

**TECHNICAL SHEET OF THE SUBJECT**

Data of the subject	
Subject name	Business Strategies
Subject code	E000007115
Level	Intercambio
Quarter	Semestral
Credits	6,0 ECTS
Type	Business in Spain
Department	Departamento de Gestión Empresarial
Coordinator	Rafael Ramiro Moreno
Schedule	rramiro@icade.comillas.edu
Office hours	Office hours by prior appointment with the professor
Course overview	The general objective of this course is to provide students with a comprehensive overview of the discipline of Strategic Management and of the key concepts and tools for strategy formulation and implementation. More specifically, the course aims to enable students to: (1) Master the concepts, frameworks, and processes involved in the formulation and implementation of strategies; (2) Identify and apply tools that support management in selecting and implementing strategies; (3) Understand the limitations of such tools and learn the conditions under which their use is most effective; and (4) Critically analyze the various dimensions involved in the strategy selection and implementation process.

Teacher Information	
Teacher	
Name	Rafael Ramiro Moreno
Department	Departamento de Gestión Empresarial
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SPECIFIC DATA OF THE SUBJECT

Contextualization of the subject
Contribution to the professional profile of the degree
Strategic Management has long been the dominant paradigm for understanding how business activity unfolds in a constantly evolving and complex environment. Specifically, the Strategic Management model seeks to integrate the organization within its external context so that it can respond to both threats and opportunities based on its internal strengths and weaknesses. Due to the holistic perspective it provides on the organization, and the development of skills required for the formulation, assessment, and implementation of business strategies, students acquire the competencies necessary to perform effectively in corporate management roles, at the business unit level, and across different functional areas. Furthermore, the working methodologies used—focused on problem identification and the generation of strategic action proposals—foster the development of capabilities essential for the practice of strategic consulting. Lastly, the skill set developed in this course is applicable to any type of organization, (regardless of its size, mission, governance structure, ownership model, geographic reach, or sector, including public institutions and civil society organizations).



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Prerequisites

No prerequisites are necessary. Having attended the Strategic Analysis course is highly recommended, given that the analysis and understanding of the strategic position of the organization is the necessary foundation for the design of business strategic options. The Fundamentals of Management course also lays the foundation for the strategic thinking and process that are developed in the Strategic Analysis and Business Strategies courses.

Competencies - Objectives

Competences

CG2. Ability to manage information and data from diverse sources in order to carry out a critical analysis and an accurate diagnosis of business reality.

CG3. Ability to solve problems and make business decisions by selecting and appropriately applying relevant data analysis techniques.

CG5. Develop interpersonal skills that strengthen autonomous, well-organised and well-planned learning, with a clear orientation towards action and quality.

CG8. Strengthen change management capabilities to support the digital transformation of contemporary society through Information Society Technologies, new forms of work organisation and new business models.

Learning outcomes

- Based on information and data obtained from diverse sources, identifies business problems and determines their origin and/or underlying causes.
- Is able to carry out this diagnostic process by giving and receiving feedback assertively, helping to enhance integration and trust within work teams.
- Efficiently identifies, collects and analyses data from primary and secondary sources required to assess the company's competitive environment.
- Applies the mathematical concepts and quantitative and qualitative data analysis techniques required to solve business problems and support business diagnosis and decision-making.
- Develops the academic, interpersonal and instrumental skills required for independent research, linking acquired knowledge to different professional applications and real-world practice.
- Identifies technological needs and resources when solving conceptual and technical problems through digital means.
- Communicates effectively and proactively in digital environments, sharing resources through online tools, collaborating with others through digital tools, and interacting within professional communities and networks.
- Recognises and effectively applies strategic analysis models and tools aimed at the critical assessment of organisations and at identifying competitive opportunities and threats arising from the different levels of the business environment.
- Recognises and critically argues how mission, vision, objectives, stakeholder relationships and corporate culture, among other factors, influence strategy formulation and evaluation.
- Understands corporate strategy as a negotiated social and political process aimed at achieving sustainable competitive advantage and requiring a high degree of commitment from all participants.
- Recognises and effectively applies models and tools to identify all possible strategic alternatives—in which directions and through which methods the organisation's strategy may evolve—and to evaluate them, thereby supporting strategic choice.
- Recognises and effectively applies the different management support tools used for strategy implementation and strategic control, and relates them to real-world business situations.



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THEMATIC BLOCKS AND CONTENTS

Contents - Thematic Blocks

1: THE CHOICE OF STRATEGIES

Topic 1: Design of the Competitive Strategy

Topic 2: Corporate Strategy: Business Development

2: IMPLEMENTATION AND CONTROL OF STRATEGIES

Topic 3: Evaluation and Implementation of Strategies

Topic 4: Control of Strategy



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TEACHING METHODOLOGY

General methodological aspects of the subject

In-class Methodology: Activities

AF1. Lectures. Each lecture will combine theoretical exposition with debate and/or discussion of the corresponding topic. This requires that students come to class prepared to reflect on and engage with the content and readings assigned as part of the bibliographic materials for each session (as indicated in the course schedule).

The teaching staff will lead the explanation of key concepts while encouraging active and collaborative student participation. Students will be invited to debate and raise questions or nuances they consider relevant for a deeper understanding of the material. Real-life case studies will be used as a central thread in the presentation of ideas and content, alongside dynamic presentations and both structured and spontaneous participation from students through a variety of in-class activities.

Active participation in the classroom is an excellent tool for enhancing learning—not only for those who contribute directly but also for all who are present. A productive learning environment requires the active involvement of everyone in the classroom.

AF2. In-depth Case Study Analysis. Cases may be proposed by the teaching staff, external strategic consulting firms, or other actors, as well as selected by the students themselves. These cases are designed to enable the practical application of the theoretical concepts and analytical models covered in class. They support the development of students' capacity to understand the complexity of the organizational context, conduct sound evaluations and diagnoses, and propose coherent actions.

Each written submission should provide a critically reasoned response, with explicit references to relevant bibliographic sources, and directly address the questions posed by the teaching staff for each topic or assignment. It is essential that students adhere to the guidelines on the appropriate use of AI tools as established by the teaching team.

During in-class casework sessions, the teaching staff will accompany and support student groups in their analysis and discussion, promoting a collaborative learning process in which team members are encouraged to resolve questions internally or through inter-group dialogue whenever possible.

The objective of these activities is to train students in managing and analyzing information, interpreting business reality using theoretical models of strategic analysis, and engaging in critical discussions of the implications arising from these analyses.

AF3. Oral Presentations. In line with the course objectives, each student group will be required to give at least one oral presentation (per semester) in the classroom. The presentation will involve applying the course content to a real business case selected by the group. Presentations will be scheduled according to the course calendar and delivered during regular class hours.

Reading from a script during the presentation will not be allowed, although brief written notes may be used for support. The visual aid will be limited to a single image or simple infographic designed to help structure the discourse clearly and communicate the key points of the project succinctly.

The presenting group will also lead a discussion on the case, posing questions to the rest of the class to stimulate critical thinking and reflection on the core issues presented. All group members must participate actively in the presentation, with each person responsible for presenting a part of the case. In addition to this required presentation, students may be asked to present other group research assignments in class, according to the instructions and planning established by the teaching staff.



Non-Presential Methodology: Activities

AF4. Individual Study. Students are expected to engage in independent study aimed at understanding, processing, and retaining scientific content, with a view to its potential application in professional contexts. This includes individual reading of texts and other materials related to the subject matter. The course's Resource Portal will provide students with access to documentation, session materials, and practical activities.

AF5. Tutoring. Tutoring is a support tool made available by the teaching staff to enhance the learning process. While students are encouraged to make use of this resource, doing so is entirely voluntary and will not affect their final grade in the course. The teaching team will be available during designated hours, dates, and locations to assist students with any questions or difficulties related to course content, the development of assignments, or any other matter directly or indirectly related to the course Business Strategies.

AF6. In-depth Study of Real Business Cases. Students, working in teams, will carry out a research and analysis project focused on an organization of their choice, as specified in AF2. It is essential that all participants comply with the guidelines on the appropriate use of AI tools established by the teaching staff.

EVALUATION AND CRITERIA

Evaluation activities	Evaluation criteria	Weight
This exam will have a primarily practical orientation and will be based on the discussion of one or more practical cases, complemented by questions that verify the acquisition of theoretical knowledge. IMPORTANT: To ensure fairness and academic integrity, the use of electronic devices or any reference materials will not be permitted during the exam. Students must complete the test using only a pen and the printed version of the exam paper	Demonstrates independent and critical thinking in relation to various concepts and theories Understands and applies different theories, models, and tools in solving practical problems Expresses ideas in writing with accuracy, proper grammar and spelling, and in a structured, clear, and persuasive manner.	50%



Comprehensive Project (GROUP WORK):

This activity focuses on the practical application of

the content, models, and tools covered throughout the course to real cases involving relevant strategic problems/issues, analyzing and evaluating them within

the course to real cases involving relevant appropriate analytical frameworks.

strategic challenges. Students, working in teams, will carry out information sources to support arguments.

an in-depth analysis of a selected case, the strategic issues studied. Assesses the ethical and social implications of

developing diagnoses and strategic proposals based on innovation processes. Designs appropriate strategies and tactics in 30%

the analytical frameworks studied. Adopts original approaches in the application of strategies to business problems.

The comprehensive project will be developed through a series of written group proposed conclusions and recommendations, submissions. The demonstrating abstract reasoning and critical

use of AI tools in the preparation of the judgment.

project will

be allowed in accordance with the guidelines

established by the teaching staff.

Oral Presentation. Each student team will deliver at least one oral presentation in class (per semester), following the guidelines established in AF3 (INDIVIDUAL).	In-depth, original, and well-structured analysis	10%
	Content presented with clarity, logic, and coherence	
	Clear, confident, and engaging communication	
	Effective body language and eye contact	
	Attractive, useful, and well-integrated visual aids	
Participation in Class Activities (INDIVIDUAL): Relevance	Smooth collaboration, with clearly defined roles within the team	10%
	Relevance and quality of the intervention	
	Clarity and coherence in communication	
	Active participation and willingness to engage in dialogue	
	Critical depth and creativity	

Ratings

EVALUATION IN ORDINARY CALL

To pass the course during the regular exam session, students must successfully complete each and every one of the assessment activities specified in this guide. Activities that are not submitted under the exact conditions of place, date, and time established and communicated at the beginning of the semester in the course schedule will not be considered for grading purposes. Group assignments that form part of the course methodology may be subject to peer evaluation by the members of each team, based on a model provided by the teaching staff and available on Moodlerooms.

EVALUATION IN THE EXTRAORDINARY CALL



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Students who did not pass the final exam during the regular session must take the resit exam. In this session, they will be examined on all course content. If they pass the exam, the general grading weights outlined in this guide will be applied. Students who did not pass any of the other components of the course assessment must also attend this session. In these cases, students will be required to complete additional assignments defined by the teaching staff, in accordance with the part(s) of the course not passed.

STUDENTS WITH WAIVER OF ATTENDANCE.

Students who have been granted an attendance waiver are required to complete only the "final exam", under the conditions established in this guide. Their final grade for the course will be based 100% on the final exam score. These students must contact the teaching staff to confirm the exam format and any additional activities the instructor deems appropriate for their particular situation.

GENERAL RULES FOR PARTICIPATION IN LEARNING ACTIVITIES

To ensure the smooth development of classroom sessions, the teaching team values an active attitude of listening and participation from students, which supports engagement with the reflections and discussions related to the course content. In this regard, the use of electronic devices will be viewed negatively when used outside of the specific moments expressly allowed during class time.

Students are also reminded that plagiarism will be penalized in accordance with the University's General Regulations, Article 168.2.e: "any actions aimed at falsifying or defrauding the systems for evaluating academic performance." The following situations will be considered plagiarism:

When bibliographic references are not included and sources consulted during the preparation of the work are not properly cited (whatever the source, it must always be cited).

When there is no clear distinction between the original information and the student's own reformulation.

When words are simply changed from the original text without a true rewriting or critical elaboration of the content.

Regarding the use of generative artificial intelligence (AI) tools, their improper use will be considered a serious academic offense, also under Article 168.2.e of the University's General Regulations. Any fraudulent or undeclared use of AI in unauthorized tasks—especially in final submissions or individual assessments—will be regarded as a serious breach of academic integrity. Consequences may include temporary suspension of up to three months, disqualification from sitting the next scheduled exam, and a grade of zero (0) in the corresponding subject, as well as exclusion from the next exam session for that subject.

In the case of group work, it is explicitly stated that any misuse of AI tools will result in sanctions being applied to all group members, as outlined in Article 168.2.e of the General Regulations.

In this course, Level 2 of the AI Assessment Scale (Perkins, Furze, Roe & MacVaugh, 2024), corresponding to the AI Planning category, will apply. Specifically, the use of AI tools (e.g., Elicit, ChatGPT, Scholar AI, or LMNotebook) is authorized only during specific phases of the group project, such as:

Searching for information to develop initial questions or hypotheses;

Supporting the understanding of complex texts;

Designing visual materials or presentations to communicate findings.

The teaching team may require partial submissions of the project, as well as oral defenses, to verify the authorship of the content and ensure meaningful learning on the part of the group.

In tasks where the use of AI is permitted, students must provide clear and detailed documentation of:

The name of the tool used (e.g., GPT, Elicit, Scholar AI);

The prompt or query submitted;

The section of the work where AI was used;

The way the AI-generated content was reformulated or revised.

IMPORTANT: Direct inclusion of AI-generated content in final graded deliverables is not allowed. AI may be used as a support tool in the development process, but it must not replace original academic work.



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BIBLIOGRAPHY AND RESOURCES

Basic Bibliography

Whittington, R.; Regner, P.; Angwin, D.; Hautz, J.; Johnson, G.; Scholes, K. (2026). Exploring Strategy - Text Only, 14th edition.

Harlow: Pearson Education Limited.

This textbook is available in both printed and electronic versions.

Complementary Bibliography

Academic articles, web resources and complementary materials will be available via Moodlerooms, academic data bases, or provided in class. These materials will be used according to the course schedule.