



# UNIVERSITÀ DEGLI STUDI DI PALERMO

<b>DIPARTIMENTO</b>	Scienze Politiche e delle Relazioni Internazionali
<b>ANNO ACCADEMICO OFFERTA</b>	2021/2022
<b>ANNO ACCADEMICO EROGAZIONE</b>	2021/2022
<b>CORSO DILAUREA MAGISTRALE</b>	INTERNATIONAL RELATIONS, POLITICS & TRADE
<b>INSEGNAMENTO</b>	BUSINESS STRATEGY
<b>TIPO DI ATTIVITA'</b>	C
<b>AMBITO</b>	20971-Attività formative affini o integrative
<b>CODICE INSEGNAMENTO</b>	21342
<b>SETTORI SCIENTIFICO-DISCIPLINARI</b>	SECS-P/07
<b>DOCENTE RESPONSABILE</b>	COSENZ FEDERICO      Professore Associato      Univ. di PALERMO
<b>ALTRI DOCENTI</b>	
<b>CFU</b>	6
<b>NUMERO DI ORE RISERVATE ALLO STUDIO PERSONALE</b>	108
<b>NUMERO DI ORE RISERVATE ALLA DIDATTICA ASSISTITA</b>	42
<b>PROPEDEUTICITA'</b>	
<b>MUTUAZIONI</b>	
<b>ANNO DI CORSO</b>	1
<b>PERIODO DELLE LEZIONI</b>	2° semestre
<b>MODALITA' DI FREQUENZA</b>	Facoltativa
<b>TIPO DI VALUTAZIONE</b>	Voto in trentesimi
<b>ORARIO DI RICEVIMENTO DEGLI STUDENTI</b>	<b>COSENZ FEDERICO</b> Mercoledì 17:00 18:00      Dipartimento DEMS. Il ricevimento con gli studenti va richiesto e confermato via email con il docente. Il ricevimento si terrà nella stanza del docente presso il Dipartimento DEMS oppure attraverso la piattaforma Microsoft Teams. Meetings with students must be requested and confirmed by email (federico.cosenz@unipa.it). Meetings will be held at the DEMS Department or by Microsoft Teams.

<b>PREREQUISITI</b>	Basic knowledge of General Management principles
<b>RISULTATI DI APPRENDIMENTO ATTESI</b>	<p><b>Knowledge and understanding</b> Students are able to design and apply strategic management frameworks to businesses with the purpose of supporting their competitiveness and organizational performance. The main focus is on small-medium enterprises (SMEs) and start-ups. Skills are developed in mapping processes affecting business performance. Students also learn to use innovative strategy design approaches (e.g., Business Modelling) for supporting business decision makers to identify areas for results improvement, and set proper goals/objectives, as well as performance indicators to foster viable strategies.</p> <p><b>Applying knowledge and understanding</b> Students engage in case-study analyses in which they practice their strategic management knowledge and understanding on identifying the systemic structure underlying business performance, as well as on developing and assessing strategies aimed at improving organizational performance over time. Students demonstrate their ability to transfer their skills across management disciplines, including strategic management, performance measurement, business modelling and scenario planning.</p> <p><b>Making judgements</b> Students learn to assess the viability of business strategies under different perspectives. They gain a systemic, time-related, and open-ended view of firms. They also learn how to evaluate organizational performance, based not only on financial and tangible factors, but also on intangibles. Strategy design and performance measurement are seen on a continuum that is focused on learning. Students also learn to detect the limits of mechanistic approaches in using conventional tools for strategy design and implementation, and performance evaluation within a business setting. They learn how the role of such tools can be re-shaped according to a learning-oriented perspective aimed to settle governance conflicts and adopt a common direction to safeguard the business survival.</p> <p><b>Communication skills</b> Students interact and discuss relevant literature sources on specific topics (e.g., case-studies) in the web-forum section of the platform.</p> <p><b>Learning skills</b> Students are enabled to acquire skills through self-assessment tests at the end of each video-lecture, as well as through e-tivities such as: web-forums on specific topics, FAQs, and a simulation of the final exam formed by a multiple-choice questionnaire.</p>
<b>VALUTAZIONE DELL'APPRENDIMENTO</b>	<p>The final exam is carried out at the end of the course by using the following criterion:</p> <p>- n. 1 multiple-choice questionnaire including 15 questions. Each correct answer is equal to 2 grades up to a maximum of 30/30. The exam is passed with a minimum of 9 correct answers.</p> <p>Evaluation criteria (up to 30/30 cum laude):</p> <ul style="list-style-type: none"> <li>- Excellent: 30-30 laude = very good knowledge of the topics, excellent communication skills, good analytical ability, the student is able to apply knowledge to solve proposed problems.</li> <li>- Very good: 26-29 = Good knowledge of the subjects, very good communication skills, the student is able to apply knowledge to solve problems proposed.</li> <li>- Good: 24 - 25 = basic knowledge of the main topics, good communication skills, with limited ability to independently apply knowledge to solve the proposed problems.</li> <li>- More than sufficient: 21-23 = limited knowledge of the main topics, basic communication skills, poor ability to independently apply the knowledge acquired.</li> <li>- Sufficient: 18-20 = minimum basic knowledge of the main topics, very little or no ability to independently apply the knowledge acquired</li> <li>- Insufficient = the student does not have an acceptable knowledge of the contents of the topics covered in the course.</li> </ul>
<b>OBIETTIVI FORMATIVI</b>	Students are able to design and implement business strategies, as well as evaluating the emerging organizational results in specific business contexts, such as SMEs and Start-up firms. The course focuses on the organizational attributes, conditions and variables of these specific organizations. Skills are developed in designing shared viable strategies, and mapping organizational processes affecting performance. Students also learn to use innovative strategy design approaches (e.g., Business Modelling) for supporting business decision-making processes to identify areas for results improvement, and set proper goals/objectives, as well as performance indicators to foster viable strategies.

<b>ORGANIZZAZIONE DELLA DIDATTICA</b>	<p>Business Strategy is a 6-ECs course and, as such, it implies 30 hours of video-lecturing and 12 hours of interactive activities (or e-tivities), in addition to the corresponding self-study activity underlying the overall learning process of the students.</p> <p>The course structure is organized as follows:</p> <ul style="list-style-type: none"> <li>- n. 30 video-lectures: each video-lecture includes the associated slides and a written handout listing the core bibliographic sources, and a self-assessment test consisting of 5 multiple-choice questions.</li> <li>- n. 1 web-forum oriented to discuss and debate a specific topic relevant in the Business Strategy field (peer-learning organized in threads).</li> <li>- n. 1 project work related to the participatory and interactive development of a case-study by the students with the support of the instructors.</li> <li>- n. 1 simulation of the final exam consisting of a multiple-choice questionnaire (tot. 15 questions).</li> </ul> <p>In addition, Frequent Asked Questions (FAQs) are described and answered in a specific section of the platform with the purpose of supporting the learning experience of the students. These FAQs relates to general critical issues encountered and discussed by students in approaching the Business Strategy course.</p>
<b>TESTI CONSIGLIATI</b>	<ul style="list-style-type: none"> <li>- 30 sets of slides (one per each video-lecture).</li> <li>- 1 written handout listing the core bibliographic sources and providing a logical pathway alongside the learning process.</li> </ul> <p>Additional readings:</p> <ul style="list-style-type: none"> <li>- Cosenz F., &amp; Bivona E., (2020), "Fostering growth patterns of SMEs through Business Model Innovation. A tailored Dynamic Business Modelling approach". Journal of Business Research, DOI: 10.1016/j.jbusres.2020.03.003;</li> <li>- Cosenz F., &amp; Noto G., (2018), "A dynamic business modelling approach to design and experiment new business venture strategies". Long Range Planning, 51(1): 127-140, DOI: 10.1016/j.lrp.2017.07.001;</li> <li>- Massa, L., Tucci, C., &amp; Afuah, A. (2016), "A critical assessment of business model research". Academy of Management Annals, 11(1), 73–104, DOI: 10.5465/annals.2014.0072.</li> </ul>

### PROGRAMMA

<b>ORE</b>	<b>Lezioni</b>
1	- The concept of business strategy
1	- The Business Idea
2	- The strategy design process
1	- Strategic learning processes
3	- Strategic planning and performance measurement as a circular process supporting common strategic directions and decision-making processes: an entrepreneurial learning perspective
2	- Conventional strategic analysis tools: matrixes, SWOT analysis, Value Curve model
2	- Start-up firms: turning a business idea into a real business
2	- The peculiar managerial complexity of SMEs
2	- Measuring organizational performance through a systems design perspective
1	- Designing and implementing KPIs
1	- Business process analysis
2	- Modelling performance drivers, strategic resources and end-results in a business setting
1	- The Business Model Canvas
2	- Dynamic Business Modelling
2	- Designing Dynamic Business Models for Start-up firms
2	- Business Model innovation in SMEs
2	- Applying the dynamic business modelling approach: Giglio.com case-study
1	- Applying the dynamic business modelling approach: RyanAir case-study
<b>ORE</b>	<b>Altro</b>
5	- E-tivity 1: Web-forum oriented to discuss and debate a specific topic relevant in the Business Strategy field
5	- E-tivity 2: one project work related to the participatory and interactive development of a case-study by the students with the support of the instructors
2	- E-tivity 3: simulation of the final exam consisting of a multiple-choice questionnaire (tot. 15 questions)