

Module 32: Strategic Management 2

Stage		3					
Semester		2					
Module Title		Strategic Management 2					
Module Number		32					
Module Status		Elective					
Module ECTS Credits		5					
Module NFQ level		8					
Pre-Requisite Module Titles		Business Management, Strategic Management 1					
Co-Requisite Module Titles		N/A					
Capstone Module?		No					
List of Module Teaching Personnel		Mark Dowling					
Contact Hours				Non-contact Hours			Total Effort (hours)
46				54			100
Lecture	Practical	Tutorial	Seminar	Assignment	Placement	Independent Work	
36		10		10		44	100
Allocation of Marks (Within the Module)							
	Continuous Assessment	Project	Practical	Final Examination	Total		
Percentage Contribution	40			60	100		

Intended Module Learning Outcomes

On successful completion of this module, the learner will be able to:

1. Discuss environmental contexts when evaluating the strategic position of organisations.
2. Assess the strategic purpose of an organisation in terms of mission, vision, values and objectives.
3. Relate corporate responsibility and personal ethics to purpose and strategy.
4. Discuss alternative approaches to exploring strategic issues, each with distinct implications for practice.
5. Analyse the determinants of strategic capability – resources, competences and the linkages between them.
6. Evaluate various rationales and evidence affecting alternative strategic choice decisions

Module Objectives

This module builds upon the learner's understanding of the fundamentals of strategic management by examining the strategic management process in different organisational and industry contexts. The success of strategies in diverse business environments is examined allowing learners to further develop their understanding of the roles of efficiency and

innovation. Finally this module examines how strategies develop in organisations and the strategic position and choices surrounding alternative strategic options available to managers.

Module Curriculum

The Environment

- The macro-environment
- Industries and sectors
- Competitors and markets
- Environmental uncertainty and the driving forces

The Strategic Position

- Strategic capabilities
- Sustainability of competitive advantage
- Diagnosing strategic capabilities
- Value Chain management
- Strategic purpose
- Mission, vision, values and objectives
- Culture and strategy
- Strategic drift

Strategic Choices

- Business strategy
- Generic strategies and the strategic clock
- Interactive strategies
- Corporate strategy and diversification
- International strategy
- Innovation and entrepreneurship

Strategy in Action

- Organisational performance and evaluation
- Strategy development processes
- Leadership and strategic change

Reading lists and other learning materials

Clegg, S., Carter, C., Kornberber, M., Schweitzer, J., (2011) *Strategy: Theory and Practice*, Sage

Coulter, M., (2013) *Strategic Management in Action, 6/E*, Prentice Hall

Hunger, D., & Wheelen, T., (2014) *Essentials of Strategic Management: Pearson New International Edition, 5/E*, Pearson

Johnson, G., Whittington, R., Scholes, K., Regner, P., Angwin, D. (2015) *Fundamentals of Strategy, 3/E*, Pearson Higher Education

Lynch R. (2012) *Strategic Management 6th Edition*, Financial Times/Prentice Hall, Harlow

McGee, J., Thomas, H., Wilson, D., (2010) *Strategy: Analysis and Practice, 2/E*, Mc Graw Hill

Module Learning Environment

This module is delivered by means of formal and participative style lectures as well as small group tutorials. The college intranet (Moodle) provides supporting material and facilitates assessment submissions. Guest lecturers, both academic and industry are invited to share their knowledge and experiences with the learners.

Tutorials provide opportunities for a broader discussion of the material covered in lectures. Case studies are used to highlight the issues and case discussion is facilitated by the tutor. Quizzes are provided to check learning for both learner and lecturer.

Module Teaching and Learning Strategy

Lectures are delivered in a way that is informative, interesting and engaging. The material is well organised and supported with the use of short real case videos to encourage learners to apply concepts and frameworks to well-known organisations.

Individual, paired and grouped activities will be led using dynamic and engaging methods. Some of the approaches used may include the following:

Silent Reflection

Learners are given a few minutes to think about a problem or issue and asked to write down the most important, or pertinent aspects of an issue. They are then invited to share their thoughts with their classmate before moving into a discussion phase.

Buzz Groups

In pairs, threes, fours or fives, small timed tasks are given to learners to encourage them to speak with one another. Their outcomes are then shared with the whole group on a flip chart facilitated by the lecturer.

The One Minute Paper

Periodically the lecturer invites the learners to take one minute to write down the most interesting and the most confusing point that has been discussed in the lecture. This technique provides quick feedback of the learner's perception and understanding of the material being covered at that stage.

Module Assessment Strategy

Assessment tasks have been designed to support learning and set to help learners achieve the learning outcomes.

Summative assessments are used to evaluate learner learning, skill acquisition, and academic achievement resulting from participation on the module.

Two summative assessments are used as follows:

- End of semester final examination 60% and
- Individual case study analysis for completion by learners during the semester 40%.

Final Exam

A summative assessment to assess what has been learned and how well it was learned. The exam is graded and grades indicate whether the learner has an acceptable level of knowledge-gain in relation to the expected learning outcomes.

Case Study Report

Use of the case study analysis encourages learners to carry out independent research. Research guidance is provided along with guidance relating to report style, structure, marking criteria, etc., in the assessment brief contained within the learner's handbook distributed at the beginning of semester and available through Moodle.

Module Learning Outcomes - Assessment Matrix		
Learning Outcome	Assignment	Exam
1. Discuss environmental contexts when evaluating the strategic position of organisations		X
2. Assess the strategic purpose of an organisation in terms of mission, vision, values and objectives	X	X
3. Relate corporate responsibility and personal ethics to purpose and strategy		X
4. Discuss alternative approaches to exploring strategic issues, each with distinct implications for practice	X	X
5. Analyse the determinants of strategic capability – resources, competences and the linkages between them		X
6. Evaluate various rationales and evidence affecting alternative strategic choice decisions	X	X