

SYLLABUS

ST540E_TC

Strategic Management

ACADEMIC AREA :	MANAGEMENT AND STRATEGY
PROGRAMME :	
PERIOD :	SPRING
COORDINATOR :	Dr. Carole BONANNI
INSTRUCTOR(S) :	Dr. Carole BONANNI
CONTACT HOURS :	24.0 hours
STUDY TIME :	null hours (Class preparation, homework and assessments)
CREDITS :	6.0 ECTS
AOL :	NO

PRE-REQUISITE MODULES :

Principles of Management; basic modules in major firm functions (Marketing, Accounting, etc.) are recommended

MODULE DESCRIPTION :

This course provides insights into how firms strategically navigate competitive environments. It covers the assessment and analysis of the modern business landscape to maintain a competitive edge, emphasizing both horizontal and vertical strategic initiatives as well as diversification to foster corporate growth.

CONTRIBUTION TO PROGRAMME LEARNING OBJECTIVES :

- Connect (eco) Systems to develop a sustainable strategic vision to navigate complex transformations #ConnectSystems

MODULE INTENDED LEARNING OUTCOMES (ILOs) :

By the end of this module, students should be able to:

- 1) Analyse external environments using macroeconomic, industry, ecosystem, and competitive frameworks to identify key opportunities, threats, and future strategic challenges.
- 2) Evaluate a firm's resources, capabilities, and financial position to diagnose sources of competitive advantage, strategic constraints, and capability gaps.
- 3) Design coherent businesslevel and corporatelevel strategic options to overcome the challenges identified and justify strategic recommendations using evidencebased reasoning, strategic tools, and relevant data.
- 4) Critically assess existing and proposed strategies by considering performance outcomes, sustainability implications, and longterm value creation in dynamic and uncertain contexts.

TOPICS COVERED :

•Strategy, Business Model, Mission, Vision, Core Values, Corporate Social Responsibility (CSR) •External and Macro Environment Analysis •Industry in 21st Century: Platforms, Ecosystems, AI, and Sustainable Development •Strategic Analysis of the Firm's Resources and Capabilities •Business Strategy: Cost Leadership, Differentiation, Niche Market, and Integrator Strategies •Strengthening a Company's Competitive Position •Corporate Strategy: Horizontal and Vertical Integration, Diversification and the Multi-business Corporation

RESEARCH-LED TEACHING :

Teaching based on peer-reviewed academic research is vital for effective learning. In each session, one or two pieces of empirical evidence will be discussed to demonstrate the real-world impact of the concepts and analytical frameworks that students learn in this course. The following papers are some of the papers to be discussed in the course. Students are expected to read these articles before class:

Porter, M.E. (1996). What is Strategy? Harvard Business Review, 74(6), 61–78.

Prahalad, C.K., & Hamel, G. (1990). The Core Competence of the Corporation. Harvard Business Review, 68(3), 79–91.

Teece, D.J., Pisano, G., & Shuen, A. (1997). Dynamic Capabilities and Strategic Management. Strategic Management Journal, 18(7), 509–533.

Menz, M., Kunisch, S., Birkinshaw, J., Collis, D. J., Foss, N. J., Hoskisson, R. E., & Prescott, J. E. (2021). Corporate strategy and the theory of the firm in the digital age. Journal of Management Studies, 58(7), 1695-1720.

Gavetti, G., & Porac, J. (2018). On the Origin of Great Strategies. Strategy Science (INFORMS), 3(1), 352–365.

Kaplan, R. S., Serafeim, G., & Tugendhat, E. (2018). Inclusive Growth: Profitable Strategies for Tackling Poverty and Inequality. Harvard Business Review, 96(1), 126–133.

Valkokari, K. 2015. Business, Innovation, and Knowledge Ecosystems: How They Differ and How to Survive and Thrive within Them. Technology Innovation Management Review, 5(8): 17-24.

CSR AND SUSTAINABLE DEVELOPMENT GOALS :

Demonstrating how corporate social responsibility can contribute to strategic positioning and strategy development

CSR NB HOURS :

3

SUSTAINABLE DEVELOPMENT GOALS COVERED :

- 09 - Industry, innovation and infrastructure

TEACHING METHODS :

The course uses a research-led teaching approach, drawing on practical evidence in each session to demonstrate real-world impact.

1. Pedagogical Approaches: Lectures, case study resolution, and group exercises.
2. Generative AI: Authorized for use; NotebookLM is the recommended tool for in-class activities.
3. Preparation: Students are expected to read the assigned materials before class. In-class quizzes will check the comprehension of the pre-readings
4. Participation: Students are expected to engage in polite, constructive debate and contribute actively to team activities. In each session, they will work in small groups to apply the concepts covered in class to the analysis of real company issues.
5. Students are required to read all the assigned readings before class to actively participate in class activities and discussions. The second half of each session will be allocated to In-Class Experiential Learning Activities.

METHODS OF ASSESSMENT :

Continuous/Final	Group/Individual	Assessment	Weight	Duration	ILOs assessed
Continuous	Individual	Written Assessment in class	15%	30 Minutes	1-2
Final	Individual	Final written exam	70%	2 Heures	1-4
Continuous	Individual	Written Assessment in class	15%	30 Minutes	3-4

Assessment 1 details:

This first assessment will cover the analysis of the external and internal environment: it will include a short-case, and questions on the readings assigned, including the ones assigned on the day of the assessment.

Assessment 2 details:

Final written exam, including a case and some discussion questions. Students will have to demonstrate their ability to analyse a strategic situation, evaluate strategic options, apply concepts accurately, and critically assess strategic choices.

Assessment 3 details:

This second assessment will cover the diagnostic, the assessment of a strategy, and recommendations of corporate strategic move: it will include a short-case, and questions on the readings assigned, including the ones assigned on the day of the assessment.

ACADEMIC INTEGRITY :

Academic integrity at Rennes SB is about sharing a set of values and practices promoting intellectual honesty, trust, fairness, respect and responsibility in all aspects of learning, studying and researching. Upholding academic integrity is key to maintaining the reputation of the student and the ultimate value of Rennes SB Degrees. Students are expected to demonstrate these values when submitting assessed work.

Academic misconduct is defined as gaining or attempting to gain an unfair academic advantage for yourself or for others during formal assessments. The following are examples of academic misconduct:

- Cheating
- Plagiarism
- Falsification
- Gaining an unfair advantage
- Assisting others in committing academic misconduct, such as by using generative AI
- Falsification of records or official documents
- Unauthorised access to restricted information or data
- Unauthorised or unethical use of generative AI

Academic misconduct is a serious offense and can result in consequences such as module failure, research project failure, or even exclusion from Rennes SB. To prevent unintentional academic misconduct, it is essential to read and comply with the Rennes SB Academic Integrity Policy for Assessments (available on RISE). Regarding use of AI in learning and assessment please consult your professor for specific instructions pertaining to this module.

BIBLIOGRAPHY :

Thompson, A. A., et al. (2022). *Crafting and Executing Strategy: The Quest for Competitive Advantage Concepts and Cases* (23rd edn). McGraw-Hill.

Additional Reading

See above

MODULE PLAN SESSIONS :

Plan Session 01 :

Strategy, CSR & Macroeconomy
Chapters 1 & 2 (Thompson et al)

Porter, M.E. (1996). "What is Strategy?" Harvard Business Review.

Kaplan, R. S., Serafeim, G., & Tugendhat, E. (2018). *Inclusive Growth: Profitable Strategies for Tackling Poverty and*

Inequality. Harvard Business Review, 96(1), 126–133.

Experiential Learning Activities: Students compare two companies and decide whether each has a real strategy or only operational effectiveness. Then they identify one CSR initiative and assess whether it is philanthropic, reputational, or genuinely strategic (long-term value creation)

Plan Session 02 :

External Analysis
- Pestel
Chapter 3 (Thompson et al) 3

Plan Session 03 :

External Analysis
- Industry
Chapter 3 (Thompson et al)
Valkokari, K. 2015. Business, Innovation, and Knowledge Ecosystems: How They Differ and How to Survive and Thrive within Them. Technology Innovation Management Review, 5(8): 17-24.

Experiential Learning Activities: Students build a strategic group map and a 5 Forces analysis for the same industry, then identify which force creates the greatest strategic pressure.

Plan Session 04 :

Internal Analysis (Part 1)
Chapter 4 (Thompson et al.)
Prahalad & Hamel (1990) "The Core Competence of the Corporation" Harvard Business Review.

Experiential Learning Activities: Teams apply a resource-based analysis and value-chain analysis to a company and distinguish between ordinary and strategic resources.

Plan Session 05 :

Internal Analysis (Part 2)
Chapter 4 (Thompson et al.)
Teece, Pisano, & Shuen (1997). "Dynamic Capabilities and Strategic Management" Strategic Management Journal.

Experiential Learning Activities: Teams use the previous external and internal analysis to construct a TOWS matrix and identify the key strategic issue(s). Teams will identify the potential dynamic capabilities the firm can leverage.

Plan Session 06 :

Business Strategy
Chapters 5 & 6 (Thompson et al.)
Gavetti, G., & Porac, J. (2018). On the Origin of Great Strategies. Strategy Science (INFORMS), 3(1), 352–365.

Experiential Learning Activities: The teams discuss the competitive strategies of the firms, their recent strategic decisions.

Experiential Learning Activities: Teams evaluate the financial and market situation of the firms

Plan Session 07 :

Corporate Strategy - Horizontal and Vertical Integration
Chapter 8 (Thompson et al)

Experiential Learning Activities: Students analyse a real acquisition or integration decision and evaluate whether it creates strategic fit, market power, efficiency, or unnecessary complexity.

Plan Session 08 :

Corporate Strategy
- Diversification Strategy
Chapter 8 (Thompson et al.) Strategy

and the theory of the firm in the digital age. Journal of Management Studies, 58(7), 1695-1720.

Experiential Learning Activities: Teams propose or assess whether a diversification move is related or unrelated, then evaluate its risks, synergies, and parenting advantage.?