



## Teaching Guide

Teaching Guide				
Identifying Data				2019/20
Subject (*)	Strategic Management and Business Policy I		Code	611G02025
Study programme	Grao en Administración e Dirección de Empresas			
Descriptors				
Cycle	Period	Year	Type	Credits
Graduate	1st four-month period	Third	Obligatory	6
Language	Spanish			
Teaching method	Face-to-face			
Prerequisites				
Department	EconomíaEmpresa			
Coordinador	Calvo Babío, Nuria Begoña	E-mail	nuria.calvob@udc.es	
Lecturers	Barros Campello, Esther Alicia Calvo Babío, Nuria Begoña Gago Cortés, María Carmen Garcia Rodriguez, Rafael Maria	E-mail	esther.barros@udc.es nuria.calvob@udc.es m.gago@udc.es rafael.garcia.rodriguez@udc.es	
Web				
General description	The field of Strategic Management requires to understand the factors responsible of the business behaviour, in order to identify the (internal and external) changes that will have organizational and economic effects in the future. The approach of this subject considers the dynamic nature of market preferences, the systemic approach of the organization as goal-directed human systems, the cognitive approach of the decision processes and the holistic view of competition in two markets: client-based and resource-based.			

## Study programme competences / results

Code	Study programme competences / results
A1	Manage an enterprise or small organization, understanding their competitive and institutional position and identifying their strengths and weaknesses
A2	Integrate in any functional area of micro-firms or SMEs and perform fluently any management task commissioned
A3	Evaluate and foreseeing, from relevant data, the development of a company.
A4	Elaborate advisory reports on specific situations of companies and markets
A5	Write projects about specific functional areas (e.g. management, marketing, financial) of the company
A6	Identify the relevant sources of economic information and to interpret the content.
A7	Understand economic institutions as a result and application of theoretical or formal representations which explain the evolution of the economy.
A8	Derive, based on from basic information, relevant data unrecognizable by non-professionals.
A9	Use frequently the information and communication technology (ICT) throughout their professional activity.
A10	Read and communicate in a professional environment at a basic level in more than one language, particularly in English
A11	To analyze the problems of the firm based on management technical tools and professional criteria
A12	Communicate fluently in their environment and work by teams
B1	CB1-The students must demonstrate knowledge and understanding in a field of study that part of the basis of general secondary education, although it is supported by advanced textbooks, and also includes some aspects that imply knowledge of the forefront of their field of study
B2	CB2 - The students can apply their knowledge to their work or vocation in a professional way and have competences typically demonstrated by means of the elaboration and defense of arguments and solving problems within their area of work
B3	CB3- The students have the ability to gather and interpret relevant data (usually within their field of study) to issue evaluations that include reflection on relevant social, scientific or ethical
B4	CB4-Communicate information, ideas, problems and solutions to an audience both skilled and unskilled
B5	CB5-Develop skills needed to undertake further studies learning with a high degree of autonomy
B6	CG1-Perform duties of management, advice and evaluation in business organizations



B7	CG2-Know how to use the concepts and techniques used in the various functional areas of the company and understand the relationships between them and with the overall objectives of the organization
B8	CG3- Know how to make decisions, and, in general, assume leadership roles.
B9	CG4-Learn to identify and anticipate opportunities, allocate resources, organize information, select and motivate people, make decisions under conditions of - uncertainty, achieve the proposed objectives and evaluate results
B10	CG5-Respect the fundamental and equal rights for men and women, promoting respect of human rights and the principles of equal opportunities, non-discrimination and universal accessibility for people with disabilities.
C1	Express correctly, both orally and in writing, in the official languages of the autonomous region
C2	To be fluent in the oral expression and written comprehension of a foreign language.
C3	Use basic tools of information and communications technology (ICT) necessary for the exercise of their profession and for learning throughout their lives.
C4	To be trained for the exercise of citizenship open, educated, critical, committed, democratic, capable of analyzing reality and diagnose problems, formulate and implement knowledge-based solutions oriented to the common good
C5	Understand the importance of entrepreneurial culture and know the means and resources available to entrepreneurs
C6	Assess critically the knowledge, technology and information available to solve the problems and take valuable decisions
C7	Assume as professionals and citizens the importance of learning throughout life.
C8	Assess the importance of research, innovation and technological development in the economic and cultural progress of society.

Learning outcomes			
Learning outcomes	Study programme competences / results		
Develop and strengthen a general management perspective.	A1	B3 B7	C5
Understand the fundamental concepts in strategic management: strategy, strategic planning, strategic direction, the relationship between strategy and organization, competitive analysis and strategic analysis of the company and industry	A2 A3 A4 A6 A8 A10	B1 B2 B4 B6 B10	C1 C2 C3 C6 C8
Understand and differentiate the different levels of business strategy: corporate, competitive and functional.	A9 A11 A12	B5 B8	C3 C5 C7
Develop an awareness of the dynamic effects of the strategic actions of the company and its rivals in the competitive strategy and corporate strategy of the company.	A3 A9	B5 B9	C2 C3 C8
Integrate the knowledge gained in previous courses in a useful conceptual framework for general management level, applying it to a new business plan.	A2 A5 A7	B9	C3 C4
To practice the teamwork and oral communication	A10 A11 A12	B4 B9 B10	C1 C2 C6 C7
To the tools of strategic analysis and the available theoretical and methodological perspectives.	A1 A3 A4	B3 B6	C3 C6
To develop habits of analytical thinking and ability to synthesize ordered, and development of skills in the presentation of findings in an effective and persuasive in both written and spoken about the strategic problems of a company.	A11 A12	B1 B8 B10	C1 C5 C6 C8



Contents	
Topic	Sub-topic
I. INTRODUCTION TO STRATEGIC MANAGEMENT	1. Conceptual framework 2. New perspectives of strategic management
II. THEORETICAL AND APPLIED FRAMEWORK	3. The entrepreneurial project 4. The strategic logic of an organization
III. BUSINESS UNIT STRATEGY	5. The business concept 6. The organization concept 7. Core processes
IV. CORPORATE STRATEGY	8. Patterns of business growth 9. Strategies of internationalization

Planning				
Methodologies / tests	Competencies / Results	Teaching hours (in-person & virtual)	Student's personal work hours	Total hours
Guest lecture / keynote speech	A1 A2 A3 A6	17	34	51
Case study	A1 A3 A4 A5 A7 B5 B6 B8 B10 C2 C5 C7	10	30	40
Supervised projects	A8 A9 A10 A11 A12 B1 B3 B7 C1 C3 C4 C6	12	36	48
Aprendizaxe servizo	A1 A3 A4 A5 B3 B4 B6 B9 B10 C4	3	3	6
Short answer questions	A11 B2 B4 B9 C8	1	0	1
Personalized attention		4	0	4
(*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.				

Methodologies	
Methodologies	Description
Guest lecture / keynote speech	The conceptual framework will be presented during the classes. Theories will be aligned with the cases of study, in order to provide a complete vision of the application of strategic management into practice. Inductive and deductive methods will be used. The time devoted to each of the chapters in which the subject will be divided in proportion to its extent and degree of difficulty in its preparation.



Case study	<p>The teacher will present the analysis of different real companies framing each of them in the appropriate sections of the course contents.</p> <p>Through each of the cases, students and teacher engage in a process of analysis and deep discussion about the circumstances facing each of the companies analyzed.</p> <p>The teacher will present the analysis of different real companies framing each of them in the appropriate sections of the course contents.</p> <p>Through each of the cases, students and teacher engage in a process of analysis and deep discussion about the circumstances facing each of the companies analyzed.</p>
Supervised projects	Students will work following the methodology of case of study in order to analyze a business case from the strategic management approach.
Aprendizaxe servizo	<p>Students will be able to choose to do the supervised project of a third sector company, combining the service to the community with the learning of strategic analysis tools and competency-based management.</p> <p>Teachers will ask previously to the non-profit organizations the availability of their professionals to facilitate the work of the students.</p>
Short answer questions	Test of short answers, multiple choice or a combination of both. The date of the exam will be planned in the official calendar of examinations prepared by the Faculty Board.



## Personalized attention

Methodologies	Description
Supervised projects Guest lecture / keynote speech Case study Aprendizaxe servizo	<p>In master classes, the teacher will address each of the issues raised by students during their development relating to the subject. If the issues raised require broader responses, the teacher will offer to the student a complementary explanation during the tutorial sessions. Answers to previous questions can be posted on Moodle (e-learning platform), in order to other students can take advantage of it. During the sessions of case study, students should intervene to ask, clarify or explain their different approaches. The teacher will provide support to the working groups in the classroom and also in the tutorial sessions.</p> <p>Following the recommendations of the UDC regarding sustainability, the reports will be sent in digital format, avoiding the unjustified consumption of paper.</p> <p>Students and teachers are committed to provide the strategic analysis reports to the firms case of study, especially the nonprofit organizations involved in the student learning-service project.</p> <p>Students with part-time attendance recognized by the academic institution will mainly use the moodle platform and mail to manage the contents of the subject and to contact with the professor for on-line tutorial sessions.</p>

## Assessment

Methodologies	Competencies / Results	Description	Qualification
Supervised projects	A8 A9 A10 A11 A12 B1 B3 B7 C1 C3 C4 C6	30% of the final qualification	30
Guest lecture / keynote speech	A1 A2 A3 A6	10% of the final qualification (1 over 10).	10
Short answer questions	A11 B2 B4 B9 C8	40% of the final qualification (4 over 10). (it is required that the exam is approved. If the student does not pass the test, he/she will not compensate this mark with the continuous assesment).	40
Case study	A1 A3 A4 A5 A7 B5 B6 B8 B10 C2 C5 C7	20% of the final qualification	20

## Assessment comments

The previous criteria of assesment will be the same for the first and second opportunities. The assesment of supervised projects will include the following of the learning-service projects.

Students with part-time attendance recognized by the academic institution will be assesed as follows: case study: 20%, supervised project: 30% and short answer questions: 50%.

In the December call the assesment criteria will be: short answer questions: 100%.

If any fraudulent behavior is detected in any of the methodologies, the student will fail the subject. According to the current regulations a student will follow the continuous assessment process if he/she joins a team work to manage the supervised project, participates in the work process, attend classes and resolve the case studies planned by the professor.

Students cannot use any mobile devices during the exams. If they do it, they will fail the subject. For all other matters not specifically detailed in this guide there is current regulations applicable.

## Sources of information



<b>Basic</b>	<p>BIBLIOGRAFÍA BÁSICA: Sánchez, R. and Heene, A. (2004). The New Strategy Management. Organization, Competition, and Competence , John Wiley&amp;Sons, Inc., New York. Bueno Campos, E.; Morcillo Ortega, P. y Salmador Sánchez, M. P. (2006). Dirección estratégica. Nuevas perspectivas teóricas. Pirámide</p> <p>FUENTES DE CASOS DE ESTUDIO Bukreev, A. &amp; Dewalt, G.W. (1997). Everest 1996. Crónica de un desastre imposible. Desnivel</p> <p>Krakauer, J. (1997). Mal de altura. Desnivel</p> <p>The Case Journal (accesible desde la biblioteca), <a href="http://knelot.biblioteca.udc.es/search*gag/m?SEARCH=case+journal&amp;sortdropdown=-&amp;searchscope=1&amp;p;submit=Enviar">http://knelot.biblioteca.udc.es/search*gag/m?SEARCH=case+journal&amp;sortdropdown=-&amp;searchscope=1&amp;p;submit=Enviar</a></p> <p>Emerald Emerging Markets Case Studies (accesible desde la biblioteca), <a href="http://www.emeraldinsight.com/case_studies.htm?articleid=17068615">http://www.emeraldinsight.com/case_studies.htm?articleid=17068615</a></p> <p><a href="http://91.121.77.230/e_casos/cast/pages/estudios/estudios.asp">http://91.121.77.230/e_casos/cast/pages/estudios/estudios.asp</a></p>
<b>Complementary</b>	<p>BIBLIOGRAFÍA COMPLEMENTARIA: Besanko, D., Dranove, D., and Shanley, M. (2000): Economics of Strategy , John Wiley&amp;Sons, Inc., New York. Cátedra Nebrija-BBVA en formación de emprendedores. El arte de emprender . Servicio de publicaciones de la Universidad Antonio de Nebrija</p> <p>Collis, D.J., and Montgomery, C.A. (1997): Corporate Strategy. Resources and the Scope of the Firm, Irwin, McGraw-Hill, United States of America. Gil Estallo, M.A. Cómo crear y hacer funcionar una empresa . Conceptos e instrumentos. ESIC</p> <p>Gómez Gras, J. M.; Fuentes Fuentes, M.; Batista Canino, R. M. y Hernández Mogollón, R. (2012). Manual de casos sobre creación de empresas en España. Mc Graw Hill. Grant, R. M. (2006, 5ª Ed.). Dirección estratégica. Conceptos, técnicas y aplicaciones. Thompson</p> <p>Civitas. Guerras Martín, L. A. y Navas López, E. (2007, 4º Ed.): Dirección estratégica de la empresa. Teoría y aplicaciones . Thomson-Civitas, Madrid. Hill, C. W. L., y Jones, G. R. (2004, 6º ed.): Administración Estratégica. Un enfoque integrado , McGraw-Hill, México. Mateo Dueñas, R. y Sagarra Porta, Ramón (2004). Creación de empresas. Teoría y Práctica. Mc Graw Hill</p> <p>Porter, M.E. (2009): Estrategia Competitiva , Editorial Pirámide, Madrid. Porter, M.E. (2010): Ventaja Competitiva: creación y sostenibilidad de un rendimiento superior , Editorial Pirámide, Madrid. Ventura, J. (2008): Análisis Estratégico de la Empresa , Paraninfo, Madrid. Independientemente de las referencias anteriores el profesor puede en cualquier momento a lo largo del curso recomendar otras referencias que por su actualidad e interés puedan ayudar al alumno en su preparación de la asignatura.</p>

## Recommendations

### Subjects that it is recommended to have taken before

Business Economics: Management and Organisation/611G02008

Introduction to Marketing/611G02015

### Subjects that are recommended to be taken simultaneously

Economic Analysis of Organisations/611G02023

Market Research/611G02024

Management Accountig/611G02032

### Subjects that continue the syllabus

Strategic Management and Bussiness Policy II/611G02033

### Other comments

(\*)The teaching guide is the document in which the URV publishes the information about all its courses. It is a public document and cannot be modified. Only in exceptional cases can it be revised by the competent agent or duly revised so that it is in line with current legislation.