

**COURSE DATA****Data Subject**

Code	35823
Name	Corporate strategies
Cycle	Grade
ECTS Credits	6.0
Academic year	2020 - 2021

Study (s)

Degree	Center	Acad. year	Period
1313 - Degree in Business Management and Administration	Faculty of Economics	3	Second term
1330 - Degree in Business Management and Administration (Ontinyent)	Faculty of Economics	3	Second term
1926 - D.D. in Tourism-Business Management Administration	Faculty of Economics	4	Second term

Subject-matter

Degree	Subject-matter	Character
1313 - Degree in Business Management and Administration	20 - Compulsory subjects in the pathway: business creation and management	Optional
1330 - Degree in Business Management and Administration (Ontinyent)	20 - Strategy and Corporate development	Optional
1926 - D.D. in Tourism-Business Management Administration	5 - Asignaturas de cuarto curso	Obligatory

Coordination

Name	Department
CAMISON ZORNOZA, CESAR	105 - Business Administration 'Juan José Renau Piqueras'



SUMMARY

PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

Other requirements

No enrollment restrictions have been specified with other subjects in the curriculum.

However, it is recommended to have previously studied and approved the core subject Strategic Management of the company. Therefore, the knowledge of strategic management is considered acquired according to the content developed in the subject Strategic management of the company and that can be covered with the following book:

Wars, L.A., Navas, J.E. (2015), Strategic management of the company. Theory and applications. Civitas, Madrid, 5th ed.

OUTCOMES

1313 - Degree in Business Management and Administration

- Demonstrate capacity for analysis and synthesis.
- Have organisation and planning skills.
- Be able to use English in a professional environment.
- Be able to use ICTs in the field of study.
- Be able to analyse and search for information from different sources.
- Be able to solve problems.
- Be able to make decisions.
- Be able to negotiate and reconcile interests effectively.
- Be able to transmit and communicate complex ideas and approaches to both specialised and lay audiences.
- Be able to work in a team.
- Have interpersonal skills.
- Have critical and self-critical capacity.
- Show commitment to ethics and social responsibility.



- Manage time effectively.
- Be able to learn autonomously.
- Be able to adapt to new situations.
- Show creativity.
- Show leadership and skills for mobilising the capacities of others.
- Have initiative and entrepreneurial spirit.
- Be able to contribute positively to raising awareness of environmental and social issues and to overcoming all forms of discrimination, as essential factors for economic development and poverty alleviation.
- Be able to coordinate activities.
- Acquire interdisciplinary knowledge of the company and its social, economic, institutional and legal environment, and of the basic elements of the management process, such as organisation and administration, accounting, taxation, operations, human resources, marketing, financing and investment.
- Know the general characteristics and fundamentals of business management and organisation, and be able to use the instruments and tools available to analyse and design business policies and strategies, taking account of the international business environment and knowing how to assess the effects of these strategies on business activity and outcomes and on the socio-economic environment in the short and long term.
- Know the basic techniques, methods and instruments linked to behaviour analysis.
- Be able to define, solve and present complex problems systemically.
- Be able to relate the different elements that interact in the decisions of individuals.
- Understand the impact of economic, political, legal, socio-cultural, technological and environmental variables on business activity.
- Be able to apply labour standards to solve specific problems.
- Know how to set objectives and strategies at the different levels of the organisation, and how to assess the implications and needs for achieving them.
- Be able to plan, organise, control and evaluate the implementation of business strategies.
- Understand and assess the characteristics and usefulness of different business strategies, both at the competitive and corporate levels.
- Be able to contextualise the principles of business management and of strategy design and implementation within international business.

1330 - Degree in Business Management and Administration (Ontinyent)

- Demonstrate capacity for analysis and synthesis.



- Have organisation and planning skills.
- Be able to use English in a professional environment.
- Be able to use ICTs in the field of study.
- Be able to analyse and search for information from different sources.
- Be able to solve problems.
- Be able to make decisions.
- Be able to negotiate and reconcile interests effectively.
- Be able to transmit and communicate complex ideas and approaches to both specialised and lay audiences.
- Be able to work in a team.
- Have critical and self-critical capacity.
- Manage time effectively.
- Be able to learn autonomously.
- Be able to adapt to new situations.
- Show creativity.
- Show leadership and skills for mobilising the capacities of others.
- Be able to coordinate activities.
- Know the general characteristics and fundamentals of business management and organisation, and be able to use the instruments and tools available to analyse and design business policies and strategies, taking account of the international business environment and knowing how to assess the effects of these strategies on business activity and outcomes and on the socio-economic environment in the short and long term.
- Be able to define, solve and present complex problems systemically.
- Understand the impact of economic, political, legal, socio-cultural, technological and environmental variables on business activity.
- Know how to set objectives and strategies at the different levels of the organisation, and how to assess the implications and needs for achieving them.
- Be able to plan, organise, control and evaluate the implementation of business strategies.
- Understand and assess the characteristics and usefulness of different business strategies, both at the competitive and corporate levels.
- Be able to contextualise the principles of business management and of strategy design and implementation within international business.
- Know the characteristics of entrepreneurs and know how to elaborate effective business plans and set the conditions required to put them into practice.



LEARNING OUTCOMES

In accordance with the provisions of the curricula of the Degree in ADE, the learning results described for the subject of Corporate Strategies are:

- 1) Learn about the different strategic options that companies have at their disposal to develop over time.
- 2) Being able to propose combinations of strategic options in a coherent manner and in accordance with the existing conditions and the needs of the organization.
- 3) Presenting and arguing convincingly a business project or a business strategy.
- 4) Working effectively with other colleagues.
- 5) Presenting and communicating in an effective way the results of works or analyzes carried out, both orally and in writing.
- 6) Being able to establish relevant questions or questions and autonomously raises research orientation works on these issues.

DESCRIPTION OF CONTENTS

1. Introduction to Strategy

1. The company-environment relationship and the strategic attitude
2. Strategy: concept and components
3. The importance of designing and executing strategies
4. Strategic decisions: corporate, competitive and functional
5. The strategic hierarchy and the strategic segmentation
6. Framework for the design of the strategy

2. STRATEGIES BASED ON COMPETITIVE ADVANTAGE

1. Competitive argument and competitive advantages
2. Generic competitive strategies: cost leadership, differentiation and segmentation
3. Risks of hybrid and intermediate strategies
4. The model of the strategic clock

3. Strategies based on the creation of value

1. Business model concept and value creation
2. Business models patterns
3. Canvas business model: the triple layer
4. Business model and strategy: Creation of Shared Value



4. COMPETITIVE DYNAMICS

1. The structure of the industry for the formulation of the strategy
2. Strategic positioning strategies
3. Competitive dynamics and strategic movements
4. Competitive strategies and cooperative strategies

5. DEVELOPMENT ADDRESSES: SPECIALIZATION, DIVERSIFICATION AND VERTICAL INTEGRATION

1. The definition of the scope of activity of the company.
2. Strategies of development and growth of the company according to your direction
3. Diversification Strategies
4. Vertical integration Strategies

6. STRATEGIC RENEWAL AND RESTRUCTURING

1. Concept and typologies of renewal and restructuring
2. Renewal Strategies
3. Restructuring Strategies

7. INTERNATIONALIZATION STRATEGIES

1. Global competition: factors and strategies
2. Reasons for the internationalization of companies
3. Internationalization process: entry strategies and competition in foreign markets
4. Management of the internationalization process: functional and organizational implications

8. DEVELOPMENT MODALITIES. INTERNAL GROWTH VERSUS MERGERS AND ACQUISITIONS

1. Modalities of development: internal growth versus external growth
2. Internal Development
3. Reasons for the proliferation of corporate operations (F & A)
4. Advantages and problems of the F & A
5. The management of mergers and acquisitions

9. DEVELOPMENT MODALITIES. STRATEGIC ALLIANCES

1. Business cooperation: concept, reasons and reasons
2. Types of alliances strategies
3. Choice of type of alliance
4. The management of alliances and their implications

**WORKLOAD**

ACTIVITY	Hours	% To be attended
Theory classes	30,00	100
Classroom practices	30,00	100
TOTAL	60,00	

TEACHING METHODOLOGY

In order to achieve the proposed objectives, the teaching-learning process of the subject Corporate Strategies will be based on the methods of participatory master class, self-guided work from various materials, case studies and preparation of reports and studies. monographs. These methodologies seek to develop the generic and specific competencies established above. In this way, students will analyze and synthesize information from different sources, work on written communication by presenting a written report and oral communication through oral presentation of the work using different methods and expository supports. Also, the capacity for cooperative teamwork will be relevant for a good development of the project.

Theoretical classes:

Use will be made, fundamentally, of the participatory master class. The teacher, in each session, will provide an overview of the topic, and will expose and reinforce the key aspects and the most complex concepts. Each session will begin with an outline of the contents to be addressed, and will end with a brief summary highlighting the most important aspects and concepts.

In order to overcome the limitations of the master class, the method of self-guided learning is used so that students have a more active role in their learning process. This method assumes that students assume three responsibilities:

- o For each session, students must individually do previous work, which will consist of answering a series of questions related to the topic to be addressed. This previous work done by the students will allow the teacher to start each session with a question to be solved, which will be discussed in class and will facilitate the participation of the students.
- o To facilitate the autonomy of students in the learning process, for each topic they will have a scheme-guide that will allow them to build their own study materials. Students must prepare the contents of the subject from the teacher's explanations and the recommended bibliography and the materials delivered for each topic.
- o Participate in the possible debates organized by the teacher in the Virtual Classroom Forum.



Practical classes: they have like objective the practical application of the concepts and techniques introduced in the theory, through the resolution of real or fictitious cases and exercises and of the realization of works in team. The resolution of cases and realization of exercises allow to introduce of natural way in the problematic relative to the knowledges and competitions that have to acquire in the asignatura, reflecting the complexity and the uncertainty of the business reality and the strategic decisions. In addition, hands-on sessions help to develop the ability to work in groups, interpersonal communication skills and the ability to organize and plan work. Depending on the circumstances, the practical classes may be face-to-face, non-face-to-face or any combined formula of both modalities. The practical classes may consist of:

Analysis and resolution of cases in class.

Analysis and resolution of cases outside the classroom and discussion of the same in class.

The modality of classes for students will depend on the social and health conditions and the restrictions established by the competent authorities._

In the case of **online teaching**, classes will be given by videoconference, preferably synchronous, using Blackboard Collaborate, Teams, Skype or the tool that the lecturer considers appropriate to optimize the student's teaching-learning process during the scheduled program sessions, **which remain the same days and times.**_

In the case of **blended teaching**, the students will have to access the classroom in alternate weeks according to the initial of their last name (A-M or L-Z). The classes will be broadcast so that the students will have face-to-face teaching one week, and the next week they will follow the classes in streaming.

EVALUATION

In order to achieve the proposed objectives, the teaching-learning process of the subject Corporate Strategies will be based on the methods of participatory master class, self-guided work from various materials, case studies and preparation of reports and studies. monographs. These methodologies seek to develop the generic and specific competencies established above. In this way, students will analyze and synthesize information from different sources, work on written communication by presenting a written report and oral communication through oral presentation of the work using different methods and expository supports. Also, the capacity for cooperative teamwork will be relevant for a good development of the project.

Theoretical classes: Use will be made, fundamentally, of the participatory master class. The teacher, in each session, will provide an overview of the topic, and will expose and reinforce the key aspects and the most complex concepts. Each session will begin with an outline of the contents to be addressed, and will end with a brief



summary highlighting the most important aspects and concepts. Depending on the circumstances, the master classes may be face-to-face, non-face-to-face or any combined formula of both modalities. Online presentations will be made by both synchronous and asynchronous video conferencing with one of the available applications (Skype, BBC, Google Meet, etc.). In order to overcome the limitations of the master class, the method of self-guided learning is used so that students have a more active role in their learning process. This method assumes that students assume two responsibilities:

- o For each session, students must individually do previous work, which will consist of answering a series of questions related to the topic to be addressed. This previous work done by the students will allow the teacher to start each session with a question to be solved, which will be discussed in class and will facilitate the participation of the students.
- o To facilitate the autonomy of students in the learning process, for each topic they will have a scheme-guide that will allow them to build their own study materials. Students must prepare the contents of the subject from the teacher's explanations and the recommended bibliography and the materials delivered for each topic.
- o Participate in the possible debates organized by the teacher in the Virtual Classroom Forum.

Practical classes: they have like objective the practical application of the concepts and techniques introduced in the theory, through the resolution of real or fictitious cases and exercises and of the realization of works in team. The resolution of cases and realization of exercises allow to introduce of natural way in the problematic relative to the knowledges and competitions that have to acquire in the asignatura, reflecting the complexity and the uncertainty of the business reality and the strategic decisions. In addition, hands-on sessions help to develop the ability to work in groups, interpersonal communication skills and the ability to organize and plan work. Depending on the circumstances, the practical classes may be face-to-face, non-face-to-face or any combined formula of both modalities. The practical classes may consist of:

- Analysis and resolution of cases in class.
- Analysis and resolution of cases outside the classroom and discussion of the same in class.

REFERENCES

Basic

- Guerras, L.A., Navas, J.E. (2015), Dirección estratéegica de la empresa. Teoría y aplicaciones. Civitas, Madrid, 5a ed.
- Johnson, G., Scholes, K., Whittington, R. (2006), Dirección estratégica. Pearson / Prentice-Hall, Madrid, 7ª ed.



- Thompson, A.A., Gamble, J.E., Peteraf, M.A., Strickland, A.J. (2012), Administración Estratégica. Teoría y casos. McGraw-Hill, México, 18ª ed.
- Vasconcellos, J.A. (2007), Movimientos estratégicos. Deusto, Barcelona,
- López, C., Martín, A. (2012), Estrategias empresariales. Starbook Editorial, Madrid, 2ª ed.
- Porter, M. E. y Kramer, M. (2011): La creación de valor compartido, Harvard Deusto Business Review, enero-febrero, pp. 3-18.

Additional

- Porter, M.E., ¿Qué es la estrategia?, en Porter, M.E. (2008), Ser competitivo. Nuevas aportaciones y conclusiones, Deusto, Barcelona, pp. 45-80.
- Hambrick, D.C., Fredrickson, J.W. (2001), Are you sure you have a strategy?. Academy of Management Executive, 15(4), pp. 48-59
- Porter, M.E. (1980), Estrategia competitiva. CECSA, México
- Porter, M.E. (1985), Ventaja competitiva. CECSA, México
- Casadesús, R. (2004), Dinámica competitiva y modelos de negocio. Universia Business Review, cuatro trimestre, nº 4, pp. 8-17.
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- Porter, M.E., De la ventaja competitiva a la estrategia empresarial, en Porter, M.E. (2008), Ser competitivo. Nuevas aportaciones y conclusiones, Deusto, Barcelona, pp. 125-159
- Blanco, M., Forcadell, F.J., Guerras, L.A. (2009), La estrategia de reestructuración de la cartera de negocios orientada a la creación de valor: el caso del Grupo Uralita. Revista Europea de Dirección y Economía de la Empresa, 18(4), pp. 29-48.
- Joyce, A., Paquin, R., & Pigneur, Y. 2015. The triple layered business model canvas: a tool to design more sustainable business models. ARTEM Organizational Creativity International Conference. Nancy, France.

ADDENDUM COVID-19

This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council

In the event that for reasons derived from the pandemic by Covid-19 the obligation of non-contact teaching (either total or partial) was imposed, the teaching and evaluation of the subject would be governed by the following criteria:



CONTENTS The contents initially included in the teaching guide are maintained. **WORKING VOLUME** The weight of the different activities that add up to the hours of dedication in ECTS credits marked in the original teaching guide is maintained.

TEMPORARY TEACHING PLANNING The scheduled sessions are held on the same dates and times.

BIBLIOGRAPHY The bibliography is mandatory because it is accessible online. Teachers will complement the necessary study materials with other publicly accessible documents accessible through the Virtual Classroom.

TEACHING METHODOLOGY Digitally accessible actions aimed at facilitating student online work will be strengthened.

EVALUATION The weight in the final grade of the continuous evaluation of the practices and of the academically directed work is increased that can arrive altogether from 70% to 100% (now the sum of these activities is in 60%). In the event that the qualification of the theoretical part is maintained through a final exam, the objective test to be performed by the student could be developed as an open written test to be performed through the Virtual Classroom.