

**Ministry of Education and Science of the Russian Federation  
Federal State Autonomous Educational Institution of Higher Education**

National Research University  
Lobachevsky State University of Nizhny Novgorod

Institute of Economics and Entrepreneurship

APPROVED  
by the decision of the Academic Council of UNN  
protocol № 6 dated 31.05.23

**Study Program of the Course**

**STRATEGIC ANALYSIS**

*(name of the subject (course))*

Level of Higher Education  
**Bachelor**

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Area of Study  
**38.03.01 «Economics»**

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Program  
**World Economy**

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Form of Training  
**Full - Time**

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Nizhny Novgorod

2023

## 1. The Place of the Course in the Structure of the Main Education (Degree) Program

The course is the part formed by the participants of educational relations Б1.Б.10. “Strategic analysis”.

№	The place of the discipline in the curriculum of the educational program	Стандартный текст для автоматического заполнения в конструкторе РПД
1	Block 2. Disciplines (modules). The part formed by the participants of educational relations	Academic discipline Б1.Б.10 Strategic analysis is the part formed by the participants of educational relations Area of Study 38.03.01 Economics

## 2. The planned learning outcomes, correlated with the planned learning outcomes of the educational program (competencies and indicators of competencies achievement)

Competencies	The planned learning outcomes, in accordance with the indicator of achievement of competence		Assessment tools
	Indicator of competence achievement * (код, содержание индикатора)	Learning outcomes **	
PC-2. Is able to critically evaluate the results of managerial decisions and develop proposals for their improvement, taking into account efficiency criteria, possible risks and socio-economic consequences	PC 2.1. Critically evaluates the results of managerial decisions	<i>To be able</i> to develop and make managerial decisions in the current conditions of the external environment for doing business <i>To know</i> ways to assess the results of managerial decisions <i>To have the skills</i> to evaluate the results of managerial decisions	Test, practical assignments, case-study, project
	PC 2.2. Develops proposals for the improvement of managerial decisions taking into account efficiency criteria, possible risks and socio-economic consequences	<i>To be able to</i> develop effective managerial decisions <i>To know</i> methods of identifying ineffective management decisions and ways to improve them <i>To have the skills</i> to develop effective managerial decisions	Test, practical assignments, case-study, project
PC-4. Is able to analyze the accounting records of enterprises of different forms of ownership, organizations,	PC 4.1. Analyses the accounting records of enterprises of various forms of ownership, organizations, departments, etc.	<i>To be able</i> to use the data obtained to conduct strategic analysis of a research object's activity <i>To know</i> the methods of analysis of reports in order to carry out strategic and tactical activities' planning <i>To have the skills</i> to conduct strategic analysis based on various reports	Test, practical assignments, case-study, project

departments, etc. and use the results of the analysis for strategic and tactical planning of activities	PC 4.2. Uses results of analysis for strategic and tactical planning of activities	<i>To be able</i> to apply strategic analysis tools <i>To know</i> tools of strategic analysis <i>To have the skills</i> to carry out strategic analysis	Test, practical assignments, case-study, project
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### 3. The Structure and Content of the Course

#### 3.1 Workload of the Course

	Full - Time
<b>Total number of credits</b>	<b>6 Credits</b>
<b>Hours according to the curriculum</b>	<b>216</b>
<b>including</b>	
<b>Contact work with the teacher:</b>	
- Lectures	<b>32</b>
- Seminars (practical classes / laboratory work)	<b>32</b>
<b>Student's independent work</b>	<b>114</b>
<b>Control</b>	<b>2</b>
<b>Midterm Assessment - Exam</b>	<b>36</b>

#### 3.2. Content of the Course

Modules or topics	Workload (hours)	Including				
		Contact Work				Independent work
		Lectures	Seminars	Lab classes	Total	
Unit 1. Concept of a strategy and strategic analysis	26	6	6		12	14
Unit 2. Tools of strategic analysis	152	26	26		52	100
Control	2	-	-		2	-
Midterm assessment - Exam	36	-	-		36	-
<b>Total</b>	<b>216</b>	<b>32</b>	<b>32</b>		<b>102</b>	<b>114</b>

#### Unit 1. Concept of a strategy and strategic analysis

Concept and types of a strategy. Scheme of an effective strategy's development. Concept of strategic analysis. Stages of carrying out strategic analysis. Factors at different levels, when carrying out strategic analysis.

#### Unit 2. Tools of strategic analysis

Tools of industry factors' analysis. Tools of national factors' analysis. Tools of internal factors' analysis. Analysis of global factors.

Practical classes (seminars) are organized with elements of practical training, that provides the implementation of certain activities related to future profession.

Practical training includes practical tasks on Unit 2 – Tools of strategic analysis.

4 hours are allocated for practical training (seminars) in the form of practical training.

Practical training is aimed at the formation and development of:

- practical skills in accordance with the profile of the program: organizational and managerial; analytical.
- competencies:

PC-2. Is able to critically evaluate the results of managerial decisions and develop proposals for their improvement, taking into account efficiency criteria, possible risks and socio-economic consequences.

PC-4. Is able to analyze the accounting records of enterprises of different forms of ownership, organizations, departments, etc. and use the results of the analysis for strategic and tactical planning of activities.

Ongoing monitoring of academic performance is carried out within the framework of seminar-type classes.

#### **4. Methodological support for students' independent work**

<b>Assessment tools</b>	<b>Form of assessment</b>
Test	Assessment of tests' results
Practical assignments	Checking practical assignments
Case studies	Checking assignments

Questions for final control, tasks for current control and Midterm Assessment based on the learning outcomes of the discipline are given in 5.2.

An online course created in the UNN e-learning system is used to ensure the independent work of students (Strategic analysis, <https://e-learning.unn.ru/course/view.php?id=5260>), - <https://e-learning.unn.ru/>

The course consists of lectures, seminars, independent work of students and the comprehensive final test.

A significant role in the study of the discipline is given to independent work of students; its scope is defined by the curriculum. Independent work is a form of out-of-classroom activities mandatory for each student.

In the course of their independent work, students familiarize themselves with theoretical material from textbooks and monographs given in the list of recommended literature, solve practical problems, prepare for seminars, write papers, essays, take electronic tests in the learning mode, answer self-test questions. Independent work can be done in the reading halls of the library or at home. Self-checks in the course of independent work may be in the form of electronic tests or credit tasks. At the end of studies, there is a regular test.

Independent work is intended to familiarize the student with certain sections of the course and additional materials, it gives the opportunity to study the main topics in-depth, to acquire new knowledge, skills, abilities. Independent work is based on the use of recommended materials and envisages tasks of various types.

Students' independent work includes:

- the collection and study of materials necessary for participation in interactive games, and other forms of interactive work;
- preparation of the tasks most relevant to discipline topics;
- preparation for current assignments and testing;
- preparation for the final test.

The main organizational principle of students' independent work is an integrated approach aimed at developing critical thinking of students and promoting diversified activities.

Control of students' knowledge includes:

- Monitoring the work on practical tasks, taking into consideration the degree of activity of each student and timely performance of assignments.
- Preparation of detailed answers on topical issues.
- Monitoring the progress of testing based on the study of selected topics and modules of the discipline.
- The final assessment in the form of the final written test or oral answer.
- The final grade is based on the results of the student's work within practical classes, reports, results of ongoing work and final testing.

Independent work is an out-of-class type of activities designed to familiarize the student with certain parts or topics of the course with the recommended materials and to prepare individual assignments for the course.

The main principle of organization of students' independent work is an integrated approach aimed at developing critical thinking of students and promoting diverse activities.

Monitoring students' current progress is envisaged after studying each module. The students will be evaluated by conducting tests, writing essays and tests on the subjects they have studied. Oral answers during seminars and practical classes will also be assessed. The results of current work and tests will be taken into account to determine the final grade.

#### INSTRUCTIONS FOR STUDENTS

The study of the theoretical material is determined by the curriculum of the discipline which is included into the plan of study and the list of recommended literature. It is necessary to recapitulate the material of previous topics, as well as the material of the preceding academic disciplines that serves as the base of the topic being studied. When preparing for the practical lesson, you must study the lecture materials and read the recommended literature. The material studied should be analyzed in accordance with the lesson plan, and then the degree of assimilation of the material should be verified.

Practical classes are inseparably connected with homework as the main part of independent work. They are part of a systematic study in combination with the theoretical material. The

knowledge and skills acquired are assessed within the framework of interim and final attestation (tests and exams) .

Independent work is carried out with the purpose of deepening of knowledge and includes:

- recapitulation of the material studied in class, reading the recommended literature;
- preparation for practical classes;
- implementation of group and individual assignments;
- work with electronic sources;
- preparation for the final test.

Students' independent work consists of the study of literature complementing the material presented in the lectures.

It is assumed that, having listened to the lecture, students should refer to the literature from the main bibliographical lists of books, then search for the necessary additional information and critically evaluate the material from the Internet sites.

Students should master the skills of bibliographic search, including search in the Internet resources, they should learn how to compare different points of view and determine research methods.

It is important to plan time for independent work for the entire semester and it is necessary to set aside some time for recapitulation of the material.

In their preparation for the final exams, students should be guided by the list of questions for the final control on the course. They must understand the basic concepts of the discipline.

**5. Evaluation tools for Midterm Assessment based on the learning of the course material, includes:**

#### **5.1. Criteria for assessing learning outcomes**

Learning outcomes	Assessment criteria						
	«Poor»	«Unsatisfactory»	«Satisfactory»	«Good»	«Very good»	«Excellent»	«Perfect»
	FAIL		PASS				
<u>Knowledge</u>	Lack of theoretical knowledge.  Inability to assess the completeness of knowledge due to the student's refusal to answer	The level of knowledge is below minimum requirements. There has been serious errors.	Minimum acceptable level of knowledge. A lot of errors were made.	The level of knowledge corresponds to the program. A few errors were made	The level of knowledge corresponds to the program.  A few minor flaws were made	The level of knowledge corresponds to the program. There are no flaws.	The level of knowledge exceeds the level required in the training program.
<u>Abilities</u>	Lack of minimal abilities and skills.	Basic abilities and skills in solving standard tasks are not	Basic abilities and skills are demonstrated. Typical tasks with non-	All basic abilities and skills are demonstrated. All the main	All basic abilities and skills are demonstrated. All the main	All the basic abilities and skills are demonstrated.	All the basic abilities and skills are demonstrated.

	Inability to assess the completeness of knowledge due to the student's refusal to answer	demonstrated.  There has been serious errors.	serious errors were solved. All tasks are completed, but not in full.	tasks with non- serious errors have been solved. All the tasks were completed, in full, but some of them were incomplete.	tasks have been solved . All tasks are completed, in full, but some with shortcomings.	All the main tasks are solved with some minor shortcomings, all the tasks are completed in full	All the main tasks have been solved. All tasks are completed, in full, without any shortcomings
<u>Skills</u>	Lack of skills of the material.  Inability to assess the completeness of knowledge due to the student's refusal to answer	Basic skills in solving standard tasks are not demonstrated  There has been serious errors.	There is a minimal set of skills in solving standard tasks with some shortcomings	Basic skills in solving standard tasks are demonstrated with some shortcomings	Basic skills in solving standard tasks are demonstrated without errors and shortcomings	Skills in solving non-standard tasks are demonstrated without errors and shortcomings.	A creative approach to solving non-standard tasks is demonstrated

**Scale for the assessment of the learning outcomes:**

<b>Assessment</b>		<b>Training level</b>
	<b>Perfect</b>	All competencies (parts of competencies) are formed at a level not lower than "Perfect". Knowledge, skills, and proficiency in the relevant competencies are demonstrated at a level higher than the program provides
<b>PASS</b>	<b>Excellent</b>	All the competencies (parts of competencies) are formed at a level not lower than "excellent", at least one competence is formed at the "Excellent" level.
	<b>Very good</b>	All the competencies (parts of competencies) are formed at a level not lower than "Very good", at least one competence is formed at the "Very good" level.
	<b>Good</b>	All the competencies (parts of competencies) are formed at a level not lower than "Good", at least one competence is formed at the level of "Good".
	<b>Satisfactory</b>	All the competencies (parts of competencies) are formed at a level not lower than " Satisfactory ", at least one competence is formed at the level of " Satisfactory ".
<b>FAIL</b>	<b>Unsatisfactory</b>	All the competencies (parts of competencies) are formed at a level not lower than " Unsatisfactory ", no one competence is formed at the level of " Poor ".
	<b>Poor</b>	At least one competence is formed at the " Poor " level

**Typical assignments or other materials necessary for the assessment of learning outcomes.**

**5.2.1 QUESTIONS FOR EXAM**

<i>Questions</i>	<i>Code of competence</i>
1. The concept of a strategy. Dimensions of a strategy	PC-2
2. Differences between corporate and business strategies. Common elements in successful strategies	PC-2
3. Objects of strategic analysis. The basic framework for strategic analysis	PC-4
4. Factors at external level, when carrying out strategic analysis	PC-4
5. Factors at internal level, when carrying out strategic analysis	PC-4
6. Tools of strategic analysis	PC-4
7. Tools at industry level	PC-4
8. Porter's 5 forces model	PC-4
9. The model of identifying key success factors	PC-4
10. Dynamics variables, when carrying out strategic analysis	PC-4
11. Integrated estimation model	PC-4
12. McKinsey Matrix	PC-4
13. Concentration analysis. Concentration variables	PC-4
14. Tools at national level	PC-4
15. Hofstede model	PC-4
16. Scenario modeling	PC-2
17. Tools at internal level	PC-4
18. VRIO model	PC-4
19. SNW model	PC-4
20. Balanced Scorecard	PC-2
21. Complex tools, when carrying out strategic analysis	PC-4
22. Global factors, influencing business activity	PC-4
23. Decision making based on the tools of strategic analysis	PC-2



### 5.2.2. Standard tests for assessing the competence formation

#### - PC-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

#### - PC-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

#### Criteria for Evaluating Multiple Choice Tests

Estimated Indicator	Necessary Amount of Points for getting :			
	Pass/Fail Test	Grade		
		Satisfactory	Good	Excellent
	55% and higher	55% and higher	70% and higher	85% and higher
Number of Questions :				
10	6	6 - 7	8 - 9	10

15	8	8 - 10	11 - 13	14 - 15
20	11	12 - 14	15 - 17	18 - 20
25	13	13 - 18	19 - 22	23 - 25

### 5.2.3. Standard tasks for assessing the competence formation PC-2, PC-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.

### 5.2.3. Case-studies

#### PC-2, PC-4

#### Case-study 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 (**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**).

#### Criteria for Evaluation of Participation in a Case Study

5 ("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.
4 ("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.
3 ("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.
2 ("fail")	incorrect assessment of the proposed situation; lack of theoretical justification for the tasks being performed

#### 5.2.4. Project

##### Complex assignment - **PC-2, PC-4**

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.

### 6. Methodological and information support for the course

#### a) Main literature:

Yulia Prikazchikova. STRATEGIC ANALYSIS: Tutorial. Fund of electronic educational publications: UNN. Registration Number 1597.17.07

#### б) Additional literature:

1. Raghunath S., Elizabeth L. Rose International Business Strategy. Perspectives on Implementation in Emerging Markets (2017) <https://link.springer.com/book/10.1057/978-1-137-54468-1>
2. Dirk Morschett, Hanna Schramm-Klein Strategic International Management (2010) <https://link.springer.com/book/10.1007/978-3-8349-6331-4>
3. Johan van Benthem, Sujata Ghosh Models of Strategic Reasoning. Logics, Games, and Communities (2015) <https://link.springer.com/book/10.1007/978-3-662-48540-8>
4. Kazuyuki Motohashi Global Business Strategy. Multinational Corporations Venturing into Emerging Markets (2015) <https://link.springer.com/book/10.1007/978-4-431-55468-4>

#### в) Internet Resources and Software

1. <https://strategicmanagementinsight.com/>
2. <https://www.investopedia.com/>
3. Operating system Microsoft Windows
4. Application software Microsoft Office

### 7. Logistical support for the course

Special classrooms are used for conducting lectures and seminars, group and individual consultations, ongoing monitoring and intermediate certification, as well as for students' independent work. These rooms are equipped with specialized furniture and technical teaching aids for presenting educational information to a large audience: a computer, a projector or LCD TV, a speaker and microphone (if necessary), and a whiteboard.

For lecture-type classes, sets of demonstration equipment and educational visual aids are offered to provide thematic illustrations that correspond to the program of a given subject.

Premises for students' independent work are equipped with computers that provide connection to the Internet and access to Lobachevsky University's electronic information and educational environment.

The program was compiled in accordance with the requirements of the UNN's own educational standard and the Educational Program in the field of "Economics", the profile is "World Economy".

Author: Yulia V. Prikazchikova

Head of the Department: Maria L. Gorbunova

The program was approved at a meeting of the Methodological Commission of the Institute of Economics and Entrepreneurship 31.05.23, № 6.