



COMILLAS

UNIVERSIDAD PONTIFICIA

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CIHS

GUÍA DOCENTE

2026 - 2027

FICHA TÉCNICA DE LA ASIGNATURA

Datos de la asignatura	
Nombre completo	Análisis Estratégico / Strategic Analysis
Código	FCEE-BA-511
Título	Grado en Análisis de Negocios / Business Analytics por la Universidad Pontificia Comillas [GAnalyt 16]
Impartido en	Grado en Análisis de Negocios/Business Analytics y Grado en Derecho [Cuarto Curso] Grado en Análisis de Negocios/Business Analytics y Grado en Derecho [Quinto Curso]
Nivel	Reglada Grado Europeo
Cuatrimestre	Semestral
Créditos	3,0 ECTS
Carácter	Obligatoria (Grado)
Departamento / Área	Departamento de Gestión Empresarial
Responsable	Amparo Merino
Horario	Consultar a tal efecto los horarios de los diferentes grupos y titulaciones en los que se imparte.
Horario de tutorías	Consultar a tal efecto el horario de atención de alumnos establecido por cada profesor.
Descriptor	The course is designed to provide students with the knowledge and understanding of the key principles of business management that enable them to develop the skills required to operate effectively in complex and dynamic organizational environments. More specifically, it introduces analytical models and tools that are applied to the critical evaluation of organizations and to the identification of the opportunities and threats arising from different levels of the external environment, while recognizing the impact that both internal and external dimensions have on organizational performance. The strategic context in which organizations operate is further shaped by additional factors, including mission, vision, values, objectives, relationships with stakeholders, and corporate culture, among others. This critical analysis explicitly addresses the implications of business strategies for the socio-ecological challenges identified within the framework of the ODS.

Datos del profesorado	
Profesor	
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Profesor	
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DATOS ESPECÍFICOS DE LA ASIGNATURA

Contextualización de la asignatura

Aportación al perfil profesional de la titulación

Strategic Management has, for some time now, become the dominant paradigm for understanding how businesses operate and develop in an increasingly complex and dynamic environment. This complexity stems not only from competitive challenges but also from social, ethical, environmental, technological, and political issues, with data analysis playing an increasingly central role in strategic decisionmaking. Accordingly, the field of Strategic Management seeks to integrate the organization's activities with its external environment, enabling it to interact effectively with a complex and constantly changing context through a deep understanding of its strategic purpose, business model, and resource and capability base. This approach also incorporates the ethical controversies and dilemmas that arise from the multiplicity of perspectives, stakeholders, and dimensions involved in strategic analysis.

Prerrequisitos

None

Competencias - Objetivos

Competencias

GENERALES

CG01	Capacidad de organización y planificación en la identificación de problemas en el contexto de datos masivos	
	RA1	Describe, relaciona e interpreta situaciones y planteamientos de nivel medio
	RA2	Selecciona los elementos más significativos y sus relaciones en las situaciones planteadas
	RA3	Es capaz de enfrentarse con el estudio analítico de casos y escenarios, así como de llevar a efecto síntesis de información y de datos, empleando los conceptos adecuados.
CG04	Capacidad para elaborar proyectos e informes de manera oral y escrita, difundiendo estas ideas a través de canales digitales	
	RA1	Es capaz de buscar y analizar información procedente de fuentes diversas, haciendo un uso eficaz de las herramientas digitales
	RA2	Discierne el valor y la utilidad de diferentes fuentes y tipos de información, contrastándolas, analizándolas críticamente e incorporando valoraciones propias.
	RA3	Incorpora la información a su propio discurso, citando adecuadamente las fuentes que utiliza
CG06	Habilidades interpersonales en la sociedad de la información: escuchar, argumentar y debatir	



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	RA1	Utiliza el diálogo para colaborar y generar buenas relaciones, escuchando las opiniones de los demás y estableciendo diálogos constructivos
	RA2	Comunica sus ideas de manera efectiva y argumentada
	RA3	Conoce la técnica del debate y la oratoria y sabe emplearla en cuestiones profesionales
CG08	Capacidad crítica y autocrítica en la sociedad de la información	
	RA1	Identifica los supuestos y las limitaciones de métodos y teorías
	RA2	Identifica, establece y contrasta hipótesis, variables y resultados de manera lógica y crítica
	RA3	Es capaz de construir un discurso propio, en un contexto de intercambio de opiniones.
CG09	Compromiso ético en la sociedad de la información	
	RA1	Persigue la excelencia en las actuaciones profesionales
	RA2	Se preocupa por las consecuencias que su actividad y su conducta pueden tener para los demás
	RA3	Incorpora en su discurso y en sus propuestas de actuaciones, las consecuencias que las mismas pueden tener para los distintos stakeholders de una organización global
ESPECÍFICAS		
CE04	Conocer y aplicar las herramientas de apoyo al directivo para el análisis estratégico externo e interno orientado a la planificación de la estrategia de la empresa en un entorno digitalizado y global	
	RA1	Reconoce y aplica las distintas herramientas de apoyo al directivo de empresa para la planificación estratégica y las relaciona con elementos concretos dentro de situaciones empresariales reales.
	RA2	Conoce herramientas de analítica de datos (o combinaciones de ellas) para la visualización de información, el análisis de redes y para la clasificación y predicción, y entiende cómo aplicarlas al diagnóstico y evaluación del entorno competitivo y a la definición de estrategias competitivas y corporativas
	RA3	Valora las limitaciones de dichas herramientas de planificación y provoca las condiciones en que se puede hacer un uso óptimo de las mismas
	RA4	Comprende cómo y por qué el entorno y los propios recursos de la empresa pueden fomentar u obstaculizar una planificación y una toma de decisiones eficientes



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BLOQUES TEMÁTICOS Y CONTENIDOS

Contenidos – Bloques Temáticos

Topic 1: Business models, strategic purpose and the concept of the strategy

The strategic management work starts from the WHY of the strategy, going through the definition and critical analysis of the company's business model based on its strategic purpose. The analysis and reflection on the ideological position of the company regarding its role in society, and how value is created, configured and captured as a consequence, are central to the definition of the strategic purpose. The controversies and ethical dilemmas involved in this definition related to the approach to stakeholders and the influence of the ownership structure are made explicit.

Topic 2: Models of external analysis

This topic includes the main theoretical models and tools to deeply understand the complex and dynamic environment in which the organization operates. It is structured around the different levels of the environment, namely the macro environment, the industry and the market. Understanding these models for external analysis enables students to critically identify and assess emerging opportunities and threats, in order to define appropriate courses of action.

Topic 3: Models of internal analysis

Strategic internal analysis draws upon the resource-based view of the firm, which analyzes and interprets the internal resources of the organizations and emphasizes their resources and capabilities in formulating a strategy to achieve sustainable competitive advantages and to integrate the organization in their complex, changing and multidimensional environment. The topic addresses models and tools that enable students to identify the inventory of resources and capabilities of a company, including their dynamic capabilities to adapt to changing environments, as well as to understand and critically evaluate the potential of these resources and capabilities to create sustained competitive advantages and social value.

METODOLOGÍA DOCENTE

Aspectos metodológicos generales de la asignatura

The course adopts a primarily practical approach, focused on student learning and promoting autonomy and active participation throughout the process, with the aim of supporting the development of the competencies described in the previous sections. To achieve this, the following learning activities will be carried out:



Metodología Presencial: Actividades

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.

CG04, CG06, CG08,
CG09, CE04

AF2. In-depth analysis of case studies. Cases may be proposed by the teaching staff, strategic consulting firms, or other external stakeholders, as well as selected by the students themselves. They are designed to enable students to apply the theoretical knowledge and analytical frameworks covered in class to practical situations, fostering their critical thinking skills to understand the complexity of organizational contexts and the socio-ecological challenges organizations face, conduct informed assessments and diagnoses, and develop coherent courses of action. Whenever possible, the Service-Learning (SL) methodology is employed to support the development of the intended learning outcomes and competencies. Each submission is expected to provide a well-reasoned, critically argued response, supported by explicit references to relevant academic sources, and to address the questions posed by the teaching staff for each topic and/or assignment. In this regard, students are expected to follow the guidelines established by the teaching team concerning the appropriate use of artificial intelligence (AI). During classroom case study sessions, the teaching staff will facilitate and support group work by guiding students through the analysis and discussion of the cases, encouraging each group's learning process. Whenever possible, students are expected to resolve questions collaboratively within their own groups or through discussion with other groups before seeking further guidance from the instructor.

CG01, CG04, CG06,
CG08, CG09, CE04

AF3. Oral presentations. In line with the learning objectives of the course, students are required to deliver oral presentations in class in which they present the practical application of the concepts and analytical frameworks covered during the course to the case studies they have examined. Reading directly from notes or presentation slides during the presentation is not permitted. For group presentations, all group members are expected to participate actively in the delivery.

CG01, CG04, CG06,
CG08, CG09, CE04

Metodología No presencial: Actividades

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.

CG01, CG04, CG08,
CG09, CE04

AF5. Academic 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 Strategic Analysis.

CG08, CE04



AF6. In-depth Study of Real Business Cases. Students, working in teams, will carry out a research and analysis project focused on an organization selected 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.

CG01, CG04, CG06,
CG08, CG09, CE04

RESUMEN HORAS DE TRABAJO DEL ALUMNO

HORAS PRESENCIALES	
Lecciones de carácter expositivo	Ejercicios y resolución de casos y de problemas
15.00	15.00
HORAS NO PRESENCIALES	
Estudio individual y/o en grupo y lectura organizada	Ejercicios y resolución de casos y de problemas
20.00	25.00
CRÉDITOS ECTS: 3,0 (75,00 horas)	

EVALUACIÓN Y CRITERIOS DE CALIFICACIÓN

El uso de IA para crear trabajos completos o partes relevantes, sin citar la fuente o la herramienta o sin estar permitido expresamente en la descripción del trabajo, será considerado plagio y regulado conforme al Reglamento General de la Universidad.

Actividades de evaluación	Criterios de evaluación	Peso
Final Written Exam: 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 allowed 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: This activity focuses on the practical application of the content, models, and tools covered throughout the course to real cases involving relevant strategic challenges. Students, working in teams, will carry out an in-depth analysis of a selected case studies, developing diagnoses and strategic proposals based on the analytical frameworks studied. The comprehensive project will be developed through a series of written group submissions. The use of AI tools in the preparation of the project will be allowed in accordance with the guidelines established by the teaching staff.	• Identifies relevant strategic problems/issues. • Analyzes and evaluates strategic problems/issues using appropriate analytical frameworks. • Demonstrates abstract reasoning and independent, critical judgment. • Uses diverse, relevant, and accurate information sources to support arguments. • Assesses the ethical and social implications of the strategic issues studied. • Provides well-reasoned arguments for analyses, conclusions, and recommendations	30 %
Oral Presentation. Each student team will deliver at least one oral presentation in class (per semester), following the guidelines established in AF3.	• In-depth, original, and well-structured analysis • 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 • Smooth collaboration, with clearly defined roles within the team	10 %
Participation to Classroom Activities	• Relevance and quality of the intervention • Clarity and coherence in communication • Active participation and willingness to engage in dialogue • Critical depth and creativity	10 %

Calificaciones

ASSESSMENT IN ORDINARY EXAMS

To pass the course during the regular exam session, students must successfully pass 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.

ASSESSMENT IN THE RESIT EXAMINATION PERIOD.

1. Students who do not pass the final examination during the ordinary assessment period are required to take the resit examination. The resit exam will assess the entire course syllabus. Once the examination has been passed, the standard course assessment weightings will be applied to determine the final grade. 2. Students who fail to meet the requirements of any of the other assessment components of the course must also complete the resit process. In such cases, they will be required to undertake additional coursework or practical



COMILLAS

UNIVERSIDAD PONTIFICIA

ICAI

ICADE

CIHS

GUÍA DOCENTE

2026 - 2027

assignments, as determined by the instructor, aligned with the specific assessment component(s) that were not successfully completed. It is the responsibility of students to contact their professor to confirm the format of the resit examination and/or the additional assessment activities required in their particular case.

STUDENTS WITH ATTENDANCE WAIVER

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 their professors to confirm the exam format and/or any additional activities the instructor deems appropriate for their particular situation.

GENERAL RULES TO BE OBSERVED DURING THE LEARNING ACTIVITIES

General Guidelines for Participating in Course Activities. To ensure the effective development of classroom sessions, the teaching team values an active attitude of listening and participation from students, fostering meaningful engagement with the reflections and discussions around the course content. In this regard, **the use of electronic devices will be considered inappropriate unless explicitly allowed during specific moments of the class.**

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." Plagiarism will be understood to occur in the following cases:

- When bibliographic references are not included and the sources consulted in preparing the work are not properly cited (regardless of the source, it must always be cited).
- When there is no clear distinction between original information and the student's own elaboration.
- When words are changed from the original source without a genuine reformulation of the content.

Regarding the use of **generative artificial intelligence (AI) tools**, improper use will be considered a serious academic offense under the same regulation (Article 168.2.e). Any fraudulent or undeclared use of AI tools in unauthorized task, especially in final submissions or individual assessment, will be treated as a serious breach of academic integrity. Consequences may include temporary suspension of up to three months, disqualification from sitting for the next examination session, and a failing grade (0) in the affected subject, along with prohibition from retaking the course in the following session. In the case of group work, it is expressly stated that any improper use of AI tools will result in **sanctions applied to all members of the group**, as per Article 168.2.e of the University's General Regulations.

Specifically, in the Strategic Analysis course, **Level 2 of the AI Assessment Scale** (Perkins, Furze, Roe, & MacVaugh, 2024), corresponding to the AI Planning category, will apply. Under this level, the use of artificial intelligence tools is allowed only for information gathering and for designing presentations to communicate the results of coursework. For any assignment in which the use of AI is allowed, students must clearly and comprehensively document: The name of the AI tool used (e.g., ChatGPT, Elicit, Scholar AI); The prompt or query submitted to the tool; The section of the assignment in which the AI tool was used; How the AI-generated content was revised, reformulated, or further developed by the student. The professor may also require the submission of draft versions of written work and/or conduct oral defenses related to the preparation of assignments in order to verify the authenticity of the submitted work and to ensure that students have genuinely engaged with and understood the learning process.

IMPORTANT: Students are **not allowed to include AI-generated text directly** in any final assessed submission. AI tools may be used to support the development process, but they must not replace students' own academic work and intellectual contribution.

This approach is intended to ensure that students develop not only the technical skills required to use AI tools effectively, but also the critical, ethical, and reflective competencies necessary for their responsible application in academic and professional contexts within the field of Strategic Management.



COMILLAS

UNIVERSIDAD PONTIFICIA

ICAI

ICADE

CIHS

GUÍA DOCENTE
2026 - 2027

BIBLIOGRAFÍA Y RECURSOS

Bibliografía Básica

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 version.

Academic articles and other sources of information will be posted on Moodlerooms. They can also be provided in class. These materials will be used according to the course schedule. The presentations used during the classes will be also provided via Moodlerooms.

Bibliografía Complementaria

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.

En cumplimiento de la normativa vigente en materia de **protección de datos de carácter personal**, le informamos y recordamos que puede consultar los aspectos relativos a privacidad y protección de datos que ha aceptado en su matrícula entrando en esta web y pulsando "descargar"

<https://servicios.upcomillas.es/sedeelectronica/inicio.aspx?csv=02E4557CAA66F4A81663AD10CED66792>