Course identification:	Teaching unit: TU3 International Environment Module: Economics Subject: Strategic Management	ECTS credits: 5 credits (together with International Economics)	Semester: spring Teaching hours: 24 Full workload: 94

Objectives of the course:	To give an in-depth understanding of strategic management and see the organisation in relation to the external environment. The strategic audit enables a systematic analysis of various corporate functions and activities to performance. The course is necessary primarily for future executive managers, owners, and supervisory board members, and for the stuff to understand his role in business.

Prerequisites:	General management and leadership knowledge and/or practice.

Course contents:	Workshop 1 General Management Workshop 2 Strategic Management Workshop 3 Suggestions for case analysis Workshop 4 Groupwork on the example case Workshop 5 Corporate Governance Workshop 6 Values in Theory and Practice Workshop 7 Proof and fine-tune your audit Workshop 8 Students' presentations, conclusions and lessons learned

Evaluation :	1) Attendance, active participation, and individual presentation 75% (max 15 points) 2) Multiple choice questionnaire 25% (max 5 points) Total Points: 20

Bibliography :	Hilb, M. (2012). *New Corporate Governance: Successful Board Management Tools. 4th ed*. Berlin: Springer. Laloux, F. (2016). *Reinventing organizations: An illustrated invitation to join the conversation on next-stage organizations*. Brussels: Nelson Parker. Wheelen, T. L., & Hunger, J. D. (2012). *Strategic management and business policy, toward global sustainability. 13th ed*. New Jersey: Prentice Hall. Rüegg-Stürm, J., & Grand, S. (2021). *Managing in a complex world: The St. Gallen Management-Model* (2. ed.). Bern: Haupt Verlag.

Remarks :	Study process description: Flipped learning process where students are actively participating in the workshops. Students must do the basic learning prior to working face-to-face with the teacher and then cover the applied learning and any problems in class, there is less passive learning in class and more active and personalised learning. Independently students are expected to do one written test, and one presentation (problem-based case study).