

## 1. BASIC INFORMATION

Course	Strategic Management I
Degree program	Business Management (ADE)
School	Facultad de Ciencias Económicas, Empresariales y de la Comunicación
Year	Second
ECTS	6 ECTS
Credit type	Mandatory
Language(s)	Spanish and English
Delivery mode	Campus based/on line
Semester	Second
Academic year	2025/2026
Coordinating professor	Tiziana Priede Bergamini

## 2. PRESENTATION

Strategic Management I is a basic subject within the Degree in Business Administration and Management, with a value of 6 ECTS credits. The subject introduces the student to one of the great disciplines of the Company: Strategy.

Throughout the course, the student will have the opportunity to have a global and complete vision of the strategic management process. The strategic analysis process necessary to be able to subsequently formulate the strategies, both at the corporate and business level, that the company needs to be competitive is presented.

Through this subject it is intended that the student acquires the basic knowledge so that he learns the use and usefulness of tools of external and internal analysis.

## 3. COMPETENCIES AND LEARNING OUTCOMES

### Knowledge

**KN1.** Define the fundamental concepts about the company, the entrepreneur, and their environment, as well as the main functional areas and problems of the company as an organization in a market economy.

- Understand the basic concepts of the company's Strategic Management process.

**KN2.** Identify the key and relevant information, data and trends, the means and the material and human resources necessary for business management and the implementation of entrepreneurial initiatives in order to offer solutions in the field of business decision making.

- Identify the tools that allow you to analyze the general and specific environment.
- Identify the tools that allow you to carry out the internal analysis of the company.

## **Skills**

**SK3.** Apply practical and consulting actions in different areas of business management that are reflected in the real world of companies.

**SK5.** Analyze information to build and implement a Strategic Plan: External and internal strategic analysis; formulation, choice and implementation of corporate and competitive strategies and strategic control.

- Analyze cases and cooperative activities that demonstrate that the student has acquired the concepts described in the previous section.

## **Competences**

**CP04.** Analyze, integrate and evaluate information from the legal, socio-cultural and economic environment, necessary for decision making.

# **4. CONTENT**

The subject is organized into five units of a performance, which, in turn, are divided into themes:

### **UA 1 Introduction to strategic management.**

The objective of this Unit is to know an introduction to the concept of Strategic Management and its function.

### **UA 2 The orientation of the company.**

The objective is to identify the fundamental elements that constitute the strategic positioning of the company: Mission, Vision, Shared Values.

### **UA 3 Analysis of the general environment.**

The objective is to know and know how to use the tools that allow analyzing the factors of the general environment that can condition the strategic management process of the company.

### **UA 4 Analysis of the specific environment.**

The objective is to know and know how to use the tools that allow analyzing the factors of the specific environment that can condition the strategic management process of the company.

### **UA 5 Internal analysis and strategic matrices.**

The objective is to know and know how to use the tools that allow analyzing the internal factors of the organization that can condition its strategic management process.

# **5. TEACHING-LEARNING METHODOLOGIES**

The types of teaching-learning methodologies used are indicated below:

1. Master class.
2. Case method.
3. Cooperative learning.
4. Problem-based learning.
5. Project-based learning

## 6. LEARNING ACTIVITIES

Listed below are the types of learning activities and the number of hours the student will spend on each one:

### Campus-based mode:

Learning activity	Number of hours
Master lessons	40 h
Individual work	30 h
Oral presentations	10 h
Case analysis and problem solving	10 h
Visits / external stays	5 h
Group participatory activities	25 h
Knowledge tests	5 h
Tutorship	15 h
Works/projects	10 h
<b>TOTAL</b>	<b>150 h</b>

### Online mode:

Learning activity	Number of hours
Webinar	5 h
Reading topics and consulting complementary resources	22,5 h
Individual implementation activities: problems, cases, projects	35 h
Collaborative application activities	12,5 h
Tutorías	17,5 h
Self-assessment questionnaires and knowledge tests	7,5 h
Autonomous study	50 h
<b>TOTAL</b>	<b>150 h</b>

## 7. ASSESSMENT

Listed below are the assessment systems used and the weight each one carries towards the final course grade:

### Campus-based mode:

Assessment system	Weight
Knowledge test	50%
Training activities	30%
Integrative case/problem	20%

**Online mode:**

Assessment system	Weight
Knowledge test	50%
Training activities	30%
Integrative case/problem	20%

When you access the course on the *Campus Virtual*, you'll find a description of the assessment activities you have to complete, as well as the delivery deadline and assessment procedure for each one.

### 7.1. First exam period

To pass the course in the first exam period, you must obtain a final course grade of at least 5 out of 10 (weighted average).

In any case, you will need to obtain a grade of at 5 in the final exam to count towards the final grade along with all the grades corresponding to the other activities.

### 7.2. Second exam period

To pass the course in the second exam period, you must obtain a final grade of at least 5 out of 10 (weighted average).

In any case, you will need to obtain a grade of at 5.0 in the final exam to count towards the final grade along with all the grades corresponding to the other activities.

The student must deliver the activities not successfully completed in the first exam period after having received the corresponding corrections from the professor, or those that were not delivered in the first place.

## 8. SCHEDULE

This table shows the delivery deadline for each assessable activity in the course:

Assessable activities	Deadline
-----------------------	----------

Activity 1.	Week 3
Activity 2.	Week 5
Knowledge test	Week 7
Activity 3.	Week 9
Activity 4	Week 12
Integrative case/problem	Week 16
Knowledge test	Week 18

This schedule may be subject to changes for logistical reasons relating to the activities. The student will be notified of any change as and when appropriate.

## 9. BIBLIOGRAPHY

The main reference work for this subject is:

- ANSOFF, I. (1965): "Corporate strategy: Chapters in the History of American Industrial Enterprise. Cambridge, Mass: MIT Press.
- BUENO, E., MORCILLO, P. Y SALMADOR, P. (2006): Dirección estratégica. Nuevas perspectivas teóricas, Pirámide, Madrid.
- DESS, G.; MCNAMARA, G. Y EISNER, A. (2014). Strategic Management: Creating competitive advantage, 7 edición. Mc Graw-Hill, Nueva York.
- DESS, G.; MCNAMARA, G. Y EISNER, A. (2016). Strategic Management: Text and Cases. 8 Edición, Mc Graw-Hill, Nueva York.
- DESS, G.; SEUNG-HYUN, L.; EISNER, A. y MCNAMARA, G. (2018). Strategic Management: Creating Competitive Advantages. 9 edición. Mc Graw-Hill, Nueva York.
- GUERRAS, L. y NAVAS, J. (2015). La dirección estratégica de la empresa. Teoría y aplicaciones, Civitas Thomson Reuters, Madrid.
- HILL, C.; SCHILLING, M. Y JONES, G. (2016). Strategic management: theory: an integrated approach. Cengage Learning.
- JOHNSON, G.; WHITTINGTON, R.; SCHOLLES, K.; ANWING, D.; REGNER, P. (2017): Exploring strategy, 11th edition, Pearson education, UK.
- KOONTZ, H. y WEIHRICH, H. (2015). Essentials of Management: An International, Innovation, and Leadership Perspective: An International, Innovation and Leadership Perspective, Mc Graw-Hill Education, Nueva Delhi.
- PORTER, M. (1980). Competitive strategy. Techniques for analyzing industries and competitors. Free Press, N.Y.
- PORTER, M. (1985). Competitive advantage: creating and sustaining superior performance. Free press, NY.
- PORTER, M. (1998). Competitive advantage: Creating and sustaining superior performance: with a new introduction. Free press, NY.
- PORTER, M. (2008). The five competitive forces that shape the industry. Harvard Business Review, 86 (1), 78-93.
- PORTER, M. (2009). Estrategias competitivas. Técnicas para el análisis de la empresa y sus competidores. Pirámide, Madrid.

- PRIEDE, T., LÓPEZ-CÓZAR, C. Y BENITO, S. (2010). Creación y desarrollo de empresas, Pirámide, Madrid.
- ROBBINS, P. y COULTER, M. (2017): Management, 14th edición, Pearson education, USA.
- VENTURA, J. (2008): Análisis estratégico de la empresa, Paraninfo, Madrid.

## 10. EDUCATIONAL GUIDANCE AND DIVERSITY UNIT

From the Educational Guidance and Diversity Unit we offer support to our students throughout their university life to help them reach their academic achievements. Other main actions are the students inclusions with specific educational needs, universal accessibility on the different campuses of the university and equal opportunities.

From this unit we offer to our students:

1. Accompaniment and follow-up by mean of counselling and personalized plans for students who need to improve their academic performance.
2. In terms of attention to diversity, non-significant curricular adjustments are made in terms of methodology and assessment for those students with specific educational needs, pursuing an equal opportunity for all students.
3. We offer students different extracurricular resources to develop different competences that will encourage their personal and professional development.
4. Vocational guidance through the provision of tools and counselling to students with vocational doubts or who believe they have made a mistake in their choice of degree.

Students in need of educational support can write to us at:

[orientacioneducativa@universidadeuropea.es](mailto:orientacioneducativa@universidadeuropea.es)

## 11. ONLINE SURVEYS

Your opinion matters!

The Universidad Europea encourages you to participate in several surveys which help identify the strengths and areas we need to improve regarding professors, degree programs and the teaching-learning process.

The surveys will be made available in the “surveys” section in virtual campus or via e-mail.

Your assessment is necessary for us to improve.

Thank you very much for your participation.