



Teaching Guide

| Identifying Data | | | | | 2021/22 |
|----------------------------|--|---------------|--|----------------|-----------|
| 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 | Empresa | | | | |
| Coordinador | Calvo Babío, Nuria Begoña | E-mail | nuria.calvob@udc.es | | |
| Lecturers | Barros Campello, Esther Alicia Calvo Babío, Nuria Begoña Gago Cortés, María Carmen | E-mail | esther.barros@udc.es nuria.calvob@udc.es m.gago@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. | | | | |



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| Contingency plan | <p>. Change of contents: In the case of a change from face-to-face teaching to online teaching, the structure of contents will be maintained, ut the teacher will offer the master classes by streaming. The classes will be recorded, and these videos and support material will be stored in the Moodle platform.</p> <p>2. Methods</p> <p>* Teaching methods that are maintained:</p> <ul style="list-style-type: none"> - Master classes in Teams in a synchronous form on class days and stored in Stream videos available through Moodle in an asynchronous form. - Group work in Teams - Analysis of business cases in Teams. <p>* Teaching methods that are modified:</p> <ul style="list-style-type: none"> - Face-to-face classes <p>3. Students attention:</p> <ul style="list-style-type: none"> - Email: response in less than three working days - Teams: weekly master classes, tutorial sessions in groups and individual - Moodle: storage of videos and support material. Loading, tracking and homework evaluation. <p>4. Changes in the assesment criteria: the assesment criteria will be not modified.</p> <p>* Assessment observations: the assessment methods will be adapted to the non-face-to-face attendance of the students.</p> <p>5. Change of the bibliography or webgraphy: Bibliography will not be modified</p> |
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| Study programme competences / results | |
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| 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 |



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| 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 | | | |
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| 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 |



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| 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 | |
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| Topic | Sub-topic |
| I. INTRODUCTION TO STRATEGIC MANAGEMENT | 1. Conceptual framework |
| II. THEORETICAL AND APPLIED FRAMEWORK | 2. The entrepreneurial project 3. The strategic logic of an organization |
| III. BUSINESS UNIT STRATEGY | 4. The business concept 5. The organization concept 6. Core processes |
| IV. CORPORATE STRATEGY | 7. Patterns of business growth 8. 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 C2 | 17 | 34 | 51 |
| Case study | A1 A3 A4 A5 A7 A11 A12 B2 B5 B6 B8 B10 C2 C5 C7 C8 | 10 | 30 | 40 |
| Supervised projects | A7 A8 A9 A10 A11 A12 B1 B3 B7 C1 C3 C4 C6 | 12 | 36 | 48 |
| Mixed objective/subjective test | A6 B1 B3 C3 C1 | 1 | 0 | 1 |
| Aprendizaxe servizo | A1 A3 A4 A5 B3 B4 B6 B9 B10 C4 | 3 | 3 | 6 |
| 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 | |
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| 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. |



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| 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. |
| Mixed objective/subjective test | Students will answer to open and close questions regarding issues treated in lectures. |



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| 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> |
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Personalized attention

| Methodologies | Description |
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| Mixed objective/subjective test 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 Teams and 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 Teams and Moodle platforms and mail and Teams 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 |
|---------------------------------|--|-----------------------------|---------------|
| Mixed objective/subjective test | A6 B1 B3 C3 C1 | 40% of the final mark | 40 |
| Supervised projects | A7 A8 A9 A10 A11 A12 B1 B3 B7 C1 C3 C4 C6 | 30% of the final mark | 30 |
| Guest lecture / keynote speech | A1 A2 A3 A6 C2 | Attendance is not mandatory | 0 |
| Case study | A1 A3 A4 A5 A7 A11 A12 B2 B5 B6 B8 B10 C2 C5 C7 C8 | 30% of the final mark | 30 |

Assessment comments



The evaluation criteria will serve for the first opportunity. In the evaluation of supervised projects, the professor will take into account the the service-based-learning project. Participation in continuous assessment activities in a percentage less than 20% implies an assessment of not presented, regardless of the score achieved.

In the second opportunity, the mark of the continuous evaluation will be 50% of the final mark, and the remaining 50% can be obtained with an analysis of a case study that the student will develop on the date of the official call for evaluation.

The students with recognition of part-time dedication and attendance exemption will be assessed with the same evaluation criteria.

In the advanced call of December the evaluation criteria will be the same of those of the second opportunity.

If any fraudulent behavior is detected in any of the methodologies, the student will fail the subject. Students cannot use any mobile devices during the exams. If they do it, they will fail the subject.

Or the student must demonstrate to his / her personality in accordance with current regulations. For all other matters not specifically detailed in this guide there is current regulations applicable.

Sources of information

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| <p>Basic</p> | <p>BIBLIOGRAFÍA BÁSICA: Sánchez, R. and Heene, A. (2004). The New Strategy Management. Organization, Competition, and Competence , John Wiley&Sons, Inc., New York. Bueno Campos, E.; Morcillo Ortega, P. y Salmador Sánchez, M. P. (2006). Dirección estratégica. Nuevas perspectivas teóricas. Pirámide FUENTES DE CASOS DE ESTUDIO Artigos procedentes de revistas científicas facilitados por o profesor da asignatura. The Case Journal (accesible desde la biblioteca), http://kmelot.biblioteca.udc.es/search*gag/m?SEARCH=case+journal&sortdropdown=-&searchscope=1&submit=EnviarEmerald Emerald Emerging Markets Case Studies (accesible desde la biblioteca), http://www.emeraldinsight.com/case_studies.htm?articleid=17068615 http://91.121.77.230/e_casos/cast/pages/estudios/estudios.asp</p> |
| <p>Complementary</p> | <p>BIBLIOGRAFÍA COMPLEMENTARIA: Besanko, D., Dranove, D., and Shanley, M. (2000): Economics of Strategy , John Wiley&Sons, Inc., New York. Cátedra Nebrija-BBVA en formación de emprendedores. El arte de emprender . Servicio de publicaciones de la Universidad Antonio de Nebrija 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 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 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 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

Executive Financial Reporting/611G02032

Subjects that continue the syllabus

Strategic Management and Business 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.