



# COMILLAS

UNIVERSIDAD PONTIFICIA

ICAI

ICADE

CIHS

**Syllabus**  
**2025 - 2026**

## TECHNICAL SHEET OF THE SUBJECT

Data of the subject	
Subject name	Strategic Analysis
Subject code	E000006866
Main program	<a href="#">Bachelor's Degree in Business Administration and Management</a>
Involved programs	Grado en Administración y Dirección de Empresas (E-2) [Third year] Grado en Administración y Dirección de Empresas y Grado en Derecho (E-3 16) [Fourth year] Grado en Administración y Dirección de Empresas con Mención en Internacional (E-4) [Third year] Grado en Administración y Dirección de Empresas con Mención en Internacional (E-4) [Third year] Grado en Administración y Dirección de Empresas y Grado en Relaciones Internacionales [Fourth year] Grado en Administración y Dirección de Empresas (E-2) - en inglés [Third year] Grado en Administración y Dirección de Empresas y Grado en Análisis de Negocios/Business Analytics [Third year] Grado en Psicología y Grado en Administración y Dirección de Empresas [Third year]
Level	Reglada Grado Europeo
Quarter	Semestral
Credits	6,0 ECTS
Type	Obligatoria (Grado)
Department	Departamento de Gestión Empresarial
Coordinator	Amparo Merino de Diego
Schedule	Consultar a tal efecto los horarios de los diferentes grupos y titulaciones en los que se imparte.
Office hours	Consultar a tal efecto el horario de atención de alumnos establecido por cada profesor.
Course overview	<p>The course is designed to foster knowledge and understanding of the key principles of business management, along with the language of strategy and strategic management, enabling students to develop the ability to operate in complex, dynamic, and interrelated organizational environments. More specifically, the course introduces models and tools of strategic analysis, applied to the critical evaluation of organizations and to the identification of competitive opportunities and threats arising from different levels of the external environment. It emphasizes the impact that both internal and external dimensions have on organizational strategy. This strategic context is further enriched by other relevant factors such as mission, vision, objectives, stakeholder relations, and corporate culture. Understanding all these elements is essential for the formulation and evaluation of future strategies.</p>

Teacher Information	
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## SPECIFIC DATA OF THE SUBJECT

**Contextualization of the subject**

**Contribution to the professional profile of the degree**



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Strategic Management has become the dominant paradigm for understanding how business activity develops 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 decision-making. As such, the field of Strategic Management aims to integrate the life of the organization within its external context, enabling it to interact with this changing environment through a deep understanding of its strategic purpose, business model, and its resource and capability base. This approach also embraces the ethical dilemmas and controversies that arise from the multiplicity of perspectives, actors, and dimensions involved in strategic analysis.

## Prerequisites

None

## Competencies - Objectives

### Competences

#### GENERALES

<b>CG2</b>	Capacidad de gestionar información y datos provenientes de fuentes diversas para hacer un análisis crítico y un correcto diagnóstico de la realidad empresarial.	
	<b>RA1</b>	A partir de la información y datos obtenidos de fuentes diversas, identifica problemas empresariales determinando, el origen/las causas de los mismos.
	<b>RA2</b>	Es capaz de realizar dicho proceso de diagnóstico dando y recibiendo feed-back de forma asertiva, que ayude a incrementar la integración y la confianza en los equipos de trabajo.
<b>CG3</b>	Capacidad para la resolución de problemas y toma de decisiones empresariales seleccionando y aplicando adecuadamente las técnicas pertinentes de análisis de datos	
	<b>RA1</b>	Identifica, captura y analiza de forma eficiente datos de fuentes primarias y secundarias que sean necesarios para el análisis del entorno competitivo de la empresa
	<b>RA1</b>	Aplica los conceptos matemáticos y técnicas cuantitativas y cualitativas de análisis de datos necesarios para la resolución de problemas empresariales y apoyar el diagnóstico y toma de decisiones en la empresa.
<b>CG5</b>	Desarrollar habilidades interpersonales que refuercen el aprendizaje de un trabajo autónomo, bien organizado y planificado y que esté orientado a la acción y a la calidad.	
	<b>RA1</b>	Desarrolla habilidades académicas, interpersonales e instrumentales necesarias para la investigación independiente, relacionando los conocimientos adquiridos con las distintas aplicaciones profesionales o prácticas reales
<b>CG8</b>	CG8 Reforzar la capacidad de gestión del cambio que apoye la transformación digital de la sociedad contemporánea con Tecnologías de la Sociedad de la Información, nuevas formas de organización del trabajo y nuevos modelos de negocio.	
	<b>RA1</b>	Identifica necesidades y recursos tecnológicos a la hora de resolver problemas conceptuales y técnicos a través de medios digitales.



	<b>RA2</b>	Se comunica eficazmente y de manera proactiva en entornos digitales, compartiendo recursos a través de herramientas en línea, colaborando con otros a través de herramientas digitales, e interactuando en comunidades y redes profesionales.
<b>ESPECÍFICAS</b>		
<b>CE14</b>	Conocimiento y aplicación de las herramientas de apoyo al directivo para la definición, la implantación y el control de la estrategia de la empresa	
	<b>1</b>	Reconoce y aplica eficazmente modelos y herramientas de análisis estratégico, orientados a la evaluación crítica de las organizaciones y a la identificación de las oportunidades y de las amenazas competitivas derivadas de los diferentes niveles de entorno
	<b>2</b>	Reconoce y argumenta críticamente cómo la misión, la visión, los objetivos, la relación con los stakeholders y la cultura corporativa, entre otros factores, condicionan la formulación y la evaluación de la estrategia.
	<b>3</b>	Comprende la estrategia de la empresa como un proceso social y político negociado, que aspira al logro de una ventaja competitiva sostenible, ligado a un alto grado de compromiso de todos los participantes
	<b>4</b>	Reconoce y aplica eficazmente modelos y herramientas para identificar todas las alternativas estratégicas posibles (¿en qué direcciones y a través de qué métodos puede evolucionar la estrategia de la organización?) y evaluarlas, orientando así la elección de la estrategia.
	<b>5</b>	Reconoce y aplica eficazmente las distintas herramientas de apoyo al directivo de empresa para la implantación y el control estratégicos, y las relaciona en el marco de situaciones empresariales reales.

## THEMATIC BLOCKS AND CONTENTS

### Contents - Thematic Blocks

#### INTRODUCTION TO BUSINESS STRATEGY

##### Topic 1: Business models and strategic purpose

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: The concept of strategy

Strategy is a multifaceted notion, involving different definitions, approaches, levels, and theoretical lenses. This topic addresses the notion of strategy and how it works in practice.

#### MODELS FOR STRATEGIC ANALYSIS

##### Topic 3: 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 4: 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.

## TEACHING METHODOLOGY

### General methodological aspects of the subject

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:

### 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.

CG2, CG3, CG5, CE14

CG2, CG3, CG8, CE14



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.

CG2, CG3, CG5, CE14

## 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. 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*.

**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.

## SUMMARY STUDENT WORKING HOURS

CLASSROOM HOURS		
Lecciones de carácter expositivo	Ejercicios y resolución de casos y de problemas	Exposición pública de temas o trabajos
15.00	30.00	15.00
NON-PRESENTIAL HOURS		
Estudio individual y/o en grupo y lectura organizada	Ejercicios y resolución de casos y de problemas	Trabajos monográficos y de investigación, individuales o colectivos



30.00

20.00

40.00

**ECTS CREDITS: 6,0 (150,00 hours)**

## EVALUATION AND CRITERIA

The use of AI to produce full assignments or substantial parts thereof, without proper citation of the source or tool used, or without explicit permission in the assignment instructions, will be considered plagiarism and therefore subject to the University's General Regulations.

Evaluation activities	Evaluation criteria	Weight
<b>Final Written Exam (INDIVIDUAL):</b> 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. <b>IMPORTANT:</b> 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.	<ul style="list-style-type: none"><li>• Demonstrates independent and critical thinking in relation to various concepts and theories</li><li>• Understands and applies different theories, models, and tools in solving practical problems</li><li>• Expresses ideas in writing with accuracy, proper grammar and spelling, and in a structured, clear, and persuasive manner.</li></ul>	50 %
<b>2. Comprehensive Project (GROUP WORK):</b>  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, 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 <b>in accordance with the guidelines established by the teaching staff.</b>	<ul style="list-style-type: none"><li>• Identifies relevant strategic problems/issues.</li><li>• Analyzes and evaluates strategic problems/issues using appropriate analytical frameworks.</li><li>• Demonstrates abstract reasoning and independent, critical judgment.</li><li>• Uses diverse, relevant, and accurate information sources to support arguments.</li><li>• Assesses the ethical and social implications of the strategic issues studied.</li><li>• Provides well-reasoned arguments for analyses, conclusions, and recommendations</li></ul>	30 %
	<ul style="list-style-type: none"><li>• In-depth, original, and well-structured analysis</li><li>• Content presented with clarity, logic, and</li></ul>	



<b>3. Oral Presentation (INDIVIDUAL).</b> Each student team will deliver at least one oral presentation in class (per semester), following the guidelines established in AF3.	<p>coherence</p> <ul style="list-style-type: none"><li>• Clear, confident, and engaging communication</li><li>• Effective body language and eye contact</li><li>• Attractive, useful, and well-integrated visual aids</li><li>• Smooth collaboration, with clearly defined roles within the team</li></ul>	10 %
<b>4. Participation (INDIVIDUAL)</b> to Classroom Activities	<ul style="list-style-type: none"><li>• Relevance and Quality of the Contribution</li><li>• Clarity and Coherence in Communication</li><li>• Active Participation and Willingness to Engage in Dialogue</li><li>• Critical Depth and Creativity</li></ul>	10 %

## Ratings

### ASSESSMENT IN ORDINARY CALL

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.

### JULY RE-SIT EXAM

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 will be required to complete **additional assignments** (for instance, a plan of activities or an oral defense proposing a solution to a strategic problem) defined by the teaching staff, in accordance with the part(s) of the course not passed.

### STUDENTS WITH AN 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 the teaching staff to confirm the exam format and any additional activities the instructor deems appropriate for their particular situation.

### GENERAL RULES TO BE OBSERVED IN THE DEVELOPMENT OF TRAINING 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.





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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 tasks—especially in final submissions or individual assessments—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.

In Strategic Analysis, **Level 2 of the AI Assessment Scale** (Perkins, Furze, Roe & MacVaugh, 2024) will be applied, corresponding to the **AI Planning** category. Specifically, the use of AI tools (e.g., Elicit, ChatGPT, Scholar AI, LMNotebook) is authorized **only in selected phases of the Team-Based Project**, including:

- Searching for information to develop initial questions or hypotheses;
- Supporting the understanding of complex texts;
- Designing presentations for communicating results.

AI-generated content may not be directly incorporated into the final version of any task or assessment without prior individual reformulation. The teaching staff may request **partial submissions** of the project and require **oral defenses** in order to verify authorship and ensure that the group has engaged meaningfully with the learning process.

In tasks where AI use is permitted, students must clearly and thoroughly document the following:

- The name of the tool used (e.g., GPT, Elicit, Scholar AI);
- The prompt or query submitted;
- The section of the work in which AI was used;
- How the generated content was revised or reformulated.

**IMPORTANT:** Direct inclusion of AI-generated text in final assessed work is not allowed. AI may serve as a **support tool**, but it **cannot replace original academic work**.

## WORK PLAN AND SCHEDULE

Activities	Date of realization	Delivery date
<b>Analysis and resolution of study cases,</b> Cases proposed by the lecturer, cases studied by teams, and/or cases defined by external organizations.	Each week of the course, in line with the development of the contents and as scheduled in the course syllabus.	Submission after the in-class activity and discussion, in accordance with the course schedule.



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<b>Oral presentation</b> of a case study by each team.	According to the presentation plan established in the course schedule.	In accordance with the presentation plan set out in the course schedule.
<b>Final written exam:</b> students show their ability to perform the strategic analysis applied to a case, following the appropriate theoretical frameworks, as practiced during the course.	On the date determined by the academic head of Faculty.	On the date determined by the academic head of Faculty.

## BIBLIOGRAPHY AND RESOURCES

### Basic Bibliography

Whittington, R.; Regner, P.; Angwin, D.; Johnson, G.; Scholes, K. (2023). *Exploring Strategy- Text & Cases / Text Only*, 12th edition. Harlow: Pearson Education Limited.

This textbook is available in both printed and electronic version.

### Complementary Bibliography

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