

**COURSE DATA****DATA SUBJECT**

Code: 41044
Name: Strategists' skills
Cycle: Master's Degree
ECTS Credits: 6
Academic year: 2025-26

STUDY (S)

| Degree | Center | Acad. year | Period |
|---|---------------------|------------|---------------|
| 2010 - Master's Degree in Business Strategy | Facultat d'Economia | 1 | First quarter |

SUBJECT-MATTER

| Degree | Subject-matter | Character |
|---|---------------------|-----------|
| 2010 - Master's Degree in Business Strategy | Strategists' skills | ELECTIVES |

COORDINATION

SALAS VALLINA ANDRES

SUMMARY

In this module, two blocks of knowledge are presented that are closely related and that refer to the behavior of the strategist, and more particularly, to his technical, strategic and sustainable competence. The first block, focused on the strategic competence of the strategist, is called "Leadership, managerial skills and strategic thinking". The block is aimed at developing strategic thinking skills with a view to achieving better results in the field of efficiency and effectiveness, with special implications for innovation and creativity. The second block, focused on the sustainable competence of the strategist, is called "Corporate Social Responsibility and business ethics". The block is oriented to the study of the relationship between sustainability and strategy, so that the concepts of Corporate Social Responsibility and Corporate Sustainability are analyzed as a strategic approach based on the triple economic, social and environmental dimension.

PREVIOUS KNOWLEDGE**RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE**

There are no specified enrollment restrictions with other subjects of the curriculum.

OTHER REQUIREMENTS



COMPETENCES / LEARNING OUTCOMES

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Gestionar procesos de negociación en diferentes contextos, y saber desarrollar procesos de cambio organizativo.

Liderar equipos de personas en el desarrollo y aplicación de estrategias, seleccionando el estilo de liderazgo apropiado en cada situación, estableciendo objetivos, motivando y controlando los resultados, apoyando el desarrollo de las personas y aprovechando su diversidad y riqueza

Pensar de modo crítico: organizar el pensamiento, analizar, sintetizar y valorar. Esto incluye identificar asunciones, evaluar evidencias, detectar lógicas o razonamientos falsos, identificar valores implícitos, definir términos y conceptos adecuadamente y generalizar de manera apropiada

Plantear estrategias innovadoras y pensar de modo creativo: dirigir procesos creativos propios y de otras personas gestionando y aprovechando la diversidad

Students should apply acquired knowledge to solve problems in unfamiliar contexts within their field of study, including multidisciplinary scenarios.

Students should communicate conclusions and underlying knowledge clearly and unambiguously to both specialized and non-specialized audiences.

DESCRIPTION OF CONTENTS

1. Leadership, managerial skills and strategic thinking

The main objective of this subject is to structure the key variables of the strategist through the competence of strategic thinking.

The main topics to be addressed are related to:

- Strategic skills and the concept of strategic thinking
- Time management, delegation and teamwork
- Communication and negotiation skills
- Creative thinking

The main objective of this subject is to structure the key variables of the strategy through the competence of corporate sustainability, social responsibility, and ethics in organizations.

The topics that will be addressed in this block are the following: 1. Ethics and Corporate Social Responsibility



2. Corporate Social Responsibility and Business Ethics.

The main objective of this subject is to structure the key variables of the strategy through the competence of corporate sustainability, social responsibility, and ethics in organizations.

2. Measurement and business models of Corporate Social Responsibility
3. Creation of Shared Value and Model of the Economy for the Common Good
4. Socially Responsible Companies

WORKLOAD

PRESENCIAL ACTIVITIES

| Activity | Hours |
|-----------------------------------|--------------|
| Tutorials | 5,00 |
| Theoretical and practical classes | 50,00 |
| Seminar | 5,00 |
| Total hours | 60,00 |

NON PRESENCIAL ACTIVITIES

| Activity | Hours |
|---------------------------------------|--------------|
| Attendance at other activities | 0,00 |
| Individual or group project | 30,00 |
| Independent study and work | 60,00 |
| Preparation of lessons | 0,00 |
| Preparation for assessment activities | 0,00 |
| Resolution of case studies | 0,00 |
| Total hours | 90,00 |

TEACHING METHODOLOGY

Case teaching method and participative teaching methods

EVALUATION

The subject will be assessed through both tests (test, objective and / or oral) and through observation techniques.

The tests consist of works to present along the course and exams (essay questions and / or objective) and the oral presentation of the work performed or practices. These tests will aim to assess the achievement level of learning outcomes, especially those focused on specific skills module with respect to content and application.



The observation techniques or continuous assessment, based on their participation and involvement in the teaching-learning process. This evaluation is done through individual reports and papers presented written and oral, as well as participation. They will measure the extent of all learning outcomes, especially the powers of skills. Assess the capacity of (the) student to work together, argue and defend ideas and attitudes in accordance with ethical, social responsibility, fairness, equality and respect human rights. This part of the evaluation may involve less than 60% of the final grade (the) student.

USE OF ARTIFICIAL INTELLIGENCE. The use of Artificial Intelligence, and any other similar type of tool, will be permitted to be applied, both to classroom work and to independent work, as long as the student incorporates a declaration of responsible use into these tasks, indicating, in each case, how it has been used, the source and the parts of the work affected.

REFERENCES

- Armenakis, A.A., & Bedeian, A.G. (1999). Organizational change: A review of theory and research in the 1990s. *Journal of Management*, Vol. 25, No. 3, pp. 293-315. Bass, B.M. (1990). From transactional to transformational leadership: Learning to share the vision. *Organizational Dynamics*, Vol. 18, No. 3, pp. 19-31. Bontis, N., Crossan, M.M., & Hulland, J. (2002). Managing an organizational learning system by aligning stocks and flows. *Journal of Management Studies*, Vol. 39, No. 4, pp. 437-469. Camps, J., Oltra, V., Aldás-Manzano, J., Buenaventura-Vera, G., & Torres-Carballo, F. (2015). Individual performance in turbulent environments: The role of organizational learning capability and employee flexibility. *Human Resource Management*, advance online publication, DOI: 10.1002/hrm.21741 Edgley-Pyshorn, Ch., & Huisman, J. (2011). The role of the HR department in organisational change in a British university. *Journal of Organizational Change Management*, Vol. 24, No. 5, pp. 610-625.
- - La especificación de los materiales y referencias bibliográficas las asignaturas de este módulo está a disposición de los alumnos matriculados en el aula virtual de la Universitat de València (<http://aulavirtual.uv.es>)
- Dyllick, T. & Muff, K. (2016): Clarifying the meaning of sustainable business: introducing a typology from business-as-usual to true business sustainability, *Organization & Environment*, 29 (2), 156-174. DOI: 10.1177/1086026615575176. - Felber, C.; Campos, V.; Sanchis, J.R. The Common Good Balance Sheet, an Adequate Tool to Capture Non-Financials? *Sustainability* 2019, 11, 3791. <https://doi.org/10.3390/su11143791>. - Johnson, M. P. y Schaltegger, S. (2016). Two decades of sustainability management tools for SMEs: How far have we come? *Journal of Small Business Management*, 54(2), 481-505. <https://doi.org/10.1111/jsbm.12154>. - Porter, M. E. y Kramer, M. R. (2011): Creating Shared Value. How to reinvent capitalism and unleash a wave of innovation and growth, *Harvard Business Review*, Vol. 89, nº 1/2, pp. 2-17. - Sanchis, J.R., Campos, V. & Ejarque, A. (2021): El modelo organizativo de la Economía del Bien Común y su comparación con otros enfoques de la sostenibilidad, *CIRIEC-España, Revista de Economía Pública, Social y Cooperativa*, 101, 143-163. DOI: 10.7203/CIRIEC-E.101.16399.



VNIVERSITAT D VALÈNCIA

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