

**Ministry of Science and Higher Education 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 № __ dated «__» _____ 2023

Study Program of the Course

MODERN STRATEGIC ANALYSIS

(name of the subject (course))

Level of Higher Education

Master

Area of Study

38.04.02 «Management»

Program

Management of Business and Finance

Degree

Master

Form of Training

Full - Time

Nizhny Novgorod

2023

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

The course is a part of core courses Б1.О.02:

№	The place of the discipline in the curriculum of the educational program	Стандартный текст для автоматического заполнения в конструкторе РПД
1	Block 1. Disciplines (modules). Core part	Academic discipline Б1.О.02 Modern strategic analysis

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 **	
UC-1. Is able to critically analyze problematic situations using a systems approach, to develop an action strategy	UC-1.1. Analyzes a problem situation as a system, identifying its components and relations between them, predicting the result	<i>To be able</i> to analyze situations, identify the relationship among factors that influence the development of the analyzed research object <i>To know</i> tools of carrying out analysis <i>To have the skills</i> to analyze situations for the chosen research object	Test, practical assignments, case-study, project
	UC - 1.2 Searches for solutions to problem situations based on available sources of information, identifies (within the selected algorithm) issues (tasks) to be further handled, suggests ways to solve them, develops a strategy to achieve the goal	<i>To be able</i> to look for solutions to the situation for the chosen research object <i>To know</i> the ways of making decisions based on the analysis carried out on the chosen research object <i>To have the skills</i> of conducting strategic analysis based on various sources of information and developing an effective strategy for the research object development	
GPC-3 Is able to independently make sound organizational and managerial decisions, assess their operational and organizational	GPC- 3.1. Makes sound organizational and management decisions and evaluates their operational and organizational effectiveness, as well as their social relevance	<i>To be able</i> to develop and make informed managerial decisions in the current conditions of the external environment for doing business <i>To know</i> to make informed managerial decisions in the current circumstances <i>To have the skills</i> to develop and make effective managerial decisions	Test, practical assignments, case-study, project

effectiveness and social relevance, ensure their implementation in a complex (including cross-cultural) and dynamic environment	GPC- 3.2. Ensures the implementation of organizational and managerial decisions in a complex (including cross-cultural) and dynamic environment	<i>To be able</i> to implement managerial decisions that contribute to the effective strategic development of the research object <i>To know</i> ways of managerial decisions implementation in a dynamic business environment <i>To have the skills</i> to develop and implement effective organizational and managerial decisions in the current external business environment	Test, practical assignments, case-study, project
GPC-4 Is capable of leading project and process activities in an organization using modern management practices, leadership and communication skills, identify and evaluate new market opportunities, design strategies for creating and developing innovative activities and appropriate business models for organizations	GPC- 4.1. Chooses business models and leadership techniques for implementing project and process activities based on modern management practices, leadership and communication skills	<i>To be able</i> to carry out analysis based on various management tools <i>To know</i> tools, management models for project activities' implementation <i>To have the skills</i> to carry out project activities in modern business conditions	Test, practical assignments, case-study, project
	GPC- 4.2. Develops elements of a strategy for creating and developing innovative activities based on the identification and assessment of market opportunities	<i>To be able</i> to use tools for developing an innovative strategy in practice in the current business environment <i>To know</i> tools for developing an innovative development strategy <i>To have the skills</i> to develop effective innovative strategies taking into account current market opportunities	Test, practical assignments, case-study, project

3. The Structure and Content of the Course

3.1 Workload of the Course

	Full - Time
Total number of credits	4 Credits
Hours according to the curriculum	144
including	
Contact work with the teacher:	26

- Lectures	8
- Seminars (practical classes / laboratory work)	16
Student's independent work	82
Control	2
Midterm Assessment - Exam	36

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	13	2	3		5	8
Unit 2. Tools of strategic analysis	93	6	13		19	74
Control	2	-	-		2	-
Midterm assessment - Exam	36	-	-		36	-
Total	144	8	16		62	82

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 at industry level. Tools at national level. Tools at company level.

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:

- competencies:

UC-1. Is able to critically analyze problematic situations using a systems approach, to develop an action strategy.

GPC-3 Is able to independently make sound organizational and managerial decisions, assess their operational and organizational effectiveness and social relevance, ensure their implementation in a complex (including cross-cultural) and dynamic environment.

GPC-4 Is capable of leading project and process activities in an organization using modern management practices, leadership and communication skills, identify and evaluate new market opportunities, design strategies for creating and developing innovative activities and appropriate business models for organizations.

Ongoing monitoring of academic performance is carried out within the framework of seminar-type classes, group or individual consultations.

4. Methodological support for students' independent work

Assessment tools	Form of assessment
Test	Assessment of tests' results
Practical assignments	Checking practical 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 (Modern strategic analysis, <https://e-learning.unn.ru/course/view.php?id=3310>), - <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. Inability to assess the completeness of knowledge due to the student's refusal to answer	Basic abilities and skills in solving standard tasks are not demonstrated. There has been serious errors.	Basic abilities and skills are demonstrated. Typical tasks with non-serious errors were solved. All tasks are completed, but not in full.	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.	All basic abilities and skills are demonstrated. All the main tasks have been solved. All tasks are completed, in full, but some with shortcomings.	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	All the basic abilities and skills are demonstrated. 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	Basic skills in solving standard tasks are not demonstrated There has	There is a minimal set of skills in solving standard tasks with some	Basic skills in solving standard tasks are demonstrated with some	Basic skills in solving standard tasks are demonstrated without errors and	Skills in solving non-standard tasks are demonstrated without errors	A creative approach to solving non-standard tasks is demonstrated

	of knowledge due to the student's refusal to answer	been serious errors.	shortcomings	shortcomings	shortcomings	and shortcomings.	
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Scale for the assessment of the learning outcomes:

Assessment		Training level
	Perfect	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
PASS	Excellent	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.
	Very good	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.
	Good	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".
	Satisfactory	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 ".
FAIL	Unsatisfactory	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 ".
	Poor	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	UC-1
2. Differences between corporate and business strategies. Common elements in successful strategies	GPC-3
3. Objects of strategic analysis. The basic framework for strategic analysis	UC-1
4. Factors at external level, when carrying out strategic analysis	GPC-4
5. Factors at internal level, when carrying out strategic analysis	GPC-4
6. Tools of strategic analysis	GPC-4

7. Tools at industry level	GPC-4
8. Porter's 5 forces model	GPC-4
9. The model of identifying key success factors	GPC-4
10. Dynamics variables, when carrying out strategic analysis	GPC-4
11. Analysis of an industry's attractiveness (on the basis of integrated Index)	GPC-4
12. McKinsey Matrix	GPC-4
13. Concentration analysis. Concentration variables	GPC-4
14. Tools at national level	GPC-4
15. Hofstede model	GPC-4
16. Scenario modeling	GPC-3
17. Tools at internal level	GPC-4
18. VRIO model	GPC-4
19. SNW model	GPC-4
20. Balanced Scorecard	GPC-3
21. Complex tools, when carrying out strategic analysis	GPC-4
22. Global factors, influencing business activity	GPC-4
23. Decision making based on the tools of strategic analysis	GPC-3

5.2.2. Standard tests for assessing the competence formation

- UC-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

- GPC-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

- GPC-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

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 UC-1, GPC-3, GPC-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
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.

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

5.2.4. Case-studies

UC-1, GPC-3, GPC-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 (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).

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

5.2.5. Project

Complex assignment - **UC-1, GPC-3, GPC-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)

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>

B) Internet Resources and Software

1. <https://strategicmanagementinsight.com/>
2. The official websites according to the research object
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 Educational Standard and the Educational Program in the field of 38.04.02 «Management», the profile is «Management of Business and Finance».

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The program was approved at a meeting of the Methodological Commission of the Institute of Economics and Entrepreneurship on _____ «_____», 2023, Protocol No ____.