



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Strategic Management (Business, International and Management)				
Module Code	UMSD7T-15-3	Level	3	Version	1.2
UWE Credit Rating	15	ECTS Credit Rating	7.5	WBL module?	No
Owning Faculty	FBL	Field	Strategy and International Business		
Department	BBS, Business and Management	Module Type	Standard		
Contributes towards	BA(Hons) Business and Management; BA(Hons) Business Management(LCO)/ BA(Hons) Business Management and Leadership; BA(Hons) Business and Law; BA(Hons) Business and Human Resource Management; BA(Hons) International Business; BSc(Hons) Data Science; BSc(Hons) Information Technology				
Pre-requisites	None	Co- requisites	None		
Excluded Combinations	UMSD7U-15-3 UMSD7V-15-3 UMSDDJ-15-3	Module Entry requirements	None		
First CAP Approval Date	QMAC Dec 2011	Valid from	September 2012		
Revision CAP Approval Date	20 November 2014	Revised with effect from	September 2014		

Review Date	September 2018
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> 1. Articulate and apply the theories, principles, concepts and analytical techniques of strategic management processes to complex organisation situations recognizing organizations as holistic and interconnected. (A,B) 2. Identify and critically review, and evaluate the impact of key strategic issues affecting the performance of businesses operating in diverse environments. (A,B) 3. Identify performance issues, and develop, propose and report concisely a well-integrated set of recommendations for improving business performance over time. (A,B) 3. Understand selected topics of contemporary strategic significance to the performance of organizations (e.g. globalisation, innovation and the digital economy). (A,B) 4. Recognize and analyse ethical and social responsibility issues and choose appropriate actions for practical business situations. (A,B)

	<p>5. Integrate knowledge and understanding from other modules, options, and student experience. (A, B)</p> <p>In addition the educational experience may explore, develop, and practise <u>but not formally discretely assess</u> the following:</p> <ul style="list-style-type: none"> - Synthesize the knowledge and diverse perspectives of peers into a shared professional understanding of the problems, opportunities, and alternatives facing a business. - Effectively communicate in oral forms in formal and informal business contexts. - Effectively apply quantitative and financial analysis techniques developed in prior courses to critically assess company and industry performance issues.
Syllabus Outline	<ul style="list-style-type: none"> - Introduction to module and strategy process - The concept of strategy and strategic thinking – (including how to approach a case analysis) - Strategic direction: values and mission, social responsibility, sustainability, and ethical leadership - External and industry analysis, and the industrial organization perspective - Capabilities, competencies and the resource-based view of the firm - Business and generic strategies - Strategy and innovation - Networks and alliances - Corporate strategy - Global strategy - Strategic control and governance - Review and exam preparation
Contact hours/scheduled hours	Contact will be through a mixture of three hours a week of lectures and seminars.
Teaching and Learning Methods	<p>Teaching and learning methods are focused around lectures and seminars. Lectures provide students with a body of knowledge, a sense of the intellectual ideas contained within a topic area and importantly a set of signposts directing them to further reading.</p> <p>Seminars are based around a series of case studies and also provide students with opportunities for co-operative learning and formative feedback from tutors.</p> <p>The learning outcomes encourage learners to develop higher order cognitive skills. It is recognised in the design and delivery of the module that sophisticated cognitive skills are difficult to acquire, requiring practice supported by regular formative feedback. The seminar programme is designed to facilitate this development and seminar activities are designed to ease students into the way of thinking about strategy analysis but move quickly from clearly structured preparation to tasks that are left unspecified while the scope of applicable theory becomes increasingly diverse.</p> <p>Seminars will be a forum in which students will be expected to provide an analysis cases applying reading from journal articles or texts. Seminars will give an opportunity for students to work in groups through which to synthesize the knowledge and diverse perspectives of classmates into a shared professional experience that will include non-assessed presentations.</p> <p>Students are expected to engage in private study to obtain and analyse the core readings and cases and to prepare cases for discussion. Students are expected to develop independent learning skills through sourcing relevant material, especially</p>

through the library's electronic databases, such as Business Source Premier.

There is a clear and articulated pedagogic strategy, supported through staff development exercises, to facilitate the development of students as independent learners with the capacity and confidence to form and to articulate a personal critical perspective of strategic issues and of established theory.

The relative 'uncertainty' learners may encounter through exposure to competing and alternative theoretical perspectives are deliberately counterbalanced by relative certainty in the design, organisation and delivery of the module. There is extensive and clear programme documentation and the module is supported by well-developed web-based resources. The main electronic platform for delivering this module will be Blackboard.

Independent learning The study time associated with the module is based on 10:1 ratio of notional student study hours to credit value and will consist of essential reading, case study preparation, assignment preparation and completion etc.

Key Information Sets Information

Key Information Set - Module data				
Number of credits for this module				15
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
150	36	114	0	150

The table below indicates as a percentage the total assessment of the module which constitutes a -

Written Exam: Unseen written exam, open book written exam, In-class test

Coursework: Written assignment or essay, report, dissertation, portfolio, project

Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

Total assessment of the module:	
Written exam assessment percentage	60%
Coursework assessment percentage	40%
Practical exam assessment percentage	0%
	100%

Reading Strategy

Essential Reading

It is essential that students read the core articles available via Blackboard or the Library as set out in the module handbook. While the course does not require a set textbook, students are recommended to read from one of the many texts on strategic management available through the Library or purchase a copy for their own reference.

Sample Texts:

Dess, Lumpkin and Eisner (2010). *Strategic Management: Creating competitive advantages* (Fifth Edition). New York: McGraw-Hill.

	<p>Grant, M (2009), <i>Contemporary Strategic Analysis</i> (Seventh Edition). Oxford: Blackwell.</p> <p>Johnson, G., Scholes, K., and Whittington, R. (2011). <i>Exploring corporate strategy</i> (Ninth Edition). Harlow, Essex: Prentice Hall.</p> <p>The module handbook and Blackboard course site will also reflect the range of reading to be carried out. The core readings will change over time to retain currency in the field.</p> <p>A second source of essential reading is the cases that will be available for students to purchase. Cases for this course are selected to demonstrate key aspects of theory.</p> <p>Further Reading In addition to the core readings, recommended additional readings will be suggested for each seminar/lecture. Students will be expected to locate these readings via the Library's Business Source Premier database. They will be encouraged to read widely using the library catalogue, a variety of bibliographic and full text databases, and Internet resources. Many resources can be accessed remotely.</p> <p>Audio-visual Resources An important resource for this module is the wealth of video-based material available on the Internet or via the Library's 'Box of Broadcasts' provision. Many of the lectures and seminars are supported with videos for students to watch in their private study time. Sources include video placed on sites such as YouTube by organizations such as Harvard University, MIT and the Public Broadcast Service of the USA, as well as video available through Box of Broadcasts from programming such as Panorama.</p>
Indicative Reading List	<p>Current advice on reading will be provided in annual module handbook and via Blackboard</p> <p>Sample Core Articles:</p> <p>Campbell, A., Whitehead, J., & Finklestein, S. (2009). Why good leaders make bad decisions. <i>Harvard Business Review</i>, 87(2): 60-66.</p> <p>Collis, D. J., & Montgomery, C. A. (2008) Competing on resources. <i>Harvard Business Review</i>, 86(7/8):140-150.</p> <p>Donaldson, T. (1996). Values in tension: Ethics away from home. <i>Harvard Business Review</i>, 74(5) Sep/Oct: 48-62.</p> <p>Hamel, G., & Prahalad, C.K. (2005) Strategic intent. <i>Harvard Business Review</i>, 83(7/8), 148-161.</p> <p>Hart, S. L., & Milstein, M.B. (2003). Creating sustainable value. <i>Academy of Management Executive</i>, 17(2), 56-67.</p> <p>Henderson, R.M., & Clark, K.B. (1990). Architectural innovation: The reconfiguration of existing product technologies and the failure of established firms. <i>Administrative Science Quarterly</i>, 35: 9-30.</p> <p>Immelt, J. R., Govindarajan, V., & Trimble, C. (2009). How GE is disrupting itself. <i>Harvard Business Review</i>, 87(10), 56-65.</p> <p>Iyer, B., & Davenport, T.H. (2008). Reverse engineering Google's innovation machine. <i>Harvard Business Review</i>, 86(4), 58-68.</p> <p>Johnson, M. W., Christensen, C. M., & Kagermann, H. (2008). Reinventing your business model. <i>Harvard Business Review</i>, 86 (12), 50-59.</p> <p>Kale, P., & Singh, H. (2009). Managing strategic alliances: What do we know now, and where do we go from here? <i>Academy of Management Perspectives</i>, 23(3): 45-62.</p> <p>Kaplan, R.S., & Norton, D.R. (2005). The balanced scorecard: measures that drive performance. <i>Harvard Business Review</i>, 83(7/8), 172-180.</p> <p>Khanna, T., & Palepu, K. G. (2006). Emerging giants: Building world class companies in developing countries. <i>Harvard Business Review</i>, 85 (10): 60-69.</p> <p>Langlois, R.N. (2003). The vanishing hand: the changing dynamics of industrial capitalism. <i>Industrial and Corporate Change</i>, 12(2): 351-385.</p>

	<p>Lecocq, X., & Demil, B. (2006). Strategizing industry structure: the case of open systems in a low-tech industry. <i>Strategic Management Journal</i>, 27: 891-898.</p> <p>O'Reilly, C.A., & Tushman, M.L. (2004). The ambidextrous organization. <i>Harvard Business Review</i>, 82(4), 74-81.</p> <p>Pisano, G. P., & Verganti, R. (2008). Which kind of collaboration is right for you? <i>Harvard Business Review</i>, 86(12): 78-86.</p> <p>Porter, M.E. (1996). What is strategy? <i>Harvard Business Review</i>, 74(6), 61-78.</p> <p>Porter, M.E., & Kramer, M.R. (2006). Strategy and society: The link between competitive advantage and corporate social responsibility. <i>Harvard Business Review</i>, 84(12), 78-92.</p> <p>Teece, D.J., Pisano, G., & Shuen, A. (1997). Dynamic capabilities and strategic management. <i>Strategic Management Journal</i>, 18(7), pp. 509–533</p> <p>Van de Ven, B., & Jeurissen, R. (2005). Competing responsibly. <i>Business Ethics Quarterly</i>, 15(2), 299-317.</p>
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Part 3: Assessment		
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Assessment Strategy	<p>Controlled conditions: An examination based on the seminar programme that explores the students' ability to demonstrate their critical understanding of the material on the module. The examination occurs in the official examination period.</p> <p>Coursework: Students will conduct an analysis of the strategic issues and problems facing an organisation; applying theory to an organisation.</p>
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Identify final assessment component and element	Component A	
% weighting between components A and B (Standard modules only)	A: 60%	B: 40%

First Sit	
Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1. Examination (3 Hours)	100%
Component B Description of each element	Element weighting (as % of component)
1. Assignment (1500 words)	100%

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1. Examination (3 Hours)	100%
Component B Description of each element	Element weighting (as % of component)
1. Assignment (1500 words)	100%

If a student is permitted a RETAKE of the module the assessment will be that indicated by the Module Description at the time that retake commences.
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