

MINISTRY OF SCIENCE AND HIGHER EDUCATION OF THE RUSSIAN FEDERATION

**Federal State Autonomous Educational Institution of Higher Education  
«National Research Lobachevsky State University of Nizhny Novgorod»**

Институт экономики

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УТВЕРЖДЕНО

решением Ученого совета ННГУ

протокол № 10 от 02.12.2024 г.

**Working programme of the discipline**

Strategic analysis

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Higher education level

Bachelor degree

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Area of study / speciality

38.03.01 - Economics

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Focus /specialization of the study programme

World Economy

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Mode of study

full-time

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Nizhny Novgorod

Year of commencement of studies 2025

## 1. Место дисциплины в структуре ОПОП

Дисциплина Б1.В.10 Стратегический анализ относится к части, формируемой участниками образовательных отношений образовательной программы.

## 2. Планируемые результаты обучения по дисциплине, соотнесенные с планируемыми результатами освоения образовательной программы (компетенциями и индикаторами достижения компетенций)

| Формируемые компетенции<br>(код, содержание компетенции)   | Планируемые результаты обучения по дисциплине (модулю), в соответствии с индикатором достижения компетенции  |  | Наименование оценочного средства             |   |
|--|--|--|--|---|
|  | Индикатор достижения компетенции<br>(код, содержание индикатора)   | Результаты обучения по дисциплине  | Для текущего контроля успеваемости           | Для промежуточной аттестации              |
| ПК-2: Способен критически оценивать варианты управленческих решений и разрабатывать предложения по их совершенствованию с учетом критериев эффективности, возможных рисков и социально-экономических последствий | ПК-2.1: Критически оценивает результаты управленческих решений<br>ПК-2.2: Разрабатывает предложения по совершенствованию управленческих решений с учетом критериев эффективности, возможных рисков и социально-экономических последствий | ПК-2.1:<br>Знать способы оценки результатов управленческих решений<br>Уметь разрабатывать и принимать обоснованные управленческие решения в складывающихся условиях внешней среды ведения бизнеса<br>Владеть навыками оценки результатов управленческих решений<br><br>ПК-2.2:<br>Знать методы выявления неэффективных управленческих решений и способы их совершенствования<br>Уметь разрабатывать эффективные управленческие решения<br>Владеть навыками разработки эффективных управленческих решений | Тест<br>Практическое задание<br>Кейс-задача  | Экзамен:<br>Проект<br>Контрольные вопросы |
| ПК-4: Способен анализировать отчетность предприятий различных форм собственности, организаций, ведомств и т.д. и использовать результаты   | ПК-4.1: Анализирует отчетность предприятий различных форм собственности, организаций, ведомств и т.д.<br>ПК-4.2: Использует результаты анализа для целей стратегического и тактического планирования                                     | ПК-4.1:<br>Знать методы анализа отчетностей с целью осуществления стратегического и тактического планирования деятельности<br>Уметь использовать полученные данные для   | Тест<br>Практическое задание<br>Кейс-задание | Экзамен:<br>Контрольные вопросы<br>Проект |

|  |              |   |  |  |
|--|--------------|---|--|--|
| анализа для целей стратегического и тактического планирования деятельности | деятельности | <p>проведения стратегического анализа деятельности объекта исследования</p> <p>Владеть навыками проведения стратегического анализа на базе различной отчетности</p> <p>ПК-4.2:</p> <p>Знать инструментарий стратегического анализа</p> <p>Уметь применять инструментарий стратегического анализа</p> <p>Владеть навыками проведения стратегического анализа</p> |  |  |
|--|--------------|---|--|--|

### 3. Структура и содержание дисциплины

#### 3.1 Трудоемкость дисциплины

|  |                |
|--|----------------|
|  | <b>очная</b>   |
| <b>Общая трудоемкость, з.е.</b>  | <b>6</b>       |
| <b>Часов по учебному плану</b>   | <b>216</b>     |
| в том числе  |                |
| <b>аудиторные занятия (контактная работа):</b>                           |                |
| - занятия лекционного типа   | 32             |
| - занятия семинарского типа (практические занятия / лабораторные работы) | 32             |
| - КСР  | 2              |
| <b>самостоятельная работа</b>  | <b>114</b>     |
| <b>Промежуточная аттестация</b>  | <b>36</b>      |
|  | <b>Экзамен</b> |

#### 3.2. Содержание дисциплины

(структурированное по темам (разделам) с указанием отведенного на них количества академических часов и виды учебных занятий)

| Наименование разделов и тем дисциплины | Всего<br>(часы) | в том числе  |  |       | Самостоятельная<br>работа<br>обучающегося,<br>часы |
|--|-----------------|--|--|-------|--|
|  |                 | Контактная работа (работа во<br>взаимодействии с преподавателем),<br>часы из них |  |       |  |
|  |                 | Занятия<br>лекционного<br>типа   | Занятия<br>семинарского<br>типа<br>(практические<br>занятия/ лабора<br>торные<br>работы), часы | Всего |  |

|  | О<br>Ф<br>О | О<br>Ф<br>О | О<br>Ф<br>О | О<br>Ф<br>О | О<br>Ф<br>О |
|--|-------------|-------------|-------------|-------------|-------------|
| Раздел 1. Понятие стратегии и стратегического анализа (Понятие и виды стратегии. Схема разработки эффективной стратегий. Понятие стратегического анализа. Этапы проведения стратегического анализа. Факторы разных уровней при проведении стратегического анализа) | 26          | 6           | 6           | 12          | 14          |
| Раздел 2. Инструментарий проведения стратегического анализа (Инструментарий анализа отраслевых факторов. Инструментарий анализа национальных факторов. Инструментарий анализа внутренних факторов. Анализ глобальных тенденций)                                    | 152         | 26          | 26          | 52          | 100         |
| Аттестация   | 36          |             |             |             |             |
| КСР  | 2           |             |             | 2           |             |
| Итого  | 216         | 32          | 32          | 66          | 114         |

### Contents of sections and topics of the discipline

Содержание дисциплины:

Раздел 1. Понятие стратегии и стратегического анализа

Понятие и виды стратегии. Схема разработки эффективной стратегий. Понятие стратегического анализа. Этапы проведения стратегического анализа. Факторы разных уровней при проведении стратегического анализа.

Раздел 2. Инструментарий проведения стратегического анализа

Инструментарий анализа отраслевых факторов. Инструментарий анализа национальных факторов. Инструментарий анализа внутренних факторов. Анализ глобальных тенденций.

#### 4. Учебно-методическое обеспечение самостоятельной работы обучающихся

Самостоятельная работа обучающихся включает в себя подготовку к контрольным вопросам и заданиям для текущего контроля и промежуточной аттестации по итогам освоения дисциплины приведенным в п. 5.

Для обеспечения самостоятельной работы обучающихся используются:

Электронные курсы, созданные в системе электронного обучения ННГУ:

Стратегический анализ, Фонд электронных образовательных изданий ННГУ. Рег.номер (Registration Number) 1597.17.07.

#### 5. Assessment tools for ongoing monitoring of learning progress and interim certification in the discipline (module)

**5.1 Model assignments required for assessment of learning outcomes during the ongoing monitoring of learning progress with the criteria for their assessment:**

**5.1.1 Model assignments (assessment tool - Test) to assess the development of the competency ПК-2:**

1. Problems of internal environment can include:

- 1) Ineffective marketing policy
- 2) Ineffective product policy
- 3) Demand seasonality
- 4) Low effective demand of the population

2. Problems of external environment can include:

- 1) Shortage of resources in a country
- 2) High cost of resources
- 3) High level of competition intensity
- 4) Ineffective distributional policy

3. The system of balanced scorecard consists of\_\_\_\_\_steps.

- 1) 2
- 2) 3
- 3) 4
- 4) 5

4. Managerial decisions based on scenario modeling are accepted at\_\_\_\_\_levels of factors.

- 1) 2
- 2) 3
- 3) 4
- 4) 5

**5.1.2 Model assignments (assessment tool - Test) to assess the development of the competency ИК-4:**

1. Industry level analysis includes:

- 1) political situation in a country and in the world
- 2) economic situation in a country
- 3) suppliers of the necessary resources for goods' production
- 4) the system of values and its priorities in a

2. National level analysis includes:

- 1) growth of the analyzing industry

- 2) intensity of competition
- 3) the level of people's income
- 4) governmental regulation

**Assessment criteria (assessment tool — Test)**

| Grade | Assessment criteria |
|-------|---------------------|
| pass  | 55% and higher      |
| fail  | less than 55%       |

**5.1.3 Model assignments (assessment tool - Practical task) to assess the development of the competency ПК-2:**

1. Assess the degree of an industry's attractiveness on the basis of Integral model assessment and McKinsey matrix **(PC-4)**. Conclude on the potential business on this market **(PC-2)**. Choose an industry for analysis on your own.

2. Based on the system of concentration indicators (including graphical methods), determine the level of concentration of the global smartphone market, having previously calculated market shares based on the given data on smartphones' sale **(PC-4)**. Make a conclusion on the most potential / potential region / regions for smartphones' sale in terms of concentration **(PC-2)**. What managerial decisions can be made in the current situation? **(PC-2)** What factors can explain a downward trend in the global smartphone market? **(PC-4)** What factors will contribute to the growth of this market in the future? **(PC-4)**

Table – Smartphones' sales by region

| Region                                  | Smartphones' sales in 2019, thousand units | Smartphones' sales in 2021, thousand units | Market share, % |      |
|---|--|--|-----------------|------|
|   |  |  | 2019            | 2021 |
| China                                   | 411.351                                    | 409.97                                     | 26,98           |      |
| Asia/Pacific, excluding China and Japan | 393.738                                    | 396.35                                     | 25,82           |      |
| North America                           | 152.857                                    | 151.75                                     | 10,02           |      |
| Western Europe                          | 144.141                                    | 142.80                                     | 9,45            |      |
| Latin America                           | 129.830                                    | 134.35                                     | 8,51            |      |

|                              |          |       |        |  |
|------------------------------|----------|-------|--------|--|
|                              |          |       |        |  |
| Sub-Saharan Africa           | 90.103   | 94.29 | 5,91   |  |
| Middle East and North Africa | 73.872   | 79.11 | 4,84   |  |
| Eurasia                      | 48.612   | 47.26 | 3,19   |  |
| Eastern Europe               | 48.468   | 49.36 | 3,18   |  |
| Japan                        | 31.866   | 30.12 | 2,09   |  |
| <b>Total</b>                 | 1113.487 |       | 100.00 |  |

In the framework of the course additional assignments on this topic will be given.

#### 5.1.4 Model assignments (assessment tool - Practical task) to assess the development of the competency ІІК-4:

1. Assess the degree of an industry's attractiveness on the basis of Integral model assessment and McKinsey matrix **(PC-4)**. Conclude on the potential business on this market **(PC-2)**. Choose an industry for analysis on your own.
2. Based on the system of concentration indicators (including graphical methods), determine the level of concentration of the global smartphone market, having previously calculated market shares based on the given data on smartphones' sale **(PC-4)**. Make a conclusion on the most potential / potential region / regions for smartphones' sale in terms of concentration **(PC-2)**. What managerial decisions can be made in the current situation? **(PC-2)** What factors can explain a downward trend in the global smartphone market? **(PC-4)** What factors will contribute to the growth of this market in the future? **(PC-4)**

Table – Smartphones' sales by region

| Region                                  | Smartphones' sales in 2019, thousand units | Smartphones' sales in 2021, thousand units | Market share, % |      |
|---|--|--|-----------------|------|
|   |  |  | 2019            | 2021 |
| China                                   | 411.351                                    | 409.97                                     | 26,98           |      |
| Asia/Pacific, excluding China and Japan | 393.738                                    | 396.35                                     | 25,82           |      |

|                              |          |        |        |  |
|------------------------------|----------|--------|--------|--|
| North America                | 152.857  | 151.75 | 10,02  |  |
| Western Europe               | 144.141  | 142.80 | 9,45   |  |
| Latin America                | 129.830  | 134.35 | 8,51   |  |
| Sub-Saharan Africa           | 90.103   | 94.29  | 5,91   |  |
| Middle East and North Africa | 73.872   | 79.11  | 4,84   |  |
| Eurasia                      | 48.612   | 47.26  | 3,19   |  |
| Eastern Europe               | 48.468   | 49.36  | 3,18   |  |
| Japan                        | 31.866   | 30.12  | 2,09   |  |
| <b>Total</b>                 | 1113.487 |        | 100.00 |  |

In the framework of the course additional assignments on this topic will be given.

#### **Assessment criteria (assessment tool — Practical task)**

| Grade | Assessment criteria  |
|-------|--|
| pass  | Deep knowledge is demonstrated of the theoretical material and the ability to apply it; consistent and correct execution of the majority of the tasks. |
| fail  | Incorrect assessment of the proposed situation; lack of theoretical justification for the tasks being performed.                                       |

#### **5.1.5 Model assignments (assessment tool - Case-task) to assess the development of the competency ПК-2:**

##### **Market power – good or bad?**

Firms like to have market power because it reduces competitive risk and gives them more control over price and output decision.

The traditional case against market power is that it concentrates control in the hands of one, or a few firms. Low levels of competition and high barriers to entry allow firms to raise prices above the competitive level in order to reap abnormally high profits. High prices cause customers to buy less of the product, less is produced, and society as a whole is worse off. Furthermore, facing light



competitive pressures, monopolists may not press down on costs of production resulting in resources not being used to maximum efficiency. In short, prices are higher, output less, and average cost of production greater under monopoly.

On the other hand, the Austrian School argue that dominant firms gain their position through competing better in the market place whether that be through price, new or better products, more effective advertising or distribution channels, or lower costs due to economies of scale. And higher prices, rather than indicating abuse of market power, simply reflect the value that consumers place on the goods and services provided.

Schumpeter and Galbraith assert that firms need to be large, have a significant market share, and be protected by barriers to entry to induce them to invest in the risky R&D that society needs to advance technologically.

### Questions:

1. Express opinion about companies' market power. Do you agree with the author's opinion? Explain your point of view **(PC-2)**.
2. Single out advantages and disadvantages of this factor for different participants **(PC-2)**:
  1. Producers
  2. Consumers
  3. Government
3. Evaluate barriers of the market, if there are companies with leading positions. What can you conclude on the potential perspectiveness of this market. Explain your answer **(PC-4)**.

### Assessment criteria (assessment tool — Case-task)

| Grade       | Assessment criteria  |
|-------------|--|
| outstanding | A comprehensive assessment of the proposed situation is given; deep knowledge is demonstrated of the theoretical material and the ability to apply it; consistent and correct execution of all tasks; the ability to reasonably state one's thoughts and draw the necessary conclusions. |
| excellent   | A comprehensive assessment of the proposed situation is given; deep knowledge is demonstrated of the theoretical material and the ability to apply it; consistent and correct execution of all tasks; the ability to reasonably state one's thoughts and draw the necessary conclusions. |
| very good   | A comprehensive assessment of the proposed situation is given; deep knowledge is demonstrated of the theoretical material and the ability to apply it; consistent and correct execution of all tasks; the ability to reasonably state one's thoughts and draw the necessary conclusions. |
| good        | A comprehensive assessment of the proposed situation is given; deep knowledge is   |

| Grade          | Assessment criteria   |
|----------------|---|
|                | demonstrated of the theoretical material and the ability to apply it; consistent and correct execution of all tasks; the ability to reasonably state one's thoughts and draw the necessary conclusions.   |
| satisfactory   | Difficulties in comprehensive assessment of the proposed situation; incomplete theoretical justification, which requires suggestive questions from the instructor; execution of tasks with the instructor's prompt; difficulties in the formulation of conclusions. |
| unsatisfactory | Incorrect assessment of the proposed situation; lack of theoretical justification for the tasks being performed.  |
| poor           | Incorrect assessment of the proposed situation; lack of theoretical justification for the tasks being performed.  |

#### **5.1.6 Model assignments (assessment tool - Case task) to assess the development of the competency IIK-4:**

##### **Market power – good or bad?**

Firms like to have market power because it reduces competitive risk and gives them more control over price and output decision.

The traditional case against market power is that it concentrates control in the hands of one, or a few firms. Low levels of competition and high barriers to entry allow firms to raise prices above the competitive level in order to reap abnormally high profits. High prices cause customers to buy less of the product, less is produced, and society as a whole is worse off. Furthermore, facing light competitive pressures, monopolists may not press down on costs of production resulting in resources not being used to maximum efficiency. In short, prices are higher, output less, and average cost of production greater under monopoly.

On the other hand, the Austrian School argue that dominant firms gain their position through competing better in the market place whether that be through price, new or better products, more effective advertising or distribution channels, or lower costs due to economies of scale. And higher prices, rather than indicating abuse of market power, simply reflect the value that consumers place on the goods and services provided.

Schumpeter and Galbraith assert that firms need to be large, have a significant market share, and be protected by barriers to entry to induce them to invest in the risky R&D that society needs to advance technologically.

##### **Questions:**

1. Express opinion about companies' market power. Do you agree with the author's opinion? Explain your point of view **(PC-2)**.

2. Single out advantages and disadvantages of this factor for different participants **(PC-2)**:

1. Producers
2. Consumers
3. Government

3. Evaluate barriers of the market, if there are companies with leading positions. What can you conclude on the potential perspectiveness of this market. Explain your answer **(PC-4)**.

**Assessment criteria (assessment tool — Case task)**

| Grade          | Assessment criteria  |
|----------------|--|
| outstanding    | A comprehensive assessment of the proposed situation is given; deep knowledge is demonstrated of the theoretical material and the ability to apply it; consistent and correct execution of all tasks; the ability to reasonably state one's thoughts and draw the necessary conclusions.   |
| excellent      | A comprehensive assessment of the proposed situation is given; deep knowledge is demonstrated of the theoretical material and the ability to apply it; consistent and correct execution of all tasks; the ability to reasonably state one's thoughts and draw the necessary conclusions.   |
| very good      | A comprehensive assessment of the proposed situation is given; deep knowledge is demonstrated of the theoretical material and the ability to apply it; consistent and correct execution of all tasks; occasional errors are possible that are corrected by the student himself after the teacher's comment; the ability to reasonably state one's thoughts and draw the necessary conclusions. |
| good           | A comprehensive assessment of the proposed situation is given; deep knowledge is demonstrated of the theoretical material and the ability to apply it; consistent and correct execution of all tasks; occasional errors are possible that are corrected by the student himself after the teacher's comment; the ability to reasonably state one's thoughts and draw the necessary conclusions. |
| satisfactory   | Difficulties in comprehensive assessment of the proposed situation; incomplete theoretical justification, which requires suggestive questions from the instructor; execution of tasks with the instructor's prompt; difficulties in the formulation of conclusions.  |
| unsatisfactory | Incorrect assessment of the proposed situation; lack of theoretical justification for the tasks being performed.   |
| poor           | Incorrect assessment of the proposed situation; lack of theoretical justification for the tasks being performed.   |

**5.2. Description of scales for assessing learning outcomes in the discipline during interim certification**

## Шкала оценивания сформированности компетенций

| Уровень сформированности компетенций (индикатора достижения компетенций) | плохо   | неудовлетворительно  | удовлетворительно  | хорошо  | очень хорошо   | отлично   | превосходно  |
|--|---|--|--|---|--|---|--|
|  | не зачтено  |  | зачтено  |   |  |   |  |
| <u>Знания</u>  | Отсутствие знаний теоретического материала. Невозможность оценить полноту знаний вследствие отказа обучающегося от ответа | Уровень знаний ниже минимальных требований. Имели место грубые ошибки                          | Минимально допустимый уровень знаний. Допущено много негрубых ошибок   | Уровень знаний в объеме, соответствующем программе подготовки. Допущено несколько негрубых ошибок   | Уровень знаний в объеме, соответствующем программе подготовки. Допущено несколько несущественных ошибок                              | Уровень знаний в объеме, соответствующем программе подготовки. Ошибок нет.  | Уровень знаний в объеме, превышающем программу подготовки.   |
| <u>Умения</u>  | Отсутствие минимальных умений. Невозможность оценить наличие умений вследствие отказа обучающегося от ответа              | При решении стандартных задач не продемонстрированы основные умения. Имели место грубые ошибки | Продemonстрированы основные умения. Решены типовые задачи с негрубыми ошибками. Выполнены все задания, но не в полном объеме | Продemonстрированы все основные умения. Решены все основные задачи с негрубыми ошибками. Выполнены все задания в полном объеме, но некоторые с недочетами | Продemonстрированы все основные умения. Решены все основные задачи. Выполнены все задания в полном объеме, но некоторые с недочетами | Продemonстрированы все основные умения. Решены все основные задачи с отдельными несущественными недочетами, выполнены все задания в полном объеме | Продemonстрированы все основные умения. Решены все основные задачи. Выполнены все задания, в полном объеме без недочетов |
| <u>Навыки</u>  | Отсутствие базовых навыков. Невозможность оценить наличие навыков вследствие отказа обучающегося от ответа                | При решении стандартных задач не продемонстрированы базовые навыки. Имели место грубые ошибки  | Имеется минимальный набор навыков для решения стандартных задач с некоторыми недочетами                                      | Продemonстрированы базовые навыки при решении стандартных задач с некоторыми недочетами   | Продemonстрированы базовые навыки при решении стандартных задач без ошибок и недочетов   | Продemonстрированы навыки при решении нестандартных задач без ошибок и недочетов  | Продemonстрирован творческий подход к решению нестандартных задач  |

## Scale of assessment for interim certification

| Grade |             | Assessment criteria  |
|-------|-------------|--|
| pass  | outstanding | All the competencies (parts of competencies) to be developed within the discipline have been developed at a level no lower than "outstanding", the knowledge and skills for the relevant competencies have been demonstrated at a level higher than the one set out in the |

|             |                       |   |
|-------------|-----------------------|---|
|             |                       | programme.  |
|             | <b>excellent</b>      | All the competencies (parts of competencies) to be developed within the discipline have been developed at a level no lower than "excellent",  |
|             | <b>very good</b>      | All the competencies (parts of competencies) to be developed within the discipline have been developed at a level no lower than "very good",  |
|             | <b>good</b>           | All the competencies (parts of competencies) to be developed within the discipline have been developed at a level no lower than "good",   |
|             | <b>satisfactory</b>   | All the competencies (parts of competencies) to be developed within the discipline have been developed at a level no lower than "satisfactory", with at least one competency developed at the "satisfactory" level. |
| <b>fail</b> | <b>unsatisfactory</b> | At least one competency has been developed at the "unsatisfactory" level.   |
|             | <b>poor</b>           | At least one competency has been developed at the "poor" level.   |

### 5.3 Model control assignments or other materials required to assess learning outcomes during the interim certification with the criteria for their assessment:

#### 5.3.1 Model assignments (assessment tool - Project) to assess the development of the competency IIK-2

Choose an industry and a company for carrying put analysis.

On the chosen company carry out analysis on the following components:

Part one. General description of a company (a company's activity, including external economic activity) **(PC-2)**

Part two. A company's Internal analysis **(PC-4)**

2.1. Analysis of resources and capabilities on the basis of VRIO model

2.2. Analysis of a company's resources and capabilities using SNW model

2.3. Balanced scorecard **(PC-2)**

COMMENTS TO PART 2: VRIO and SNW analysis is carried out here for a geographical market, where a company is doing business (in other words, assessment of a company's real internal potential is carried out in comparison with the existing rivals)

Part three. A company's current position in the industry (in one particular country) **(PC-4)**

3.1. Concentration analysis

3.2. Industry growth factor based on dynamic variables

3.3. Industry barriers

COMMENTS TO PART 3: This sorts of analysis is carried out for a geographical market, where a company is functioning now (these three tools are applied here in order to analyze one particular

industry in general and to conclude on the chosen company position among competitors. Here it is necessary to analyze the same country as in PART 2 (for which VRIO and SNW models were used))

Part four. Industry Attractiveness analysis (choose two countries in order to compare these countries and define the degree of attractiveness there) **(PC-4)**

4.1. Estimation of Market attractiveness on the basis of Integrated Estimation model (with the explanation of weights and scores)

4.2. Analysis of industry attractiveness and a company's position using McKinsey Matrix (with the reference to a particular company). In the framework of this very model internal factors' estimation should be added. Due to this model we can conclude both whether this industry in the country is attractive for a company and whether a company's position is strong in order to prosper there)

4.3. Estimation of Socio-cultural environment using Hofstede model (<https://geert-hofstede.com/countries.html>). Do it for the country, which was chosen in 2.3. Conclude how a company should change the product aimed at satisfying customers' needs (we need to pay attention to measurements to draw these conclusions)

4.4. Scenario modeling **(PC-2)**

COMMENTS TO PART 4: Here all the tools are used in order to compare two geographical markets, aimed at choosing one of them. Conclusion is made on the basis of results which will be made after analysis on each tool.

### **5.3.2 Model assignments (assessment tool - Project) to assess the development of the competency** **ПК-4**

Choose an industry and a company for carrying out analysis.

On the chosen company carry out analysis on the following components:

Part one. General description of a company (a company's activity, including external economic activity) **(PC-2)**

Part two. A company's Internal analysis **(PC-4)**

2.1. Analysis of resources and capabilities on the basis of VRIO model

2.2. Analysis of a company's resources and capabilities using SNW model

2.3. Balanced scorecard **(PC-2)**

COMMENTS TO PART 2: VRIO and SNW analysis is carried out here for a geographical market, where a company is doing business (in other words, assessment of a company's real internal potential is carried out in comparison with the existing rivals)

Part three. A company's current position in the industry (in one particular country) **(PC-4)**

3.1. Concentration analysis

3.2. Industry growth factor based on dynamic variables

3.3. Industry barriers

COMMENTS TO PART 3: This sort of analysis is carried out for a geographical market, where a company is functioning now (these three tools are applied here in order to analyze one particular industry in general and to conclude on the chosen company position among competitors. Here it is necessary to analyze the same country as in PART 2 (for which VRIO and SNW models were used))

Part four. Industry Attractiveness analysis (choose two countries in order to compare these countries and define the degree of attractiveness there) **(PC-4)**

4.1. Estimation of Market attractiveness on the basis of Integrated Estimation model (with the explanation of weights and scores)

4.2. Analysis of industry attractiveness and a company's position using McKinsey Matrix (with the reference to a particular company). In the framework of this very model internal factors' estimation should be added. Due to this model we can conclude both whether this industry in the country is attractive for a company and whether a company's position is strong in order to prosper there)

4.3. Estimation of Socio-cultural environment using Hofstede model (<https://geert-hofstede.com/countries.html>). Do it for the country, which was chosen in 2.3. Conclude how a company should change the product aimed at satisfying customers' needs (we need to pay attention to measurements to draw these conclusions)

4.4. Scenario modeling **(PC-2)**

COMMENTS TO PART 4: Here all the tools are used in order to compare two geographical markets, aimed at choosing one of them. Conclusion is made on the basis of results which will be made after analysis on each tool.

### Assessment criteria (assessment tool — Project)

| Grade        | Assessment criteria  |
|--------------|--|
| outstanding  | A comprehensive assessment of the given assignments; deep knowledge is demonstrated of the theoretical material and the ability to apply it; consistent and correct execution of all tasks; the ability to reasonably state one's thoughts and draw the necessary conclusions.   |
| excellent    | A comprehensive assessment of the given assignments; deep knowledge is demonstrated of the theoretical material and the ability to apply it; consistent and correct execution of all tasks; the ability to reasonably state one's thoughts and draw the necessary conclusions.   |
| very good    | A comprehensive assessment of the given assignments; deep knowledge is demonstrated of the theoretical material and the ability to apply it; consistent and correct execution of almost all the tasks; the ability to reasonably state one's thoughts and draw the necessary conclusions.  |
| good         | A comprehensive assessment of the given assignments; deep knowledge is demonstrated of the theoretical material and the ability to apply it; consistent and correct execution of all tasks; occasional errors are possible that are corrected by the student himself after the teacher's comment; the ability to reasonably state one's thoughts and draw the necessary conclusions. |
| satisfactory | Difficulties in comprehensive assessment of the given assignments; incomplete theoretical justification, which requires suggestive questions from the instructor; execution of tasks with  |

| Grade          | Assessment criteria   |
|----------------|---|
|                | the instructor's prompt; difficulties in the formulation of conclusions.  |
| unsatisfactory | Incorrect assessment of the given assignments; lack of theoretical justification for the tasks being performed. |
| poor           | Incorrect assessment of the given assignments; lack of theoretical justification for the tasks being performed. |

### **5.3.3 Model assignments (assessment tool - Control questions) to assess the development of the competency ПК-2**

1. The concept of a strategy. Dimensions of a strategy
2. Differences between corporate and business strategies. Common elements in successful strategies
3. Scenario modeling
4. Balanced Scorecard
5. Decision making based on the tools of strategic analysis

### **5.3.4 Model assignments (assessment tool - Control questions) to assess the development of the competency ПК-4**

1. Objects of strategic analysis. The basic framework for strategic analysis
2. Factors at external level, when carrying out strategic analysis
3. Factors at internal level, when carrying out strategic analysis
4. Tools of strategic analysis
5. Tools at industry level
6. Porter's 5 forces model
7. The model of identifying key success factors
8. Dynamics variables, when carrying out strategic analysis
9. Integrated estimation model
10. McKinsey Matrix
11. Concentration analysis. Concentration variables
12. Tools at national level
13. Tools at internal level



14. VRIO model
15. SNW модель
16. Complex tools, when carrying out strategic analysis
17. Global factors, influencing business activity

#### **Assessment criteria (assessment tool — Control questions)**

| Grade          | Assessment criteria  |
|----------------|--|
| outstanding    | The level of knowledge exceeds the level required in the training program.     |
| excellent      | The level of knowledge corresponds to the program. There are no flaws.         |
| very good      | The level of knowledge corresponds to the program. A few minor flaws were made |
| good           | The level of knowledge corresponds to the program. A few errors were made      |
| satisfactory   | Minimum acceptable level of knowledge. A lot of errors were made.              |
| unsatisfactory | The level of knowledge is below minimum requirements.                          |
| poor           | Lack of theoretical knowledge.   |

#### **6. Учебно-методическое и информационное обеспечение дисциплины (модуля)**

Основная литература:

1. Prikazchikova Yulia. Strategic Analysis = Стратегический анализ : manual / Y. Prikazchikova ; Lobachevsky State University of Nizhny Novgorod. - Nizhny Novgorod : UNN Publishing House, 2017. - 48 p. - Текст : электронный., <https://e-lib.unn.ru/MegaPro/UserEntry?Action=FindDocs&ids=823444&idb=0>.

Дополнительная литература:

1. Prikazchikova Yulia. Strategic Analysis = Стратегический анализ : manual / Y. Prikazchikova ; Lobachevsky State University of Nizhny Novgorod. - Nizhny Novgorod : UNN Publishing House, 2017. - 48 p. - Текст : электронный., <https://e-lib.unn.ru/MegaPro/UserEntry?Action=FindDocs&ids=823444&idb=0>.

Программное обеспечение и Интернет-ресурсы (в соответствии с содержанием дисциплины):

1. <https://www.gks.ru>
2. <http://powerbranding.ru/shablony/>
3. <https://www.hofstede-insights.com/>

4. <https://strategicmanagementinsight.com/>
5. Операционная система Microsoft Windows
6. Прикладное программное обеспечение Microsoft Office

#### **7. Материально-техническое обеспечение дисциплины (модуля)**

Учебные аудитории для проведения учебных занятий, предусмотренных образовательной программой, оснащены мультимедийным оборудованием (проектор, экран), техническими средствами обучения, компьютерами, специализированным оборудованием: Проектор или ЖК-телевизор, доска.

Помещения для самостоятельной работы обучающихся оснащены компьютерной техникой с возможностью подключения к сети "Интернет" и обеспечены доступом в электронную информационно-образовательную среду.

Программа составлена в соответствии с требованиями ОС ННГУ по направлению подготовки/специальности 38.03.01 - Economics.

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Заведующий кафедрой: Горбунова Мария Лавровна, доктор экономических наук.

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