

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 и предпринимательства

УТВЕРЖДЕНО

решением президиума Ученого совета ННГУ

протокол № 1 от 16.01.2024 г.

Working programme of the discipline

Modern Strategic Analysis

Higher education level

Master degree

Area of study / speciality

38.04.02 - Management

Focus /specialization of the study programme

Finance and Business Administration

Mode of study

full-time

Nizhny Novgorod

Year of commencement of studies 2024

1. Место дисциплины в структуре ОПОП

Дисциплина Б1.О.02 Современный стратегический анализ относится к обязательной части образовательной программы.

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

Формируемые компетенции (код, содержание компетенции)	Планируемые результаты обучения по дисциплине (модулю), в соответствии с индикатором достижения компетенции		Наименование оценочного средства	
	Индикатор достижения компетенции (код, содержание индикатора)	Результаты обучения по дисциплине	Для текущего контроля успеваемости	Для промежуточной аттестации
УК-1: Способен осуществлять критический анализ проблемных ситуаций на основе системного подхода, вырабатывать стратегию действий	УК-1.1: Анализирует проблемную ситуацию как систему, выявляя ее составляющие и связи между ними, прогнозируя результат УК-1.2: Осуществляет поиск вариантов решения поставленной проблемной ситуации на основе доступных источников информации, определяет в рамках выбранного алгоритма вопросы (задачи), подлежащие дальнейшей разработке, предлагает способы их решения, разрабатывает стратегию достижения поставленной цели	УК-1.1: Знать инструменты проведения анализа Уметь проводить анализ ситуаций, выявлять взаимосвязи между факторами, оказывающими влияние на развитие анализируемого объекта исследования Владеть навыками проведения анализа ситуаций по выбранному объекту исследования УК-1.2: Знать способы принятия решений на основе проведенного анализа по выбранному объекту исследования Уметь осуществлять поиск вариантов решения ситуации по выбранному объекту исследования Владеть навыками проведения стратегического анализа на основе различных источников информации и разработки эффективной стратегии развития объекта исследования	Кейс-задание Практическое задание Тест	Экзамен: Контрольные вопросы Проект
ОПК-3: Способен самостоятельно принимать	ОПК-3.1: Принимает обоснованные организационноуправленческ	ОПК-3.1: Знать способы принятия обоснованных управленческих	Кейс-задание Практическое задание	Экзамен:

<p>обоснованные организационно-управленческие решения, оценивать их операционную и организационную эффективность, социальную значимость, обеспечивать их реализацию в условиях сложной (в том числе кросс-культурной) и динамичной среды;</p>	<p>ие решения и оценивает их операционную и организационную эффективность, а также социальную значимость</p> <p>ОПК-3.2: Обеспечивает реализацию организационноуправленческих решений в условиях сложной (в том числе кросс-культурной) и динамичной среды</p>	<p>решений в складывающихся обстоятельствах</p> <p>Уметь разрабатывать и принимать обоснованные управленческие решения в складывающихся условиях внешней среды ведения бизнеса</p> <p>Владеть навыками разработки и принятия эффективных управленческих решений</p> <p>ОПК-3.2:</p> <p>Знать способы реализации управленческих решений в условиях динамичной среды ведения бизнеса</p> <p>Уметь реализовывать управленческие решения, способствующие эффективному стратегическому развитию объекта исследования</p> <p>Владеть навыками разработки и реализации эффективных организационно-управленческих решений в условиях складывающейся внешней среды ведения бизнеса</p>	<p>Тест</p>	<p>Контрольные вопросы</p> <p>Проект</p>
<p>ОПК-4: Способен руководить проектной и процессной деятельностью в организации с использованием современных практик управления, лидерских и коммуникативных навыков, выявлять и оценивать новые рыночные возможности, разрабатывать стратегии создания и развития инновационных направлений деятельности и соответствующие</p>	<p>ОПК-4.1: Осуществляет выбор бизнес-моделей и методов руководства при реализации проектной и процессной деятельности на основе современных практик управления, лидерских и коммуникативных навыков</p> <p>ОПК-4.2: Разрабатывает элементы стратегии создания и развития инновационных направлений деятельности на основе выявления и оценки рыночных возможностей</p>	<p>ОПК-4.1:</p> <p>Знать инструментарий, управленческие модели в целях реализации проектной деятельности</p> <p>Уметь проводить проектную и процессную работу на базе различного управленческого инструментарий</p> <p>Владеть навыками осуществления проектной деятельности в современных условиях ведения бизнеса</p> <p>ОПК-4.2:</p> <p>Знать инструментарий разработки инновационной стратегии развития</p> <p>Уметь использовать инструментарий разработки</p>	<p>Кейс-задание</p> <p>Практическое задание</p> <p>Тест</p>	<p>Экзамен:</p> <p>Контрольные вопросы</p> <p>Проект</p>

им бизнес-модели организаций;		инновационной стратегии на практике в складывающихся условиях ведения бизнеса Владеть навыками разработки эффективных инновационных стратегиях с учетом складывающихся рыночных возможностей		
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3. Структура и содержание дисциплины

3.1 Трудоемкость дисциплины

	очная
Общая трудоемкость, з.е.	4
Часов по учебному плану	144
в том числе	
аудиторные занятия (контактная работа):	
- занятия лекционного типа	8
- занятия семинарского типа (практические занятия / лабораторные работы)	24
- КСР	2
самостоятельная работа	74
Промежуточная аттестация	36 Экзамен

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 (часы)	в том числе			
		Контактная работа (работа во взаимодействии с преподавателем), часы из них			Самостоятельная работа обучающегося, часы
		Занятия лекционного типа	Занятия семинарского типа (практические занятия/лабораторные работы), часы	Всего	
	0 Ф 0	0 Ф 0	0 Ф 0	0 Ф 0	0 Ф 0
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)	13	2	3	5	8
Раздел 2. Инструментарий проведения стратегического анализа (Инструментарий на уровне отрасли. Инструментарий на уровне страны.	93	6	21	27	66

Инструментарий на уровне предприятия)					
Аттестация	36				
КСР	2			2	
Итого	144	8	24	34	74

Contents of sections and topics of the discipline

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 на уровне отрасли. Инструментарий на уровне страны. Инструментарий на уровне предприятия.

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:

- электронный курс "-" (-).

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 - Case task) to assess the development of the competency УК-1:

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 **(UC-1)**.

2. Single out advantages and disadvantages of this factor for different participants **(UC-1)**:

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 **(GPC-3, GPC-4)**.

5.1.2 Model assignments (assessment tool - Case task) to assess the development of the competency OIK-3:

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.

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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 **(UC-1)**.
2. Single out advantages and disadvantages of this factor for different participants **(UC-1)**:
 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 **(GPC-3, GPC-4)**.

5.1.3 Model assignments (assessment tool - Case task) to assess the development of the competency OIK-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 **(UC-1)**.
2. Single out advantages and disadvantages of this factor for different participants **(UC-1)**:
 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 **(GPC-3, GPC-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 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.

5.1.4 Model assignments (assessment tool - Practical task) to assess the development of the competency YK-1:

1. Assess the degree of an industry's attractiveness on the basis of Integral model assessment and McKinsey matrix (**UC-4**). Conclude on the potential business on this market (**GPC-3, GPC-4**). Choose an industry for analysis on your own.

2. Carry out concentration analysis of IT industry in China for 2 years and make conclusions on the barriers of market entrance on competition intensity, on the potential of getting profit, on the dynamics of doing business on this market. Concentration among leaders makes the market more difficult for entrance or less difficult?

Company	Turnover, bln euro	Market share, %
Huawei	77.3	22.62
ChinaTelecom	46.9	13.73
Lenovo	37.8	11.06
Alibaba	32.0	9.36
Tencent	30.4	8.90
Midea group	28.4	8.31
QINGDAO Haier	20.2	5.91
TCL	14.1	4.13
ZTE	13.9	4.07
BOE Technology group	11.6	3.39
Baidu	10.9	3.19
Netease	6.9	2.02
Nikvision	5.3	1.55
CTIP.com	3.4	1.00
Fiberhome	2.6	0.76

Total	341.7	100
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3. Carry out comparative concentration analysis of smartphone market in two countries and make all the possible conclusions.

Table 1 - Companies' market shares on smartphone market in South Korea

Company	Market share, %
Samsung	59.47
Apple	32.97
LG	3.57
Xiaomi	0.56
Huawei	0.13
Lenovo	0.05
Vivo	0.06
Others	3.19
Total	100

Table 2 - Companies' market shares on smartphone market in India

Company	Market share, %
Xiaomi	25.56

Vivo	16.66
Samsung	16.43
Realme	12.72
Oppo	11.7
Apple	4.09
OnePlus	3.98
Tecno	1.34
Motorola	1.32
Others	6.2
Total	100

5.1.5 Model assignments (assessment tool - Practical task) to assess the development of the competency ОПК-3:

1. Assess the degree of an industry's attractiveness on the basis of Integral model assessment and McKinsey matrix (**UC-4**). Conclude on the potential business on this market (**GPC-3, GPC-4**). Choose an industry for analysis on your own.

2. Carry out concentration analysis of IT industry in China for 2 years and make conclusions on the barriers of market entrance on competition intensity, on the potential of getting profit, on the dynamics of doing business on this market. Concentration among leaders makes the market more difficult for entrance or less difficult?

Company	Turnover, bln euro	Market share, %
Huawei	77.3	22.62
ChinaTelecom	46.9	13.73
Lenovo	37.8	11.06
Alibaba	32.0	9.36

Tencent	30.4	8.90
Midea group	28.4	8.31
QINGDAO Haier	20.2	5.91
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BOE Technology group	11.6	3.39
Baidu	10.9	3.19
Netease	6.9	2.02
Nikvision	5.3	1.55
CTRIP.com	3.4	1.00
Fiberhome	2.6	0.76
Total	341.7	100

3. Carry out comparative concentration analysis of smartphone market in two countries and make all the possible conclusions.

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Huawei	0.13
Lenovo	0.05
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Others	3.19
Total	100

Table 2 - Companies' market shares on smartphone market in India

Company	Market share, %
Xiaomi	25.56
Vivo	16.66
Samsung	16.43
Realme	12.72
Oppo	11.7
Apple	4.09
OnePlus	3.98
Tecno	1.34
Motorola	1.32
Others	6.2
Total	100

5.1.6 Model assignments (assessment tool - Practical task) to assess the development of the competency ОПК-4:

1. Assess the degree of an industry's attractiveness on the basis of Integral model assessment and McKinsey matrix (**UC-4**). Conclude on the potential business on this market (**GPC-3, GPC-4**). Choose an industry for analysis on your own.

2. Carry out concentration analysis of IT industry in China for 2 years and make conclusions on the barriers of market entrance on competition intensity, on the potential of getting profit, on the dynamics of doing business on this market. Concentration among leaders makes the market more difficult for entrance or less difficult?

Company	Turnover, bln euro	Market share, %
Huawei	77.3	22.62
ChinaTelecom	46.9	13.73
Lenovo	37.8	11.06
Alibaba	32.0	9.36
Tencent	30.4	8.90
Midea group	28.4	8.31
QINGDAO Haier	20.2	5.91
TCL	14.1	4.13
ZTE	13.9	4.07
BOE Technology group	11.6	3.39
Baidu	10.9	3.19
Netease	6.9	2.02
Nikvision	5.3	1.55
CTIP.com	3.4	1.00
Fiberhome	2.6	0.76

Total	341.7	100
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3. Carry out comparative concentration analysis of smartphone market in two countries and make all the possible conclusions.

Table 1 - Companies' market shares on smartphone market in South Korea

Company	Market share, %
Samsung	59.47
Apple	32.97
LG	3.57
Xiaomi	0.56
Huawei	0.13
Lenovo	0.05
Vivo	0.06
Others	3.19
Total	100

Table 2 - Companies' market shares on smartphone market in India

Company	Market share, %
Xiaomi	25.56

Vivo	16.66
Samsung	16.43
Realme	12.72
Oppo	11.7
Apple	4.09
OnePlus	3.98
Tecno	1.34
Motorola	1.32
Others	6.2
Total	100

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.

5.1.7 Model assignments (assessment tool - Test) to assess the development of the competency YK-1:

1. Choose the factors, which relate to strategic barriers, when entering a market

- 1) Market capacity
- 2) Administrative barriers
- 3) Additional investments in fixed assets
- 4) Product differentiation

2. Choose the factor, which relates to non-strategic barriers, when entering a market

- 1) Market capacity
- 2) High/moderate concentration level
- 3) Long-term contracts with suppliers
- 4) Economies of scale

5.1.8 Model assignments (assessment tool - Test) to assess the development of the competency OIK-3:

1. Problems of internal environment can concern:

- 1) Ineffective marketing policy
- 2) Ineffective product policy
- 3) Demand seasonality
- 4) Low level of people's income

2. Problems of external environment can concern:

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

3. A company's strategy is developed at _____ levels

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

5.1.9 Model assignments (assessment tool - Test) to assess the development of the competency OIK-4:

1. In the framework of external market analysis weight of factors mean:

- a) Factors' significance for a company
- b) The real situation on an external market
- c) Internal potential for a company's development on this aspect
- d) A company's position on this factor on the chosen external market

2. When assessing industry attractiveness on external factors, scores of factors mean:

- a) Factors' significance for a company

b) The real situation on an external market

c) Internal potential for a company's development on this aspect

Assessment criteria (assessment tool — Test)

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

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	При решении стандартных	Имеется минимальн	Продemonстрированы	Продemonстрированы	Продemonстрированы	Продemonстрирован

навыков. Невозможность оценить наличие навыков вследствие отказа обучающегося от ответа	задач не продемонстриро ваны базовые навыки. Имели место грубые ошибки	ый набор навыков для решения стандартны х задач с некоторым и недочетами	базовые навыки при решении стандартны х задач с некоторым и недочетами	базовые навыки при решении стандартны х задач без ошибок и недочетов	навыки при решении нестандарт ных задач без ошибок и недочетов	творческий подход к решению нестандартны х задач
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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.
	excellent	All the competencies (parts of competencies) to be developed within the discipline have been developed at a level no lower than "excellent",
	very good	All the competencies (parts of competencies) to be developed within the discipline have been developed at a level no lower than "very good",
	good	All the competencies (parts of competencies) to be developed within the discipline have been developed at a level no lower than "good",
	satisfactory	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.
fail	unsatisfactory	At least one competency has been developed at the "unsatisfactory" level.
	poor	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 - Control questions) to assess the development of the competency УК-1

1. The concept of a strategy. Dimensions of a strategy
2. Objects of strategic analysis. The basic framework for strategic analysis

5.3.2 Model assignments (assessment tool - Control questions) to assess the development of the competency ОПК-3

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

5.3.3 Model assignments (assessment tool - Control questions) to assess the development of the competency ОПК-4

1. Factors at external level, when carrying out strategic analysis
2. Factors at internal level, when carrying out strategic analysis
3. Tools of strategic analysis
4. Tools at industry level
5. Porter's 5 forces model
6. The model of identifying key success factors
7. Dynamics variables, when carrying out strategic analysis
8. Analysis of an industry's attractiveness (on the basis of integrated Index)
9. McKinsey Matrix
10. Concentration analysis. Concentration variables
11. Tools at national level
12. Hofstede model
13. Complex tools, when carrying out strategic analysis
14. 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.

5.3.4 Model assignments (assessment tool - Project) to assess the development of the competency YK-1

Choose an industry and a company for carrying put analysis.

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

1. General characteristic of the company, including the degree of internationalization (UC-1)
2. Define companies' problems, dividing them into two groups: internal and external (UC-1)
3. Concentration analysis on 2 countries, aimed assessing the level of competition within the industry (GPC-4).
4. External environment analysis at different levels, when making a decision of doing business abroad (on one particular country, which was chosen in the framework of Step 2)
 - global factors, influencing the company, when doing business in the chosen country and their consequences (GPC-4)
 - national factors

TOOLS: Hofstede model, Integral assessment model (GPC-4)

- industry factors

TOOLS: Dynamics variables, Barriers' analysis (strategic and nonstrategic with calculation of Index barriers), Porter's five forces model, Concentration model, Integral assessment model (GPC-4)

- internal factors, aimed at assessing competitiveness in comparison with other participants

TOOL: SNW model, VRIO model (GPC-4)

5. External environment analysis in a complex way

TOOLS: MicKinsey Matrix (GPC-4)

5. Development of a company's strategy

TOOL: Balanced Scorecard, Scenario modeling (GPC-3)

6. Suggest managerial decisions, based on the analysis (GPC-3)

5.3.5 Model assignments (assessment tool - Project) to assess the development of the competency ОПК-3

Choose an industry and a company for carrying put analysis.

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

1. General characteristic of the company, including the degree of internationalization (UC-1)
2. Define companies' problems, dividing them into two groups: internal and external (UC-1)
3. Concentration analysis on 2 countries, aimed assessing the level of competition within the industry (GPC-4).

4. External environment analysis at different levels, when making a decision of doing business abroad (on one particular country, which was chosen in the framework of Step 2)

- global factors, influencing the company, when doing business in the chosen country and their consequences (GPC-4)
- national factors

TOOLS: Hofstede model, Integral assessment model (GPC-4)

- industry factors

TOOLS: Dynamics variables, Barriers' analysis (strategic and nonstrategic with calculation of Index barriers), Porter's five forces model, Concentration model, Integral assessment model (GPC-4)

- internal factors, aimed at assessing competitiveness in comparison with other participants

TOOL: SNW model, VRIO model (GPC-4)

5. External environment analysis in a complex way

TOOLS: MicKinsey Matrix (GPC-4)

5. Development of a company's strategy

TOOL: Balanced Scorecard, Scenario modeling (GPC-3)

6. Suggest managerial decisions, based on the analysis (GPC-3)

5.3.6 Model assignments (assessment tool - Project) to assess the development of the competency ОПК-4

Choose an industry and a company for carrying put analysis.

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

1. General characteristic of the company, including the degree of internationalization (UC-1)
2. Define companies' problems, dividing them into two groups: internal and external (UC-1)
3. Concentration analysis on 2 countries, aimed assessing the level of competition within the industry (GPC-4).
4. External environment analysis at different levels, when making a decision of doing business abroad (on one particular country, which was chosen in the framework of Step 2)

- global factors, influencing the company, when doing business in the chosen country and their consequences (GPC-4)
- national factors

TOOLS: Hofstede model, Integral assessment model (GPC-4)

- industry factors

TOOLS: Dynamics variables, Barriers' analysis (strategic and nonstrategic with calculation of Index barriers), Porter's five forces model, Concentration model, Integral assessment model (GPC-4)

- internal factors, aimed at assessing competitiveness in comparison with other participants

TOOL: SNW model, VRIO model (GPC-4)

5. External environment analysis in a complex way

TOOLS: MicKinsey Matrix (GPC-4)

5. Development of a company's strategy

TOOL: Balanced Scorecard, Scenario modeling (GPC-3)

6. Suggest managerial decisions, based on the analysis (GPC-3)

Assessment criteria (assessment tool — Project)

Grade	Assessment criteria
outstanding	All the basic abilities and skills are demonstrated. All the main tasks have been solved. All tasks are completed, in full, without any shortcomings
excellent	All the basic abilities and skills are demonstrated. All the main tasks are solved with some minor shortcomings, all the tasks are completed in full.
very good	All basic abilities and skills are demonstrated. All the main tasks have been solved . All tasks are completed, in full, but some with shortcomings.
good	All basic abilities and skills are demonstrated. All the main tasks with non- serious errors have been solved. All the tasks were completed, in full, but some of them were incomplete.
satisfactory	Basic abilities and skills are demonstrated. Typical tasks with non- serious errors were solved. All tasks are completed, but not in full.
unsatisfactory	Basic abilities and skills in solving standard tasks are not demonstrated. There has been serious errors.
poor	Inability to assess the completeness of knowledge due to the student's refusal to answer

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

Основная литература:

1. Prikazchikova Yulia. Modern Strategic Analysis = Современный стратегический анализ : manual / Y. Prikazchikova ; Lobachevsky State University of Nizhny Novgorod. - Nizhny Novgorod : UNN Publishing House, 2017. - 47 p. - Текст : электронный., <https://e-lib.unn.ru/MegaPro/UserEntry?Action=FindDocs&ids=823379&idb=0>.

Дополнительная литература:

1. Prikazchikova Yulia. Modern Strategic Analysis = Современный стратегический анализ : manual / Y. Prikazchikova ; Lobachevsky State University of Nizhny Novgorod. - Nizhny Novgorod : UNN Publishing House, 2017. - 47 p. - Текст : электронный., <https://e-lib.unn.ru/MegaPro/UserEntry?Action=FindDocs&ids=823379&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.

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