Module Leader

Prof Shahzad Ansari [1]

Timing and Structure

Lent term. 8 sessions + coursework.

Aims

The aims of the course are to:

- provide participants with an opportunity to discuss the strategic challenges facing managers in today’s business environment and to develop a facility for critical strategic thinking.

Objectives

As specific objectives, by the end of the course students should be able to:

- show a critical, reflective approach to managerial concepts.
- show familiarity with some of the key models used in strategic analysis and have some understanding of their application and limitations.
- show a broad overview of managerial disciplines and their interdependency.
- understand some of the current “hot” topics in strategic management.

Content

Strategic management involves the comprehensive analysis of a firm and its environment and the development of a course of action for the firm. It is therefore a comprehensive topic drawing together themes from marketing, organisation design, economics, and other business disciplines. The primary aim of this module is to provide participants with an opportunity to discuss the strategic challenges facing managers in today’s business environment and to develop a facility for critical strategic thinking. This will require participants not only to understand the course material, but also to apply it to business situations through the analysis of businesses cases in class. This overview of strategy will provide a broad framework for future management study, and a context for engineering practice.

Strategic Management

The lectures will cover a range of topics that provide a basic introduction to strategic management. In each session, the lecturer will introduce a basic concept and explain its role in the strategic management process. The class will then analyse a case or discuss the situation facing some well-known firm in order to explore the application of the concept. The module will cover eight topics.

1. Course Introduction and Industry Analysis
2. Generic Strategies and Competitive Advantage
3. Expansion Strategies and the Resource-based View
4. Build, Borrow, or Buy? Acquiring of New resources
5. Corporate Strategy
6. Strategic Innovation  
7. Platform Businesses and Non-market strategy  
8. Organization, Strategy, and Society  

**Coursework**

Regarding the form of individual assessment, it will be 100% coursework (essay of 2,500 words)- Due Date: March 21st 2017  
You will prepare a complete strategic analysis of the current and future prospects for a company of your choice. The paper should contain a comprehensive industry and market analysis, including a detailed analysis of relevant competitors, and conclude with strategic recommendations (including corporate and business strategies) for top management. The selection of companies for strategic analysis is entirely up to each student; however, firms in industries that are in transition or firms that are undergoing major strategic changes are potentially more interesting.

<table>
<thead>
<tr>
<th>Coursework</th>
<th>Format</th>
<th>Due date &amp; marks</th>
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<tbody>
<tr>
<td>[Coursework activity #1 title / Interim]</td>
<td>Individual/group Report / Presentation</td>
<td>day during term Thu week 3 [xx/60]</td>
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<tr>
<td>Coursework 1 brief description</td>
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<td>Learning objective:</td>
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| [Coursework activity #2 title / Final] | Individual Report anonymously marked | Wed week 9 [xx/60] |
| Coursework 2 brief description | | |
| Learning objective: | | |
| | | |

**Booklists**

Please see the [Booklist for Group E Courses](http://teaching.eng.cam.ac.uk) for references for this module.

**Examination Guidelines**

Please refer to [Form & conduct of the examinations](http://teaching.eng.cam.ac.uk).

**UK-SPEC**

The [UK Standard for Professional Engineering Competence (UK-SPEC)](http://teaching.eng.cam.ac.uk) describes the requirements that have to be met in order to become a Chartered Engineer, and gives examples of ways of doing this.

UK-SPEC is published by the Engineering Council on behalf of the UK engineering profession. The standard has been developed, and is regularly updated, by panels representing professional engineering institutions, employers and engineering educators. Of particular relevance here is the 'Accreditation of Higher Education Programmes'.

The Output Standards Matrices [6] indicate where each of the Output Criteria as specified in the AHEP 3rd edition document is addressed within the Engineering and Manufacturing Engineering Triposes.

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**Links**

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