

ET5134 ENTERPRISE STRATEGY COURSE OUTLINE

Course Code	ET5134
Course Title	Enterprise Strategy
Pre-requisites	Minor: ET5131 Second Major: ET5211
No of AUs	3
Contact Hours	Workshop sessions: 39 Hours - (4 days x 8 hours) + (1 day x 7 hours)

Course Aims

This course aims to provide students a holistic approach towards the management of a company, from start-up phase to growth & expansion, where you would understand and learn to recognise and analyse an organisation as an integrated entity in achieving the company's objectives and strategies. In deliberating and executing some of the major business decisions that entrepreneurs face when growing their ventures and competing with other companies in the same industry, you will broaden and deepen your analytical skills when assessing the correlational impact across the organisation instead of viewing each functional activity as a standalone.

Intended Learning Outcomes (ILO)

By the end of this course, you should be able to:

1. Discuss the functional areas of a business and the interrelationships among the functional areas within a business.
2. Formulate effective business strategies for a new and growing venture.
3. Execute business plans to drive a competitive advantage amongst competition.
4. Demonstrate the ability to lead and work effectively with others to accomplish collective goals and tasks.
5. Develop effective written and oral forms of communication to present a business performance and strategies.

Course Content

Topic No.	Description
1	Course Introduction, Communication of Expectations for Assessments, Team Formation
2	Introduction to Strategy (ILO1) <ul style="list-style-type: none">- Strategy Schema- Strategic Management Process- Strategic Analysis- Strategic Formulation- Levels of Strategy
3	Corporate Level Strategy (ILO1) <ul style="list-style-type: none">- Existing/New Markets- Existing/New Products & Services- Key issues at corporate level
4	Business Level Strategy (ILO1) <ul style="list-style-type: none">- Competitive Advantage- Cost Leadership Strategy- Differentiation Strategy- Focus Strategy- Key issues at business level
5	Functional Level Strategy (ILO1) <ul style="list-style-type: none">- Research & Development- Manufacturing- Marketing- Human Resources- Finance
6	Business Model (ILO1/ILO2) <ul style="list-style-type: none">- Enterprise Strategy vs Business Model- Business Model Introduction- Business Model Canvas
7	Strategic Thinking (ILO1/ILO2) <ul style="list-style-type: none">- What is strategic thinking- How to develop good ideas and strategies- How to think more strategically- Introduction to Data Analytics- Strategy for Business- Case Analysis: Singapore Airlines (Company to be confirmed) – Impact of COVID-19
8	Limitations of Entrepreneurs (ILO1/ILO2/ILO3) <ul style="list-style-type: none">- Difference between Entrepreneurial Management or Professional Management- Transition from Entrepreneurial Management to Professional Management
9	Strategic Thinking Case Analysis [Assessment 1] (ILO1/ILO2/ILO3/ILO4/ILO5)

10	Strategic Thinking Presentation [Assessment 2] (ILO1/ILO2/ILO3/ILO4/ILO5)
11	Simulation 1: Business Model Canvas Application and Portfolio Validation [Assessment 3] (ILO1/ILO2/ILO3/ILO4/ILO5)
12	Simulation II: Balanced Scorecard [Assessment 4] (ILO1/ILO2/ILO3/ILO4/ILO5)
13	Management Audit and Debrief

Assessment (includes both continuous and summative assessment)

Component	ILO Tested	Related Programme LO or Graduate Attributes	Weighting	Team/ Individual	Assessment Rubrics
1. Strategic Thinking Case Analysis	1, 2, 3, 4, 5	Communication, Mutual Respect, Teamwork, Character, Self-discipline, Creativity, Knowledge, Curiosity, Initiative	20%	Team	Appendix 1 and Appendix 7
2. Strategy Report Presentation	1, 2, 3, 4, 5	Communication, Leadership, Teamwork, Mutual Respect, Character, Competence, innovation, Interdisciplinary synthesis, Professionalism, Creativity, Presentation skills	5%	Individual	Appendix 2
3. Simulation I: Business Model Canvas Application and Portfolio Validation	1, 2, 3, 4, 5	Communication, Mutual Respect, Teamwork, Character, Self-discipline, Creativity, Knowledge, Curiosity, Initiative	30%	Team	Appendix 3 and Appendix 7
			10%	Individual	
4. Simulation II: Balanced Scorecard	1, 2, 3, 4, 5	Communication, Mutual Respect, Teamwork, Character, Self-discipline, Creativity, Knowledge, Curiosity, Initiative	10%	Team	Appendix 4 and Appendix 7
5. Individual Reflection Report	1, 2, 5	Character, Competence, Creativity,	15%	Individual	Appendix 5

		Knowledge, Self-discipline			
6. Individual Class Participation	1, 2, 4, 5	Communication, Character, Self-discipline, Creativity, Knowledge, Curiosity, Initiative	10%	Individual	Appendix 6
Total			100%		

Formative Feedback

You will receive verbal feedback from the lecturer and through in-class discussion regarding your learning and presentations. Class exercises and practices will be central to your learning process. You will receive summative group feedback on the case presentation to enhance your understanding and application of the topics assessed. Responses and feedback from your peers will also be essential to gaining new perspectives.

Learning and Teaching Approach

Approach	How does this approach support you in achieving the learning outcomes?
Workshop / Seminar-based	<p>All lessons are conducted on a workshop-based approach with a blended style of mini-lectures, tutorials, discussions, presentations, individual activities and group research & discussion questions. The lecturer imparts and facilitates the learning experience and students are expected to learn, share and teach one another.</p> <p>The group discussions not only help to build the technical competencies required for this course, but also help to develop the individual's learning abilities and attitudes towards active learning.</p> <p>Consultation sessions out of class time are open to students who require assistance with their learning.</p>

Reading and References

Textbook

1. Barringer, B. R. & Ireland R. D. (2012) *Entrepreneurship: Successfully Launching New Ventures*, 4th Edition, Pearson Higher Education
2. Kotler, P. (1999) *Kotler on Marketing, How to Create, Win and Dominate Markets*, New York: Free Press.
3. Porter, M.E. (1996) *What is strategy?*, Harvard Business Review, 74(6), 61-78.
4. Porter, M.E. (2008) *The five competitive forces that shape strategy*, Harvard Business Review, 86(1), 78-93.
5. Porter, M.E. (1987) *From competitive advantage to corporate strategy*, Harvard Business Review, 65(3), 43-59.
6. Gamble, Peteraf, and Thompson (2018) *Essentials of Strategic Management: The Quest for Competitive Advantage*, 6th Edition, Irwin/McGraw-Hill
7. Eric G.Flamholtz (2007) *Growing Pains: Transitioning from an entrepreneurship to a professional managed firm*, 4th Edition, Jossey-Bass Inc

Course Policies and Student Responsibilities

(1) General

You are expected to complete all assigned pre-class readings and activities, attend all seminar classes punctually and take all scheduled assignments and tests by due dates. You are expected to take responsibility to follow up with course notes, assignments and course related announcements for seminar sessions they have missed. You are expected to participate in all seminar discussions and activities.

(2) Absenteeism

Absence from class without a valid reason will affect your overall course grade. Valid reasons include falling sick supported by a medical certificate and participation in NTU's approved activities supported by an excuse letter from the relevant bodies.

If you miss a lecture, you must inform the course instructor via email prior to the start of the class.

(3) Absence Due to Medical or Other Reasons

If you are sick and not able to attend an assessment, you have to submit the original Medical Certificate (or another relevant document) to the administration to obtain official leave. In this case, the missed assessment component will not be counted towards the final grade. There are no make-up classes.

(4) Submission Deadline

Assignments, projects, class exercises and any other assessable components must be submitted punctually. Marks will be deducted for late submission. Grades will be deducted accordingly (refer to below table) for assignments that are submitted after the stipulated deadline.

Timeframe:	Grading:
1 st Day*	Mark down by one grade ('A-' → 'B+')
2 nd Day	Mark down by two grades ('A-' → 'B')
3 rd day and part-thereof	Submitted assignment will not be accepted

**After stipulated submission deadline, it will be considered the next day.*

Academic Integrity

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values.

As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating. If you are uncertain of the definitions of any of these terms, you should go to the [academic integrity website](#) for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

Course Instructors

Instructor	Office Location	Phone	Email
Louis Chan Tze Wei			

Planned Weekly Schedule

Day	Topic No.	ILO	Readings/ Activities
1	1, 2, 3	1, 4	Course Materials will be provided by the instructor via NTULearn.
2	4, 5	1, 4	
3	6, 11	1, 2, 3, 4, 5	In-class activities will be carried out based on the lesson plan.
4	7, 12	1, 2, 3, 4, 5	
5	8, 9, 10	1, 2, 3, 4, 5	Team and Individual Presentation

Appendix 1: Assessment Criteria for STRATEGIC THINKING CASE ANALYSIS – TEAM (20%)

You will form teams and each team will be assigned a case study to research on. Guiding questions are provided that will serve as a framework for a thorough analysis, evaluation and finally a presentation of the team's fact-finding and recommendations.

The case analysis is the result of two important processes: (a) an information gathering process and (b) a strategy analysis process.

In light of the information your team has gathered and the analysis of the external and internal environments of the company, as well as its competitive and market position, your team is required to identify the strategic issues that the company is facing and to propose strategies to address those issues. Your team will then present your findings and recommendations in class.

Active contributions and individual responsibility for assigned tasks are crucial to the team's performance.

Grade Range	Description
A+ to A-	<p>Systematic presentation, with relevant and updated data cited from credible sources.</p> <p>Students could apply the concepts taught and provide a critical analysis of the external and internal environment with its implications, in consideration of the competitive and market position.</p> <p>Highly executable recommendations were offered, supported by logical reasonings and plan while answering all the considerations.</p>

B+ to B-	<p>Clear presentation with relevant data, cited from multiple sources.</p> <p>Students could apply the concepts taught and provide a basic analysis of the external and internal environment with its implications, in consideration of the competitive and market position.</p> <p>Sound recommendations were offered, supported by logical reasonings and plan while answering most of the considerations.</p>
C+ to D	<p>Incoherent piece of work with some data collected from the marketplace.</p> <p>Students barely apply the concepts taught and offer some explanations of information from the external and internal environment with its implications, in consideration of the competitive and market position.</p> <p>Acceptable recommendations were offered, supported by some reasonings and plan while answering some of the considerations.</p>
F	<p>Incomplete piece of work, none to little data that is not supported by evidential research.</p> <p>Students did not apply the concepts taught and did not offer explanations of information from the external and internal environment with its implications, in consideration of the competitive and market position. Unacceptable recommendations were offered and not supported by logical reasonings.</p> <p>Did not meet the learning outcomes of this assessment.</p>

Appendix 2: Assessment Criteria for STRATEGIC REPORT PRESENTATION – INDIVIDUAL (5%)

Each team will present their findings and recommendations from the Strategic Thinking Case Analysis. While this is a team presentation, team members will be assessed individually during the presentation, including their response to the Q&As session.

INDIVIDUAL: 5%	
Grade Range	Description
A+ to A-	Presentation is well-articulated, confident, not reading off cue-cards/slides, pace & tone has appropriate well-used variations, effective use of hand & body gestures to emphasise points.
B+ to B-	Presentation is clear, minimal use of pause fillers, referring occasionally to cue-cards/slides, pace & tone has some variations, some use of hand & body gestures to emphasise points.
C+ to D	Presentation is incoherent, frequent use of pause fillers, referring frequently to cue-cards/slides, pace & tone has little variations, minimal use of hand & body gestures to emphasise points.
F	Presentation is incomprehensible, use of significant lengthy pauses, primarily reading off cue-cards/slides, pace & tone monotonous, no use of hand & body gestures to emphasise points.

Appendix 3: Assessment Criteria for SIMULATION I: BUSINESS MODEL CANVAS APPLICATION AND PORTFOLIO VALIDATION – TEAM (30%) & INDIVIDUAL (10%)

The Business Model Canvas is a template for developing new ventures or for deconstructing and reconstructing existing business models, using the nine building blocks – customer value proposition, customer segments, channels, customer relationships, revenue streams, key resources, key partners, key activities and cost structures.

You will form teams and each team will be assigned an existing company to research on and analyse its existing business model. Your team will create and rebuild the company’s business model using existing information available and make inferences based on logical assumptions where data is limited or absent.

Your team will then prepare a simple deck for pitching and float it to the “public” using a quick rapid prototype website/ video. Votes are gathered from the “public” and vote count and feedback will consider as part of the pitch’s success.

Active contributions and individual responsibility for assigned tasks are crucial to the team’s performance.

(a) Content [Team-based, Sub-total 15%]

- Has your team presented all the issues related to your company?
- Have you clearly presented the case for the rebuilt business model canvas?
- Is the business model canvas organised in a logical flow?

(b) Analysis [Team-based, Sub-total 15%]

- Has your team analysed in-depth the various issues?
- Is your analysis logical, well supported and integrated with the company's strategy?
- Are the 9 business model building blocks/segments adequately analysed and explained?
- Is The Pitch reasonable and properly ascertained?

(c) Presentation [Individual-based, Sub-total 10%]

- Are you able to articulate your presentation in a clear and confident manner?
- Pace is appropriate without speaking too fast nor too slow
- Use of hand & body gestures to emphasize points
- Not reading off the slides, notes or cue cards
- Exhibits deep knowledge about the company's current state of performance

TEAM: 30% INDIVIDUAL: 10%	
Grade Range	Description
A+ to A-	<p>Extensively covered all the intended contents of the pitch presentation, adequate amount of material included which are relevant and points made reflect well of their relative importance.</p> <p>Visual aids are well prepared, informative, effective and not distracting.</p> <p>Composed and well-thought responses offered to the floor during Q&A.</p> <p>Presentation is well-articulated, confident, not reading off cue-cards, pace & tone has appropriate well-used variations, effective use of hand & body gestures to emphasise points.</p>
B+ to B-	<p>Sufficiently covered most of the intended contents of the pitch presentation, sufficient amount of material included which are mostly relevant and points made reflect mostly well their relative importance.</p> <p>Visual aids are sufficiently prepared, mostly informative & effective and not distracting.</p> <p>Organised and structured responses offered to the floor during Q&A.</p> <p>Presentation is clear, minimal use of pause fillers, referring occasionally to cue-cards, pace & tone has some variations, some use of hand & body gestures to emphasise points.</p>
C+ to D	<p>Able to cover some of the intended contents of the pitch presentation, insufficient amount of material included which have some relevance and points made that marginally reflect their relative importance.</p> <p>Visual aids are poorly prepared, lacking in information and effectiveness.</p>

	<p>Disorganised and poorly formulated responses offered to the floor during Q&A, which do not address the issues raised.</p> <p>Presentation is incoherent, frequent use of pause fillers, referring frequently to cue-cards, pace & tone has little variations, minimal use of hand & body gestures to emphasise points.</p>
F	<p>Cover none to little of the intended contents of the pitch presentation, marginal amount of material included which have minimal relevance and points made that barely reflect their relative importance.</p> <p>Visual aids are either missing or shows incomplete preparation, none to little information and effectiveness.</p> <p>Unable to provide responses during Q&A.</p> <p>Presentation is incomprehensible, use of significant lengthy pauses, primarily reading off cue-cards, pace & tone monotonous, no use of hand & body gestures to emphasise points.</p>

Appendix 4: Assessment Criteria for SIMULATION BALANCED SCORECARD – TEAM (10%)

The simulation will be marked and graded according to the in-simulation scoring system.

Grade Range	Description
A+ to A-	The Team has earned 75% or higher of the total possible points. The Team is ranked at or above the 75th percentile.
B+ to B-	The Team has earned between 60% to <75% of the total possible points. The Team is ranked at between the 60th to 74th percentile.
C+ to D	The Team has earned between 40% to <60% of the total possible points. The Team is ranked at between the 40th to 59th percentile.
F	The Team has earned between 0% to <40% of the total possible points. The Team is ranked at or below the 39th percentile.

Appendix 5: Assessment Criteria for INDIVIDUAL REFLECTION REPORT – INDIVIDUAL (15%)

You will reflect on the learnings from the module and compare your decisions and outcome with others in the class. You are required to write the most important aspect of your experience. The length of report is between 1,000 – 1,200 words (include word count at the end of the report).

You need to be as thorough as possible and explain the rationale for adopting a strategy. You should include the tradeoffs needed to be made when adopting a strategy, various aspects of this module, and your experience with the case analysis and simulation. Marks will **NOT** be awarded to theoretical concepts 'copy and paste' from other sources.

Grade Range	Description
A+ to A-	Has provided an excellent discussion on the requirements, extensive use of examples from the module to illustrate learning points, rationale for decisions made well-articulated, reflection is well-presented and professional, writing style is clear and effective, no spelling or grammatical mistakes.
B+ to B-	Has provided a good discussion on the requirements, adequate use of examples from the module to illustrate learning points, rationale for decisions made succinctly explained, good writing style and good presentation of the reflection, there is however scope for improvement.
C+ to D	Has provided minimal discussion on the requirements, little to some use of examples from the module to illustrate learning points, rationale for decisions made not clearly explained, somewhat clear writing style and presented well, there are some spelling and grammatical mistakes though.
F	Has not provided any discussion on the requirements, no use of examples from the module to illustrate learning points, no attempt to explain rationale for decisions made, reflection is not well-presented, writing style is not clear and easy to understand, there are numerous spelling and grammatical mistakes.

Appendix 6: Assessment Criteria for CLASS PARTICIPATION – INDIVIDUAL (10%)

Classroom discussion is vital to the learning process in this course. Each student is expected to contribute to class discussions and appropriate marks will be awarded continuously throughout the course on the basis of the quality of one's contribution. Assessment criteria will include demonstration of analytical capability, integrative thinking, and interpersonal and communication skills. Merely showing up for class does not constitute a contribution.

Excellent quality comments, remarks, and questions are those that move the discussion forward by:

- (1) revealing important issues;
- (2) making decisions and offering opinions that are well thought out and logical; and
- (3) debating or challenging your classmates without personal attack

Criteria	7% – 10%	4% – 6%	0% - 3%
Listening	Actively and respectfully listens to peers and instructor. Student incorporates or builds on the ideas of others.	Sometimes displays lack of interest in comments of others.	Projects lack of interest or disrespect for others, interrupts with no constructive & objective comments.
Preparation	Arrives fully prepared with all assignments and self-practices completed, and notes on reading, observations, questions.	Sometimes arrives unprepared or with only superficial preparation.	Exhibits little evidence of having read or thought about the course materials.
Level of Engagement, Contributions to Class	Proactively contributes to class by offering ideas and/or asks questions frequently and/or works consistently on group project the entire time. Comments are relevant and reflect understanding of course materials; previous remarks of other students; and insights about the course materials.	Often to seldom contributes to class by offering ideas and asking questions and/or works on group projects only some of the allotted time. Comments are sometimes irrelevant, displays lack of preparation, or indicate lack of attention to previous remarks of other students.	Rarely or never contributes to class by offering ideas and asking questions and/or has trouble staying on task during group project time. Comments are minimal, reflect little understanding of either the assignment or previous learnings in seminar.

Appendix 7: Assessment criteria for Peer Evaluation

Peer evaluation will be conducted at the end of the module. Using the following evaluation form, you will be asked to evaluate each member of your team, including yourself.

1	2	3	4	5
Made no effort to contribute to teamwork.	Did not contribute much effort to teamwork.	Made some contributions but greater effort could have been made to teamwork.	Exhibited appropriate effort in contributions to teamwork.	Demonstrated outstanding contributions and effort to teamwork.

Team Member being evaluated:					
(i) Is well prepared and punctual for meetings, has completed required readings and research.	1	2	3	4	5
(ii) Active engagement during discussion, provides useful feedback to other team members while accepting constructive feedback from others, respectful of others, cooperative and remains task-focused.	1	2	3	4	5
(iii) Timely response to questions outside of team meetings, engage in information sharing and exchange, continual active & constructive participation in the discussion process.	1	2	3	4	5
(iv) Quality and completeness of work allocated, timely completion by deadline.	1	2	3	4	5
TOTAL POINTS					
Provide constructive feedback for this team member (consisting of two to three sentences).					

Your TOTAL POINTS will be averaged based on the number of members in your team.

- If your average point is 70% and above, your marks for the team project will be the same as your team marks.
- If your average point is 50% and above but below 70%, your marks for the team project will be your team marks less between 5 to 10 marks, depending on the average point received.
- If your average point is less than 50%, your marks for the team project will be your team marks less between 11 to 20 marks, depending on the average point received.