***Roundtable Discussion*: “**Reflections on Teaching Strategic Management Courses**”**

**Abstract**

Most business majors must take a strategic management (or business policy) course as a capstone course. There are many teaching resources and techniques which have been applied in the teaching of a strategic management course. Hence, it is not easy to find the optimum teaching approach for a strategic management course. How should we shape the teaching of a strategy course remains an open and captivating question. Join this Roundtable Discussion that will share techniques and insight that participants have used in their teaching of the course and discuss what the future of teaching strategy might look like. Participants will have the opportunity to share current and possible future techniques and approaches. All will leave this session with ideas to implement in their teaching strategic management courses.

**Keywords:** Strategic management course, future teaching methods

**Introduction**

This *Roundtable Discussion* session proposes to create an active learning environment in which participants will share techniques and practices they use to teach strategic management courses. In addition, we will discuss the future direction of teaching Strategic Management. This sharing fosters both the teaching and learning of the course with students. Presenters include instructors who have taught the course at both undergraduate and graduate levels, and we will share actual examples that we have utilized and reflected on. These examples include (but are not limited to): using simulations, using metaphors, developing case studies, involving live projects, joining field trips, inviting practitioners, using metaverse, and implementing a play and learning approach see note. In return, we look forward to learning from participants in our session. This session is targeted at anyone who interacts with students taking strategic management courses and intends to foster mutual exchanges of ideas between faculty, researchers, and practitioners. Participants will have a better understanding of how to improve the teaching of strategic management courses.

**Theoretical Foundation/Teaching Implications**

Strategic management (SM) as a field focuses on how firms outperform their rivals (Bracker, 1980). In other words, how companies gain sustainable competitive advantage is the fundamental question of strategic management. To explain sustainable competitive advantage SM establishes itself as a subject by borrowing theories or approaches from other disciplines such as economics, sociology, politics, and psychology (Leiblein & Reuer, 2020). From this perspective, business schools generally designate it as a capstone course in the last semester of an undergraduate business major. Strategic management professes contradicting or alternative approaches to highlight profit-generating tools of firms. Hence, teaching and learning SM is not always straightforward (Barney & Mackey, 2018).

In the practice of teaching SM, there are several approaches including cases, videos, live projects, and simulations (Bauman, 2018; Grant, 2008; Okumus & Wong, 2007; Stumpf & Dunbar, 1990). However, the teaching of strategic management still suffers from a lack of consensus on what approaches (strategic or tactical) should be implemented. While strategic teaching approaches include theory-based teaching, tactical teaching approaches include practice-based teaching. In addition, how these teaching approaches or tools should address the changes in the business environment is unclear. Therefore, it becomes necessary to explore and employ more effective teaching approaches in order to improve the overall instructional quality of SM courses.

**Session Description**

 In our 60-minute session, we will complete the discussion in four phases.

1. Introductions (10 min): Participants will introduce themselves and provide background on the teaching of strategic management.
2. Learning from each other (25 min): Next, participants will share integration techniques/practices we have utilized in our own courses/roles and our reflections (evaluations/comments).
3. What will the future look like? (15):   Finally, we will discuss what the future of teaching strategy might look like.
4. Wrap-up (10 min): We will take some time to reflect on how we can take ideas back to our own teaching.

**References**

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