

Teaching guide

IDENTIFICATION DETAILS

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|--------------------------------------|---|---------------|------|
| Degree: | Business Administration and Management | | |
| Field of Knowledge: | Social and Legal Sciences | | |
| Faculty/School: | Law, Business and Government | | |
| Course: | BUSINESS STRATEGY AND STRUCTURE | | |
| Type: | Compulsory | ECTS credits: | 6 |
| Year: | 4 | Code: | 7138 |
| Teaching period: | Seventh semester | | |
| Subject: | Organization of the Company | | |
| Module: | General and Strategic Management of the Company | | |
| Teaching type: | Classroom-based | | |
| Language: | English | | |
| Total number of student study hours: | 150 | | |

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SUBJECT DESCRIPTION

With the subject “Strategy and Structure of enterprises” in the Grade of Business Management, we want that students, starting from the foundations of business strategy and structure of the company, are familiar with how to meet the stakeholders needs through generation of wealth, into a business environment that can be described as dynamic and changing due to competitiveness.

GOAL

The fundamental objective of the subject 'Strategy and Structure of the Company' in the Bachelor's Degree in Business Administration and Management is to ensure that students acquire the necessary knowledge and techniques for the study of the different business strategies and their financial viability, as well as the different forms and organization of companies in today's business world. For achieving this, the topics, briefly mentioned below, will be developed. Regarding business strategy issues, we will focus on: Business strategic analysis, factors that make it up as well as the different stakeholders that are affected. At the same time we will analyze the different strategic forms that companies adopt in competitive environments in which they move from diversification, growth. Regarding the structure of the company, we will focus on the different models of business cooperation, organizational support, change management, learning and innovation, corporate culture, human resource management.

PRIOR KNOWLEDGE

It is a global subject, complete and with a considerable impact on the economic life of companies. The study of the different business strategies as well as the different organizational forms (hard and soft ones). This subject will help the student, once he/she has assimilated and matured the knowledge acquired throughout the Degree in everything related to the Organization and Administration of companies, to acquire an integrated vision of companies in a global way. Probably this subject is at the end of the Degree the one that most integrates all the most significant aspects of business management.

COURSE SYLLABUS

Unit 1. The nature of strategic management. Concept and levels of strategy. The strategic management process. Evolution and approaches to strategic management. Approaches to the strategic decision-making process. Concept of ethics. Value creation and stakeholders.

Unit 2. Strategic formulation. Strategic coherence. Mission, vision, values, and critical competencies.

Unit 3: Value proposition. External and internal analysis of the company to successfully implement the strategy. External analysis (PESTEL) and PORTER internal analysis (CANVAS), the value chain. Competitor research: benchmarking. Strategic analysis matrices. SWOT analysis.

Unit 4. Analysis of resources and capabilities. Analysis, evaluation, and management of resources and capabilities. Identification of resources and capabilities.

Unit 5. Strategies and competitive advantages. Strategies and competitive advantage in costs. Competitive advantage in product differentiation.

Unit 6. Evaluation, selection, and implementation of strategies. The process of evaluating and selecting strategies. Setting objectives to achieve strategic planning. Implementing strategies and the appropriate use of the Balanced Scorecard. The strategic control process to analyze the viability of the defined strategy. Economic control of the strategy Organizational support for implementation: intelligent organizational culture focused on learning and innovation

EDUCATION ACTIVITIES

Face-to-face classes:

The content of the subject will be made known to the student, in accordance with its program. The professor will present the topics through lectures and the student will prepare notes on what has been exposed in relation to the content of the subject as a personal work activity. Students must have a high participation in the classroom as an element of learning.

The teaching methodologies that will be applied will be those provided for in the new training strategy of the university known as 'Training to Transform'. Namely: Flipped Learning, Case Method, Problem-Based Learning, Seminars, Gamification, Debates, Role-Play.)

All of them have been specified and the professor will apply those that he considers most appropriate depending on the group, its needs as well as his own decision.

Flipped Learning

It is a new innovative methodology and is supported by new technologies. It is known as the inverted class, that is, the professor in class does not explain the topics, but takes advantage of that space to resolve doubts and generate debates as well as to work in groups. It is about the student learning 'to learn'. The teacher will upload explanatory videos of the syllabus to the virtual space provided, as well as other supports that he considers convenient so that the student can see them as many times as he deems necessary in order to conveniently prepare the session in the classroom with the teacher.

Case method:

The professor will be able to design a specific case that collects the necessary aspects so that the student, through their study and individual work, acquires the knowledge and skills required in the subject. This methodology may be individual or group at the teacher's proposal.

Problem-Based Learning:

Present the problem through real applications, identify the learning needs, search for the necessary information and, finally, return to the problem looking for the solution.

Gamification:

Depending on the teacher's requirements, ICT-supported business simulators could be used.

Resolution of exercises:

The teacher practical exercises at individual or group level. This model offers the possibility of influencing the most important aspects of each topic, mastering the exposure time and presenting a certain way of working and studying the subject.

Group work:

Teamwork may be proposed on certain business approaches, defending the work against the teacher.

Seminars in face-to-face classes:

These classes will be carried out working in small groups, the class will be divided into groups of four or five people, giving each group several problems that must be solved with the notes in hand during the course of the session and delivered at the end of it.

Individual study:

Students may be provided with a series of real examples, in order to give them an interpretation. Students will search for documents, comments, news or information on the Internet that reinforce their opinion on the importance of business strategy as well as the different business organizational forms in the company. This training technique allows them to develop the additional learning modality. Based on the information they collect and other information presented by the teacher, virtual forums and chats can be held in which the student will show their interests and concerns, their participation being mandatory. A list of problems/practices can also be posted on the virtual campus so that the student can try to solve them.

In the content acquisition evaluation tests (exams), the capacity for autonomous learning can be evaluated.

INFORMATION ABOUT TUTORING:

Indicate that the tutorial hours will be specified on the first day of class or that the student must send an email to the teacher. Depending on the convenience, the tutorials may be individual or group.

DISTRIBUTION OF WORK TIME

| TEACHER-LED TRAINING ACTIVITIES | INDIVIDUAL WORK |
|--|--|
| 60 Hours | 90 Hours |
| Face-to-face lectures 30h Practices resolution 20h Team work 2h Seminars 2h Learning case-based 2h Tutoring 2h Assessment 2h | Teamwork 20h Practical and theoretical study 60h Online work 10h |

SKILLS

Basic Skills

Students must have demonstrated knowledge and understanding in an area of study that is founded on general secondary education. Moreover, the area of study is typically at a level that includes certain aspects implying knowledge at the forefront of its field of study, albeit supported by advanced textbooks

Students must be able to apply their knowledge to their work or vocation in a professional manner and possess skills that can typically be demonstrated by coming up with and sustaining arguments and solving problems within their field of study.

Students must have the ability to gather and interpret relevant data (usually within their field of study) in order to make judgments that include reflections on pertinent social, scientific or ethical issues

Students must be able to convey information, ideas, problems and solutions to both an expert and non-expert audience

Students must have developed the learning skills needed to undertake further study with a high degree of independence

Ability to carry out synthetic and analytical thought.

To have developed a capacity for leadership.

To have developed the necessary skills to ensure problems are solved and goals are reached.

To have developed the necessary skills for effective organization and planning in order to obtain improved business administration and management.

To enjoy a creative and entrepreneurial spirit.

General Skills

Ability to carry out synthetic and analytical thought.

To have developed a capacity for leadership.

To have developed the necessary skills to ensure problems are solved and goals are reached.

To have developed the necessary skills for effective organization and planning in order to obtain improved business administration and management.

To enjoy a creative and entrepreneurial spirit.

Specific skills

Develop habits of rigorous thinking.

Cultivate attitudes of leadership and social responsibility in personal and professional performance.

Develop criteria for problem solving and decision-making both in the professional and personal spheres.

Be able to develop global strategies for the survival of the company, obtaining adequate compensation for shareholders and respecting stakeholders.

Be able to apply knowledge to practice.

LEARNING RESULTS

Understanding that the strategy in the business field affects all stakeholders.

Understanding the importance of business strategy as the center of the business.

Understanding the convenience that the structure and forms of the company are a guarantee of the future business.

Developing business strategies that coincide with the designed strategy and organizational models.

Understanding that managing a project is highly valuable in the business world.

LEARNING APPRAISAL SYSTEM

Two assessment criteria are established: Assessment Systems: Continuous and Alternative. It will be applicable in both the Ordinary and Extraordinary Examination Periods.

Continuous Assessment: Students who attend class regularly:

(1) Participation and attitude: 10%

(2) Individual/group exercises and activities, assignments, and final project, midterm exams: 35%.

(3) Final exam: 55%.

It is essential to obtain a 4 in both (1) - participation and attitude - and (2) - individual/group exercises and activities, assignments and final project, midterm exams - in order to pass the course. A minimum grade of 5 must be obtained in each and every part of the final exam in order to pass the course.

In the extraordinary exam session: the same parameters as the ordinary exam session apply.

If you fail these parts in the ordinary exam session, they will be retaken as follows:

- Resit part (1) of the course is implicitly included in the extraordinary exam session. If any content is missing from the assessment, it will be included as an additional section in that exam.

- For part (2), related to group work, one or more specific questions will be asked on the corresponding topic, which will also be evaluated in the extraordinary exam. In order to pass the course and have the grades for the different sections averaged, it is necessary to obtain a minimum grade of 4 out of 10 in the continuous assessment of each of the blocks, as well as a minimum grade of 5 out of 10 in each and every part of the final exam.

Alternative Assessment: students with academic exemption, repeat students, and exchange students.

Students who, for various reasons—having academic exemption due to force majeure, having taken the course in previous years, or being on Erasmus abroad—are not required to attend class regularly. For these students, there is an alternative assessment system:

- Exam: 70% of the grade.

- Assignments completed at the professor's request: 30% of the grade.

Students who are on Erasmus or have been granted an exemption will be responsible for finding out about the work requested by the teacher through the virtual classroom.

In order to pass the course and for the grades in the different sections to be averaged, it is necessary to obtain a minimum grade of 4 out of 10 in each of them, as well minimum grade of 5 in each part of the final exam.

Plagiarism and the use of illegitimate means in assessment tests will be punished in accordance with the university's Assessment Regulations and Coexistence Regulations.

ETHICAL AND RESPONSIBLE USE OF ARTIFICIAL INTELLIGENCE

1.- The use of any Artificial Intelligence (AI) system or service shall be determined by the lecturer, and may only be used in the manner and under the conditions indicated by them. In all cases, its use must comply with the following principles:

a) The use of AI systems or services must be accompanied by critical reflection on the part of the student regarding their impact and/or limitations in the development of the assigned task or project.

b) The selection of AI systems or services must be justified, explaining their advantages over other tools or methods of obtaining information. The chosen model and the version of AI used must be described in as much detail as possible.

c) The student must appropriately cite the use of AI systems or services, specifying the parts of the work where they were used and describing the creative process followed. The use of citation formats and usage examples may be consulted on the Library website(https://www.ufv.es/gestion-de-la-informacion_biblioteca/).

d) The results obtained through AI systems or services must always be verified. As the author, the student is responsible for their work and for the legitimacy of the sources used.

2.- In all cases, the use of AI systems or services must always respect the principles of responsible and ethical use upheld by the university, as outlined in the [Guide for the Responsible Use of Artificial Intelligence in Studies at UFV](#). Additionally, the lecturer may request other types of individual commitments from the student when deemed necessary.

3.- Without prejudice to the above, in cases of doubt regarding the ethical and responsible use of any AI system or service, the lecturer may require an oral presentation of any assignment or partial submission. This oral evaluation

shall take precedence over any other form of assessment outlined in the Teaching Guide. In this oral defense, the student must demonstrate knowledge of the subject, justify their decisions, and explain the development of their work.

BIBLIOGRAPHY AND OTHER RESOURCES

Basic

Luis Angel Guerras Martín, José Emilio Navas López. The strategic direction of the company: theory and applications/5th ed. Madrid:Civitas,2015.

Michael E. Porter. Competitive strategy: techniques for the analysis of industrial sectors and competition/Second reformed edition. Mexico D.F.:Grupo Editorial Patria, [2015]

KAPLAN, Robert S. The Balanced Scorecard: The Balanced Scorecard/3rd ed. rev. Barcelona:Management 2000,2011.

W. Chan Kim, Renée Mauborgne Blue Ocean Strategy, Expanded Edition: How to Create Uncontested Market Space and Make the Competition Irrelevant
(W. Chan Kim, Renée Mauborgne Blue Ocean Strategy, Expanded Edition: How to Create Uncontested Market Space and Make the Competition Irrelevant , Harvard business review press||Michael E. Porter Competitive Strategy, Competitive Advantage)

Additional

Henry Mintzberg. The structuring of organizations/Barcelona: Ariel, 2018.