



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Aerospace Business Context and Environment				
Module Code	UMSD83-15-M	Level	M	Version	1
Owning Faculty	Faculty Business and Law	Field	Strategy and International Business		
Contributes towards	CPDA Award				
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Project
Pre-requisites	none		Co- requisites	none	
Excluded Combinations	none		Module Entry requirements		
Valid From	1 September 2012		Valid to		

CAP Approval Date	28/3/12
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <p>On successful completion of the module the delegates will demonstrate the following skill sets...</p> <ul style="list-style-type: none"> • knowledge and understanding of the main theories, concepts and models relevant to understanding and critically analysing the aerospace industry and environment • the ability to apply formal scenario analysis techniques techniques and models to organisation issues, using problem-solving methods appropriate to the area • the ability to compare and optimise external and internal factors influencing an organisation's strategic effectiveness • facility in understanding own role in relation to the company's wider operating context • familiarity with the main approaches to strategy development and implementation which follow environmental analysis • an ability to apply critical thinking to the relationship between environment requirements and strategy implementation. <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"> • ability to interpret own role in the context of the wider business need • ability to apply concepts to real-life strategic issues as part of a team
Syllabus Outline	1. The business context: introductory concepts: fundamental concepts; how strategy, environmental and particularly scenario analysis are executed; what

	<p>the pitfalls are; how aerospace strategy differs from other areas; the role of regulation and government</p> <ol style="list-style-type: none"> 2. Strategic issues in aerospace: specific strategic issues; fundamental concepts: the role of risk; capital investment; lifecycles; manufacturing versus service-based concepts 3. Strategic environments: external analysis; scenario planning; data collection and dissemination. The extent to which aerospace constitutes a unique industry setting 4. Competitive strategy: strategies of cost leadership or differentiation; building and sustaining competitive advantage; balancing the portfolio of products / services 5. Building capabilities: core competences; dynamic capabilities; building and maintaining competitive and distinctive competences against competition 6. Management of knowledge: taxonomy of knowledge; knowledge as a strategy; protecting and acquiring knowledge 7. Manufacturing / quality strategy: bases of manufacturing strategies; application to aerospace environment; maintaining quality in the face of competition; lean manufacturing and the link to strategy. Exploration of the link between technology and strategy 8. Collaboration as a strategic move; principles of alliance-building; 'co-opetition'; fundamentals of good practice vis. joint ventures and partnerships 9. Global strategy: globalisation principles; country-based versus international advantage; strategies to cope with globalisation; the role of government in global trading 10. Implementing strategic change in the context of changing business environments: taking into account the role of technology and novel approaches to procurement and finance.
<p>Contact Hours/Scheduled Hours</p>	<p>The module comprises 3 days face-to-face classroom teaching followed by a virtual simulation exercise carried out on an individual basis [24 contact hours] with associated mentoring of individual students</p> <p>During the classroom sessions students will do groupwork based on case studies, receive keynote addresses from guest speakers, work on live industry issues as well as receiving lectures</p> <p>Students will use a VLE structure post-course to synthesise their learning via means of a strategic scenario generation exercise [time required: 12 hours]</p>
<p>Teaching and Learning Methods</p>	<p>The course includes the following methods: lectures on main topics; use of a wide variety of case studies including primarily those based on the aerospace primes sector but also including others outside this immediate sector; a day-long strategy simulation exercise; guest lectures from industry contributors; discussion based on delegate experience and knowledge of their organisation's strategy. Students are encouraged to make explicit links between theoretical material and practical observation of strategy in their own organisations and those of co-delegates. Delegates will prepare 4 substantive case studies prior to the module [on which they will be given further preparation guidance at the module itself], and also read the central textbook and, in the course of preparing their assessment, read significant journal articles relevant to their particular project.</p> <p>Delegates will be encouraged to submit proposals for their project-based assessments in order to seek approval and advice concerning any anticipated problems in accessing in-company information. course includes the following methods: lectures on main topics; use of a wide variety of case studies including primarily those based on the aerospace primes sector but also including others outside this immediate sector; a day-long strategy simulation exercise; guest lectures from industry contributors; discussion based on delegate experience and knowledge of their organisation's strategy. Students are encouraged to make explicit links between theoretical material and practical observation of strategy in their own organisations and those of co-delegates.</p> <p>Delegates will prepare 4 substantive case studies prior to the module [on which they will be given further preparation guidance at the module itself], and also read the central textbook and, in the course of preparing their assessment, read significant journal articles relevant to their particular project.</p> <ul style="list-style-type: none"> • Delegates will be encouraged to submit proposals for their project-based

assessments in order to seek approval and advice concerning any anticipated problems in accessing in-company information
 Delegates will prepare 4 substantive case studies prior to the module [on which they will be given further preparation guidance at the module itself], and also read the central textbook and, in the course of preparing their assessment, read significant journal articles relevant to their particular project. This will require approximately 30 hours reading time

Course time [36 hours in total] will be allocated approximately as follows

	%
Lectures:	30
Group case discussion:	20
Group live issue discussion:	15
Guest lecture:	5
Simulation exercise:	30

Full explanation of the post course simulation exercise will be given during the course itself..

The assignment, comprising the individual project related to a business environmental / strategic issue will require in-company research and further reading by the student. This will require approximately 70-80 hours work

Reading Strategy

Essential reading includes the set text for the course and accompanying case studies. Students are expected to purchase the set text.

Further reading, particularly journal articles, will be required to supplement the set text. Students are expected to identify all other reading relevant to their chosen topic for themselves, particularly that necessary for assignment project completion. They will be required to read widely using the library catalogue, a variety of bibliographic and full text databases, and Internet resources. **Access and Skills**

The development of literature searching skills is supported by a seminar available from the Library. 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

There are 5 levels of reading associated with this module:

1. the standard textbook which gives delegates the necessary building blocks
2. aerospace-related case studies which outline industry predicaments
3. seminal journal articles covering each topic
4. in-depth journal articles of particular interest to individual students
5. Indicative journals in which students are encouraged to browse topics of interest.

Students are encouraged to seek remote access to resources within the Frenchay University library and access in-company library resources on the whole.

<p>Indicative Reading List</p>	<p>Essential reading:</p> <p>R Grant, (2011) <i>Contemporary Strategy Analysis</i>, Blackwells</p> <p>Further texts:</p> <p>Aris (2002) <i>Close to the Sun: How Airbus challenged America's domination of the skies</i>, Aurum;</p> <p>Lawrence and Thornton (2005) <i>Deep Stall: The Turbulent Story of Boeing Commercial Airplanes</i>, Ashgate: Heppenheimer, (1998)</p> <p><i>Turbulent Skies: The History of Commercial Aviation</i>, Wiley; Garvin (1998) <i>Starting Something Big: The commercial Emergence of GE Aircraft Engines</i>, AIAA.</p> <p>Barton C et al (1994) "Is there a Future for Europe's Airlines", <u>McKinsey Quarterly</u>, Vol 4, pp.24-40</p> <p>Coyne K (1996) "Bringing Discipline to Strategy", <u>McKinsey Quarterly</u>, Vol 4, pp.15-25</p> <p>Porter M (1996) "What is Strategy", <u>Harvard Business Review</u>, Nov-Dec, pp.61-78 Schoemaker P (1992) "How to Link Strategic Vision to Core Capabilities", <u>Sloan Management Review</u>, Fall edition, pp.67-81</p> <p>Hamel G, Prahalad C (1993) "Strategy as Stretch and Leverage", <u>Harvard Business Review</u>, March-April, pp.75-84</p> <p>Collis D, Montgomery A (1995) "Competing on Resources", <u>Harvard Business Review</u>, July-August, pp.118-128</p> <p>Hamel G, Prahalad (1990) "The Core Competence of the Organisation", <u>Harvard Business Review</u>, May-June, pp.79-98</p> <p>Boeing Stresses Quality Management, Engineering Accountability to Suppliers., <i>Quality Progress</i>, Jun 2000, Vol. 33 Issue 6, p28, 1/5p</p> <p>Cross, Baird (2000) "Technology is not enough, Improving performance by building Organisational Memory", <u>Sloan Management Review</u>, Spring, 41/3 Jones, P Jordan J, "Knowledge orientations and team effectiveness", <i>Long Range Planning</i>, Vol 33, pg 35</p> <p>Teece D (2000) "Strategies for managing knowledge assets: role of financial structure and industrial context", <i>International Journal of Technology Management</i>, 1998, Vol. 16 Issue 1-3, p152</p> <p>Bartlett, Ghoshal (2000) "Going Global, lessons from late movers", <u>Harvard Business Review</u>, Mar/April, pg 84</p> <p>Ohmae, K (1989), 'Managing in a Borderless World' <i>Harvard Business Review</i>, May-June, pp152-161</p> <p>Porter M (1990) 'The Competitive Advantage of Nations', <i>Harvard Business Review</i></p> <p>Dussauge and Garrette (1999) <i>Collaborative Strategy: Competing Successfully through Strategic Alliances</i>, Wiley</p> <p>Ohmae (1989) "The Global Logic of Strategic Alliances", <u>Harvard Business Review</u>, March-April, pp.143-54</p> <p>Various journals should be scanned also: <i>Flight International</i> and <i>Aviation Week</i></p>
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Part 3: Assessment

Assessment Strategy	<p>The post-module assignment is designed to assess a delegate's ability to critically examine the development and execution of strategy and understanding of the aerospace business context from the perspective of their own organisation or within a strategic business unit therein. Students will need to assess a specific aerospace-related industry environment, build composite scenarios with respect to likely future development thereof and suggest resulting strategic imperatives for a specific company or strategic business unit.</p> <p>They need to align theoretical course material to data collected about that organisation's strategy through desk research and interview. They would be expected to assess the extent to which both development and execution have followed accepted principles and to look at the adequacy of the strategy and propose alterations where necessary. It would be expected that delegates also critically examine the usefulness, robustness and adequacy of strategic and environment analysis theories.</p> <p>In extremis, where a student is not allied to a particular organisation at the time of study, a case-study based project may be provided and the student will be given guidance as to how to research additional material.</p> <p>The assessment will be in the form of a structured business report with reference to business models discussed within the course. It will focus on analysis, using live business data, and result in a critical synthesis of an aspect of company strategy.</p>
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Identify final assessment component and element	Component A	
% weighting between components A and B (Standard modules only)	A:	B:
	100%	

First Sit	
Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1. Project – maximum 4000 words	100%
Component B Description of each element	Element weighting (as % of component)
1. n/a	

Reset (further attendance at taught classes is not required)	
Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1. Project – maximum 4000 words	100%
Component B Description of each element	Element weighting (as % of component)
1. n/a	

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