

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

<b>Code</b>	35823
<b>Name</b>	Corporate strategies
<b>Cycle</b>	Grade
<b>ECTS Credits</b>	6.0
<b>Academic year</b>	2023 - 2024

**Study (s)**

<b>Degree</b>	<b>Center</b>	<b>Acad. year</b>	<b>Period</b>
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**

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
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**

<b>Name</b>	<b>Department</b>
CAMISON HABA, SERGIO	105 - Business Administration 'Juan José Renau Piqueras'
EJARQUE CATALA, ANA TERESA	105 - Business Administration 'Juan José Renau Piqueras'
ORTEGA COLOMER, FRANCISCO JAVIER	105 - Business Administration 'Juan José Renau Piqueras'



## SUMMARY

Up to the 19th century, a manager was basically an entrepreneur, to the extent that the company's ownership control was high and dominant. From the beginning of the 20th century, the companies' size growth and administrative complexity favored a managerial specialization, whose most considerable result was the consolidation of functional areas such as Finance, Marketing, Production, or HHRR. The increase in the technical complexity in each of these functional areas prevents Top Line Management from fully mastering all of them, thus reinforcing the tendency towards managerial specialization. However, there is a need for a global company's vision and administration. This requires combining technical with strategic skills as well as mastering the rise in managerial work, such as leadership, communication, or administration through the creation of a shared business project and an effective organizational culture value-oriented.

Consequently, it is generally agreed that organizations require two types of managers. On the one hand, **general managers** concerned with the company's effectiveness and with the company-environment interrelationship. On the other hand, **internal specialists** focused on the company's internal efficiency. In this sense, Strategic Management is aimed at the first manager profile. Managers are responsible for correct decision-making to coordinate all important factors in the company (accounting, finance, marketing, operations and processes, human resources, information systems, and technology). This makes Strategic Management an integrating course to apply concepts and techniques already learned in previous courses. Thus, students may be able to see how the puzzle fits together, and why the different parts of a company must be managed with strategic harmony for the organization to operate successfully, which is a primary task of general management.

Strategic Management studies must be able to develop a wide range of capabilities based on skills, knowledge, and techniques, as well as attitudes and aptitudes, which prepare students for high-level management, and being able to face different problems. Contrary to specialized management studies, which are based on training technical skills, strategic management focuses on the adoption of a broader perspective through case studies aimed at comparing practices and experiences in different organizations and industries, thus giving a wider company or industry's vision.

Consequently, a Strategic Management program must focus on generalist managers's point of view, thus combining a holistic company's vision and its environment, logical-conceptual knowledge, and attitudes in the social and human field, together with the essential technical knowledge. So, the teaching methodology must also seek to develop the necessary capabilities so that students internalize the strategic attitude, along with other attitudes to properly lead to an emerging company model.

The general purpose of this course consists of learning to define the best combination of strategic options to be used by firms within the framework of strategic management, considering the current social and economic conditions. This course provides an integrated framework to facilitate the strategy formulation process. It adopts the general manager's point of view, who holds global responsibility for the firm performance (or of a specific business unit).

Strategic Management focuses on the company as a whole. This is to say the environment in which it operates, the leadership style to lead the organization towards its mission and goals, and the managerial governance tasks addressed to the strategy implementation. Thus, this course aims to give a response to what and how should managers achieve profits, since a good strategy creation and implementation leans on reliable corporate governance.



Therefore, this course also focuses on the different growth directions (vertical integration, new markets and technologies, international expansion...) as well as the available growth modes (internal growth, acquisitions, alliances...). The course develops a set of analytical approaches and tools to be able to formulate and evaluate these strategies.

Thus, this course is intended to introduce the student to the study of strategic options and how to choose the proper one. The general goals of this course are:

- To expand the knowledge and tools regarding Strategic Management to face strategies' implementation.
- To identify the company's scope.
- To introduce the available strategic options (competitive and corporate strategies) as well as their possible combinations and implications.
- To develop the main tools to face a strategic choice.
- To learn how to compete in markets based on competitive advantages, business models, and competitive dynamics.
- To understand when and how to develop restructuring strategies.
- To understand growth directions and modes.
- To analyze whether or not to diversify.
- To choose among internal or external growth.
- To understand alliances and their utilities.

## 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 taken and passed the compulsory subject Strategic Management. Therefore, the contents developed over the compulsory course of Strategic management are considered as acquired. Consequently, they will become the starting point of the Corporate Strategies course.



## 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

According to the curricula of the Degree in Business Administration (ADE), the learning outcomes described for the subject of Corporate Strategies are:

- 1) Learn about the different strategic options that companies can 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 discussing a business project or a business strategy in a professional way.
- 4) Working effectively with other colleagues.
- 5) Delivering effective presentations, both spoken and written, of the results of the works and/or analyzes performed.
- 6) Being able to establish relevant questions for the organization and to autonomously design a solution orientation on these issues following a research orientation.

## DESCRIPTION OF CONTENTS

### 1. LESSON 1. INTRODUCTION TO STRATEGY

- 1.1 Organization, Environment, and Strategic attitude.
- 1.2 Strategy, definition, and components.
- 1.3 Why is strategy important? Designing and implementing strategies.
- 1.4 Strategic decisions. Corporate, Business, and Functional.
- 1.5 Strategy hierarchy and strategy segmentation.
- 1.6 Framework for strategy designing.



## **2. LESSON 2. STRATEGIES SUPPORTED ON COMPETITIVE ADVANTAGE**

- 2.1 Competitive advantage.
- 2.2 Generic competitive strategies. Cost leadership, Differentiation, and Focus.
- 2.3 Risks of hybrid strategies.
- 2.4 The Strategy clock.

## **3. LESSON 3. STRATEGIES SUPPORTED ON VALUE CREATION**

- 3.1 Business model. Concept and value creation.
- 3.2 Business model. Capturing and delivering value.
- 3.3 Business model CANVAS. The Tripple Layered Business Model CANVAS (TLBMC).
- 3.4 Business model and strategy. Creating Shared Value.

## **4. LESSON 4. COMPETITIVE DYNAMICS**

- 4.1 Industrys structure and strategy formulation.
- 4.2 Offensive strategies and defensive strategies.
- 4.3 Competitive dynamics and strategic moves. Timing.
- 4.4 Competitive strategies and Cooperative strategies.

## **5. LESSON 5. STRATEGY DIRECTIONS I. SPECIALIZATION, DIVERSIFICATION, AND VERTICAL INTEGRATION.**

- 5.1 Organizational scope.
- 5.2 Strategy directions.
- 5.3 Diversification strategies.
- 5.4 Value net and Vertical Integration.

## **6. LESSON 6. STRATEGY DIRECTIONS II. BUSINESS TURNAROUND AND RESTRUCTURING**

- 6.1 Business turnaround and business restructuring. Concept and typology.
- 6.2 Business turnaround strategies.
- 6.3 Business restructuring strategies.

## **7. LESSON 7. INTERNATIONALIZATION STRATEGY.**

- 7.1 Global competition. Factors and strategies.
- 7.2 Motives for internationalization.
- 7.3 Internationalization process. Entry modes and competitive strategies in foreign markets.
- 7.4 Internationalization process management. Functional and organizational implications.

**8. LESSON 8. STRATEGY METHODS. ORGANIC DEVELOPMENT VS. MERGERS & ACQUISITIONS (M&A).**

- 8.1 Strategy methods. Organic development vs. external development.
- 8.2 Organic development.
- 8.3 Motives for M&A proliferation.
- 8.4 pros and cons of M&A.
- 8.5 Management of M&A processes.

**9. LESSON 9. STRATEGY METHODS. STRATEGIC ALLIANCES.**

- 8.1 Strategy methods. Organic development vs. external development.
- 8.2 Organic development.
- 8.3 Motives for M&A proliferation.
- 8.4 pros and cons of M&A.
- 8.5 Management of M&A processes.

**WORKLOAD**

ACTIVITY	Hours	% To be attended
Theory classes	30,00	100
Classroom practices	30,00	100
Attendance at events and external activities	5,00	0
Development of group work	15,00	0
Development of individual work	15,00	0
Study and independent work	25,00	0
Readings supplementary material	10,00	0
Preparing lectures	10,00	0
Preparation of practical classes and problem	10,00	0
<b>TOTAL</b>	<b>150,00</b>	

**TEACHING METHODOLOGY**

To achieve the proposed objectives, the teaching-learning process of the subject Corporate Strategies will be based on a combination of teaching methods as inverse classroom, self-guided work from various materials, case studies, projects, and reports. 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 spoken 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:

- 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.
- To facilitate the autonomy of students in the learning process, for each topic they will have a schemeguide 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.
- 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

- 40 % Continuous assessment, based on students' participation and implication in the teaching-learning process over the course. Such assessment will be made through the different activities developed over the course, including projects, reports, case study resolution, that will be presented and discussed by the students (individually and/or by teams). Group dynamics and inverse teaching will be employed over the course.
  - Attendance and participation in practical sessions (10%), no recoverable in the second call.
  - Delivery and presentation of case studies (30%), fully recoverable in the second call through a written test.

**According to article 6.9 of the Evaluation and Grading Regulations of the University of Valencia for Bachelor's and Master's degrees, attendance to practical sessions is compulsory.**

- **60% written/oral exams**, on the subject's contents. Including a final exam at the end of the term on the official exam date allocated within the official exam calendar of the Faculty of Economics. To pass the subject, students must pass the final exam in one of the 2 available official calls.

## REFERENCES

### Basic

- Guerras, L.A., Navas, J.E. (2015), Dirección estratégica de la empresa. Teoría y aplicaciones. Civitas, Madrid, 5a ed.
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#### **Additional**

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