



TECHNICAL SHEET OF THE SUBJECT

Data of the subject	
Subject name	Business Strategies
Subject code	E000006893
Main program	Bachelor's Degree in Business Administration and Management
Involved programs	Grado en Administración y Dirección de Empresas y Máster Universitario en Ingeniería Industrial [Sixth year] Grado en Administración y Dirección de Empresas y Grado en Derecho (E-3 16) [Fifth 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]
Level	Reglada Grado Europeo
Quarter	Semestral
Credits	6,0 ECTS
Type	Obligatoria (Grado)
Department	Departamento de Gestión Empresarial
Coordinator	Amparo Merino de Diego
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	Jorge Aracil Jordá
Department	Departamento de Gestión Empresarial
EMail	jaracil@comillas.edu
Teacher	
Name	José Manuel López García-Silva
Department	Departamento de Gestión Empresarial
EMail	jose.lopez@icade.comillas.edu
Teacher	
Name	Robert James Antonides Campos
Department	Departamento de Gestión Empresarial
EMail	rantonides@comillas.edu
Teacher	



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Syllabus
2025 - 2026

Name	Amparo Merino de Diego
Department	Departamento de Gestión Empresarial
Office	Alberto Aguilera 23 [OD-408]
EMail	amerino@icade.comillas.edu
Phone	2297
Teacher	
Name	Consuelo Benito Olalla
Department	Departamento de Gestión Empresarial
EMail	cbenito@icade.comillas.edu
Teacher	
Name	Efrain Olalla Chicote
Department	Departamento de Gestión Empresarial
EMail	eolalla@icade.comillas.edu
Teacher	
Name	Iñigo Amoribieta Alonso
Department	Departamento de Gestión Empresarial
EMail	iamoribieta@icade.comillas.edu
Teacher	
Name	Jacobo Osorio Pitarch
Department	Departamento de Gestión Empresarial
EMail	jvosorio@icade.comillas.edu
Teacher	
Name	José Javier Sobrino de Toro
Department	Departamento de Gestión Empresarial
Office	Alberto Aguilera 23
EMail	jsobrino@icade.comillas.edu
Phone	
Teacher	
Name	María José Manjón Rodríguez
Department	Departamento de Gestión Empresarial
Office	Santa Cruz de Marcenado 26
EMail	mmanjon@comillas.edu
Teacher	
Name	María Rosa Aquerreta Ferraz
Department	Departamento de Gestión Empresarial



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Syllabus
2025 - 2026

Email	mraquerreta@icade.comillas.edu
Teacher	
Name	Rafael Ramiro Moreno
Department	Departamento de Gestión Empresarial
Email	rramiro@icade.comillas.edu

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).

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

GENERALES

CG2	Capacidad de gestionar información y datos provenientes de fuentes diversas para hacer un análisis crítico y un correcto diagnóstico de la realidad empresarial.	
	RA1	A partir de la información y datos obtenidos de fuentes diversas, identifica problemas empresariales determinando, el origen/las causas de los mismos.
	RA2	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.
CG3	Capacidad para la resolución de problemas y toma de decisiones empresariales seleccionando y aplicando adecuadamente las técnicas pertinentes de análisis de datos	



	RA1	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
	RA1	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.
CG5	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.	
	RA1	Desarrolla habilidades académicas, interpersonales e instrumentales necesarias para la investigación independiente, relacionando los conocimientos adquiridos con las distintas aplicaciones profesionales o prácticas reales
CG8	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.	
	RA1	Identifica necesidades y recursos tecnológicos a la hora de resolver problemas conceptuales y técnicos a través de medios digitales.
	RA2	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.
ESPECÍFICAS		
CE14	Conocimiento y aplicación de las herramientas de apoyo al directivo para la definición, la implantación y el control de la estrategia de la empresa	
	1	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
	2	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.
	3	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
	4	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.
	5	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.



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

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

CG2, CG3, CG5, CE14

CG2, CG3, CG5, CG8,
CE14



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.

CG2, CG3, CE14

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.

CG2, CG3, CG5

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.

CG2, CG3, CG5, CG8, CE14

SUMMARY STUDENT WORKING HOURS

CLASSROOM HOURS			
Lecciones de carácter expositivo	Ejercicios y resolución de casos y de problemas	Exposición pública de temas o trabajos	Simulaciones, juegos de rol, dinámicas de grupo
10.00	30.00	10.00	10.00
NON-PRESENTIAL HOURS			
Estudio individual y/o en grupo y lectura organizada	Trabajos monográficos y de investigación, individuales o colectivos		
40.00	50.00		
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
<p>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.</p> <p>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</p>	<ul style="list-style-type: none">• 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 %
<p>Comprehensive Project (GROUP WORK):</p> <p>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.</p> <p>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.</p>	<ul style="list-style-type: none">• Identifies relevant strategic problems/issues, analyzing and evaluating them within appropriate analytical frameworks.• Uses heterogeneous, pertinent, and accurate information sources to support arguments.• Assesses the ethical and social implications of the strategic issues studied.• Designs appropriate strategies and tactics in innovation processes.• Adopts original approaches in the application of strategies to business problems.• Provides well-founded arguments for the proposed conclusions and recommendations, demonstrating abstract reasoning and critical judgment.	30 %
<p>Oral Presentation. Each student team will deliver at least one oral presentation in class (per semester), following the guidelines established in AF3 (INDIVIDUAL).</p>	<ul style="list-style-type: none">• 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	10 %



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Syllabus 2025 - 2026

	roles within the team	
Participation in Class Activities (INDIVIDUAL):	<ul style="list-style-type: none">• Relevance and quality of the intervention• Clarity and coherence in communication• Active participation and willingness to engage in dialogue• Critical depth and creativity	10 %

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

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.



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CIHS

Syllabus 2025 - 2026

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.

BIBLIOGRAPHY AND RESOURCES

Basic Bibliography

Whittington, R.; Regner, P.; Angwin, D.; Johnson, G.; Scholes, K. (2023). **Exploring Strategy- Text & Cases / Text Only**, 13th 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.