

STRATEGIC MANAGEMENT THROUGH STUDENT LENSES



Yusof Ismail



IIUM PRESS
INTERNATIONAL ISLAMIC UNIVERSITY MALAYSIA

STRATEGIC MANAGEMENT THROUGH STUDENT LENSES

Yusof Ismail

Department of Business Administration
Kulliyah of Economics and Management Science
International Islamic University Malaysia
Email: yusof_iiu@yahoo.com



IIUM Press

Published by:
IIUM Press
International Islamic University Malaysia

First Edition, 2011
©IIUM Press, IIUM

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without any prior written permission of the publisher.

Perpustakaan Negara Malaysia

Cataloguing-in-Publication Data

Yusof Ismail: Strategic Management Through students Lenses

ISBN: 978 967 418 181 9

Member of Majlis Penerbitan Ilmiah Malaysia – MAPIM
(Malaysian Scholarly Publishing Council)

Printed by :
IIUM PRINTING SDN.BHD.
No. 1, Jalan Industri Batu Caves 1/3
Taman Perindustrian Batu Caves
Batu Caves Centre Point
68100 Batu Caves
Selangor Darul Ehsan
Tel: +603-6188 1542 / 44 / 45 Fax +603-6188 1543
EMAIL: iiumprinting@yahoo.com

TABLE OF CONTENTS

Preface	v
CHAPTER 1 BASICS OF STRATEGIC MANAGEMENT Khadijah Binti Abdul Rahman & Yusof Ismail	1
Abstract	
Introduction	
Definition of Strategic Management process	
Strategic from Islamic perspective	
Guiding principles	
Integrating theory and practice	
Conclusion	
CHAPTER 2 CORE CONCEPTS IN STRATEGIC MANAGEMENT Shifna Ali & Yusof Ismail	9
Abstract	
Introduction	
Core concepts	
Easier to grasp	
Challenging to grasp	
Projection into practice	
Application of SWOT in construction industry	
Conclusion	
CHAPTER 3 BENEFITS OF STRATEGIC MANAGEMENT Muhammad Hafiz Bin Mad Hassim & Yusof Ismail	15
Abstract	
Introduction	
Lectures	
Coursework	
Strategic Management compared to equivalent courses	
Lessons learnt from exposure to Strategic Management	
Applications of Strategic Management in authors' daily lives	
Conclusion	

CHAPTER 4	
INSTRUCTIONAL PREFERENCES	23
Norhamimy Binti Daidin & Yusof Ismail	
Abstract	
Introduction	
Instructional approaches in class	
Teaching practices in class	
Unfavorable teaching practices	
Conclusion	
CHAPTER 5	
LEARNING APPROACHES	29
Eduart Nogu & Yusof Ismail	
Abstract	
Introduction	
Prior class learning	
In class learning	
Learning through coursework	
Conclusion	
CHAPTER 6	
COURSEWORK PREFERENCES	35
Nur Amalina Binti Ruslan & Yusof Ismail	
Abstract	
Introduction	
Textbook exercises	
In-class group, open discussions	
Oral presentations	
Industry based	
Online discussion course room	
Conclusion	
CHAPTER 7	
CASE STUDIES	41
Noor Hazani Binti Zabri & Yusof Ismail	
Abstract	
Introduction	
Strategic Management cases compared with equivalent courses	
Case studies compared to lectures	
Case studies compared to book chapters	
Preference between individual vs. group report	

Thoughts on pure case study course
Conclusion

CHAPTER 8
ONLINE REFERENCES ON STRATEGIC MANAGEMENT 47
Muhammad Khidhir Bin Md Idris & Yusof Ismail

Abstract
Introduction
Methodology
Internet analysis results
Online data bases results
University library catalogue
Comparison between three sources
Discussion
Conclusion

CHAPTER 9
TESTING AND EVALUATION 59
Nor Alina Binti Abdul Latip & Yusof Ismail

Abstract
Introduction
Preferences for tests
Preferences for case reports
Preferences for oral presentations
Preferences for examinations
Conclusion

CHAPTER 10
TEACHING OF STRATEGIC MANAGEMENT IN
UNDERGRADUATE AND MASTER OF MANAGEMENT
CLASSES 67
Suhaimi Mhd Sarif

Abstract
Introduction
Basics of Strategic Management
Core Concepts in Strategic Management
Benefits of Strategic Management
Instructional Preferences
Learning Approaches
Coursework Preferences
Case Studies
Online References on Strategic Management

Testing and Evaluation
Conclusion

CHAPTER 11
TEACHING OF STRATEGIC MANAGEMENT IN
UNDERGRADUATE AND MASTER OF MANAGEMENT
CLASSES II
Yusof Ismail

77

Abstract
Introduction
Basics of Strategic Management
Core Concepts in Strategic Management
Benefits of Strategic Management
Instructional Preferences
Learning Approaches
Coursework Preferences
Case Studies
Online References on Strategic Management
Testing and Evaluation
Conclusion

CHAPTER 12
COMPARING SELECTED TEXTS ON STRATEGIC
MANAGEMENT BY TWO INTERNATIONAL PUBLISHERS
Yusof Ismail

87

Abstract
Introduction
Objectives
Methodology
Observations
Coverage of Strategy Components
Limitations and suggested improvements
Conclusions

Biography of Contributors

97

CHAPTER 5

LEARNING APPROACHES

Eduart Nogu & Yusof Ismail

Abstract

Learning and teaching are interrelated; the former may be initiated by the learner, whereas the latter may not be executed without the existence of learner. This chapter presents suggestions what student learner could do to prepare himself prior to attending lectures. It also describes what types of activities take place in class setting to enable students to learn SM; these include quizzes, tests, presentation, reports of case analysis, a. Besides, it also presents a number of learning activities that takes place through coursework such as project and assignments.

Introduction

Learning is a long process which continues from cradle to the grave. This metaphor stresses that this process starts from the day that we are born and last on the day we die. Learning is a simple and complex process at the same time. If we have a look at the community which surrounds us on daily basis we would notice that everyone has different ways of learning. It would be wrong to say that there is a unique way of learning for everyone. Everyone has different personalities, characteristics, ways of understanding, and so on, so these and other factors play a significant role on the manners which humans perceive and adopt their learning methods.

Learning approaches for a particular subject of a course vary among students. You might question yourselves why learning approaches for a particular course should differ, since the subject is same for all universities or schools around the country or beyond national borders? Why can't it be taught or perceived in a same way by all students? Why can't it be learnt in the same way by all students? The author thinks there are many reasons to this.

People have different ways of learning. If we would compare two different universities that offer the course of SM during current semester are using XYZ book as the main teaching tool, we would be able to see that the knowledge acquired by students of university A differs from knowledge learnt by students of university B. One possible explanation for such difference is learning approaches. Firstly, lecturers have different methods of teaching, some of them just read the book and some of them never open it. Some of them might require a lot of course work while the others would just make 1 or 2 tests about the subject and that's all. The same thing can be said for student as well, some of them have to stay over the book most of the time while some others might have never opened the pages of the book and so on.

So as it can be seen from this simple comparison, learning approaches differ in many ways. SM is a subject which combines qualitative and quantitative information for students. Among many approaches used by students the most common ones would be: