



INSTITUTO POLITÉCNICO NACIONAL
ESCUELA SUPERIOR DE COMERCIO Y ADMINISTRACIÓN
UNIDAD SANTO TOMÁS



LICENCIATURA EN
ADMINISTRACIÓN Y
DESARROLLO EMPRESARIAL

Strategic Management
(Versión inglés)



INSTITUTO POLITÉCNICO NACIONAL



SECRETARÍA ACADÉMICA

DIRECCIÓN DE EDUCACIÓN SUPERIOR

SYNTHETIC PROGRAM

ACADEMIC UNIT: ESCUELA SUPERIOR DE COMERCIO Y ADMINISTRACIÓN, UNIDAD SANTO TOMÁS

ACADEMIC PROGRAM: Degree in Business Administration and Management

LEARNING UNIT: Strategic Management **LEVEL:** III

PURPOSE OF LEARNING UNIT :

Designs the strategic plan of an organization through the situational diagnostic and the competitive advantages of the company.

CONTENTS:

- I. Conceptualization of the organization.
- II. Diagnosis of the situation
- III. The competitive advantage
- IV. Design strategies with focus on SMEs.

EDUCATIOAL ORIENTATION:

The strategies that rule this learning unit, is the study case method and is based on the situated teaching method by developing the following techniques: study case, brainstorming, development on a complex solving problem project, working out in teams, the students have autonomy and are allowed to use various resources. The main objective is to design a strategic plan.

ASSESSMENT AND ACCREDITATION :

The assessment consists of: diagnostic evaluation based on previous knowledge before attending to the learning unit. Formative evaluation (consisting of self-assessment, peer assessment and hetero evaluation) will be supported on the development of different activities such as: summary, readings, graphic organizers and study cases to generate the mastery of specific competencies along the learning unit, which will be integrated in a final project and the summative evaluation that will be made through the formulation of a plan of social responsibility. The assessment tools used in this learning unit to evaluate students will be: rating scales, rubrics , checklist and observation guide .

The student has the opportunity to prove the learning unit :

- Evaluation of previously acquired knowledge and should show mastery of the competencies of the learning unit, integrating their knowledge (ie. expertise, and know how to be and live) according to the criteria established by the academy.
- Been studied in other national and international institutions of higher education, having mobility agreement with IPN.

REFERENCES:

- David, F. R. (2012). Strategic Management: a competitive advantage approach, Concepts and Cases (14th ed.), Prentice Hall, U.S.A. 400p. ISBN-13: 978-0-1326642343; ISBN-10:0132664232.
- Gamble, Thompson & Peteraf (2012), Essentials of Strategic Management: The quest for competitive advantage, Mc. Graw-Hill, 519p. U.S.A. ISBN-13: 978-0078029288; ISBN-10: 0078029287.
- Hoskisson, R. E., Hitt, M. A., & Ireland, R. D. (2008). Competing for Advantage (2nd ed.). Mason, OH: Thomson – Southwestern. 450p. ISBN-13:978-0-324-31661-2.
- Rothaermel, Frank (2012). Strategic Management: Concepts, McGrawHill, 464p. USA. ISBN-13:978-0-07-732445-2; ISBN-10:0-07-732445-5
- Ryan, J. D., Hiduke, G. (2008) Small Business: An Entrepreneur's Business Plan, Cengage Learning; 8 edition, 504 pp. ISBN-10: 0324591020, ISBN-13: 978-0324591026



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INSTITUTO POLITÉCNICO NACIONAL



SECRETARÍA ACADÉMICA

DIRECCIÓN DE EDUCACIÓN SUPERIOR

ACADEMIC UNIT: ESCUELA SUPERIOR DE COMERCIO Y ADMINISTRACIÓN, UNIDAD SANTO TOMÁS.

ACADEMIC PROGRAM: Bachelor in Business Administration and Management

SIDE OUT: Management of SMEs

TRAINING AREA: Professional

MODE: Classroom and On line

LEARNING UNIT: Strategic Management

LEARNING UNIT TYPE: Compulsory Theoretical and Practical in English

EFFECTIVE DATE: August, 2014

LEVEL: III

SCHOOL PERIOD: Fifth

CREDITS: SATCA 4 (7 Topic)



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E.S.C.A. SANTO TOMÁS
DIRECCIÓN

EDUCATION INTENTION


Strategic management contributes to the graduated profile of Bachelor of Administration and Management in the development of a strategic thinking, including the ability to see the organization as a system opened to the economic, political and social environment as well as the habit to maintain a vision of the future, the objectivity to understand reality and the flexibility to adapt to changes, and an ongoing commitment to the company mission and corporate social responsibility.

Strategic Management bases the development of an integrating project corresponding to the third level, its purpose is to develop the competencies that allow the graduated to: engage in a constructive manner with the enterprises having in mind the probable dilemmas that could be faced and generate, adapt and to find the right solutions to improve the development of the companies.

Strategic Management has as antecedent to the learning units: Solving Problems and Creativity, Fundamentals of Organizational Behavior, Fundamentals of Management and Research Seminar, Career Pathway and Human Capital Administration. In a subsequent way it is related to the next learning units: Project Management Investment, Family business, project management, investment, family business, Decision Making and Negotiation, and Business Plan; laterally, Leadership in High Performance Teams and Sustainable Management (optional A) It is also related transversely with learning units : Oral and Written Communication, Research Seminar, Information Technology and Communication and Sustainable Development.

PURPOSE OF LEARNING UNIT

Designs the strategic plan of an organization through the situational diagnostic and the competitive advantages of the company.

| ALLOCATED TIMES | LEARNING UNIT DESIGNED BY: | AUTHORIZED JUNE 12 th , 2014 BY: |
|-------------------------------|---|---|
| THEORY HOURS / WEEK: 4.0 | Academy of Management and Business ESCA, Unit Santo Tomas. | Committee on Academic Programs General Advisory Council of the IPN. |
| PRACTICE HOURS / WEEK: 3.0 | REVIEWED BY: Academic Branch of Santo Tomas Unit. M.C. Nadina Olinda Valentin Kajatt. <i>Nadina</i> |  SECRETARÍA DE EDUCACIÓN PÚBLICA INSTITUTO POLITÉCNICO NACIONAL Dr. Emmanuel Alejandro Merchan Cruz Technical Secretary of the Committee on Academic Programs. |
| THEORY HOURS / SEMESTER: 72.0 | APPROVED MARCH 27th, 2014 BY: Technical Advisory Council of Unit Santo Tomás Principal C.P.C Norma Cano Olea <i>Norma</i> | |

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LEARNING UNIT: Strategic Management Page: 3 OF 9

| No. THEMATIC UNIT: I | | NAME: Conceptualization of the organization. | | | |
|--|---|---|-----|---|----------------|
| UNIT OF COMPETENCE | | | | | |
| Discusses the rationale and the vision of an organization based on a prospective planning. | | | | | |
| No. | CONTENTS | HOURS AD Teaching activities | | TAA HOURS Independent Learning Activities | KEY REFERENCES |
| | | T | P | | |
| 1.1 | Concept of strategic management. Strategic management process. The phases and rationality of the process. | 2.0 | 1.0 | 3.0 | 4B, 5B, 11B |
| 1.2 | Concepts of Mission and Vision for the Future. | 4.0 | 4.0 | | |
| 1.2.1 | Concept of Strategic Business Unit. | | | | |
| 1.3 | Prospective planning (construction of the desired future). | 3.0 | 2.0 | | |
| 1.4 | Organizational culture. | 3.0 | 2.0 | | |
| 1.4.1 | Concepts of culture and organizational culture in general. | | | | |
| 1.4.2 | Values in the organization | | | | |
| Subtotals: | | 12.0 | 9.0 | 3.0 | |

LEARNING STRATEGIES

The strategy that governs this learning unit to address the topics is the study of cases and supports the teaching method located and for the best development of both the strategy and method , the following techniques are used :

- Talk through previous brainstorming , based on desk research, Strategic Management process .
- Development of a conceptual map.
- Discussion led to the justification of the competitiveness of MSMEs from the experiences of the students.
- They integrate teams and an organization (preferably MSMEs) is chosen to develop the strategic plan for the course.

Mission, Vision, Foresight, Values and Organizational Culture: • Based on documentary research topics are presented.

- Projecting a video on organizational culture: " Gung Ho " (Working Together) .
- Exposure to leading questions and group discussion about the projected video.
- Development of practical No.1 : " Mission Statement , Vision and Values of a particular organization to be held based company selected by students .
- For teams, the results of Lab 1 are presented .
- It is concluded on the conceptualization of the future of an organization.

LEARNING ASSESSMENT

The teacher made the valuation of these products from: checklists, observation guides, rubrics, among others. Portfolio of evidence:

- | | |
|--|-----|
| • graphic organizer (concept map) on the process | 15% |
| • Participation in discussions | 15% |
| • Presentations | 20% |
| • Practice No.1 | 50% |



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LEARNING UNIT: Strategic Management PAGE: 4 OF 9

No. THEMATIC UNIT: II NAME: Diagnosis of the situation.

UNIT OF COMPETENCE

Diagnostic strategic position of an organization based on the identification of key success factors that impact their development.

| No. | CONTENTS | HOURS AD Teaching activities | | TAA HOURS Independent Learning Activities | KEY REFERENCES |
|------------|--|------------------------------|------|---|----------------|
| | | T | P | | |
| 2.1 | External Analysis. | 10.0 | 8.0 | 3.0 | 4B 5B, 11B |
| 2.1.1 | 5 Forces Analysis Industrial Market. | | | | |
| 2.1.2 | Other financial and social conditions that impact the operations of the organizations. | | | | |
| 2.1.3 | Market trends and industry. | | | | |
| 2.1.4 | Identifying Strategic Opportunities and Threats. | | | | |
| 2.2 | Internal analysis. | | | | |
| 2.2 | Resources and capabilities. | | | | |
| 2.2 | Competitive edge. | 3.0 | 2.0 | | |
| 2.2.1 | Key success factors (customer survey). | | | | |
| 2.3 | Comparative evaluation from customers. | 3.0 | 2.0 | | |
| 2.3.1 | Graph of results. | | | | |
| 2.3.2 | Identifying Strengths and Weaknesses. | | | | |
| 2.3.3 | | | | | |
| 2.4 | | 2.0 | 1.0 | | |
| Subtotals: | | 18.0 | 13.0 | 3.0 | |

LEARNING STRATEGIES

The learning strategy to address the topics is the study of cases and supports the teaching method and set the following techniques are used :

- the situation of a business organization is posed as questions .
- Interactive exhibition with leading questions and group discussion.
- Based on documentary research , topics that comprise the contents of this thematic unit are presented .
- Case study, in which teams are formed, the elements of the case in order to develop identified :
 - A) A graphic organizer (overview) of the key success factors of the industry and its impact on the internal capabilities of the company.
 - B) A graphic organizer (SWOT Matrix 4 quadrants) of the strengths , weaknesses , opportunities and threats of a company.
- Development team practice No. 2 " The situation diagnosis for MSMEs in concrete."
- possible solutions to the case study are presented in plenary.

LEARNING ASSESSMENT

The teacher made the valuation of these products from: checklists, observation guides, rubrics, among others. Portfolio of evidence:

- Presentation of Topic 20%
- Graphic Organizer (overview) competitive profile. 15%
- Graphic Organizer (SWOT matrix of four quadrants). 15%
- Practice No. 2: Develop diagnostic situation for MyPyMEs. 50%



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LEARNING UNIT: _____

Strategic Management

PAGE: 5 OF 9

| No. THEMATIC UNIT: III | | NAME: The Competitive Advantage | | | |
|---|--|---------------------------------|------|---|----------------|
| UNIDAD DE COMPETENCIA | | | | | |
| Determina las fuentes de ventaja competitiva a partir la cadena de valor y las competencias esenciales. | | | | | |
| No. | CONTENTS | HOURS AD Teaching activities | | TAA HOURS Independent Learning Activities | KEY REFERENCES |
| | | T | P | | |
| 3.1 | Value chain. | 3.0 | 2.0 | 3.0 | 4B, 5B, 6B, |
| 3.1.1 | Primary Activities. | | | | |
| 3.1.2 | Support activities. | | | | |
| 3.2 | Concept of competitive advantage. | 4.0 | 3.0 | | |
| 3.2.1 | Generic Competitive Strategies: Broad objective of the market and cost leadership, focus and differentiation strategy. | | | | |
| 3.3 | Core competencies. | 4.0 | 3.0 | | |
| 3.3.1 | Technology skills and human capital. Commodities and business units. | | | | |
| 3.3.2 | End products and competitive advantage. | | | | |
| 3.3.3 | Re-engineering of business processes. | | | | |
| 3.4 | Concepts objective and goal. | 4.0 | 3.0 | | |
| 3.5 | Securing long-term objectives for developing the strategic plan. | 3.0 | 2.0 | | |
| | Subtotals: | 18.0 | 13.0 | 3.0 | |
| LEARNING STRATEGIES | | | | | |
| <p>The learning strategy to address the topics is the case study and supports the teaching method and located the following techniques are used :</p> <ul style="list-style-type: none"> • are exposed through cards, questions regarding customer service , features that a company may have with respect to their technological infrastructure, etc. . , Defining the concepts of value creation and competitive advantage. • Based on documentary research , the topics are presented in a panel discussion where students apply expert support and advice from other members of each team and the conclusions are written about the possibilities and limits of competitive advantage. • Lab 3: Case study, in which teams are formed, the elements of the case, to identify is identified: <ol style="list-style-type: none"> a) The competitive advantage of a company. b) The core competencies of a company. <ul style="list-style-type: none"> • Presentation by teams, the progress of the strategic plan , to targeting long manor. • In plenary session will clarify the potential competitive advantages of the case study. | | | | | |
| LEARNING ASSESSMENT | | | | | |
| <p>The teacher made the valuation of these products from:</p> <ul style="list-style-type: none"> • Presentation of topics with panel discussion: 15% • Preparation of summary: 15% • Presentation of progress: 40% • Case Study: 30% | | | | | |



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LEARNING UNIT: Strategic Management PAGE: 6 OF 9

| No. THEMATIC UNIT: IV | | NAME: design strategies focusing on MSMEs. | | | |
|---|---|---|------|---|----------------|
| UNIT OF COMPETENCE | | | | | |
| Implements strategies for achieving long-term goals, based on the construction of the SWOT matrix. | | | | | |
| No. | CONTENTS | HOURS AD Teaching activities | | TAA HOURS Independent Learning Activities | KEY REFERENCES |
| | | T | P | | |
| 4.1 | Concepts of strategy, tactics and stratagem. The SWOT matrix of 9 quadrants. | 3.0 | | | 4B, 5B, 11B, |
| 4.2 | Identification of tactical aspects. | 6.0 | 2.0 | | |
| 4.2.1 | Torales synthesis strategies. | | | | |
| 4.2.2 | Matrix congruence between objectives and strategies. | | | | |
| 4.2.3 | | | | | |
| 4.3 | The most common strategic issues MSMEs. | | | | |
| 4.3.1 | The informal and improvised administration. | 9.0 | | | |
| 4.3.2 | The succession of shareholders in a family business. | | | | |
| 4.4 | Strategic decision making | | | | |
| 4.4.1 | Reading the manual operation of the simulator. | 6.0 | 16 | | |
| 4.4.2 | Decision making. | | | 9.0 | |
| Subtotals: | | 24.0 | 18.0 | 9.0 | |
| LEARNING STRATEGIES | | | | | |
| <p>The learning strategy to address the topics is the analysis of specific cases of small businesses that are working with the equipment and the following techniques are used :</p> <ul style="list-style-type: none"> • Common problems in MSMEs on the implementation of the concepts of strategy, tactics and stratagem are formulated . • Based on documentary research , students present topics through role play technique , where each student presents expert recommendations as to design strategies that favor the creation of MSMEs . • Develop a graphic organizer (SWOT Matrix 9 quadrants) to design tactics and / or strategies. • Development of matrix congruence of strategies and long-term goals . • Presentation by teams of practice 4: Strategic Plan for MSMEs . • Lesson 5: Business Simulator " Tenpomatic " . • It is concluded through a team rapporteur on possible strategies to overcome the main problems of the MSMEs , based on data from the simulator. | | | | | |
| LEARNING ASSESSMENT | | | | | |
| <p>The teacher made the valuation of these products from: checklists, observation guides, rubrics, among others. Portfolio of evidence:</p> | | | | | |
| Presentation of topics | | | | 10% | |
| Graphic Organizer (SWOT Matrix 9 quadrants) | | | | 10% | |
| Practice 4: Strategic Plan for MSMEs | | | | 30% | |
| Practice 5: Business Simulator "Tenpomatic" | | | | 50% | |



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LEARNING UNIT: Strategic Management PAGE: 7 OF 9

RELATIONSHIP OF PRACTICE

| PRACTICE No. | NAME OF PRACTICE | THEMATIC UNITS | DURATION | PLACE |
|--------------|---|----------------|--------------------|--|
| 1 | Mission Statement, Vision and Values of a particular organization | I | 9.0 | Classroom / Public Institution. Company or institution in the public sector. |
| 2 | The diagnosis of the situation for a specific MSMEs | II | 13.0 | |
| 3 | Case Study | III | 13.0 | Company / Public Institution. |
| 4 | Strategic Plan for MSMEs | IV | 9.0 | Company / Public Institution. |
| 5 | Practice the business simulator | IV | 10.0 | on-line |
| | | | TOTAL HOURS | 54.0 |

ASSESSMENT AND ACCREDITATION:

The teacher made the valuation of these products from: checklists, observation guide, rubrics and others. It is essential to adoption of practices for the accreditation of the learning unit and the percentages of accreditation are:

- Practice 1: 10%
- Práctica 2: 10%
- Práctica 3: 20%
- Práctica 4: 30%
- Práctica 5: 30%



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LEARNING UNIT: _____

Strategic Management

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ASSESSMENT PROCEDURE

| PERIOD | UNIT | ASSESSMENT PROCEDURE |
|--------|--------|---|
| 1 | I y II | Continuous assessment 100% |
| 2 | III | Continuous assessment 100% |
| 3 | IV | Continuous assessment 100% |
| | | Unidad I. 10% del total de la evaluación final. |
| | | Unidad II. 10% del total de la evaluación final. |
| | | Unidad III. 20% del total de la evaluación final. |
| | | Unidad IV. 60% del total de la evaluación final. |

This learning unit can be credited by:

- be assessed through previously acquired knowledge and solving case studies given by the academy, where it appears that owns 80% of the mastery of core competencies to develop a plan of life and career based on self-knowledge to this personal recognition of skills in career planning.
- STUDIED other national higher education institutions that have agreements with the IPN.
- Mobility between modes; according to the attention span.

| KEY | B | C | REFERENCES |
|-----|---|---|--|
| 1 | | X | Cameron Kim S. and Quinn Robert E. (2011), "Diagnosing and Changing Organizational Culture, based on the competing values frame work" Jossey-Bass/John Wiley & Sons, U.S.A. 288p. ISBN 978-0-470-65026-4 |
| 2 | | X | Champy James (1996) ©, "Reengineering Management, the mandate for new leadership", Harper Business, U.S.A. 212p. ISBN 0-88730-698-5 |
| 3 | | X | Clausewitz, C. v. (2012) On War, CreateSpace Independent Publishing Platform: USA, 230 pp., ISBN-10: 1456315021, ISBN-13: 978-1456315023 |
| 4 | X | | David, F. R. (2012). Strategic Management: a competitive advantage approach, Concepts and Cases (14th ed.), Prentice Hall, U.S.A. 400p. ISBN-13: 978-0-1326642343; ISBN-10:0132664232 |
| 5 | X | | Gamble, Thompson & Peteraf (2012), Essentials of Strategic Management: The quest for competitive advantage, Mc. Graw-Hill, U.S.A. 519p. ISBN-13: 978-0078029288; ISBN-10: 0078029287 |
| 6 | X | | Hoskisson, R. E., Hitt, M. A., & Ireland, R. D. (2008). Competing for Advantage (2nd ed.). Mason, OH: Thomson – Southwestern. 450p. ISBN-13:978-0-324-31661-2. |
| 7 | X | | Huggins, R Hiro I. (2012), Competition, Competitive Advantage, and Clusters: The Ideas of Michael Porter Paperback, Oxford University Press: USA, 328 pp. ISBN-10: 0199660425, ISBN-13: 978-0199660421 |
| 8 | | X | Mintzberg, H. Lampel, J. Brian J. Ghoshal, S. The Strategy Process: Concepts, Context, Cases (2002), Prentice Hall; 4 edition, 489 pp. ISBN-10: 0130479136 ISBN-13: 978-0130479136 |
| 9 | | X | Prahalad C.K. and Hamel Gary (mar 3 2009), "The Core Competence of the Corporation – HBR OnPoint enhanced edition", Digital. 360p. ISBN 978-0-87584-616-3 |
| 10 | X | | Rothaermel, Frank (2012). Strategic Management: Concepts, McGrawHill, USA.464p. ISBN-13:978-0-07-732445-2; ISBN-10:0-07-732445-5. |
| 11 | | X | Ryan, J. D., Hiduke, G. (2008) Small Business: An Entrepreneur's Business Plan, Cengage Learning; 8 edition, 504 pp. ISBN-10: 0324591020, ISBN-13: 978-0324591026 |
| 12 | | X | Sun Tzu, (2013) "The Art of War", Simon & Brown, USA, 64pp. ISBN-10: 161382288X, ISBN-13: 978-1613822883 |



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INSTITUTO POLITÉCNICO NACIONAL
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TEACHING FOR LEARNING UNIT PROFILE

1. GENERAL INFORMATION

ACADEMIC UNIT: ESCUELA SUPERIOR DE COMERCIO Y ADMINISTRACIÓN, UNIDAD SANTO TOMÁS

ACADEMIC PROGRAM: Licenciatura en Administración y Desarrollo Empresarial **LEVEL:** III

TRAINING AREA:

| | | | |
|---------------|------------------|---------------------|--------------------------|
| institutional | scientific basic | professional | Terminal and Integration |
|---------------|------------------|---------------------|--------------------------|

ACADEMY: Business and Management **LEARNING UNIT:** Strategic Management

SPECIALTY AND ACADEMIC LEVEL REQUIRED: Administration or related (minimum Bachelor)

1. PURPOSE OF LEARNING UNIT:

Promotes growth and development of an organization through the implementation of the strategic plan.

2. EDUCATIONAL PROFILE:

| KNOWLEDGE | PROFESSIONAL EXPERIENCE | SKILLS TEACHERS | ATTITUDES |
|---|--|--|---|
| Business Administration philosophy Proper of Institutional Educational Model | Minimum 2 years' experience in business administration or in order. Minimum 1 year teaching professionally. | Management teaching methods, autonomous and collaborative learning. Management teaching resources. Technical Management Case Study. Implementation of Institutional Educational Model | respectful responsible committed tolerant proactive |

DEVELOPED

REVIEWED

AUTHORITY

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