

Research on the Ideological and Political Teaching of Strategic Management in SQA AD Programs

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Abstract: This study focuses on the development of ideological values in the undergraduate course of strategic management within the SQA AD program. The research explores how to integrate ideological and emotional values effectively into the teaching process, innovate teaching methods, and reasonably incorporate ideological elements within the context and requirements of the SQA AD program. The aim is to enrich the course with contemporary ideological thoughts, serving as an essential theoretical foundation for the strategic management course and providing valuable resources for educators involved in the SQA AD program. Teaching Methods include case analysis, simulation scenario and experiential practice. The research explores an innovative approach to teaching model, focusing on the opportunities presented by the metaverse in China. The research also introduces a distinctive aspect by incorporating traditional Chinese culture into the simulation scenarios, providing a unique perspective on strategic decision-making. The study underscores the importance of adapting teaching methodologies to the evolving educational landscape, where the metaverse serves as a platform for immersive and culturally enriched learning experiences.

Keywords: Case analysis, Chinese traditional culture, Ideological values education, Metaverse, PESTEL, Simulation scenario, SQA AD, Strategic management course.

1. Introduction

Strategic management courses, as core courses in business management, have already seen significant research on ideological and political models, such as the "Three-dimensional, Two-wheel, Integrated" Model of MBA Strategic Management Course Ideological and Political Teaching by Wang Chang, Deng Chan, and He Qi. This model explores the significance of ideological and political teaching in MBA program strategic management courses and designs an innovative ideological and political teaching model that is "three-dimensional, two-wheel, and integrated." Li Mengmeng's "Analysis of Ideological and Political Teaching in Enterprise Strategic Management Courses" and Xu Libo and Zhang Xueping's "Discussion of Teaching Strategies for Enterprise Strategic Management under the Ideological and Political Teaching Philosophy" provide various perspectives on incorporating ideological and political elements, summarizing the characteristics and challenges of course content within the ideological and political framework.

Research in ideological and political education for such courses is relatively mature. This paper combines the characteristics and educational goals of the SQA AD program to further explore specific teaching research in the Business Culture and Strategic Management course.

2. Direction of Ideological and Emotional Values Education in the SQA AD Course Configuration

SQA AD is a study abroad program in collaboration between the Chinese Service Center for Scholarly Exchange (CSCSE) and the Scottish Qualifications Authority (SQA). In this program, the teaching process involves the use of original British textbooks, small class sizes, interactive teaching methods, and bilingual instruction. As a result, students will have direct exposure to a significant amount of British and

international business-related knowledge.

In this context, a key focus for educators is how to effectively integrate ideological and emotional values education into the curriculum. The goal is to ensure that students not only acquire an international perspective and knowledge base but also establish a strong sense of national pride.

The 3 + 1 model of SQA AD means that the first year primarily consists of English courses to improve students' English proficiency, providing a foundation for subsequent bilingual professional course studies. The second and third years mainly focus on professional courses. In the fourth year, students have the opportunity to continue their studies at ideal foreign universities. As students spend their first three years studying in China and the fourth year abroad, teachers need to help them transition smoothly to overseas study, including language and the transition of professional knowledge systems, as well as adapting to the cultural nuances and fostering a global mindset. The rational integration of ideological and political education can assist students in navigating these transitions.

Students in this program all have an international education background, making it essential to incorporate ideological and political education into the teaching process. Exploring innovative educational pathways and emphasizing the significance and urgency of integrating ideological and political education is crucial to nurture outstanding international Chinese students and aligns with the program's objectives.

3. Positioning of the Strategic Management Course in the SQA AD Program

The Business Culture and Strategic Management course in the SQA AD program aims to enhance students'

understanding of business strategies and how to formulate and manage them within organizational cultures. It emphasizes the dynamic nature of the business environment and the role of business strategies and organizational cultures in improving long-term organizational performance. This course is offered in the third year of the SQA AD program, and students have already completed relevant professional courses, possess good communication skills, and have knowledge of organizational structures, factors influencing employee behavior, and basic theories of market operations.

The course is designed to enhance students' understanding of business strategies and how to formulate and manage them within organizational cultures. After completing the course, students should be able to analyze and evaluate the relationship between an organization and its external environment, assess the relationship between organizational culture and organizational behavior, explain the impact of business strategies on organizational behavior, and understand how to manage changes within an organization.

4. Targeted Ideological and Political Education in Strategic Management Courses in the SQA AD Program

Strategic management courses in the SQA program need to combine Western professional knowledge with Chinese ideological and political literacy. China requires talent with national pride, international market strategy management knowledge and skills, and cross-cultural business management capabilities. Therefore, combining students' internationalization and national mission in the curriculum is a top priority. Simultaneously, fostering students' awareness of corporate culture management, guiding business ethics and social responsibility, can help Chinese students prepare for future learning and work from the perspective of socialist successors.

"Strategic Management," as a core course in business management, requires students to master basic strategic analysis tools and strategic thinking. The goal of ideological and political education in this course should include exploring classical strategic decision-making cases or examples in China's history, guiding students to read traditional classics, strengthening students' cultural identity, instilling cultural confidence, promoting positive values, and enhancing students' understanding of China's pride in strategic decision-making and deployment. Through the guidance of business ethics and social responsibility in strategic planning, students can develop the right balance between interests and values. By cultivating strategic thinking, aligning with national development strategies, and fostering students' patriotism and a sense of the bigger picture, this course can make a significant impact.

In this paper, based on the teaching content framework of the Strategic Management course in the SQA AD program, the construction of ideological and political education is explored, and improvements to ideological and political education content are suggested. A comprehensive approach to building a teacher research system related to ideological and political education is proposed to establish a diverse and integrated curriculum ideological and political teaching system. The characteristics of related teaching content in the ideological and political context are summarized as follows.

4.1. The relationship between an organization and its external environment

The topics include PESTEL Analysis Model, Porter's Five Forces Model, Stakeholder Analysis, SWOT Analysis Method, and Value Chain Analysis Method. Students need to use relevant analytical frameworks, provide examples, and illustrate the driving forces for organizational change. Students will use the SWOT model to analyze and evaluate the process of managing the relationship between the organization and its external environment. Students will provide recommendations on how the organization can better utilize the SWOT model for business analysis.

Students can realize their responsibility in promoting national brands and understand that excellent, internationally recognized national brands are the foundation of long-term development. Teachers can enhance students' awareness of policies and their ability to grasp the political environment of building a technologically strong nation. They understand that the most essential feature of constructing a new development pattern is achieving high levels of self-reliance and seizing strategic opportunities in the new wave of technological revolution in business competition. Students can appreciate the importance of environmental protection in corporate social responsibility. Environmental damage will result in greater economic costs for businesses in the future. Students' awareness of legal business practices, integrity, and promote ethical standards compatible with a socialist market economy can be enhanced.

4.2. Organizational culture and organizational behavior

The topics include Elements and Levels of Culture and Cultural Analysis Model. Students need to explain the elements of organizational culture, including shared values, and provide relevant examples. Students need to apply an organizational culture model to a specific organization and use this model to assess the relationship between organizational culture and organizational behavior, comparing various management approaches related to different types of organizational culture.

Teachers can enhance students' national pride and cultural confidence, enabling them to appreciate the application of traditional Chinese culture in internal business management and its characteristics in cross-cultural corporate cultures. Students should understand the diversity of civilizations, develop a sense of a shared future for humanity, foster a cooperative mindset, and remain vigilant against the pitfalls of crossing cultural conflicts.

4.3. The Impact of Business Strategy on Organizational Behavior

The topics include What is Business Strategy, Levels of Strategy, Strategic Management, Strategic Models and How Strategy Affects Business Behavior. Students need to explain different business strategies, the business environments they may be suitable for, and based on specific organizational cases, elucidate the connection between business strategies and strategic choices. They should also compare the impact of different business strategies on specific organizational behaviors.

Teachers should cultivate students' awareness of continuously improving themselves and enhancing the core competitiveness of businesses, encourage students to actively

seek and continually understand the characteristics and directions of China's economy. Teachers can enable students to start recognizing China's international position in the economy, foster a global mindset, and develop their own open-mindedness.

4.4. Business Strategic Management

The topics include The Power of Reform, What Makes an Effective Business Strategy and Key Issues in Corporate Strategic Management. Students need to refer to relevant models, explain the reasons for the changes in the strategy of a specific organization over time, identify and explain the different benefits derived from effective business strategies, describe the key issues to consider when managing business strategies within an organization, and assess the factors that organizational management should consider when updating their business strategies.

Teachers should foster students' awareness of learning and change, using historical cases from our country to cultivate the idea that progress can be achieved by keeping pace with the times through learning, while failing to do so can result in missed opportunities and work delays.

4.5. Internal Change Management within an Organization

The topics include Leadership Models Used for Internal Change Analysis within the Organization, How to Overcome Resistance to Change. Students need to analyze the role of the management in the context of change within a specific organization and provide a clear explanation of how facilitating factors impact change management in specific situations. Students should reference established conceptual frameworks and advise on how management should analyze changes within a specific organization and overcome resistance to change in that particular context.

Teachers should cultivate students' entrepreneurial spirit. This includes qualities and comprehensive attributes such as leadership, creativity, innovation, risk-taking, a constant desire for improvement, awareness of talent, competitiveness, speed, foresight, risk awareness, crisis awareness, a commitment to learning, a sense of cooperation, and a focus on win-win situations. Teachers can develop students' practicality. This involves nurturing scientific theories that have emerged from revolutionary changes focused on new contradictions, solving new challenges, and addressing new difficulties.

5. Teaching Methods

5.1. Case Analysis Teaching Method

The method needs to select appropriate teaching cases that align with the ideological and emotional goals of the course, encourage students to read and understand the case content, integrate positive ideological and emotional elements while guiding students to use relevant strategic management frameworks for case analysis. For example, during the study of the PESTEL analysis model, introduce the concept of the metaverse and interpret some of the technology and policy content from China's metaverse white paper to help students gain a deeper understanding. Select a few representative and well-known national brands from the financial, energy, tourism, agriculture, or gaming industries and analyze how these companies have seized opportunities and achieved success under the influence of metaverse technology and

policies. Summarize the impact, achievements, and long-term development direction of these brands domestically and internationally. Through this process, students can actively learn about China's policy and technology development direction and enhance their pride and confidence in China's strategic decision-making and deployment, fostering a proactive learning and value perspective where individuals and the environment mutually promote development.

5.1.1. PESTEL model analysis example

In using the PESTEL model to analyze how a representative company harnesses opportunities and achieves success in the Chinese metaverse under the influence of technology and policies, here are some examples of a reference perspective for classroom case design and analysis:

Virtual Reality (VR) is a promising technology with the potential to have a profound impact in the fields of entertainment, healthcare, education, and business. In China, the government has been actively promoting the development of VR technology while also implementing a series of policies to support the industry. This case study will explore how a virtual reality company called "VR Future" seizes the opportunities presented by China's metaverse technology and policies to achieve success.

Through PESTEL analysis and effective strategic implementation, "VR Future" has successfully capitalized on the opportunities presented by China's metaverse technology and policies, achieving significant growth in the virtual reality industry. The approach to case analysis presented here can serve as classroom practice, helping students understand how to apply the PESTEL analysis model to explain the factors contributing to a company's success and how to formulate corresponding strategies in a specific case.

PESTEL Analysis:

Political: The Chinese government has consistently supported innovation in emerging technology sectors, particularly virtual reality. The government has implemented a series of policies to encourage the development of the virtual reality industry, including fiscal incentives and intellectual property protection. These policies provide stable political support for VR Future, enabling it to establish a foothold in the market.

Economic: The virtual reality market in China has experienced rapid growth in recent years, presenting significant business opportunities for VR Future. The increasing demand for VR products and services from Chinese consumers has prompted VR Future to expand production and offer more services.

Social: The younger generation in China has shown a keen interest in virtual reality technology, seeking new possibilities in entertainment, education, and interactive experiences. VR Future has successfully met this social demand by targeting young consumers and providing attractive virtual reality experiences.

Technological: China has made significant advancements in virtual reality technology, providing VR Future with access to the latest technological tools and resources. The company actively keeps pace with technological developments to ensure that its VR products and services remain competitive.

Environmental: Virtual reality technology contributes to reducing the actual environmental impact, such as lowering long-distance travel and physical resource wastage. This aligns with the sustainability goals promoted by the Chinese government, providing VR Future with a competitive advantage in terms of environmental sustainability.

Legal: The Chinese government has established a legal framework to ensure the healthy development of the virtual reality industry and protect intellectual property rights. VR Future actively complies with these laws to ensure the legal operation of its business.

There are several success strategies of Virtual Reality (VR) Future as follows.

VR Future actively collaborates with the government, participating in government-supported initiatives and adhering to government policies and regulations. This enables the company to access government resources and support.

In market positioning, VR Future has a deep understanding of the Chinese market, especially the preferences of the younger generation. They provide virtual reality experiences that resonate with Chinese culture and social customs.

The company consistently keeps abreast of the latest advancements in virtual reality technology to ensure the technological competitiveness of its products. They also actively collaborate with technology partners to drive innovation.

VR Future incorporates sustainability as a part of its development, reducing environmental impact by employing virtual reality technology and attracting environmentally conscious customers.

5.1.2. Enterprises that have successfully seized opportunities in the metaverse in China

As cutoff date in 2021, China's metaverse sector had made significant progress in both technology and policy, with successful companies continuously emerging in this field. Here are some enterprises that have successfully seized opportunities in the metaverse in China, along with the reasons for their success. Absolutely, over time, new enterprises can emerge and achieve success in the metaverse sector. The key factors for success in the metaverse field may indeed evolve, influenced by changes in technology and shifts in market demands. As technology continues to advance and consumer preferences change, companies will need to adapt and innovate to maintain their competitiveness in the metaverse space. This dynamic and rapidly evolving field offers ongoing opportunities for both established and emerging players.

As one of China's largest technology companies, Tencent has made substantial investments and strategic moves in the fields of virtual reality, augmented reality, and the metaverse. They have invested in and acquired several VR/AR technology companies and explored applications in the metaverse, such as virtual social interactions and virtual marketplaces. Their extensive user base, resources, and government support have provided them with a clear competitive advantage in the metaverse sector.

Alibaba, a giant in the fields of e-commerce and cloud computing in China, has also actively engaged in metaverse development. Alibaba's cloud computing and digital economic infrastructure provide strong support for metaverse applications. They have conducted experiments in virtual stores and virtual social interactions, leveraging the resources of their e-commerce and social platforms.

ByteDance is a prominent Chinese internet technology company known for popular global applications like TikTok. They have also turned their attention to the metaverse, providing users with virtual experiences through projects related to virtual social interactions and digital entertainment.

As a globally renowned telecommunications and technology giant, Huawei has embarked on its exploration in

the metaverse sector. They have invested in VR/AR technology to drive developments in areas such as smartphones and cloud services.

Xiaomi is a well-known consumer electronics company, and they have also made active investments in VR and AR hardware and related technologies. They aim to provide users with more virtual experiences by integrating VR technology into smartphones and other consumer electronics products.

The reasons these companies have been successful in seizing the opportunities presented by China's metaverse technology and policies include:

These companies possess substantial financial resources, enabling them to make large-scale investments in research and development to advance metaverse technology.

They have strong technological capabilities in areas like internet, cloud computing, and communication technologies, allowing them to build and support metaverse platforms effectively.

The Chinese government provides policy and financial support for the metaverse sector, providing these companies with a significant endorsement.

Some of these companies boast extensive user bases, making it easier for them to promote metaverse applications and attract user participation.

These companies have diversified interests across various sectors, including social media, e-commerce, and cloud services, allowing them to integrate metaverse technology into multiple domains and create additional business opportunities.

5.2. Simulation Scenario Teaching Method

Use simulation scenario teaching in the classroom to help students experience the improvement of ideological and political qualities, career ethics, and traditional culture within practice, group activities, or competitions. For instance, in the study of organizational culture, divide students into groups representing different types of companies (e.g., fast-moving consumer goods, internet companies, financial institutions, logistics companies, etc.) with four to six members in each group. Each student can self-select a role such as general manager, production and operations manager, marketing manager, or human resources manager. Guide students to use relevant cultural models to discuss the cultural elements of their chosen companies, analyze cultural elements and hierarchies within their departments, and develop management strategies. By analyzing the characteristics of the companies and department tasks, students can gain insights into the application of traditional Chinese culture in internal business management and its unique characteristics in cross-cultural corporate cultures. Through mutual grading between groups, the differences in organizational culture can be compared, essential factors for organizational management can be extracted, and a mutual learning and improvement concept can be promoted.

Chinese traditional culture can play a significant role in both internal corporate management and the culture of multinational enterprises, but it needs to adapt to the demands of the modern business environment. Multinational corporations must flexibly balance various cultural elements to create a culture that fosters global collaboration and success. At the same time, respecting and preserving the beneficial elements of Chinese traditional culture can contribute to building a warm and values-driven corporate culture.

5.2.1. Examples of the application of Chinese traditional culture

Below are examples of the application of Chinese traditional culture in internal corporate management and the directions for its integration into multinational corporate culture.

Chinese traditional culture emphasizes family and collective values within society. In internal corporate management, this can be reflected as a culture of teamwork, caring for employee well-being, and a joint effort to achieve common goals. Companies can draw inspiration from the Chinese traditional culture's concepts of care and support for families and collectives to create a positive team atmosphere.

Chinese traditional culture places importance on respecting elders and experienced individuals, as well as adopting a humble and cautious attitude. This can be reflected in internal corporate management through respectful communication between leaders and subordinates, as well as a willingness to listen to and respect the opinions of employees. Corporate leaders can fully understand and respect the views and suggestions of their employees.

Certain aspects of Chinese traditional culture, such as filial piety, etiquette, thrift, and more, can find applications in modern corporate management. Companies can establish values and behavioral guidelines to guide employee conduct while respecting and accommodating diverse cultural backgrounds.

Chinese traditional culture often emphasizes a long-term view, focusing on long-term growth and heritage. Companies can adopt this perspective for strategic planning, emphasizing long-term sustainability and success, rather than just short-term profits.

Multinational corporations are typically composed of employees from diverse cultural backgrounds. Consequently, the culture of multinational enterprises tends to be more diverse and inclusive, accommodating a range of values and traditions. This can foster innovation and collaboration within global teams.

In multinational corporations, cultural integration becomes a significant concern. Companies must strike a balance between the cultures in various regions to create a unified corporate culture. This may involve incorporating diverse cultural elements to meet the needs of global employees.

Multinational corporations must handle the differences between cultures sensitively. This involves understanding and respecting the traditions, values, and etiquette of various cultures to avoid cultural conflicts and misunderstandings.

Multinational corporations often lean towards establishing core values that are globally shared to ensure that all global employees can understand and resonate with them. These values may be universal principles related to Chinese

traditional culture or other cultures, such as honesty, integrity, and innovation.

5.3. Experiential Practice Teaching Method

Provide students with opportunities to visit companies for extracurricular learning, invite experienced business managers to give lectures, and encourage students to intern in strategic management-related departments during vacations. This real-life exposure will cultivate students' awareness of continuously improving themselves and a company's core competitive edge. Through interaction with accomplished business managers, students can appreciate the qualities of entrepreneurs and understand the strategic development and transformation processes of companies. In addition, they will learn about corporate culture, ethics, and social responsibility, which will help them prepare for their future learning and work.

6. Conclusion

In summary, students in the SQA AD program receive targeted ideological and political education while studying the Strategic Management course. Therefore, it is essential to continue exploring the integration of ideological and political literacy and to prepare Chinese students to become outstanding strategic managers and entrepreneurs, aligning with the program's core objectives.

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