

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

Code	42730
Name	Business strategic management and audit of the organisational system
Cycle	Master's degree
ECTS Credits	6.0
Academic year	2021 - 2022

Study (s)

Degree	Center	Acad. year	Period
2126 - M.D. in Human Resources Management	Faculty of Social Sciences	1	Second term

Subject-matter

Degree	Subject-matter	Character
2126 - M.D. in Human Resources Management	1 - Additional training	Obligatory

Coordination

Name	Department
REDONDO CANO, ANA MARIA	105 - Business Administration 'Juan José Renau Piqueras'

SUMMARY

Restrictions have not been specified with other subjects in the curriculum. Due to the type of module, no prior knowledge is required. No concept or method or technique or theory will be taken for granted. The module will be self-sufficient in that all the basic ideas that are currently integrated into the framework of the Strategic Direction will be studied. Ideas that are the product of a theoretical-practical evolution and that will be developed in the other modules of the Master.

To apply this management methodology in professional practice, the student will have to understand the processes and aspects that are key in the formulation of business strategies, after making a strategic diagnosis of internal and external conditioning factors; as well as the factors and elements that can facilitate or hinder the implementation or implementation of the chosen strategies. In addition, all these constituent elements of the strategic process will have to be controlled and evaluated through the appropriate auditing techniques.

Therefore, the general objectives to be achieved with this program are:

To introduce the student to the fundamentals and tools of Strategic Management, with sufficient depth because they understand its management philosophy and be able to apply it in business practice.



Achieve a balanced understanding of the aspects to be considered in the formulation of business strategies, as well as in their implementation and evaluation and control.

Introduce the interrelationships and existing integration between the aspects studied in this subject and other concepts and complementary subjects, the study of which can be expanded into elective or free-choice subjects.

To achieve these objectives, the course program is divided into three fundamental parts:

The first part, Introduction, presents the basic concepts to understand the characteristics of Strategic Management and analyzes how the ideas that have arisen in various disciplines have evolved, from the first approaches to the current conception and its integration within the strategic framework.

The second part of the subject, Basic Process, presents and analyzes the different phases and processes from the role of the Mission to the necessary resources for the implementation of the strategies; and the nucleus of the process that is formed by the formulation of strategies based on the strategic diagnosis of the context.

The third and last part (Extended Process) differentiates the concepts of control and auditing into two chapters and analyzes them from a strategic perspective.

PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

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

Other requirements

Restrictions have not been specified with other subjects in the curriculum. Due to the type of module, no prior knowledge is required. No concept or method or technique or theory will be taken for granted. The module will be self-sufficient in that all the basic ideas that are currently integrated into the framework of the Strategic Direction will be studied. Ideas that are the product of a theoretical-practical evolution and that will be developed in the other modules of the Master.

OUTCOMES

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- Students should apply acquired knowledge to solve problems in unfamiliar contexts within their field of study, including multidisciplinary scenarios.



- Students should communicate conclusions and underlying knowledge clearly and unambiguously to both specialized and non-specialized audiences.
- Students should demonstrate self-directed learning skills for continued academic growth.
- Students should be able to self-organise, which means systematically planning and setting realistic time schedules for the different tasks in their personal agenda, prioritising their activities, attending to criteria of urgency and importance, using explicit tools and procedures to control the level of performance and optimising time.
- Students should be able to initiate, lead, promote and facilitate interactions, as well as to manage groups of people.
- Students should have the ability to communicate, influence and be effective in interpersonal relationships.
- Students should be prepared for lifelong learning and self-development. The individual develops the ability to incorporate new knowledge, skills and professional competences.
- Students should be able to lead people and teams to achieve the objectives of human resources management. In this sense, they should develop a certain level of relational sensitivity and empathy.
- Students should develop a certain tolerance for uncertainty.
- Students should understand the operation of the company, the importance of a proper strategic diagnosis and the processes of strategy formation from a global perspective.
- Students should understand and be aware of the implications of the human resources area in the overall strategy of the company.

LEARNING OUTCOMES

Once the student has completed and passed this subject, they will be able to:

Explain what the strategic management process consists of, making special emphasis on the strategic analysis of the internal and external context.

Transmit the main fundamentals of the formulation of business strategy and the different existing analytical techniques in this regard.

Explain the fundamentals of the implementation and control of business strategy and the different existing analytical techniques regarding this.

Identify and characterize the main strategic alternatives

Identify the main keys to the strategy implementation process Identify the main keys to the strategy evaluation and control process

Search, select and assess relevant information for solving business problems at any level of the strategic process



DESCRIPTION OF CONTENTS

1. Management of the Organizations

- Concept
- Management Functions
- Management and Leadership

2. The decisions in the Organizations

- The process of decision making
- Types of decisions
- Decision models

3. Strategic Management of the Organization

- Evolution of the strategic process
- Strategy concept
- Models of strategic process

4. Mision and Culture

- Organizational culture: concept and functions
- The mision and the Organizational values
- Internal and external objectives

5. Strategic Diagnosis

- External analysis
- Internal analysis
- Strategic Groups

6. Competitive Strategies

- General Competitive Strategies
- The Strategy clock: competitive strategy options

7. Corporate Strategies

- General aspects
- Strategy Directions
- Internationalization

**8. Evaluation and Selection Strategy**

- Industry life cycle
- Convenience, feasibility and acceptability

9. Strategy in Practice: Implementación y control de la estrategia

- Organizational Design
- Planification
- Balance Score Card
- Audit: general aspects
- Audit Process

WORKLOAD

ACTIVITY	Hours	% To be attended
Theory classes	38,00	100
Tutorials	12,00	100
Classroom practices	10,00	100
Development of group work	15,00	0
Development of individual work	15,00	0
Study and independent work	30,00	0
Readings supplementary material	10,00	0
Preparing lectures	10,00	0
Preparation of practical classes and problem	10,00	0
TOTAL	150,00	

TEACHING METHODOLOGY

Different teaching methods will be used in the teaching-learning process. The classes will be theoretical-practical; for this reason, the participatory master class will be used to expose the student to the most complex concepts and give an overview of the subject. In any case, teaching methods that seek the involvement of the student in their teaching-learning process will be used. The choice of these methods are justified because they favor teacher-student interaction and student-student interaction and, more importantly, they enable the development of social skills and abilities

Each session will begin with an outline of the contents to be addressed, and will end by highlighting the most relevant aspects contemplated. This will facilitate the development of the class and that the student is clear about the most relevant aspects to consider. The diagrams, in power-point, will be available with enough advance in the Virtual Classroom platform. With the aim of overcoming the possible deficiencies of this traditional method-master class-, we propose that in the development of the classes the students participate in a more active way, so we will make use of the participatory master class, since it allows a critical dialogue, modifying the rhythm of the class and revitalizing it. By specifying this teaching method



- participatory master class - we will point out that for each session the students must carry out a previous work that will materialize in answering a series of questions related to the topic to be treated. This previous work, carried out by the student, will allow each of the theoretical-practical sessions to begin with a question to be solved that will encourage the participation of the students, and then present the basic concepts that will be addressed in each of the topics. The topic will end with a short summary highlighting which are the objectives that must be met after studying this topic. The student will be provided with a schematic guide that will allow him, through consulting the bibliography, to build his own study materials. As a complement to the face-to-face sessions, asynchronous sessions can be scheduled using online training applications that will allow the students to prepare certain contents in a pleasant and flexible way and, later, present their doubts and conclusions in the face-to-face sessions. Likewise, real and / or fictitious business case analyzes will be carried out, on the one hand, deepening the concepts addressed in class and on the other hand, to highlight the ability to work in groups and interpersonal communication skills. For the development of practical classes, group work will be used to solve the practices. The databases available to the UV and which are of special relevance to this subject (SABI, Alimarket and Factiva) can be used. In addition to case work, class readings will also be analyzed and discussed. Likewise, the video can be used to present some specific practices.

EVALUATION

The learning evaluation will be carried out on the contents of the subject both of a theoretical and practical nature. They will fulfill both a summative function (accredit the level of training obtained) and a formative one (feedback to improve the teaching-learning process). The evaluation is distributed as follows:

Part A (written exam (30%)): 30% of the final grade for the subject is associated with the completion of a final written test on the basic contents of the subject's program on the date of the official call (test questions , short discussion questions and / or development of a practical case).

Part B: (continuous evaluation (70%)). 30% corresponds to class participation and individual practice and objective tests (questionnaires) carried out throughout the course. The remaining 40% will come from the realization of teamwork (they can be either on company cases or on a real company, where the concepts addressed throughout the course will be applied).

On second call, up to 30% of the continuous evaluation corresponding to the individual part can be recovered. Said recovery will be carried out by completing a questionnaire and / or carrying out and discussing a practical case.

REFERENCES



Basic

- Guerras Martín, L.A y Navas López, J.E (2016): La direccin estratégica de la empresa : teoría y aplicaciones. Madrid : Civitas-Thomson Reuters, 5ª edición (revisada y actualizada) [Recurs electrònic]
- Grant, Robert M., (2014): Dirección estratégica : Conceptos, técnicas y aplicaciones. Pamplona : Civitas. Thomson Reuters. 4a edición en Civitas, 2014. [Recurs electrònic]
- Johnson, G., Scholes, K., y Whittington, R. (2006): Dirección Estratégica, Ed. Prentice-Hall, Madrid, 7ª edición.
- Martínez Moreno, A., Fernández Guerrero, R. y Tarazona Llácer, F. (2016): Auditoría Estratégica de la Función de Recursos Humanos. Tirant lo Blanch, Valencia.
- Navas López, J.E y Guerras Martín, L.A (2016): Fundamentos de dirección estratégica de la empresa. Navarra : Thomson Civitas, 2ª edicion [Recurs electrònic]
- Urra, J. A. (2018): Dirección estratégica para el siglo XXI. La gestión ante los límites del crecimiento, Pirámide, Madrid.

Additional

- Domingo Ribeiro Soriano (coord..) (2012): Casos de dirección estratégica, Madrid, Pearson.
- Grant, Robert M.,(2014): Dirección estratégica : conceptos, técnicas y aplicaciones. Civitas. Madrid (se encuentra en formato electrónico).
- Hodge, B.J.; Anthony, W.P. y Gales, L.M. (2003): Teoría de la organización. Un enfoque estratégico. Ed. Prentice-Hall, Madrid, 6ª edición.
- Martínez Pedrós, D. y Milla Gutiérrez, A. (2005): La elaboración del plan estratégico y su implantación a través del cuadro de mando integral, ed.Díaz de Santos
- Navas López, J.E y Guerras Martín, L.A (2014): Casos de dirección estratégica de la empresa Thomson Civitas, 2014

ADDENDUM COVID-19

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

This guide is provisional. It must be approved by the Academic Commission of Title.