



Asignatura: Business Policy (F. ECONÓMICAS)

Guía Docente

Curso académico: 2018-19

Introduction

“Strategy - the system of value creation that underlies a company’s competitive position and uniqueness - has to be embraced as something open, not something closed. It is a system that evolves, moves, and changes.”
- Cynthia Montgomery, in “The Strategist”

Strategy can be defined as “the pattern of objectives, purposes or goals, and the major (business) policies and plans for achieving these goals, stated in such a way as to define what business the company is in or should be in and the kind of company it is or should be.”

This definition proposes that strategy has to do with “important” decisions that managers face that eventually define organizational success or failure. The emphasis that Kenneth Andrews put on “patterns of objectives” reveals the importance of “strategic consistency” implying a certain commitment that is not easy to reverse. He also emphasizes that the strategy defines “what kind of company it is or should be”, indicating that strategic decisions define how the organization is positioned in its market and plan to compete in the future.

Therefore, managing in a 21st century’s turbulent and globalized world requires mastering fundamental business economics principles that, combined with application-oriented frameworks, help managers to make sound strategic decisions.

Strategic decisions address the organizational structure, the development and allocation of resources and capabilities, and the organizational positioning to create, capture and sustain competitive advantage. In other words, managing is not just a matter of creating value but also it is concerned with capturing the value created.

The objective of the Business Policy course is, therefore, to develop your skills at:

1. Analyzing business as well as environmental contexts, in economic terms;
2. Understanding how organizations create, capture and sustain competitive advantage;
3. Applying conceptual tools of business strategy adaptable for different purposes in different situations;
4. Formulating strategies that balance risks and opportunities while considering market dynamics and organization position.

We will emphasize developing a pragmatic and practice-oriented general management skills, aiming to integrate theoretical concepts of different disciplines such as microeconomics, accounting, finance, international business, law,



marketing, and organizational theory that have practical implications for strategic management.

The course will draw, primarily, upon economic thinking through a series of case studies

discussions and lectures, in which we will discuss the enduring principles of strategy.

GENERAL INFORMATION

Duration: Second Semester

Course: 4th ADE-b; 5th ADE-LAW-b

Credits: 6

Type of course (compulsory, optative): Compulsory

"Módulo" and "Materia": Organization and Management, and Management

Professors: Luiz Ricardo Kabbach de Castro

Language: English

Schedule: Wednesday 10:00-11:45, Aula 03 FCom & Thursday 12:00-13:45, Aula 11 Amigos

Teacher's office: 4020

Competences

Basic Competencies (Management and Economics)

BC2. Students should be able to apply their knowledge to their job or vocation in a professional way. They should be able to prove their general competencies by developing and defending arguments and solving problems within their subject area.

BC4. Students should be able to convey information, ideas, problems and solutions to both specialized and general audiences.

BC5. Students should have developed the learning skills necessary to undertake higher programs of study with greater independence.

General Competencies (Management and Economics)



GC2. Identifying, incorporating and using acquired knowledge in argument, discussion and problem solving as they apply to economics and business.

GC4. Teamwork.

GC5. Developing the capacity for independent critical thought on matters relevant to economics and business.

Specific Competencies (Management)

SC5. Understanding the concept of strategy within a business.

SC6. Analyzing the design of a business's goals and strategies.

SC8. Developing case studies on subjects related to economics and business.

Specific Competencies for Elective Subjects (Economics)

SC06. Acquiring and improving understanding of the practical aspects of business, including start-up, administration and evaluation.

SC07. Acquiring a deeper understanding of and sharpening skills in fields of study particular to business activities, such as accounting, finance, project management and quality control.

Program

Module 1 – Introduction to Strategy

Module 2 – Value Creation and Capture

Module 3 – Strategy Execution

Module 4 – Competitive Dynamics

Assesment

The final grading scale is composed of the following grades:

1. Participation
2. On-line Quizzes
3. Exams (Mid-term and Final Exam)
4. Capstone Simulation Assessments

Bibliography and Resources



Textbook

Besanko, D., Dranove, D., Shanley, M., Schaefer, S. "Economics of Strategy," 6th Edition (2013) or 7th Edition (2017), John Wiley & Sons: New York. [BDSS] [Localízalo en la Biblioteca](#)

Capstone Simulation Materials: www.capsim.com (Team Member Guide)

Complementary Readings (Books and Selected Articles)

Books:

- (1) Dixit, A., Nalebuff, B.J. "Thinking Strategically: The Competitive Edge in Business, Politics, and Everyday Life", WW Norton & Company: New York, 1991. [DN] [Localízalo en la Biblioteca](#)
- (2) Rothaermel, F. T. "Strategic Management" 3rd Edition, McGraw-Hill: New York, 2017. [Localízalo en la Biblioteca](#)
[ROTH]

Selected Articles:

- (1) Bloom, N., Reenen, J.V. "Measuring and Explaining Management Practices across Firms and Countries," Quarterly Journal of Economics, 122(4): 1351-1408, 2007. [Localízalo en la Biblioteca](#)
- (2) Brandenburger, A., Nalebuff, B. "The Right Game: Use Game Theory to Shape Strategy," Harvard Business Review, Jul-Aug 2008. [Localízalo en la Biblioteca](#)
- (3) C.K. Prahalad, Hamel, G. "The Core Competence of the Corporation," Harvard Business Review, May-June 1990. [Localízalo en la Biblioteca](#)
- (4) Collins, D., Montgomery, C.A. "Creating Corporate Advantage," Harvard Business Review, May-June 1998. [Localízalo en la Biblioteca](#)
- (5) Ellet, W. "How to Discuss A Case," in The Case Study Handbook: How to Read, Discuss and Write Persuasively About Cases, Harvard Business School Publishing: Cambridge, xxx. [Localízalo en la Biblioteca](#)
- (6) Ghemawat, P. "Competition and Business Strategy in Historical Perspective," Business History Review 76: 37–74, 2002. [Localízalo en la Biblioteca](#)
- (7) Ghemawat, P., Rivkin, J.W. "Creating Competitive Advantage," Harvard Business School Note, 9-798-062, 2006.
- (8) Haywood-Farmer, J.S. "An Introductory Note on the Case Method," Richard Ivey School of Business Note: 908M85, 2008.
- (9) Jayanti, S., Anand, B. N. "Strategies of Unrelated Diversification," Harvard Business School



Note: 9-705-480, 2005.

(10) Kaplan, R., Norton, D., "Having Trouble with Your Strategy? Then Map It," Harvard

Business Review, Sep-Oct, 2000. [Localízalo en la Biblioteca](#)

(11) Kaplan, R., Norton, D., "Mastering the Management System," Harvard Business Review, January 2008. [Localízalo en la Biblioteca](#)

(12) Larcker, D., Tayan, B. "Seven Myths of Corporate Governance," Stanford Closer Look

Series, 2011.

(13) McGahan, A., Porter, M. "How Much Does Industry Matter, Really? Strategic Management Journal, 18: 15-30, 1997. [Localízalo en la Biblioteca](#)

(14) Piskorski, M. J. "Note on Corporate Strategy," Harvard Business School Note: 9-705-449, 2006.

(15) Porter, M. "The Five Competing Forces that Shape Strategy? Harvard Business Review, January 2008.

(16) Porter, M. "What is Strategy? Harvard Business Review, Nov-Dec 1996.

Office Hours

Thursdays - 14h30 to 17h30

Thursdays - 15h00 to 17h00



Asignatura: Financial Statements Analysis (F. Económicas)

Guía Docente

Curso académico: 2018-19

Introduction

<http://www.unav.edu/asignatura/financial-statements-analysis-f-economicas/>

Financial Statements Analysis (F. Económicas)

General Information

Faculty: CC. Económicas y Empresariales

Department: Business

Semester: First

Type of Course: Required

Course credits: 6 ECTS (European Credit Transfer System)

Undergraduate degree (s)

Language: English

Classroom: AMI-P0-Aula02

Schedule: Friday 15:00 to 19:00

First day of lectures: 09/07/2018

Last day fo lectures: 11/30/2018

Professor: Miguel Angel Casares (macasares@unav.es)

- Office: 2110. Amigos

Tutoring Hours

Fridays: 14:00 - 15:00 (previous appointment by mail)

Code of Conduct

- Punctuality is required at all times. Students must be on time for classes.
- Students should not enter or leave class once the class is started, without the professor's permission.
- There is no talking, socializing, or disruption of class (Classes can be fun, but you are here to learn)



and so is the student next to you). Specifically, no mobile phones, PDA's and Blackberries are allowed in class.

- No food or drink is allowed in class.

Competences

Objectives: The aim of this course is to provide the students with a sound introduction to financial statement analysis

The student should be able to analyze a company's annual report and conclude as to its profitability, efficiency, liquidity and solvency.

Taking this course will help students acquire the following competences and skills:

- Improve logical reasoning.
- Improve critical thinking
- Improve analytical and synthesis skills.
- Improve autonomous learning skills.
- Improve work-team abilities.

Basic Competencies (Management and Economics)

BC2. Students should be able to apply their knowledge to their job or vocation in a professional way. They should be able to prove their general competencies by developing and defending arguments and solving problems within their subject area.

BC3. Students should be able to gather and interpret relevant data (normally within their field of study) in order to make judgments that encompass consideration of relevant social, scientific and ethical topics.

BC4. Students should be able to convey information, ideas, problems and solutions to both specialized and general audiences.

BC5. Students should have developed the learning skills necessary to undertake higher programs of study with greater independence.

General Competencies (Management and Economics)

GC2. Identifying, incorporating and using acquired knowledge in argument, discussion and problem solving as they apply to economics and business.

GC3. Mastering the digital, mathematical and technical tools necessary for academic and professional activity in economics and business.

GC4. Teamwork.

GC5. Developing the capacity for independent critical thought on matters relevant to economics and business.

GC6. Communicating results and analyses useful in economics and business, both verbally and in writing.



Specific Competencies (Economics)

SC5. Handling the concepts, theories and models necessary to form firm opinions about the economic context.

SC06. Acquiring and improving understanding of the practical aspects of business, including start-up, administration and evaluation.

SC07. Acquiring a deeper understanding of and sharpening skills in fields of study particular to business activities, such as accounting, finance, project management and quality control.

Specific Competencies (Management)

SC2. Understanding the most relevant aspects of corporate transactions, financial derivatives, risk management and investment projects.

SC3. Analyzing a business's real-life accounting and finance situation and making projections about its future.

Program

This course combines theoretical lectures and practical classes. For the practical classes, students will have to prepare the problem sets at home before class starts. Each student will have to present a capstone project at the end of the semester.

COURSE OUTLINE

Chapter 1: Introduction

Chapter 2: Business Analysis

Chapter 3: The Four Financial Statements

Chapter 4: Balance Sheet

Chapter 5: Income Statement

Chapter 6: Statement of Stockholder's Equity

Chapter 7: Statement of Cash Flows

Chapter 8: Specific Accounts

Chapter 9: Comprehensive Activities

Educational Activities

I. Classroom teaching activities



1. Lectures

Lectures are given by the professor on the themes indicated in the syllabus with the help of the blackboard, power point presentations, videos and animation movies. The professor will post on ADI the power point presentation, the notes for each topic and some recommendations for further reading.

2. Capstone Project (Required)

Class will be divided into groups (3-5 students). Each group will prepare a writing report and an oral presentation. At the end of the presentation the students will have to answer questions.

3. One-to-one tutorials

Each student may have personal interviews with the professor to help him/her with personal study and learning.

4. Evaluation

Exams to assess the successful accomplishment of the objectives

II. Personal work

Students must understand themes covered early in the course to be able to comprehend information presented later in the course, and will have to be able to integrate material learnt throughout the course. Therefore, it is important that they do not fall behind and try to set aside regular times outside of class to work on the course material on a daily basis.

1. Students must read the assigned reading for a subject before the lecture covering that topic. Being familiar with topics beforehand will allow students to get the most out of the lecture.

2. Students should conduct personal study using the professor's notes, notes taken in lectures and recommended books if needed.

3. Students have to prepare oral presentations in English.

Credits/hours distribution of the activities. 6 ECTS= 150 h (25 h/ECTS)

1. Lectures	1.6 ECTS	47 h	(31.3 %)
2. Capstone Project	0.6 ECTS	8 h	(5.3 %)
3. Evaluation	0.16 ECTS	4 h	(2.6 %)
<hr/>			
Total classroom activities	2.4 ECTS	59 h	(39.3 %)
4. On-to-one tutorials	0.04 ECTS	1 h	(0.7 %)



5. Personal work	3.6 ECTS	90 h	(60 %)
------------------	----------	------	--------

Total	6 ECTS	150 h	(100 %)
-------	--------	-------	---------

Assessment

Class participation and Capstone Project: **30%**

The Capstone Project is required for all student. Students who do not present the Capstone Project won't be able to show for the final exam. (11-30-2018: Project Presentation)

Final Examination: **70%** (the minimum grade in the final to pass the course is 5 out of 10)

The final grade will be "NO PRESENTADO" "NO SHOW UP" if the final exam is missed. Any attempt to cheat will be severely penalized.

The exams will be closed-book

Criteria to pass the course

Students whose final grade is 5 points or more will pass the course.

Students whose final grade is below 5 points will not pass the course and will be graded as *Suspense*.

Students who do not take the final exam will not pass the course and will be graded as *No presentado*.

Exams review

Students will be able to review the exams in an interview with the professor, after publication of the grades, in a day and place that will be indicated.

Special assessment

For those who do not pass the course or did not take the final exam (grades *Suspense* or *No presentado*) there will be an extraordinary exam.

Students with special learning needs

Accommodation will be provided for students with special learning needs, either regarding the methodology and/or evaluation of the course, but they will be expected to fulfill all course objectives.

[6-normativa-disciplina-academica.pdf](#)

Bibliography and Resources

Main Books

- [Localízalo en la Biblioteca](#): Interpreting and Analyzing Financial Statements 6e.



Karen P. Schoenebeck Mark P. Holtzman Pearson Education, Inc

- [Localízalo en la Biblioteca](#): Financial Statement Analysis 10e: K.R. Subramanyam - John J. Wild McGraw-Hill International Edition
- [Localízalo en la Biblioteca](#): Financial Reporting, Financial Statement Analysis and Valuation: A Strategic Perspective, 7e: Whalen, Baginski and Bradshaw

Secondary Books

- [Localízalo en la Biblioteca](#): The analysis and use of Financial Statements 3e: White - Sandhi - Fried John Wiley&Sons Inc
- [Localízalo en la Biblioteca](#): Essentials of Financial Analysis. George T. Friedlob Lydia L.F. Schleifer - John Wiley & Sons, Inc

@X@buscador_unika.obtener@X@

Office Hours

Professor: Miguel Angel Casares (macasares@unav.es)

Office: 210

Fridays: 14:00 - 15:00 (previous appointment by mail)

It will be appreciated if the students send an email to macasares@unav.es in order to arrange a meeting and we'll try to accommodate your time preferences.

Contenidos

Some of you have asked me to upload some extra exercises of CF. Here you can find 5 extra.



Universidad
de Navarra

Asignatura: Strategic Management (F. ECONÓMICAS)

Guía Docente

Curso académico: 2018-19

Introduction

<http://www.unav.edu/asignatura/strategicmeconom/>

Strategic Management (F. ECONÓMICAS)

- **Faculty:** Business and Economics
- **Department:** Business
- **Grades:** International Degree and Double Degree Business and Law
- **Course:** 4th ID and 6th GML, from September to December
- **ECTS:** 6
- **Professor:** Alejandro Ruelas-Gossi (argossi@unav.es)
- **Language:** ENGLISH
- **office hours:** MONDAY & friday 12:00 – 1:00 pm/tuesday & wednesday 2:00 – 3:00 pm
- First Semester
- **Teaching hours:**
 - Monday from 10:00 to 12:00 / **Classroom:** 05 Amigos building
 - Tuesday from 15:00 to 17:00 / **Classroom:** 06 Amigos building

Bio Professor Alejandro Ruelas-Gossi

Alejandro Ruelas-Gossi, PhD

Clinical Professor of Strategy & Innovation

Universidad de Navarra

School of Economics & Business

Tel: +34 948425600

argossi@unav.es

New York University Stern School of Business / Center for Globalization

Research Professor

<http://www.stern.nyu.edu/experience-stern/about/departments-centers-initiatives/centers-of-research/center-globalization-education-management/leadership>

Education

Master of Science in Management of Technology. [Massachusetts Institute of Technology MIT](#), .

Ph.D. in Strategy. [University of North Carolina-Chapel Hill](#).

Bachelor of Science in Industrial Engineering & Systems Dynamics. [Monterrey Tech](#),

Professor of Strategy & Innovation at the [Miami Business School, University of Miami](#), and Research Professor at [NYU Stern School of Business Center for Globalization](#).

Professor Ruelas-Gossi has written several articles for Harvard Business School Publishing with a worldwide impact, which have been cited extensively and reprinted in several languages. The Financial Times has also singled out and published his work in the specialized section: *Mastering Series*. Expansion Magazine (a subsidiary of TIME), in its December 2005 edition, featured Professor Ruelas-Gossi's work together with Porter's, Drucker's, Prahalad's, Hamel's and Christensen's contributions as the most influential in the field of business strategy. And in 2007, his November 2006 article, "Strategy Orchestration," was selected as the most recommended article in Harvard Business Review Latin America. HBR.org publishes his contributions of Latin American trending topics. His concept of Strategic Orchestration has been the cover article at **Harvard Business Review** AL, Nov 2006, and at London Business School -**Business Strategy Review**, Spring 2011, and it has been considered in both recent books and articles as an essential part of the new taxonomy of the field of strategy.

His article "The Big T Paradigm" was selected as the one with the greatest impact on Latin America in 5 years.

Invited among the world specialists in Strategy & Innovation to write frequently at **HBR.org** from the **Harvard Business Review**. His articles are consistently top stories at HBR.org

Professor Ruelas-Gossi has also served as a consultant and speaker for several of the Fortune 500, including Sony, Motorola, Microsoft, Bristol-Myers, IBM, Philips, Caterpillar, Cemex, Baxter, Ernst & Young, Aon, Techint, AT&T, Abbott.

Professor Ruelas-Gossi was a senior executive with Cemex and John Deere.

He was also the founding Managing Director of the think-tank Orkestra (named after his concept of orchestration) – The Basque Institute of Competitiveness, in the Basque Country - Spain.

At the NYU Center for the Globalization of Education and Management, Professor Ruelas-Gossi will focus on Latin America, particularly the evolution and patterns of “Multilatinas”.

He is a frequent contributor at **CNN International** in the topics of Strategy and Innovation.

Honors and Awards

- Lifetime Achievement Award for research in disruptive ideas for Management, Research Centre for Corporate Excellence & Innovation, **Barcelona Tech, Polytechnic University** (Catalonia, Spain). 2016
- Excellence in Teaching Award, **University of Miami Business School**. 2015, 2017, 2018
- Worldwide Recognition **YPO**, Best Seminar (highest evaluations), Theory of Strategic Orchestration, 2011
- Best Professor Award, **Universidad Adolfo Ibáñez Business School**, 2009
- Awarded with the highest-impact article in 5-years at **Harvard Business Review LA**, (2003-2007): The Big T Paradigm, Feb. 2004.

Competences

Basic Competencies (Management and Economics)

- BC2. Students should be able to apply their knowledge to their job or vocation in a professional way. They should be able to prove their general competencies by developing and defending arguments and solving problems within their subject area.
- BC4. Students should be able to convey information, ideas, problems and solutions to both specialized and general audiences.
- BC5. Students should have developed the learning skills necessary to undertake higher programs of study with greater independence.

General Competencies (Management and Economics)

- GC2. Identifying, incorporating and using acquired knowledge in argument, discussion and problem solving as they apply to economics and business.
- GC5. Developing the capacity for independent critical thought on matters relevant to economics and business.

Specific Competencies (Management)

- SC5. Understanding the concept of strategy within a business.



Universidad
de Navarra

- SC6. Analyzing the design of a business's goals and strategies.
- SC8. Developing case studies on subjects related to economics and business.

Specific Competencies for Elective Subjects (Economics)

- SC06. Acquiring and improving understanding of the practical aspects of business, including start-up, administration and evaluation.
- SC07. Acquiring a deeper understanding of and sharpening skills in fields of study particular to business activities, such as accounting, finance, project management and quality control.

Program

University of NAVARRA

Department of EMPRESA

strategic management

Alejandro Ruelas-Gossi, PHD

CLINICAL PROFESSOR OF STRATEGY & INNOVATION

research professor, New York University Stern School of Business

<http://www.stern.nyu.edu/experience-stern/about/departments-centers-initiatives/centers-of-research/center-globalization-education-management/leadership>

office 2100

office hours: MONDAY & Friday 12:00 – 1:00 pm / Tuesday & Wednesday 2:00 – 3:00 pm

Syllabus



A. OBJECTIVES

1. Learn about the classic approaches to strategy. In particular, the two dominant streams in Strategic Thinking: *The Positioning School*, and *The Resource-Based View of the Firm*.
2. Introduce the concepts of *inception* and *Innovation Plateau*.
3. Learn about other relevant concepts in the evolving field of Strategy.
4. Introduce Game Theory, as an economic foundation for Strategy.
5. Introduce the concept of Strategy Orchestration.
6. Immerse in the *Steve Jobs' Apple genius business tactics*.
7. Illustrate a variety of frameworks of Complexity Theory to propel the endeavor of *strategyzing: Active Waiting, Simple Rules and Active Inertia*.
8. Contrast the strategies pursued in the emerging markets vs the developed economies, and the concept of *Social Innovation*.
9. Introduce the new concepts of Globalization and Global Strategy.
10. Apply the students learning in a final and comprehensive project of Orchestration.

B. ASSESSMENT

- 30% class participation.
- 30% assignments for every session that requires assignment (see program).
- 40% project at the end of the course.

Evaluation of class participation is based on the personal effort put forth by each individual (always read the assigned material for each session).

Active Participation comprehends:

* Reading the assigned article for the session and be ready to participate in the discussion.

Assignments comprehends:



*Surf the web and identify an example from your country of origin that fits a core concept of the article(s).

*Post your assignment on BB. Your assignment requires: **the concept you identify + the weblink + at least half-page of explanation**. The assignment is more about the discipline to come prepared to every class, than the accuracy in identifying concept(s) with the examples you provide.

++For Sessions 3 and 4, please see the required assignment.

Please do not hesitate to contact me in case you have any question.

C. PROJECT DEVELOPMENT

The primary task of the exercise, will be switching from the traditional manager paradigm, to the concept of an *orchestra conductor* (orchestration).

The project will be based on the assumption that the upper-echelons of an organization starve for new ideas. new ideas have the goal of increasing their cognitive complexity. cognitive complexity refers to the ability that top managers should have to comprehend an interdisciplinary inventory of variables, assimilate the new ones and making them interact.

An exercise will be developed aimed at creating “your own stories”. the first phase of the methodology is **sensemaking**, which deals to the things you cannot control: the external variables that affect your business. The 4 sources of discontinuity. In the examples that you find below in the links to youtube, you will find how students from previous classes, have identified. [These 4 Sources of Discontinuity will also be explained in class]. The second phase of the methodology is **Connecting**, and this is the core of the orchestration concept. You will “search” for the nodes that will “enhance” your business model. most of business models today are “egocentric” just as it is explained in the articles you read on orchestration. The challenge of the project is to convert an egocentric business model into an allocentric one. All these concepts are explained extensively in the articles. Asset light refers to just concentrate/focus on your strengths. The other elements of your business model – just like the apps in your smartphone – are your “weaknesses”. strategy orchestration business model involves the orchestration of your weaknesses. This is the core of the orchestration concept. These nodes need to be “sophisticated”, always look for the best players to play, to engage into your business model. Keep orchestrating refers to always search for more nodes, to make your business model more complex (this is related with one of the characteristics of the third phase: “the paradox of complexity”. please search for this explanation in the articles).

The third phase, **Deploying**, is the litmus test of your business model, is like taking a “snapshot” of your business model. You will “see” it is allocentric: It contains your uniquenesses, and the orchestrated nodes are



enhancing/enabling – making allocentric – your business model. knowledge-legos refer to the ability of your business model of being replicated.

Every team will have to both follow the methodology and to propose an allocentric business model using the orchestration concept. Your story (project) will be uploaded then in youtube.

methodology

sensmaking

sources of discontinuity

- macroeconomics
- microeconomics
- regulations
- technology

connecting

principles

- asset light
- sophisticated nodes
- keep orchestrating
- transparency

deploying

key elements / characteristics

- platform business design-allocentric
- unique & enabler processes
- the paradox of complexity
- knowledge legos + plug & play



Universidad
de Navarra

below are some examples of previous courses:

Txakoli

<https://www.youtube.com/watch?v=4EvLYwgAZzY&feature=youtu.be>

anillos

<https://drive.google.com/file/d/1m6O4pHFTCoTKKrVk-2ZJe9A7bdefXhEH/view>

tesla

https://www.youtube.com/watch?v=GV_UJI69uU&feature=youtu.be

frutas Chile

<https://www.youtube.com/watch?v=HYLS36bhtPs&feature=youtu.be>

inmigrantes Chile



Universidad
de Navarra

<https://www.youtube.com/watch?v=-fSYfte63Wk>

Ginger Delights

<https://www.youtube.com/watch?v=yPU4eLQFJsQ>

Corning

<https://www.youtube.com/watch?v=A9LqAZ4NRJI>

Rental Car Company

https://www.youtube.com/watch?v=i-mozaCPZSc&feature=em-upload_owner

AirBnb

<https://www.youtube.com/watch?v=bBeVxH1n7fE&feature=youtu.be>

GameStop



Universidad
de Navarra

<https://www.youtube.com/watch?v=FGkFS4lpG5o>

Explore-Chic

<https://www.youtube.com/watch?v=riFpCLWw-w0>

Sources of Discontinuity

- Macroeconomics
- Microeconomics
- Regulations
- Technology

Principles

- Asset Light
- Sophisticated Nodes
- Keep Orchestrating
- Transparency

Key elements / Characteristics

- Platform Business Design-Allocentric
- Unique & Enabler Processes
- The Paradox of Complexity
- Knowledge Legos + Plug & Play



Universidad
de Navarra



Universidad
de Navarra



Session 1 [september 3 - 7]

TOPIC: **“Strategy Prolegomenon”**:
Basic concepts of strategy and their conceptual economic foundations – will be presented.

READING:

“The Dark Age of Imagination”. 7DNews. The Stories Behind the Headlines. New York. London. Abu Dhabi. April 17th, 2018.
Ruelas-Gossi, Alejandro.

<https://7dnews.com/article/the-dark-age-of-imagination>



VIDEO (will be reviewed in class):

- Alice in the Wonderland. Walt Disney Studios Home Entertainment. 1951. *Lewis Carroll starts the non-sense genre, and a bunch of scenes of this story help us to understand the most relevant and timeless principles in Strategy.*

Session 2 [september 10 - 14]

TOPIC: “**Inception & Innovation Plateau**”:

During the last 3 decades, some ideas in the field of strategy & value creation, have been extremely pervasive, becoming almost like absolute truths. The traditional managers have incepted in their minds 4 dangerous obsessions: low-price obsession, customer obsession, competitor obsession, and value-added obsession. These 4 obsessions have provoked a mortal virus: sameness.

READING:

- **The 4 Obsessions in Management.** Alejandro Ruelas – Gossi. *Harvard Deusto Business Review*. February 2013. pp. 52 – 60.

TOPIC: “**Innovation Plateau**”: *CEOs find themselves stuck in an Innovation Plateau. They fall into chronic sameness, an inertia driven by a feeling that they must focus on cost, even cheapness, to remain competitive. A main indicator of how widespread this plateau has become is the decline in corporate investment in R&D, the invisible infrastructure that supports true innovation. Investment in fundamental science – the R – has dropped from more than 2% of U.S. GDP in the 1970s to 0.78% today. The less science, the fewer business ideas*

READING:



- **Innovation Plateau.** Ruelas-Gossi, Alejandro. *Harvard Business Review*. Apr. 2017. pp. 1 – 4.

Assignment:

*Surf the web and identify an example from your country of origin (state in case you are from the US) that fits a core concept of the article(s).

*Post your assignment on BB. Your assignment requires: **the concept you identify + the weblink + at least half-page of explanation.** The assignment is more about the discipline to come prepared to every class, than the accuracy in identifying concept(s) with the examples.

Session 3 [september 17 - 21]

TOPIC: “**Positioning School – TPS /Industry Structure**”:

There are two dominant streams in Strategic Thinking: Industry Structure and Resource-Based View of the Firm. In Session 3, we will review Industry Structure – also known as Positioning School.

READING:

https://en.wikipedia.org/wiki/Porter%27s_five_forces_analysis

<https://hbr.org/1979/03/how-competitive-forces-shape-strategy#comment-section>



Universidad
de Navarra

<http://www.economist.com/node/11869910>

Assignment:

Prepare a team presentation – could be in powerpoint – of the concepts. Post your presentations in BB.

Please just one team member post it. (You need to form your teams. Teams are formed by 5).

In the presentation, please indicate the names of all the team members.

Session 4 [september 17 - 21]

TOPIC: “Resource-Based View of the Firm /The Core Competence of the Corporation”:

There are two dominant streams in Strategic Thinking: Industry Structure and Resource-Based View of the Firm. In Session 4, we will review Resource-Based View of the Firm – also known by the practitioners as The Core Competences of the Corporation.

READING:

https://en.wikipedia.org/wiki/Resource-based_view



Universidad
de Navarra

<http://web.mit.edu/bwerner/www/papers/AResource-BasedViewoftheFirm.pdf>

Assignment:

Prepare a team presentation – could be in powerpoint – of the concepts to share in class. Post your presentations in BB.

Please just one team member post it. (You need to form your teams. Teams are formed by 5).

In the presentation, please indicate the names of all the team members.

Session 5 [september 17 - 21]

TOPIC: **“Some other relevant concepts in Strategy”:**

A review of the evolving field of Strategy – will be presented.

READING:

Management by Objectives

<http://www.economist.com/node/14299761>



Universidad
de Navarra

Finding your competitive business domain (Marketing Myopia)

<https://hbr.org/2004/07/marketing-myopia>

Levels of Strategy

<https://www.slideshare.net/chitrangtandel/different-levels-of-strategy>

Stakeholder Strategy

<https://hbr.org/2011/07/implementing-a-stakeholder-str>

Assignment:

*Surf the web and identify an example from your country of origin (state in case you are from the US) that fits a core concept of the article(s).

*Post your assignment on BB. Your assignment requires: **the concept you identify + the weblink + at least half-page of explanation.** The assignment is more about the discipline to come prepared to every class, than the accuracy in identifying concept(s) with the examples.

Session 6 [september 24 - 28]



TOPIC: “Game Theory applied to Strategy”:

Strategy is about actively shaping the game to play, not just playing the game you find.

READING:

- **The Right Game: Use Game Theory to Shape Strategy.** Brandenburger & Nalebuff. *Harvard Business Review*. Jul-Aug. 1995

Assignment:

*Surf the web and identify an example from your country of origin (state in case you are from the US) that fits a core concept of the article(s).

*Post your assignment on BB. Your assignment requires: **the concept you identify + the weblink + at least half-page of explanation.** The assignment is more about the discipline to come prepared to every class, than the accuracy in identifying concept(s) with the examples.

Session 7 [october 1 - 5]

TOPIC: “The Big T Paradigm/ Business Model Innovation”:

Innovation is usually associated with the R&D department. Assumptions of equilibrium hold. Disequilibrium is seen just as a transitional stage towards a new base of alignment (equilibrium). Knowledge embedded in the product is considered the source for the discontinuous transition stages. However, some successful organizations – mainly from emerging economies – seem to pursue not just a path of innovation around rather than through the product technology, but also, the disequilibrium – as a modus-operandi – for innovating the business-model.

READING:



The Big T Paradigm. Ruelas-Gossi, Alejandro. *Harvard Business Review LA*. Nov. 2007. pp. 41 – 48.

Session 8 [October 8 - 12]

TOPIC: “**STRATEGY ORCHESTRATION**”.

The musical instruments have clearly an intrinsic value by themselves, just like the products have, but the coordinated interplay of the sound of the different instruments play a unique story. Clearly, the value of the orchestra – like the value of the network – bring to the audience an emotional impact, not just a transactional one.

In the field of Strategy, we observe successful firms expanding its value content from product-focus to network-focus. They accomplish that through the deliberate orchestration of nodes around its initial offering. They migrate from “product-transaction with a customer” to “story-impact into the audience”. Products are transactional. Stories are emotional.

READING:

- **Strategic Orchestration.** Ruelas-Gossi & Sull. *Harvard Business Review*. Nov. 2006. pp. 1 – 10.
- **Strategic Orchestration.** Sull & Ruelas-Gossi. *Business Strategy Review*. 4 (2010), pp. 58-63
- **AmBev to launch bars across Brazil.** Louis Lucas. *Financial Times*.
- **Amazon launches a virtual currency.** Barney Jopson. *Financial Times*.

Other recommended material in Orchestration.

- HBR. Aug. 2009. **RyanAir.** Alejandro Ruelas-Gossi.
- HBR, Sept. 2009. **DeBeers.** Alejandro Ruelas-Gossi.



- HBR, Oct.2009. **IKEA**. Alejandro Ruelas-Gossi.
- HBR, Nov.2009. **ZARA**. Alejandro Ruelas-Gossi.
- HBR, Dec. 2009. **AON**. Alejandro Ruelas-Gossi.
- HBR, Jan. 2010. **CINSA**. Alejandro Ruelas-Gossi.
- HBR, March.2010. **Blyk**. Alejandro Ruelas-Gossi.
- HBR, Apr..2010, **Health 2.0 – Hospital de Solidaridad**. Alejandro Ruelas-Gossi.
- HBR, May. 2010. **KONE**. Alejandro Ruelas-Gossi.
- HBR, Jul.2010. **Human Capital & Social Networks**. Alejandro Ruelas-Gossi.

Assignment:

*Surf the web and identify an example from your country of origin (state in case you are from the US) that fits a core concept of the article(s).

*Post your assignment on BB. Your assignment requires: **the concept you identify + the weblink + at least half-page of explanation**. The assignment is more about the discipline to come prepared to every class, than the accuracy in identifying concept(s) with the examples.

Session 9 [October 15 - 19]

TOPIC: **"The Strategy of Apple: Past, Present and Future":**

The Apple of Steve Jobs has been the most admired firm, the most innovative, the most profitable. Apple was a clear outlier. In this session, we will cover Steve Jobs' Apple genius business tactics, will learn about the importance of strategy and how Steve Jobs set Apple apart, Apple's transition to Tim Cook, the red signals, and what Apple should do to set itself up for success in the future.

Youtube of the presentation in San Francisco: <https://www.youtube.com/watch?v=cZx8VMhHnPI>

No assignment required.

Session 10 [October 22 - 26]



TOPIC: “Complexity Theory Frameworks - STRATEGY AS ACTIVE WAITING”.

Sudden Death of Firms, and Golden opportunities are not random. We will learn the elements of “active waiting”, to both prevent from death, and foster golden endeavors.

READING:

- **Strategy as Active Waiting.** Donald N. Sull. *Harvard Business Review*. September 2005.

Session 11 [october 29 – november 2]

TOPIC: “Complexity Theory Frameworks - STRATEGY AS SIMPLE RULES”.

There is a false dichotomy between strategy and execution. Execution is Strategic. In a world so-complex, simple-rules concept fosters and propels the execution phase.

READING:

- **Simple Rules for a complex world.** Don Sull & Kathleen Eisenhardt . *Harvard Business Review*. Sept 2012.
- **Strategy as Simple Rules.** Kathleen Eisenhardt & Don Sull. *Harvard Business Review*. Jan 2001.

Assignment:

*Surf the web and identify an example from your country of origin (state in case you are from the US) that fits a core concept of the article(s).

*Post your assignment on BB. Your assignment requires: **the concept you identify + the weblink + at least**



half-page of explanation. The assignment is more about the discipline to come prepared to every class, than the accuracy in identifying concept(s) with the examples.

Session 12 [november 5 – november 9]

TOPIC: “**ACTIVE INERTIA**”.

It is the management’s tendency to respond to the most disruptive changes by accelerating activities that succeeded in the past.

READING:

- **Why Good Companies Go Bad?** Don Sull. *Harvard Business Review*. Jul-Aug 1999.

Assignment:

*Surf the web and identify an example from your country of origin (state in case you are from the US) that fits a core concept of the article(s).

*Post your assignment on BB. Your assignment requires: **the concept you identify + the weblink + at least half-page of explanation.** The assignment is more about the discipline to come prepared to every class, than the accuracy in identifying concept(s) with the examples.

Session 13 [november 12 – november 16]

TOPIC: “**Methodology for Project Development**”. *A thorough description of the Methodolgy for the Project Development and different examples will be presented .*



Universidad
de Navarra

No assignment required.

Session 14 [november 19 – november 23]

TOPIC: “THE VANTAGE POINT”.

A novel approach to business strategies and public policy in developing countries based on the Strategic Orchestration framework. Specifically, the development of economic and business strategies based on the exploitation and orchestration of the vantage point (VP) of each society in order to enhance the value of its output. VP is defined as the set of resources that by nature are distinctively present across the geography in every country (society). Leveraging those resources, may potentially attain high levels of sophistication, and accordingly, of higher per capita income/value for the nation. A development strategy based on value-enhancement is superior to a strategy based on mere cost reduction. There are a number of implications for business strategy as well as for public policy based on this novel approach.

READING:

“Crafting Your Vantage Point. Escape the Low-Cost Trap and Enhance Value for Your Business”,
Alejandro Ruelas-Gossi. IESE Insight. Issue 28. First Quarter 2016.

Thinking vs Doing. (“Why Mexico’s Economy Doesn’t Depend on the Next U.S. President”) Ruelas-Gossi, Alejandro.

Harvard Business Review. Nov. 2016. pp. 1 – 5

Assignment:

*Surf the web and identify an example from your country of origin (state in case you are from the US) that fits a core concept of the article(s).

*Post your assignment on BB. Your assignment requires: **the concept you identify + the weblink + at least**



half-page of explanation. The assignment is more about the discipline to come prepared to every class, than the accuracy in identifying concept(s) with the examples.

TOPIC: “**Emerging Markets, Emerging Paradigms & Social Innovation**”.

Traditional concepts of strategy are not sufficient anymore to comprehend the current competitive context and the expanding atmosphere of Global Markets. Global Markets are in a great age of transformation. Flows of capital South-North and South-South have emerged competing with the traditional North-South ones. The last decade has showed us an upcoming rich source of value creation. It was not in the switching to the volatile rapid-growth emerging markets but in the interplay between north and south. Speed becomes a necessary adjective in this intelligent transit.

READING: Harvard Business Review Articles:

Mexico’s Maquiladora Syndrome. Ruelas-Gossi, Alejandro.

Harvard Business Review. Oct. 2010. pp. 1 – 3.

How Colombia Can Turn Its Economy Around. Ruelas-Gossi, Alejandro.

Harvard Business Review. Dec. 2010. pp. 1 – 3.

Perú’s Innovation Drive. Ruelas-Gossi, Alejandro.

Harvard Business Review. Apr. 2011. pp. 1 – 3.

Assignment:

*Surf the web and identify an example from your country of origin (state in case you are from the US) that fits a core concept of the article(s).

*Post your assignment on BB. Your assignment requires: **the concept you identify + the weblink + at least half-page of explanation.** The assignment is more about the discipline to come prepared to every class, than the accuracy in identifying concept(s) with the examples.



Session 15 [november 26 – november 30]

TOPIC: “NEW GLOBAL STRATEGY”.

Globalization of life, culture, businesses will be explained with a new paradigm. Distance Still Matters. The concepts of Arbitrage, Aggregation and Adaptation will be explained.

READING:

- **Distance Still Matters.** Pankaj Ghemawat. *Harvard Business Review*. September 2001.
- **The art of innovating on a shoestring.** Sull D. Ruelas Gossi, A. *Financial Times Mastering Series*. 2004

Assignment:

*Surf the web and identify an example from your country of origin (state in case you are from the US) that fits a core concept of the article(s).

*Post your assignment on BB. Your assignment requires: **the concept you identify + the weblink + at least half-page of explanation.** The assignment is more about the discipline to come prepared to every class, than the accuracy in identifying concept(s) with the examples.

G. PROJECT DEVELOPMENT

H. FINAL REMARKS

Educational activities

1. - Lectures: 54 hours

These classes will explain the most important aspects of the Outline. At the end of each



chapter, documents and tests that the teacher considers necessary will be put in ADI. It is recommended that the student answer those questions at the end of each subject. Any questions can be check with the professor.

2. Reading of the book and preparation of cases: 45 hours

Students must prepare each chapter of the book before week sessions.

3. - Student Personal work: 51 hours

Time spent studying the subject and preparing the various training activities; this includes the personal work time for case study analysis.

Assessment

- **30%** Class participation.
- **30%** Assignments for every session that requires assignment (see program)
- **40%** Project at the end of the course (see internal area)

Evaluation of class participation is based on the personal effort put forth by each individual (always read the assigned material for each session).

Active Participation comprehends:

- Reading the assigned article for the session and be ready to participate in the discussion.

Assignments comprehends:

- Surf the web and identify an example from your country of origin that fits a core concept of the article(s).
- Post your assignment on BB. Your assignment requires: the concept you identify + the weblink + at least half-page of explanation.
- The assignment is more about the discipline to come prepared to every class, than the accuracy in identifying concept(s) with the examples you provide.

(For Sessions 3 and 4, please see the required assignment)

Please do not hesitate to contact me in case you have any question.

Bibliography and Resources

Please look at every session for the assigned readings, and go to the library to get the articles. Some of them are posted here in ADI (see below).

Office Hours



Asignatura: Trabajo Fin de Grado (Empresa)

Guía Docente

Curso académico: 2018-19

Presentación

<http://www.unav.edu/asignatura/tfgempresa/>

Trabajo Fin de Grado (Empresa)

Datos de la asignatura

Existe un grupo de coordinación formado por los siguientes profesores:

- Rafael Torres (rtorres@unav.es)
- Enrique Cristóbal (ecristobal@unav.es)
- Cristina Etayo (cetayo@unav.es)
- Beatriz Simón (bsimon@alumni.unav.es)
- *Secretaría:* Marisa Oroz (marisaoroz@unav.es)

Curso, semestre:

- Grado en Administración de Empresas, 4º curso, segundo semestre.
- Doble licenciatura, 6º curso, primer semestre.

ECTS: 6 ECTS (150 horas de dedicación)

Tipo de asignatura: Obligatoria.

TITULACIÓN:

Módulo y materia a la que pertenece en el plan de estudios: Trabajo Fin de Grado.

Organización temporal: asignatura semestral.

Departamento, Facultad: Empresa, Facultad de CC. Económicas y Empresariales.

Idioma en que se imparte: Español

-

Competencias

Competencias básicas (ADE y ECO)

CB2) Que los estudiantes sepan aplicar sus conocimientos a su trabajo o vocación de una forma profesional y posean las competencias que suelen demostrarse por



medio de la elaboración y defensa de argumentos y la resolución de problemas dentro de su área de estudio

CB5) Que los estudiantes hayan desarrollado aquellas habilidades de aprendizaje necesarias para emprender estudios posteriores con un alto grado de autonomía

Competencias generales (ECO y ADE)

CG2. Identificar, integrar y utilizar los conocimientos adquiridos en el argumento, discusión o resolución de problemas relevantes para lo económico y empresarial

CG5. Desarrollar la capacidad de razonamiento autónomo y crítico en temas relevantes para lo económico y empresarial

CG6. Saber comunicar oralmente o por escrito resultados y análisis de utilidad en lo económico y empresarial

Competencias específicas (ADE)

CE16) Plantear y responder preguntas relevantes sobre cuestiones relacionadas con la empresa y/o la economía con una visión global de los conocimientos adquiridos.

CE18) Defender de manera crítica y bien argumentada las ideas propias sobre temas relacionados con la empresa.

Metodologías Docentes

Las metodologías docentes [varían en función del tipo de TFG](#) que el alumno elija. De manera general, se podrían especificar:

M1. [Lección magistral](#): sólo en la tipología "*Otro tipo de trabajo académico*".

M2. [Seminarios y talleres prácticos](#): sólo en la tipología "*Otro tipo de trabajo académico*".

M3. [Tutorización](#) de trabajos individuales y/o grupales.

M4. [Asesoramiento académico personal](#) para cuestiones referentes a cada materia.

M5. [Tutorías](#) (dirección del TFG).

Actividades Formativas Obligatorias

Las actividades formativas [varían en función del tipo de TFG](#) que le sea asignado



al alumno. De manera general, se podrían especificar:

af 3. [Tutorías y Presentaciones del alumno](#): 18 horas.

af 4. [Estudio personal](#): 130 horas.

af 5. [Evaluación](#): 2 horas.

Bibliografía y Recursos

La bibliografía recomendada **dependerá del tipo del TFG** que el alumno elija y de las orientaciones concretas de cada tutor.

@X@buscador_unika.obtener@X@

¿Tienes alguna duda? FAQ

FAQ

- **Si estoy de intercambio durante el primer semestre, ¿Cómo hago con las clases presenciales?**

Las clases serán grabadas y se colgarán en ADI. Todos los alumnos (tanto los de intercambio como los que están en Pamplona) han de responder un cuestionario que hace referencia a la clase, antes de la fecha indicada.

- **Si voy al IESE el último año de carrera, ¿cómo voy a poder asistir al congreso?**

Puesto que el TFG es una asignatura obligatoria (y muy importante) de la carrera, los alumnos del IESE vendrán a Pamplona para poder exponer en el congreso. Asimismo, los alumnos del IESE han de cumplir todos los otros plazos. Es decir, en marzo y abril deberán presentar la memoria al igual que los compañeros que están en Pamplona.

- **¿Tengo que elegir uno de los temas propuestos en ADI o puedo hacer otra cosa?**

Los temas propuestos en ADI son solo propuestas. Es decir, cada alumno puede elegir libremente otro tema y pensar un profesor que pueda dirigírselo. Si al alumno no se le ocurre anda, puede elegir uno de los temas de la lista que le interesen y hablar con el profesor correspondiente para enfocar el trabajo.

Si tienes alguna duda puedes preguntar en la siguiente dirección: tfgeconom@unav.es . Intentaremos resolver tu duda lo antes posible.

INFORMACIÓN PARA TUTORES