fast changing global business administration arena and the specialization areas (management and organization, accounting and finance, information technology, operations management and marketing), assess self-competency, and direct self-learning efforts accordingly. |  |  |  |  | x |  |
| 5 | Students should understand the importance of life-long learning and self assessment to maintain their personal and professional development. |  |  |  | x |  |  |
| 6 | Students should understand that the rapidly-evolving dynamics of national and global environments requires flexible thinking, adaptability, and the ability to formulate innovative solutions to pursue a successful career. |  |  |  | x |  |  |
| 7 | Students should be able to effectively communicate in written or oral English with people from diverse backgrounds, and should have the English proficiency to follow and interpret the global dynamics that shape the business administration and the specialization areas (management and organization, accounting and finance, information technology, operations management and marketing). |  |  |  |  | x |  |
| 8 | Students should be able to clearly and effectively convey their knowledge, ideas, research, and conclusions supported with relevant data, in national/international interdisciplinary academic and professional settings in Turkish or in English. |  |  |  | x |  |  |
| 9 | Students should understand the importance of respect for individual and cultural diversity, and should be able to emphatically interact with individuals from diverse cultural backgrounds in social and professional settings. |  |  |  | x |  |  |
| 10 | Students should be able to effectively utilize computer, communication and information technologies commonly used in business administration and specialization areas (management and organization, accounting and finance, information technology, operations management and marketing). |  |  |  | x |  |  |
| 11 | Students should understand the standards of personal, professional and social ethics, evaluate the ethical implications of various practices related to the area of business administration, and have awareness of the importance of ethical behavior in adding value to society. |  |  |  |  | x |  |
| 12 | Students should understand the personal, social and ecological dimensions of social responsibility and have the awareness that being socially responsible is an active citizenship duty of each and every individual. |  |  |  |  | x |  |
| 13 | Students should know that universality of social rights and social justice are the principle components of contemporary society and that scientific thinking in essential prerequisite for maintaining social advancement and global competitiveness. |  |  |  |  | x |  |
| 14 | Students should understand the importance of quality, safety and health management, corporate social responsibility, personal, professional and cross-cultural respect and professional ethics in maintaining organizational sustainability. |  |  |  | x |  |  |
| 15 | Students should possess the essential body of knowledge in the area of business administration and the specialized areas (management and organization, accounting and finance, information technology, operations management and marketing); including the state-of-the-art concepts, theories and models, historical evolution of the discipline, the scientific methodology in general, and the research tools and techniques utilized in their discipline, in particular. Students should know how to access, select and effectively utilize sources of knowledge in the business administration area for further development. |  |  |  | x |  |  |
| 16 | Students should grasp core theories and concepts in the academic disciplines closely related with business administration and the specialization areas (management and organization, accounting and finance, information technology, operations management and marketing); such as law and economics, and understand the global dynamics that shape their discipline. |  |  |  | x |  |  |
| 17 | Students should be able to think critically, utilize conceptual and applied knowledge in the area of business administration and the specialization areas (management and organization, accounting and finance, information technology, operations management and marketing) to analyze an organizational environment, understand organizational processes, identify relationships among system components, diagnose underlying problems and make recommendations. |  |  |  | x |  |  |
| 18 | Students should be able to use the concepts, theories and methodologies of the area of business administration in order to employ the appropriate tools and techniques to collect and analyze quantitative and qualitative data, interpret results, draw inferences and propose solutions. |  | x |  |  |  |  |
| 19 | Students should understand the interdependency and interrelationship among disciplines, be able to relate and synthesize knowledge from diverse disciplines and draw novel conclusions. |  |  |  |  | x |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Hours for off-the-classroom study (Including the exam week: 16x Total course hours) | 16 | 10 | 160 |
| Projects | 10 | 8 | 80 |
| **Total Work Load** |  |  | 240 |
| **Total Work Load / 25 (h)** |  |  | 9,6 |
| **ECTS Credit of the Course** |  |  | 9 |