



**ACADEMIC SERVICES**

**MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	Strategy Practice and Process				
Module Code	UMSDLP-15-3	Level	3	Version	1
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) Leadership and Management Practice				
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	UMSD7U-15-3 UMSD7T-15-3 UMSDDJ-15-3		Module Entry requirements	n/a	
First CAP Approval Date	14 July 2016		Valid from	September 2017	
Revision CAP Approval Date			Revision with effect from		

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"> <li>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.</li> <li>2. Identify and critically review, and evaluate the impact of key strategic issues affecting the performance of businesses operating in diverse environments.</li> <li>3. Identify performance issues, and develop, propose and report concisely a well-integrated set of recommendations for improving business performance over time.</li> <li>3. Demonstrate a critical understanding of the selected topics of contemporary strategic significance to the performance of organizations (e.g. globalisation, innovation and the digital economy, strategy process).</li> <li>4. Recognize and analyse ethical and social responsibility issues and choose appropriate actions for practical business situations.</li> </ol>

	5. Integrate knowledge and understanding from other modules and student experience.
Syllabus Outline	<p>Learning will focus around these inter-related areas:</p> <ul style="list-style-type: none"> <li>• The concept of strategy and strategic thinking</li> <li>• Strategy process</li> <li>• Strategic direction: values and mission, social responsibility, sustainability, and ethical leadership</li> <li>• Strategic control and governance</li> <li>• External and industry analysis, and the industrial organization perspective</li> <li>• Capabilities, competencies and the resource-based perspective</li> <li>• Strategy and innovation</li> <li>• Boundaries of the firm – networks, alliances and corporate strategy</li> <li>• Global strategy dimensions</li> </ul>
Contact hours / scheduled hours	<p>The module will typically be studied on a day release basis, although employer preference may dictate a different delivery pattern. Contact time per module will equate to 3 hours per week over a 12 week teaching block. There is a focus on flipped delivery supported by technology, here the delivery of core theoretical concepts moves from the classroom into the online space and face to face sessions focus on collaborative learning, sense making and sharing of experiences. Post session (face to face) online activities help the student to apply their learning to the context of their organisation and personal and professional development.</p>
Teaching and Learning Methods	<p>Teaching and learning methods are focused around a problem posing pedagogy that draws on student and peer experiences associated with the philosophy of work based learning while providing a rigorous intellectual underpinning. Hence the learning materials 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 problem solving case studies and activities linked to the student's own organisation and 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 feed-back. 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>In particular, students will be required to adopt an evidence-based approach to decision-making in seminar discussion as they analyse and evaluate problems presented in a range of situations including their own organisations. 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, to prepare the problem solving cases for discussion, and to demonstrate application to their own organisations. Students are expected to develop independent learning skills through sourcing relevant material, especially through the library's electronic databases, such as Business Source Premier, as well as seeking organisational sources of support (such as a mentor) through which to obtain relevant in-house data.</p> <p>There is a clear and articulated pedagogic strategy, supported through staff development, 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.</p>

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, problem solving case preparation, assignment preparation and completion etc.

Key Information Sets Information

<b>Key Information Set - Module data</b>				
<i>Number of credits for this module</i>				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

0%

Coursework assessment percentage

100%

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 along with problem cases. 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>Paroutis, S. et al. (2016). <i>Practicing Strategy</i>. Sage.</p> <p>Clegg, S. R. et al. (2013). <i>Strategy Theory and Practice</i>. Sage.</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 problem cases that will be available for students to purchase. Problem cases for this course are selected to demonstrate key aspects of theory.</p> <p><b>Further Reading</b> 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><b>Audio-visual Resources</b> A range of on-line video-based materials are selected to support learning in this module. These may include links to Internet sources or 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.</p>
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Indicative Reading List	<p>Current advice on reading will be provided in annual module handbook and via Blackboard</p> <p><b>Sample Articles:</b> Campbell, A., Whitehead, J., &amp; Finklestein, S. (2009). Why good leaders make bad decisions. <i>Harvard Business Review</i>, 87(2): 60-66. Collis, D. J., &amp; Montgomery, C. A. (2008) Competing on resources. <i>Harvard Business Review</i>, 86(7/8):140-150. Hamel, G., &amp; Prahalad, C.K. (2005) Strategic intent. <i>Harvard Business Review</i>, 83(7/8), 148-161. Iyer, B., &amp; Davenport, T.H. (2008). Reverse engineering Google's innovation machine. <i>Harvard Business Review</i>, 86(4), 58-68. Johnson, M. W., Christensen, C. M., &amp; Kagermann, H. (2008). Reinventing your business model. <i>Harvard Business Review</i>, 86 (12), 50-59. Kale, P., &amp; 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. Kaplan, R.S., &amp; Norton, D.R. (2005). The balanced scorecard: measures that drive performance. <i>Harvard Business Review</i>, 83(7/8), 172-180. O'Reilly, C.A., &amp; Tushman, M.L. (2004). The ambidextrous organization. <i>Harvard Business Review</i>, 82(4), 74-81. Porter, M.E. (1996). What is strategy? <i>Harvard Business Review</i>, 74(6), 61-78. Porter, M.E., &amp; 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. Van de Ven, B., &amp; Jeurissen, R. (2005). Competing responsibly. <i>Business Ethics Quarterly</i>, 15(2), 299-317.</p>
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Part 3: Assessment	
Assessment Strategy	<p><b>Business Report:</b></p> <p>The assessment strategy draws on the work-based learning approach and assessment for learning guidelines. During the module, students will apply their learning to undertake an analysis and evaluation of some aspect of the strategy process and practice in their employing organisation as it identifies and addresses key issues and problems it faces. In so doing, the student will</p>

	<p>demonstrate his or her ability to draw on relevant theory to support the development, implementation and monitoring of organisational strategies and plans.</p> <p>Students will discuss the focus of their assignment with the tutor to ensure they meet the learning outcomes of the module. This analysis will culminate in the production of a business report that also develops recommendations for the organisation.</p> <p>The Business Report will provide evidence of meeting the CMDA learning outcomes and will contribute directly to the student Portfolio.</p>
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Identify final assessment component and element	<b>Component A</b>	
<b>% weighting between components A and B</b> (Standard modules only)	<b>A:</b>	<b>B:</b>
	100%	
<b>First Sit</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> (as % of component)	
1. Organisational Strategy Business Report (2500 words excl. appendices)	100%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> (as % of component)	

<b>Resit (further attendance at taught classes is not required)</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> (as % of component)	
1. re-submission of original business report with reflective coder (2500 words)	100%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> (as % of component)	
<p>If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.</p>		