

ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Strategy and Implementation				
Module Code	UMSDFM-15-M	Level	M	Version	1
Owning Faculty	FBL	Field	Strategy and International Business		
Contributes towards	Master of Business Administration				
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Standard
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	na	
First CAP Approval Date	13 February 2014		Valid from	September 2014	
Revision CAP Approval Date			Revised with effect from		

Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> • Apply appropriate theoretical concepts and frameworks of strategic management to evaluate and make recommendations relating to the development of appropriate policies and strategies within a changing environment to meet stakeholder interests. (Components A, B) • Demonstrate an awareness of the implications of changes in a company's broader external environment to the strategy process. (Component B) • Evaluate options for strategy implementation with regard to the utilisation and development of organizational resources. (Component B) • Recognise and address ethical dilemmas and corporate social responsibility issues in the strategy making process; demonstrate the ability to engage in ethical decision-making in a business context to develop a well-reasoned response. (Components A, B) • Effectively communicate complex ideas and arguments that embody the strategic direction of a company in a business simulation using a range of media such as the preparation of written business reports. (Component B) • Synthesize a wide range of data to aid the interpretation of situations, develop alternative strategic options, and propose feasible and sustainable lines of managerial action. (Component B) • Demonstrate and reflect on personal effectiveness and performance within a team environment. (Component A)

Syllabus Outline	<ul style="list-style-type: none"> • Foundations of Strategy and Strategy Process – including economic concepts underpinning strategy and assumptions; sources of competitive advantage; financial evaluation of strategies • Strategic Thinking: including bounded rationality; cognitive bias; and scenario planning techniques • Innovation, Technology Change and Turbulent Environments; nature of technological change and technological trajectories • Ethical Decision-making and Corporate Social Responsibility; CSR as strategic context • Industry Analysis: including drawing on industrial organization economics perspective to apply the five-forces analysis; • Internal Capabilities and Competencies – including economic assumptions underpinning RBV • Generic Competitive Strategy • International Dimensions of Strategy: country competitiveness and strategy; emerging market firms; choices for international strategy; MNCs • Boundaries of the Firm - relationship of markets and hierarchies to strategic decisions defining the boundaries of firms; including appreciation of transaction cost explanations; • Strategy Implementation - Introduction to Strategy Simulation
Contact Hours	<ul style="list-style-type: none"> • It is stressed that this is an intensive 15-credit module that carries an expectation of 150 hours of student input of which <ul style="list-style-type: none"> ○ 36 hours in sessions of study ○ 24 hours are expected to be devoted to participating in decision making as a member of a senior management team in a strategy simulation. • As such, students are expected to commit significant time and effort to undertake reading, to prepare cases, and to be effective participants of a senior management team.
Teaching and Learning Methods	<ul style="list-style-type: none"> • The module is delivered by means of interactive, student centred seminar discussions and group work that is designed to aid in the application of the theory to real world organisations. • A core element of the practice of strategy that enables students to embed these theoretical perspectives derives from participation in a strategy simulation in this module. The simulation will require students to participate as members of a senior management team to develop and implement a strategy in a virtual organisation over a period of five to eight years. As a member of this team, each student will be responsible for a functional portfolio, such as marketing, HR, or finance, and will work with other team members to analyse large amounts of industry and company data, including financial data, using the theoretical frameworks introduced in the seminar and case discussions. Work in the team component can be accomplished through face-to-face contact or through an online presence. Data from the simulation and the decision processes will lead directly into the assessment component for this module. Students are required to establish a team-learning contract as a means by which to engage all team members in a positive learning environment. Teams are to be self-managed but should identify a default mechanism through which to escalate unresolved issues in group work. • Theoretical foundations for this module are reflected in practitioner-oriented journals of the type that you would be expected to read when in practice as a senior manager. Students must utilise the UWE library resources to access relevant materials.

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	Simulation study hours	Independent study hours	Allocated Hours
150	36	24	90	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	0%
Coursework assessment percentage	100%
Practical exam assessment percentage	0%
	100%

Reading Strategy

Core readings
Essential reading will be indicated clearly in the Module Handbook, and instructions for accessing the material will be provided. Most readings will be accessed electronically via the UWE library, however others may be held in copyright cleared format on the module Blackboard site.

Further readings
Further reading will be highlighted to supplement the core readings. Students are expected to read widely using the library search, a variety of bibliographic and full text databases. The purpose of this further reading is to ensure students are familiar with current research, classic works and material specific to their interests from the academic literature.

Access and skills
The development of literature searching skills is supported by a Library seminar provided within the first semester of the MBA programme. Students will be presented with further opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively. Additional support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Students may also sign up to workshops offered by the Library.

Students are not required to purchase a text as the core reading will be through journal articles and selected readings. Some students but may wish to consult one, such as De Wit, B., & Meyer, R. (2010). *Strategy: process, content, context*. Cengage.
Grant, R. M. (2013). *Contemporary strategy analysis*. Chichester: John Wiley & Sons.

Indicative Reading List	<p>The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, <i>current</i> advice on readings will be available via the module guide.</p> <p>Barney, J. (1991). Firm resources and sustained competitive advantage. <i>Journal of Management</i>, 17(1): 99-120.</p> <p>Bartlett, C. A., Ghoshal, S., & Beamish, P. W. (2011). <i>Transnational management: text, cases, and readings in cross-border management</i> McGraw-Hill. [excerpts]</p> <p>De Wit, B., & Meyer, R. (2004). Strategy process, content, context. London: Thomson. [Chapter 2 – Strategic thinking]</p> <p>Grojean, M. W., Resick, C. J., Dickson, M. W., & Smith, D. B. (2004). Leaders, values, and organizational climate: Examining leadership strategies for establishing an organizational climate regarding ethics. <i>Journal of Business Ethics</i>, 55(3): 223-241.</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>Kim, J., Haleblan, J., & Finkelstein, S. (2011). When firms are desperate to grow via acquisition: The effect of growth patterns and acquisition experience on acquisition premiums. <i>Administrative Science Quarterly</i>, 56 (2011): 26–60.</p> <p>Mahoney, J. T. (2005). <i>Economic Foundations of Strategy</i>, Sage.</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>Porter, M.E. (2008). The five competitive forces that shape strategy. <i>Harvard Business Review</i>, 86 (1): 78-93.</p> <p>Schoemaker, P.J.H. (1995). Scenario planning: A tool for strategic thinking. <i>Sloan Management Review</i>, 36(2): 25-40.</p>
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Part 3: Assessment

Assessment Strategy	<ul style="list-style-type: none"> Formative assessment will be provided through various mechanisms as appropriate (e.g. in-class, online). Summative assessment for this module will comprise two elements derived from participating in the strategy simulation. These elements assess the effectiveness of each student in contributing towards the practice of strategy in the team and the ability to translate the theory into practice and to communicate that to others. As members of a top management team, students should expect to receive the same marks as the team as a whole for the team written report. However, to replicate reality in a business engagement, students will be expected to operate as a self-managed team and may, as long as the team has agreed in its team learning contract, create a mechanism to allocate marks differently – to rewards those who have demonstrated a clear contribution without which the team as a whole would have suffered. Team performance will also be assessed from data generated within the simulation. <p>Component A 25% Individual Learning log - Drawing on experiences during the simulation develop a critical self-reflection of your contribution to the effective operation of the team (1000 words)</p> <p>Component B 75% Team written report (6000 words in report format; appendices allowed)</p>
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Identify final assessment component and element	Component B	
% weighting between components A and B (Standard modules only)	A: 25%	B: 75%
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Individual Learning Log (1000 words)	100%	
Component B Description of each element	Element weighting (as % of component)	
1. Team written report (6000 words)	100%	
Re-sit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Individual Essay (1000 words)	100%	
Component B Description of each element	Element weighting (as % of component)	
1. Individually written report based on a random data set from the simulation (3000 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.		