



## Information about the subject

**Degree:** Bachelor of Science Degree in Business Administration and Management

**Faculty:** Faculty of Legal, Economic and Social Sciences

**Code:** 302004 **Name:** Strategies for Business Growth

**Credits:** 6,00 **ECTS Year:** 4 **Semester:** 2

**Module:** Business Organization and Management

**Subject Matter:** Business Organisation **Type:** Elective

**Department:** -

**Type of learning:** Classroom-based learning / Online

**Languages in which it is taught:** English

**Lecturer/-s:**

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## Module organization

### Business Organization and Management

Subject Matter	ECTS	Subject	ECTS	Year/semester
Business Organisation	24,00	Entrepreneurship and Business Initiative	6,00	3, 4/1
		Human resources management	6,00	3/1
		Strategic Management and Company Policy	6,00	4/1
		Strategies for Business Growth	6,00	4/2
Business Management	18,00	Creativity and Management of Innovation	6,00	4/2
		Quality and Environment Management	6,00	3/1
		Social Responsibility of Company	6,00	4/2
Company	12,00	Business Organisation and Management	6,00	2/2
		Fundamentals of Business Management	6,00	1/1

## Recommended knowledge



**Prerequisites:** No pre- requirement is considered prior to study this subject. However it is very convenient to have previously acquired basic learning on Business Management presented in the course of first degree course "Fundamentals of Management" and second degree course "Organization and Management".

**General Goals:** Sustained growth is a goal of most organizations is growth. By growth strategy aims to achieve several benefits, such as economies of scale and experience curve effects, or exploit potential synergies of multiple types, thus laying the foundation for future benefits. By contrast, with a null growth it may be difficult to value and reward their staff, and can also take them to prevent the decline if competitors make inroads and the company lacks growth guidelines compensated, in fact, can be very complicated for a company to survive in a non-growth scenario.

Although the most obvious way to grow is to increase the current market share, in many cases the company chooses to expand its presence into new markets. Moreover, there is much controversy on whether it is for a company growth through diversification: success stories abound but resounding failures. In any case, any growth strategy must be preceded by a strategic analysis to identify strategic assets with which the company has to deal with the new situation and new problems and pitfalls that can surface growth for the organization.

Few phenomena have much relevance for today's entrepreneur as mergers and acquisitions: the rightness or wrongness in one of these operations, increasingly common in today's environment, it is usually crucial to the future of any organization. Furthermore, analyzes own internal growth strategies, join the financial, legal and general tax affecting such operations. Finally, in the last part of the agenda we will consider some specific problems of business growth, such as those arising from the internationalization of the company or restructuring.

## Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

- R1      Fluent in appropriate terms and concepts in the area of corporate governance of a company.
- R2      Capacity analysis and strategic assessment.
- R3      Ability to propose solutions regarding the choice of an organization's corporate strategy and the means for their implementation.
- R4      Present orally and in writing the results of the analysis and diagnosis of the problems and proposed solutions.
- R5      Working in groups promoting synergies and results orientation.



## Competencies

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

BASIC		Weighting			
		1	2	3	4
CB1	That students have demonstrated knowledge and understanding in an area of study that is at the core of general secondary education, and is often at a level that, while supported by advanced textbooks, also includes some aspects that involve knowledge from the cutting edge of their field of study.			X	
CB2	That students know how to apply their knowledge to their work or vocation in a professional way and possess the skills that are usually demonstrated through the elaboration and defense of arguments and the resolution of problems within their area of study.		X		
CB3	That students have the ability to gather and interpret relevant data (usually within their area of study) to make judgments that include reflection on relevant social, scientific or ethical issues.			X	
CB4	That students can convey information, ideas, problems and solutions to both specialized and non-specialized audiences.	X			
CB5	That students have developed those learning skills necessary to undertake further studies with a high degree of autonomy.		X		
GENERAL		Weighting			
		1	2	3	4
CG1	Capacity of analysis and synthesis.	X			
CG2	Adequate management of time and resources.	X			
CG5	Oral and written communication.		X		
CG9	Decision-making orientation.		X		



CG11	Creativity and ability to generate new ideas.	x			
CG15	Interpersonal relationship skills.	x			
CG20	Development of values related to the principles of equal opportunities between men and women, universal accessibility for people with disabilities and, in general, democratic values and a culture of peace.		x		

SPECIFIC	Weighting			
	1	2	3	4
CE2	Identify the constitutive aspects of an organization (e.g. goals and objectives, ownership, size, culture, etc.).	x		
CE3	Identify the functional areas of a company and their relationships (e.g. purchasing, logistics, marketing, finance and human resources)	x		
CE7	Ability to manage a company or organization, understanding its competitive and institutional positioning and identifying its strengths and weaknesses.	x		
CE13	Ability to diagnose the situation and foreseeable evolution of a company from the relevant records.	x		
CE14	To understand the potential impact of aspects related to the macro- and microeconomic environment and its institutions on business organizations (e.g. the monetary and financial system, domestic markets)	x		
CE15	Ability to obtain, from the data, valuable information for decision making.	x		
CE17	Application of professional criteria to the analysis of business problems.	x		
CE19	Empathy and ability to understand others.	x		
CE20	Capacity for negotiation and problem-solving.	x		



## Assessment system for the acquisition of competencies and grading system

### In-class teaching

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R4, R5	15,00%	Objective Tests
R1, R2, R3, R4, R5	25,00%	Conduct of Theory-Practice
R1, R2, R4, R5	10,00%	Class attendance and participation
R1, R2, R3, R4, R5	50,00%	Final Exam

### Observations

All activities will be presented on time.  
They are mandatory for both calls

### Online teaching

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R4, R5	5,00%	Attendance and participation in the activities of synchronous communication
R1, R2, R3, R4, R5	25,00%	Conduct of deliverables
R1, R2, R3, R4, R5	15,00%	Regular evaluations through online questionnaires.
R1, R2, R3, R4, R5	5,00%	Participation in discussion forums
R1, R2, R3, R4, R5	50,00%	Final on-site assessment.

### Observations

All activities will be presented on time.  
They are mandatory for both calls



## MENTION OF DISTINCTION:

According to Article 22 of the Regulations governing the Evaluation and Qualification of UCV Courses, the mention of "Distinction of Honor" may be awarded by the professor responsible for the course to students who have obtained, at least, the qualification of 9 over 10 ("Sobresaliente"). The number of "Distinction of Honor" mentions that may be awarded may not exceed five percent of the number of students included in the same official record, unless this number is lower than 20, in which case only one "Distinction of Honor" may be awarded.

## Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

- |     |                                                                                                                                                                                                                                                              |
|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| M1  | Problem solving, commentaries, summaries to hand in periodically.                                                                                                                                                                                            |
| M3  | Teacher presentation of contents, analysis of competences, explanation and in-class display of skills, abilities and knowledge.                                                                                                                              |
| M5  | Group work sessions supervised by the professor. Case studies, diagnostic tests, problems, field work, computer room, visits, data search, libraries, on-line, Internet, etc. Meaningful construction of knowledge through interaction and student activity. |
| M7  | Supervised monographic sessions with shared participation.                                                                                                                                                                                                   |
| M9  | Application of multidisciplinary knowledge.                                                                                                                                                                                                                  |
| M11 | Personalized and small group attention. Period of instruction and / or orientation conducted by a tutor with the objective of reviewing and discussing the materials and topics presented in classes, seminars, readings, conducting work, etc.              |
| M13 | Set of oral and/or written tests used in initial, formative or additive assessment of the student.                                                                                                                                                           |
| M14 | Student study: Group Individual preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions.                                      |
| M16 | Group preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions.                                                                |



- M17 Teacher presentation of contents, analysis of competences, explanation and in-class display of skills, abilities and knowledge.
- M19 Groupwork sessions in the chat under supervision of the lecturer. Analysis of economic and business case studies, both real and fictitious, in order to build knowledge through the student's interaction and activity. Critical analysis of values and social commitment.
- M21 Monographic sessions though the semester, which will be aimed at current aspects and applications of the subject.
- M23 Set of written or oral tests used for the initial, formative or cumulative assessment of the student.
- M25 Student study: Individual preparation of readings, essays, problem solving, seminars, papers, reports, etc., for their discussion or submission in electronic format.
- M27 Individual support for the monitoring and orientation of the learning process. It will be carried out by a lecturer and will pursue the revision and discussion of the materials, topics, readings, tasks, etc.
- M29 Group preparation of readings, essays, problem solving, seminars, papers, reports, etc., for their discussion or submission.
- M31 Participation in discussion forums related to the subject under the supervision of the lecturer.





## IN-CLASS LEARNING

### IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
On-campus Class M1, M5, M9, M11, M13, M14, M29	R1, R2, R3, R4	34,00	1,36
Practical Class M1, M3, M5, M25	R5	6,00	0,24
Seminar M7	R3, R4	6,00	0,24
Group Presentation of Papers M1, M3, M5, M7, M9, M19, M31	R1, R2, R3, R4	6,00	0,24
Office Assistance M1, M9, M11, M27	R1, R2, R3, R4	6,00	0,24
Assessment M23	R1, R2, R3, R4, R5	2,00	0,08
<b>TOTAL</b>		<b>60,00</b>	<b>2,40</b>

### LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Group Work M5	R1, R2, R3, R4, R5	31,00	1,24
Independent Work M14, M25	R1, R2, R4	59,00	2,36
<b>TOTAL</b>		<b>90,00</b>	<b>3,60</b>



## ON-LINE LEARNING

### SYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Synchronous Virtual Session M1, M7, M9, M14, M16, M25, M27, M31	R1, R2, R3	6,00	0,24
Synchronous Vitual Practical Session M1, M9, M14, M16, M27	R1, R2, R3, R4, R5	6,00	0,24
Seminar and Synchronous Virtual Videoconference M1, M3, M14, M29, M31	R1, R2, R4, R5	6,00	0,24
On-site or Synchronous Virtual Assesment M23	R1, R2, R3, R4, R5	4,00	0,16
<b>TOTAL</b>		<b>22,00</b>	<b>0,88</b>

### ASYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Individual Work M1, M3, M14, M21, M25	R1, R2, R3	62,00	2,48
Tutorial Support Sessions M1, M3, M7, M9, M27	R1, R2, R3, R4	6,00	0,24
Group Work M1, M5, M16, M17, M19	R1, R2, R3, R4, R5	10,00	0,40
Discussion Forum M1, M3, M11, M14, M25	R1, R2, R3, R4	10,00	0,40
Continuous Assessment Tasks M1, M3, M9, M13, M31	R1, R2, R3, R4, R5	40,00	1,60
<b>TOTAL</b>		<b>128,00</b>	<b>5,12</b>



## Description of the contents

Description of the necessary contents to acquire the learning outcomes.

### Theoretical contents:

Content block	Contents
Business and Corporate Strategy	Definition Types The Good and Bad Strategy
The changing nature of growth	The impact of growth in the different areas of the company
Business Growth Models	Models for Business Growth Different growth stages
Organic growth strategies	Advantages and disadvantages of organic growth McKinsey Model: three growth profiles
Inorganic growth strategies	Fusions and acquisitions Joint Venture Licenses
Venture capital and business growth financing	Life beyond the Bank Family Office Financing Sharing Economy
Internationalization strategies	Market Valuation Global, Local and Glocal Strategy
People and Growth	Motivation, remuneration and teams in the growth process The importance of human resources in the growth process Leadership in growing companies



## Temporary organization of learning:

Block of content	Number of sessions	Hours
Business and Corporate Strategy	4,00	8,00
The changing nature of growth	4,00	8,00
Business Growth Models	4,00	8,00
Organic growth strategies	4,00	8,00
Inorganic growth strategies	4,00	8,00
Venture capital and business growth financing	2,00	4,00
Internationalization strategies	4,00	8,00
People and Growth	4,00	8,00

## References

GRANT, Robert. Contemporary Strategy Analysis. John Wiley & sons, 2012

BECERRA, Strategic management. Cambridge University Press 2009

Hollensen, Svend; Arteaga, Jesús Estrategias de marketing Internacional. Pearson 2017

Johnson, Gerry, Kevan Scholes, and Richard Whittington. Fundamentals of strategy. Pearson Education, 2009



## Addendum to the Course Guide of the Subject

Due to the exceptional situation caused by the health crisis of the COVID-19 and taking into account the security measures related to the development of the educational activity in the Higher Education Institution teaching area, the following changes have been made in the guide of the subject to ensure that Students achieve their learning outcomes of the Subject.

**Situation 1: Teaching without limited capacity** (when the number of enrolled students is lower than the allowed capacity in classroom, according to the security measures taken).

In this case, no changes are made in the guide of the subject.

**Situation 2: Teaching with limited capacity** (when the number of enrolled students is higher than the allowed capacity in classroom, according to the security measures taken).

In this case, the following changes are made:

### 1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject will be made through a simultaneous teaching method combining onsite teaching in the classroom and synchronous online teaching. Students will be able to attend classes onsite or to attend them online through the telematic tools provided by the university (videoconferences). In any case, students who attend classes onsite and who attend them by videoconference will rotate periodically.

In the particular case of this subject, these videoconferences will be made through:

☒ Microsoft Teams

☐ Kaltura



## **Situation 3: Confinement due to a new State of Alarm.**

In this case, the following changes are made:

### **1. Educational Activities of Onsite Work:**

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject, as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:

☒ Microsoft Teams

☐ Kaltura

Explanation about the practical sessions:



## 2. System for Assessing the Acquisition of the competences and Assessment System

### ONSITE WORK

#### Regarding the Assessment Tools:

☒ The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.

☐ The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

#### Comments to the Assessment System:



## ONLINE WORK

### Regarding the Assessment Tools:

☒ The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.

☐ The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

### Comments to the Assessment System: