

BASIC DATA

Module	Strategy and Business Environment Analysis in the Sector of Digital Technologies
Degree program	Máster Universitario en Dirección de Empresas MBA
School	Facultad de Ciencias Económicas, Empresariales y de la Comunicación
ECTS	6
Credit type	Optional
Language	English
Delivery mode	Campus bases & online (only in Spanish)
Semester	First semester
Academic course	2024/2025
Module Coordinator	Juan Carlos Higuera
Teachers	Juan Carlos Higuera, Álvaro Caraballo, José Luis Pérez Huertas, Isidro Sánchez Crespo, Ricardo López Pérez

PRESENTATION

The objective of this module is for the student to learn, analyse and apply the tools and keys of the main world economic areas, and at the same time to learn about the legal environment of the company and its importance in business activity, in order to be able to interpret it and take it into account in the processes of strategic analysis, specifically applied to the digital technologies sector. Students will also learn and apply their knowledge of the economic and technological environment, enabling them to anticipate and carry out medium and long-term strategic evaluation and planning using existing tools.

LEARNING RESULTS

Knowledges:

- KNO02. Spot economic factors that affect a company's financial performance.
- KNO05. Recognize factors that affect a company's ethical and sustainable practices, including risks related to environmental and social impact, and efforts to minimize them.

Skills:

- SK04. Critically assess environmental, social, and governance risks affecting the company's future.

- SK05. Financially evaluate how macroeconomic factors impact the company's financial performance.

Competencies:

- CP03. Spot, analyze, and assess opportunities and risks for businesses in a global and sectoral context across major geographic areas (Europe, USA, and Latin America).
- CP04. Perform a sector analysis, setting medium and long-term strategies for a specific sector.
- CP07. Understand and use strategic concepts and tools for business structuring and select the best strategic alternative for each market and company.
- CP10. Master the key concepts for sizing new organizational structures and implement plans involving changes and adaptations with resource optimization and knowledge management criteria.

CONTENTS

The subject is organized into 6 learning units, which, in turn, are divided into topics (three or four topics depending on the units):

UA 1: Economic environment: economic Variables and models. Macroeconomic analysis. Presentation and calculation of standardized international indices.

UA 2: Legal Environment: International investments and their structures. The legal and fiscal operations of a mercantile company. Their typologies. The control of a society and its legal defense. Practical aspects and indicators of corporate legal quality.

UA 3: Introduction to Strategic Analysis: concept of strategy and its various classifications. History of strategic thinking and main currents. Strategic business units and formal analysis framework. The main tools of analysis and strategic formulation are presented.

UA 4: Analysis of the Sector of Digital Technologies: presentation of the most applied tools in this field: Analysis of the general environment using PESTL, specific sector environment analysis with Porter's five-force model. SWOT tool for internal and external strategic analysis. Sector life cycle: appropriate competitive stages and strategies at each stage.

UA 5: Internal analysis. Stakeholders: concept, classification and specific characteristics of each group. Definition and application of the concepts of strategic mission and vision. Porter's value chain design. Strategic formulation: Identification of resources and competitive capacities. Sustainable competitive advantage versus temporary competitive advantage. Competitive strategies alternatives.

UA 6: Strategies of Expansion and internationalization. Main methods of strategic development: organic and inorganic growth. Corporate growth directions: the Ansoff matrix. Other strategic tools: explanation and practical application of the Boston Consulting Group matrix. Specific application strategies for the internationalization of companies in the sector of Digital Technologies.

UA 7: An eminently practical approximation is carried out to all the concepts learned in the previous units.

TEACHING-LEARNING METHODOLOGIES

The following are the types of teaching-learning methodologies to be applied:

- Master Class.
- Cooperative learning.
- Problem-based learning.
- Project-based learning.

TRAINING ACTIVITIES

The types of training activities to be carried out and the student's dedication in hours to each of them are identified below:

Presential Modality:

Training activity	Number of hours
Master classes	36
Debates and colloquiums	12
Troubleshooting	25
Oral presentations of work	2
Written reports and essays	10
Virtual tutoring	8
Autonomous work	25
Research and projects	30
Face-to-face assessment test	2
TOTAL	150

Online modality (only in Spanish):

Training activity	Number of hours
Synchronous master classes	20
Reading content topics	19
Debates and colloquia through virtual seminars	12
Troubleshooting	25
Oral presentations of synchronous works	2
Written reports and essays	10
Virtual tutoring	8
Autonomous work	20

Scientific/case studies and projects	13
Virtual forums	9
Group participatory activities (seminars, participation in online forums, etc.) through web conference	10
Virtual assessment tests	2
TOTAL	150

EVALUATION

The following is a list of the evaluation systems, as well as their weight in the total grade of the course:

Presential Modality:

Evaluation system	Weight
Oral presentations	20%
Case/problem	15%
Reports and writings	15%
Performance assessment	10%
Assessment test	40%

Online modality (only in Spanish):

Evaluation system	Weight
Oral presentations	15%
Case/problem	15%
Reports and writings	15%
Performance assessment	5%
Assessment test	50%

In the Virtual Campus, when you access the course, you will be able to consult in detail the evaluation activities to be performed, as well as the due dates and evaluation procedures for each of them.

1.1. Ordinary call

In order to pass the course in the ordinary exam, you must obtain a grade higher or equal to 5.0 out of 10.0 in the final grade (weighted average) of the course.

In any case, it will be necessary to obtain a grade higher or equal to 4.0 in the classroom knowledge test, so that it can be averaged with the rest of the activities.

For face-to-face students (presential modality), it is compulsory to attend classes as a necessary part of the continuous evaluation process and to comply with the student's right to receive advice, assistance and

academic monitoring by the teacher. Failure to attend more than one third of the face-to-face classes may result in the loss of the right to take the presential knowledge test.

1.2. Extraordinary call

In order to pass the course in the ordinary exam, you must obtain a grade higher or equal to 5.0 out of 10.0 in the final grade (weighted average) of the course.

In any case, it will be necessary to obtain a grade higher or equal to 4.0 in the classroom knowledge test, so that it can be averaged with the rest of the activities.

The activities that were not passed in the ordinary exam must be handed in, after having received the corresponding corrections from the teacher, or those that were not handed in.

8. CHRONOGRAM

The chronogram with dates of delivery of evaluable activities of the course is available in each edition and group in the virtual campus.

Actividades evaluables	Semana
Activity 1	6
Activity 2	10
Activity 3	12
Activity 4	16
Assessment test	18

This schedule may be subject to modifications due to logistical reasons. Any modification will be notified to the student in due time and form.

9. BIBLIOGRAPHY

The following is a bibliography related to the topics to be covered in the units:

Unit 1-5

- Guerras, L.A. and Navas, J.E. (2015). The strategic management of the firm. Theory and applications. 5th Edition. CIVITAS Ediciones. ISBN: 978-84-470-5334-6.
- Kim, W.C. and Mauborgnee, R. (2017). The keys to blue ocean strategy. Bresca Publishing House. ISBN: 9788416904495.
- Masaki, F. (2016). Economics for Dummies. Editorial CEAC. ISBN: 9788432903106.
- Osterwalder, A. (2017). Business Model Canvas [Electronic resource] <http://alexosterwalder.com>

Unit 6

- BIRNIE, Patricia (2002). International Law & the Environment. Ed: Oxford.
- Madrid Emprende (2018). Guide for the creation of companies. [Electronic resource]
<https://www.madridemprende.es/es/apoyo-integral-al-emprendimiento/asesoramiento-paraemprender/informacion-util-para-emprender/creacion-de-empresas->

Supplementary bibliography:

- Cohan, P.S. and Unger, B. (2006). The four sources of competitive advantage. Harvard Deusto Review (September 2006).
- Fehrer, J. A. et al. (2018). Future scenarios of the collaborative economy: centrally orchestrated, social bubbles or decentralized autonomous? Journal of Service Management.
- Hamel, G. (2008). The future of Management. Ed Paidos Iberica. ISBN: 9788449321245
- Higuera, J.C. (2014). Development of a basic strategic analysis report. STRATEGY, ENVIRONMENT AND POLICY BLOG. [Electronic resource]
<http://estrategiayentorno.blogspot.com/2013/12/elaboracion-de-un-informe-basico-de.html>
- Higuera, J.C. (2018). The keys for Spain to continue gaining competitiveness beyond wage containment. El Economista Newspaper (10/04/2018). [Electronic resource]
<http://www.eleconomista.es/economia/noticias/9060962/04/18/Las-claves-para-que-Espana-siga-ganando-competitividad-mas-alla-de-la-contencion-salarial.html>
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- Higuera, J.C. (2020). Blockchain, the disruptive technology of the next decade. Harvard Deusto Management & Innovation (no. 21). ISSN: 2604-1014
- Higuera, J.C. (2020). Strategy with purpose: towards new sustainable business models. Harvard Deusto Business Review (nº 300, MONOGRAPHIC). ISSN: 0210-900X
- Higuera, J.C. (2021). Crown Public Debt in the COVID-19 era. Towards the great reset. Ed. EAE Madrid. ISBN: 978-84-17476-89-2.
- Higuera, J.C. (2021). El mercado inmobiliario post COVID19 ¿Investment profitable or bubble? Ed. EAE Madrid. ISBN: 978-84-19081-02-5

- Higuera, J.C. (2021). When the machine surpasses the man. Higuera Redecillas, J.C. (2021). Harvard Deusto Business Review (nº 316, MONOGRAPHIC ARTIFICIAL INTELLIGENCE AND BUSINESS). ISSN: 0210-900X
- Higuera, J.C. (2021). Token-revolution. Harvard Deusto Management & Innovation (no. 38). ISSN: 2604-1014
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- Johnson, G. and Scholes, K. (2001) Strategic Management, Prentice Hall, Madrid, SPAIN.
- Kaplan, RS and Norton, DP (1996) The Balanced Scorecard: Translating Strategy into Action, Harvard Business School Press, Boston, MA, USA.
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- Porter, ME (2001) "Strategy and the Internet", Harvard Business Review, March.
- Trout, J. (2004). Strategy according to Trout: Capturing minds to conquer markets (No. 658.4012 T861e). Madrid, ES: McGraw-Hill Interamericana.

10 EDUCATIONAL GUIDANCE, DIVERSITY AND INCLUSION UNIT

From the Educational Guidance, Diversity and Inclusion Unit (ODI) we offer support to our students throughout their university life to help them achieve their academic achievements. Other pillars of our action are the inclusion of students with specific educational support needs, universal accessibility in the different campuses of the university and equal opportunities.

This unit offers students

1. Accompaniment and monitoring by means of counselling and personalised plans for students who need to improve their academic performance.
2. In terms of attention to diversity, non-significant curricular adjustments are made, that is, in terms of methodology and assessment, for those students with specific educational support needs, thereby pursuing equal opportunities for all students.
3. We offer students different extracurricular training resources to develop different competences that will enrich their personal and professional development.
4. Vocational guidance through the provision of tools and counselling for students with vocational doubts or who believe they have made a mistake in their choice of degree.

Students who need educational support can write to us at: Students with specific educational support needs:

orientacioneducativa@universidadeuropea.es

11 SATISFACTION SURVEYS

Your opinion matters!

Universidad Europea encourages you to participate in satisfaction surveys to detect strengths and areas for improvement about the faculty, the degree program and the teaching-learning process.

Surveys will be available in the survey area of your virtual campus or through your e-mail.

Your assessment is necessary to improve the quality of the degree.

Thank you very much for your participation.