

Module code	STG602	Level	6
Module title	Strategic Analysis	Credit value	12
Programme(s) on which the module is taught	BA (Hons) Business and Finance	ECTS Credits	6
	BA (Hons) International Business	Notional learning hours	120
	BA (Hons) Business and Innovation		
	BA (Hons) Business and Luxury Brand Management		
	BA (Hons) Business and Management		
	BA (Hons) Business and Marketing		

1. Pre-requisite modules

None

2. Module aims and objectives

The module aims to expose students to a range of strategic tools and techniques and provide a platform to practice in using these tools and techniques on a range of different business contexts and organisations. The module also aims to allow students to integrate perspectives from a range of disciplines (for instance Marketing, Finance and Enterprise perspectives on issues of New Product Development or the [re-]moulding of an organisations Value proposition).

We will explore how (predominantly larger) organisations can analyse their context both externally (environment, industry/market etc.) as well as internally (culture, structure etc.). By the end of the module students will be able to combine insights from a range of techniques to give a multi-faceted view of the organisation, its situation and what it should do. Strategy can be seen as having two main schools – the so-called Market-based school and Resource-based school – this module aims to explore both perspectives to help students create an appropriate Strategic Fit for a given organisation.

3. Learning outcomes

A) Knowledge and understanding

Upon successful completion of this module the students will be able to:

- A11 Demonstrate critical knowledge and understanding of global dimensions, change and management across cultures. Show confidence in evaluating the implications of change for organisations in terms of decision making and operational performance.
- A12 Synthesise and integrate knowledge at a level of abstraction; critically evaluating from competing perspectives theories and concepts to form critical and reflective understanding of information, and to exercise significant judgment in a range of business situations.

B) Skills

Upon successful completion of this module the students will be able to:

- B11 Demonstrate confidence and flexibility in identifying and defining complex and unpredictable problems, based on critical evaluation and use of appropriate analytical frameworks or tools. Adopt investigative strategies and a wide range of empirical evidence and sources of information to solve problems creatively, confidently and across disciplines.
- B12 See opportunities for enterprise and demonstrates creativity, adaptability and confidence by innovating and cutting across disciplinary norms in a self-directed and ethical manner.

4. Indicative content

- Understanding the environment

Understanding the macro environment, identifying drivers of change, scenario analysis.

Understanding the business environment, applying tools of industry analysis (e.g. Porters 5 Forces, Strategic Group Analysis, Life Cycle Analysis)

- Understanding the organisation

Identifying resources (what they have) and competencies (what they do) for organisations.

Analysing these capabilities to determine which form the basis of competitive advantage.

Analysing stakeholders and organisational culture and mission.

- Corporate and business level strategy

Understanding business level strategy – how to develop competitive advantage, value propositions, generic strategies.

Understanding corporate level strategy – the multi-business organisation, diversification issues, parenting issues, managing portfolios.

- Generating strategic options

Summarising the organisation and its context, separating symptoms from causes. Identifying plausible objectives and options that could get organisations there. Analysing these options using Suitability, Feasibility and Acceptability to identify preferred options

5. Learning and teaching methods

The Regent's University London Hallmark Pedagogy seeks to develop graduates who are:

- Collaborative and networked
- Creative and entrepreneurial
- Critical and Reflective
- Culturally and socially versatile
- Digitally agile
- Well-informed and fluent across disciplines
- Responsible and environmentally conscious

Our Hallmark Pedagogy principles commit to providing you with the best environment for you to achieve the above Regent's graduate attributes. To do this we will:

- Take a personalised approach to your studies: finding out about your previous learning and experience, we offer individual guidance to help you plan your journey through university and beyond
- Involve you in decisions about your learning, by giving you access to a dashboard of data on your progress, explaining our teaching methods and giving you increasing autonomy to create your own educational journey

- Enhance your research, thinking and communication skills through your specialist subject, in a culturally diverse, global context
- Ensure that you have the knowledge and skills to bring more than one perspective to any challenge, both through your specialist studies and through specially-designed, team-taught activities to prepare you for future impact in your chosen personal mission
- Teach you in small classes in which students collaborate with each other and with the tutors, and where diverse learning needs can be met
- Provide learning activities which are active, often based on finding responses to real-world challenges; these activities will cross subject boundaries, and challenge orthodoxies by providing opportunities for you to explore alternative ways of thinking; they will allow you to take risks and have fun
- Make use of flexible learning and novel on-campus space configurations to promote experimentation and discovery; and we will take your learning outside the classroom, with London as an unparalleled resource
- Provide you with tutors who are expert researchers or practitioners in their fields, who will facilitate your learning, and who are engaged in continuous professional development both as teachers and in their specialist fields
- Embrace the potential of digital technologies in supporting learning
- Enhance your global network and intercultural communication skills, through engagement with our international partnerships and offering tuition in many different languages

Each week, students will be given a varied guidance and challenge session in a workshop format, chiefly to direct their learning and support their understanding. This variety is intended to drive engagement and will typically take the form, as appropriate of:

- Lecture input (one hour per week)
- Seminars (two hours per week)
- Individual self-reflection using VLE material
- Assessment preparation and feedback (formative work)

12 credit module – 120 learning hours	
Directed learning	36 hours
Lectures	12
Seminars	24
Self-directed learning	84 hours
Preparation for class	12
Self-study after class	18
Preparation for assessments	34
Assessment	20
Total	120 hours

6. Assessment and relative weightings

Formative Assessment

Formative Assessment 1: Draft of Strategy Context report – group

A draft of the final report is submitted to help refine the final submission.

Formative Assessment 2: Draft exam answer – individual

Students can submit a draft answer to a sample exam question for formative feedback.

Summative Assessment 1: Strategy Context report, Group Assessment, 2500 words (+/- 10%), (50% TMM, individually graded)

Students are required to submit a 2,500-word report analysing a particular organisation and industry sector. Groups can generally choose the organisation and sector to study, subject to two constraints: They are not allowed to select from a short list of sectors that are “off-limits”. And only one group per seminar will be allowed to study a given sector (to stop cross-fertilisation of analyses in the seminar discussions).

This report will be done as a group endeavour, but there is an associated peer review activity which can modify the shared common grade to reflect the perceived individual contribution of group members.

Summative Assessment 2: Individual Task-based Assignment, Individual Assessment (50% TMM)

Students will be required to answer pre-circulated questions on a Case study which will only be available within a 48-hour window. Students will be expected to analyse the case and submit their answers within this window. Time on task is expected to be typically 3-4 hours but the window allows for potential time zone differences. This allows students to demonstrate mastery of selected tools and techniques, discrimination in their application, and critical thinking using the results of the analysis to highlight what a given organisation should do following this analysis with aspects of time constraints around the task.

7. Mapping of assessment tasks for the module

Assessment tasks							A11	A12	B11	B12
Strategy Context report (50%) group assessment							X		X	
Task based Assignment (50%) individual assessment								X		X

8. Key readingCore textbook

Johnson, G. Scholes, K. & Whittington, R (2017) Exploring Strategy, 11th ed. FT Prentice Hall UK ISBN-13: 978-1292145129

Further reading

Egan, G. (1993) Working the Shadow Side: A Guide to Positive Behind-the-Scenes Management. Jossey Bass ISBN-13: 978-0787900113

Kim, C. W. & Mauborgne, R. (2015) Blue Ocean Strategy, HBS ISBN-13: 978-1625274496

Mcgee, J., Thomas, H. & Wilson, D. (2010) Strategy: Analysis and Practice, 2nd Ed. McGraw-Hill ISBN-13: 978-0077126919

Thompson, A. Strickland, A. J. & Gamble, J. E. (2013) Crafting & Executing Strategy, 19th Ed. McGraw-Hill ISBN-13: 978-0077137236

Other resources

www.mckinseyquarterly.com

www.economist.com

www.strategy-business.com

www.ft.com