

Far Eastern Federal University			
« Strategic Management » course syllabus			
Designed by: K.M.Yurov	Identification number: Б1.Б.01 УМКД	The control copy is located at the Department of Management of the School of Economics and Management of the FEFU	Page 1 of 31



MINISTRY OF EDUCATION AND SCIENCE OF RUSSIAN FEDERATION
Federal state autonomous educational institution of higher education
«Far Eastern Federal University»
(FEFU)

SCHOOL OF ECONOMICS AND MANAGEMENT

«APPROVED BY»
Academic Program Director

«APPROVED BY»
Head of Management
Department

(signature) (last name and initials)
« ____ » _____ 20__.

(signature) (last name and initials)
« ____ » _____ 20__.

COURSE SYLLABUS

Strategic Management (Стратегический менеджмент)

Field of training 38.04.02 Management

Master's Degree Program "International Business and Project Management"

Mode of Study: full-time

Year 2 Semester 3
Lectures 18 hours
Practice Work 36 hours
Laboratory Work 0 hours
With the use of MAO лек. _____ /пр. _____ /лаб. _____ hours
Total In-class Work 54 hours
With the use of MAO 18 hours
Independent Work 54 hours
including preparation for the exam 36 hours
test works (number)
term paper / project _____ semester
Pass/fail _____ semester
Exam 3 semester

The course syllabus is compiled in accordance with the requirements of the educational standard independently established by the FEFU (OC-38.04.02-57 / 2-2015), approved by the order of the rector of 07.07.2015 № 12-13-1282 (with changes approved by the order of the rector of the FEFU from 06.09.2016 No. 12-13-1594).

The course syllabus has been discussed at the department of management meeting, record № from « » 201 г.

Head of Management Department _____ E.A. Glotova

Author: _____ Kirill Yurov, Associate Professor

Back side of cover page of the syllabus

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I. Course Syllabus revised at the meeting of the department:

Record from « _____ » _____ 20__ г. № _____

Head of Management Department _____ E.A. Glotova
(signature) (last name and initials)

II. Course Syllabus revised at the meeting of the department:

Record from « _____ » _____ 20__ г. № _____

Head of Management Department _____ E.A. Glotova
(signature) (last name and initials)

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Abstract of work program for the course «Strategic Management»

The course «Strategic Management» is intended for students in the path of training 38.04.02 Management. Masters-level program «International Business and Project Management» in the English language. The course «Strategic Management» is included in the list of foundation part of the «Courses (modules)» block. The course is equivalent to 3 credits total, corresponding to 108 hours. The course curriculum comprises of lectures (18 hours), practice work (36 hours, including pedagogical techniques of active/interactive learning in the quantity of 18 hours), and students' self-study (54 hours, including 36 hours of preparation for the final examination). The course is delivered in the 2nd year, in the 3rd semester.

The course «Strategic Management» is based on knowledge, skills and abilities obtained as a result of taking such courses as "Critical Thinking and Research", "Economics and Management: Adaptation Course". «Strategic Management» is intended to prepare students for consequent enrollment in such courses as "Organization Theory and Organizational Behavior", "Entrepreneurship" and other courses.

The course consists of three main areas and its contents cover the following range of issues:

1. Main topics and functions of strategic management. Analysis of the external environment of the firm. Analysis of the internal environment of the firm. Intellectual assets.
2. Business-level strategies. Corporation-level strategies. Strategies for international markets. Innovation management and corporate support for entrepreneurial initiatives.
3. Effective organizational design. Corporate governance. Strategy implementation. Business ethics and corporate social responsibility.

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The goal for students is to master theoretical knowledge, acquire and develop competences in core stages of strategic management: analysis, planning, implementation and control.

Objectives:

- Attaining knowledge of fundamental concepts and modern topics of Strategic Management;
- integration of previously acquired knowledge in functional areas (management, marketing, finance, management information systems, etc.) to understand their interactions in the context of developing strategic decisions;
- mastering the practical toolkit for strategic analysis of the external and internal environment of the organization;
- mastering the methods of strategic planning;
- familiarization with modern techniques for monitoring strategy implementation.

To achieve successful outcomes in the course «Strategic Management», students must possess the following preliminary competences:

- ability for self-improvement and self-development in the professional arena, for advancement of their general cultural outlook;
- readiness to immerse themselves into scientific, educational, economic, political and cultural space of Russia and ATR;
- ability to take initiative and make responsible decisions, being aware of the responsibility for the results of their professional activities;
- ability to use modern managerial methods and technologies (including information technologies) in professional activities;
- ability for self-organization and self-education;
- ability to use regulatory documents in their professional activities, willingness to comply with current legislation and the requirements of regulatory documents;

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- ability to collect, store, process and evaluate information necessary for organization and management of their professional activities (market analysis, project management, leadership, entrepreneurship and strategic management); to apply key methods and resources to receive, store, and process information as well as to work with a computer as a means of managing information;

- willingness to identify and meet the market needs from the perspective of strategic management in a firm to ensure the achievement of strategic business objectives, to align projects with the firm’s strategies, increase the value of products and services.

As a result of taking this course, the students will form the following general and specific professional competencies (elements of competencies): GC-4; PC-2; PC-5; PC-7; PC-15.

Code and competence formulation	Stages of competence development	
GC-4 – Ability to speedily grasp the knowledge of new subject areas, identify contradictions, problems and develop alternative solutions	knows	main approaches for searching for scientific information established in economics and other social sciences
	able to	critically evaluate, select, synthesize and use information from various sources and to develop alternative approaches
	uses	skills to identify new subject areas, contradictions and develop alternative solutions based on the analysis of information from various sources
PC-2 ability to develop corporate strategy, programs of organizational development and change and to ensure their implementation	knows	content of project portfolio management processes
	able to	organize program management and project portfolio management in the firm

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	uses	to increase the value of project portfolio
PC-5 ability to determine the development prospects of the firm based on an assessment of the firm's position in the market and trends in the influence of environmental factors	knows	practice of applying different methods of collecting empirical data; features of qualitative, quantitative and mixed research design
	able to	Conduct verification of the results obtained, evaluate their appropriateness for the research question, goals and objectives of the project; select methods for analyzing the data obtained
	uses	methods of justification and sample design in the application of qualitative and quantitative research methods; skills in finding suitable methods for collecting empirical data, their critical assessment
PC-7; ability to use tools of project and process management in combination to solve strategic and tactical tasks of managing a firm	knows	key tools for analyzing critical environmental factors
	able to	make effective decisions using various models and methods of managerial decision-making from the strategic management perspective
	uses	modern methods of collecting, processing and analyzing managerial, economic and social data
PC-15; ability to apply methods of research administration and research strategies	knows	methods of project selection and evaluation
	able to	assess the maturity of program and portfolio management and to develop measures for improvement
	uses	organizational skills to ensure achievement of strategic business objectives

For attaining the aforementioned competencies in the course “Strategic Management”, the following techniques of active/interactive learning will be used: case study, tests and semester-long group project.

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Textbook:

Dess G.G., McNamara G., Eisner A., and Lee S-H., Strategic Management: Text and Cases, 9th Edition. McGraw-Hill Higher Education, 2018.

Additional course literature:

Dhir, S. and Sushil. Cases in Strategic Management: A Flexibility Perspective. Springer Singapore, 2019.

Hill, C.W.L., Schilling, M.A. & Jones, G. Strategic Management, An Integrated Approach, 12th Ed. Boston: Cengage Learning, 2016.

Schilling, M.A. Strategic Management of Technological Innovation, 6th edition. New York: McGraw Hill Education, 2019.

Yurov, K.M., Greenstein S.M., Shanley M.T. and Potter R.E. (2013). The Role of Geographic Location in the Acquisition Strategies of High-Technology Firms: Evidence from Computer Networking Equipment Industry. Thunderbird International Business Review, 55(4), 371-385.

Yurov, K.M., Yurova, Y.V. and Shanley M.T. (2011). Strategic Competition in Healthcare Information Services: An Economic Analysis. International Journal of Information Systems and Change Management, 5(3), 238-250.

Form of concluding attestation: Examination 2nd year – 3rd semester

I. STRUCTURE AND CONTENT OF THE THEORETICAL PART OF THE COURSE

Lectures (18 hours)

Module 1. Strategic Analysis (6 hours)

Concept of strategic management. Strategic management: frameworks and stages.

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Business Vision and Mission, goals and objectives of the firm. Analysis of the external environment of the firm. Analysis of the internal environment of the firm. SWOT analysis and Michael Porter's Five Forces analytical framework.

Module 2. Strategic Formulation (6 hours)

Definitions of business-level strategies. Typology of generic strategies and their characteristics. Cost leadership, specialization and focus. Types of corporation-level strategies. Mergers and acquisitions. Diversification. Vertical integration. Types of strategies for international markets. Management of innovations in the firm and corporate support for entrepreneurial initiatives.

Module 3. Strategic Implementation (6 hours)

Types of organizational design and achievement of strategic goals. Financial indicators and non-financial measurements for evaluating strategic performance. Financial ratios. Balanced Scorecard. The role of corporate governance in strategic implementation. The role of business ethics and corporate social responsibility in strategic implementation.

II. STRUCTURE AND CONTENT OF THE PRACTICE PART OF THE COURSE

Practice work (36 hours)

Module 1 - Strategic Analysis (12 hours)

Students will be asked to study the following business cases:

1. FreshDirect: How Fresh is it?
2. The Global Casino Industry in 2017
3. Ford: No Longer Just a Auto Company?

Based on learned material, students will answer questions in the form of a discussion and/or generate written reports to evaluate business vision and mission, goals and objectives of the firms featured in business cases. Students will be also asked to perform analysis of the external environment of the firm and internal

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environment of the firm using SWOT analysis and Michael Porter’s Five Forces analytical frameworks.

Module 2 – Strategic Formulation (12 hours)

Students will be asked to study the following business cases:

1. Cirque Du Soleil
2. Pixar
3. Apple Inc.: Is the Innovation Over?

Based on learned material, students will answer questions in the form of a discussion and/or generate written reports to formulate strategies for the firms featured in business cases.

Module 3 – Strategic Implementation (12 hours)

Students will be asked to study the following business cases:

1. JetBlue Airlines: Getting Over the “Blues”?
2. Samsung Electronics 2017
3. Johnson & Johnson

Based on learned material, students will answer questions in the form of a discussion and/or generate written reports to evaluate implementation of strategies for the firms featured in business cases.

III. TEACHING AND METHODOLOGICAL SUPPORT OF STUDENT’S INDEPENDENT WORK

Learning and methodological support of student’s independent work of the course “Strategic Management” is provided in Appendix 1.

Appendix 1 includes:

- Plan-schedule for guiding independent work for the course, including approximate time contributions to accomplish each task;

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- Description of tasks for student's independent work and guidelines for their implementation;
- Requirements for presentation and format of independent work results;
- Assessment criteria for independent work.

IV. CONTROL OF ACHIEVEMENT OF COURSE LEARNING OBJECTIVES

№ п/п	Sections to control\ topics of the course	Codes and stages of competences formation		Assesment tools	
				current control	intermediate attestation
1	Section 1	GC-2	Knows	YO-3	ПП-13
			Able to	ПП-10, YO-4	
			Uses	ПП-13	
2	Section 2	PC-2	Knows	YO-3, ПП-11	ПП-13
			Able to	ПП-10, YO-4	
			Uses	ПП-10	
3	Section 3	PC-5	Knows	YO-3, ПП-11	ПП-13
			Able to	ПП-10, YO-4	
			Uses	ПП-13	
4	Section 4	PC-14	Knows	YO-3, ПП-11	ПП-13
			Able to	ПП-10, YO-4	
			Uses	ПП-11, YO-4	
5	Section 5	PC-7	Knows	YO-4, YO-3	ПП-13
			Able to	ПП-11	
			Uses	ПП-10, ПП-13	
6	Section 6	GPC -2	Knows	YO-3	ПП-13
			Able to	ПП-10, YO-4	
			Uses	ПП-13	
7	Section 7	GC-2	Knows	YO-3, ПП-11	ПП-13
			Able to	ПП-10, YO-4	
			Uses	ПП-10	
8	Section 8	PC-2	Knows	YO-3, ПП-11	ПП-13
			Able to	ПП-10, YO-4	
			Uses	ПП-13	

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V. LIST OF EDUCATIONAL LITERATURE AND INFORMATION AND METHODOLOGICAL SUPPORT OF DISCIPLINE

Textbook

1. Dess G.G., McNamara G., Eisner A., and Lee S-H., Strategic Management: Text and Cases, 9th Edition. McGraw-Hill Higher Education, 2018.

Additional literature

1. Dhir, S. and Sushil. Cases in Strategic Management: A Flexibility Perspective. Springer Singapore, 2019.
2. Hill, C.W.L., Schilling, M.A. & Jones, G. Strategic Management, An Integrated Approach, 12th Ed. Boston: Cengage Learning, 2016.
3. Schilling, M.A. Strategic Management of Technological Innovation, 6th edition. New York: McGraw Hill Education, 2019.
4. Yurov, K.M., Greenstein S.M., Shanley M.T. and Potter R.E. (2013). The Role of Geographic Location in the Acquisition Strategies of High-Technology Firms: Evidence from Computer Networking Equipment Industry. Thunderbird International Business Review, 55(4), 371-385.
5. Yurov, K.M., Yurova, Y.V. and Shanley M.T. (2011). Strategic Competition in Healthcare Information Services: An Economic Analysis. International Journal of Information Systems and Change Management, 5(3), 238-250.

List of information technologies and software

For fulfilling course objectives, the following software will be used: Microsoft Office (Access, Excel, PowerPoint, Word, etc.)

VI. GUIDELINES FOR THE DEVELOPMENT OF THE COURSE

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As part of the "Strategic Management" discipline students are provided with practical tasks.

During the term of study, full-time students enrolled in the course will experience the following learning load: 18 hours of on classroom training that corresponds to theory; 36 hours of practice work; 54 hours of independent work.

As part of practice work, students will perform creative tasks solving problems presented in business cases and presenting recommendations for decision makers. Assignments for practice work in the Strategic Management course and associated criteria for evaluation are presented in Appendix 2.

Self-preparation for practice work can be carried out using the textbook and list of additional literature and studying assigned articles related to various aspects of strategic management in accordance with the tasks outlined in the syllabus.

Independent work constitutes an important and significant objective in the learning process. It aims at improving theoretical knowledge and competencies of enrolled students. Independent work is organized effort by students performed under instructions and guidelines provided by the instructor, but without the latter's direct involvement.

Independent work is necessary not only for development of discussions, but also to advance self-reliance skills essential for professional activities. Students will learn to solve problems independently and to come out with innovative solutions.

The scope of independent work for the discipline includes:

Studying for the assigned material;

Preparing for seminars and workshops;

Studying for tests.

Best practices for working with literature are as follows.

It is advisable to follow guidelines below when working with text:

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1. First, read the entire text at a rapid pace. The purpose of skimming is to create an overview of the studied material (not to memorize, but to understand the general meaning of reading materials).

2. Then reading for a second time, do this more slowly, so that the information is absorbed and the meaning of each phrase is fully understood, each circumstance separately as well as the issue in general.

Reading is beneficial and productive when accompanied with note-taking. This may be done by summarising studied text, underlining main points, writing down your comments.

The choice of note-taking depends on the nature of the material under study. This process aims at interpreting the material as well as at synthesizing or streamlining it. If contents of the material is simple, students can limit the action to make a summary. If the material contains new concepts and it is more difficult to adapt, it is advisable to create a thorough review plan.

Assessment is performed as follows.

According to the course schedule, control points are administered at certain times during the semester. Assessment instruments used at such control point vary according to the nature of material (tests, case problems, discussions, presentations, creativity workshops).

Students who miss classes are given additional tasks such as composition of a write-up of missed material. Assessment of competence indicators is performed by evaluating content and quality of individual and/or group performance in accordance with the class schedule. Obtained scores are recorded in the rating list and notifications are provided to students.

Table - Grading percentages and assigned grade

Less than 61% unsatisfactory

From 61% to 75% satisfactory

From 76% to 85% good

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From 86% to 100% excellent

Final grades are recorded in the scoring sheet as well as in the gradebook of each student. Students who are exempt from final examination will obtain their grade at a session specifically designated for that purpose.

VII. MATERIAL AND TECHNICAL SUPPORT OF THE COURSE

This discipline is carried out with the use of basic multimedia tools such as video projector and speakers. On-site equipment at FEFU lecture rooms is used to deliver class sessions. The equipment supports presentations, audio recording and video.

Students are provided with the electronic version of studied material. Therefore, they can use their own personal electronic devices (laptop, smartphone, tablet) to go through the material in class. In case if the student does not possess an electronic device, it is advisable to print out the material for each class session.

Material for class exercises is provided in advance so that students can print out relevant material accordingly.

Name of specialized auditoriums, cabinets, laboratories	Type of the class	Name of equipment, software
Auditorium	Lectures and practice work	computer, multimedia projector, screen, whiteboard, software

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Appendix 1



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SCHOOL OF ECONOMICS AND MANAGEMENT

**TEACHING AND METHODOLOGICAL SUPPORT OF STUDENT'S
INDEPENDENT WORK**
Strategic Management
Field of training 38.04.02 Management
Master's Degree Program "International Business and Project Management"
Mode of Study: full-time

**Vladivostok
2019**

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Schedule-plan of independent work performance for the course discipline

№ п/п	Date/ deadlines	Type of independent work	Approximate time norms to do the task	Form of controlling
1	Week 1	-Read the course syllabus -Introduce yourself	3.5 hours	
2	Week 2	-Read assigned material -Respond to comprehension questions -Prepare PPT about an aspect of the theme -Prepare class assignment	3.5 hours	-Deliver PPT about an aspect of the theme -Give answers to comprehension questions -Discuss answers with classmates and teacher
3	Week 3	-Read assigned material -Respond to comprehension questions -Prepare PPT about an aspect of the theme -Prepare class assignment	3.5 hours	-Deliver PPT about an aspect of the theme -Give answers to comprehension questions -Discuss answers with classmates and teacher
4	Week 4	-Read assigned material -Respond to comprehension questions -Prepare PPT about an aspect of the theme -Prepare class assignment	3.5 hours	-Deliver PPT about an aspect of the theme -Give answers to comprehension questions -Discuss answers with classmates and teacher
5	Week 5	-Read assigned material -Respond to comprehension questions -Prepare PPT about an aspect of the theme	3.5 hours	-Deliver PPT about an aspect of the theme -Give answers to comprehension questions -Discuss answers with classmates and teacher

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		-Prepare class assignment		
6	Week 6	-Read assigned material -Respond to comprehension questions -Prepare PPT about an aspect of the theme -Prepare class assignment	3.5 hours	-Deliver PPT about an aspect of the theme -Give answers to comprehension questions -Discuss answers with classmates and teacher
7	Week 7	-Read assigned material -Respond to comprehension questions -Prepare PPT about an aspect of the theme -Prepare class assignment	3.5 hours	-Deliver PPT about an aspect of the theme -Give answers to comprehension questions -Discuss answers with classmates and teacher
8	Week 8	-Read assigned material -Respond to comprehension questions -Prepare PPT about an aspect of the theme -Prepare class assignment	3.5 hours	-Deliver PPT about an aspect of the theme -Give answers to comprehension questions -Discuss answers with classmates and teacher
9	Week 9	-Read assigned material -Respond to comprehension questions -Prepare PPT about an aspect of the theme -Prepare class assignment	3.5 hours	-Deliver PPT about an aspect of the theme -Give answers to comprehension questions -Discuss answers with classmates and teacher
10	Week 10	-Read assigned material -Respond to comprehension questions -Prepare PPT about	3.5 hours	-Deliver PPT about an aspect of the theme -Give answers to comprehension questions -Discuss answers with

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		an aspect of the theme -Prepare class assignment		classmates and teacher
11	Week 11	-Read assigned material -Respond to comprehension questions -Prepare PPT about an aspect of the theme -Prepare class assignment	3.5 hours	-Deliver PPT about an aspect of the theme -Give answers to comprehension questions -Discuss answers with classmates and teacher
12	Week 12	-Read assigned material -Respond to comprehension questions -Prepare PPT about an aspect of the theme -Prepare class assignment	3.5 hours	-Deliver PPT about an aspect of the theme -Give answers to comprehension questions -Discuss answers with classmates and teacher
13	Week 13	-Read assigned material -Respond to comprehension questions -Prepare PPT about an aspect of the theme -Prepare class assignment	3.5 hours	-Deliver PPT about an aspect of the theme -Give answers to comprehension questions -Discuss answers with classmates and teacher
14	Week 14	-Read assigned material -Respond to comprehension questions -Prepare PPT about an aspect of the theme -Prepare class assignment	3.5 hours	-Deliver PPT about an aspect of the theme -Give answers to comprehension questions -Discuss answers with classmates and teacher
15	Week 15	-Review textbook material -Review lectures -Review notes	3.5 hours	

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16	Week 16		3.5 hours	-Take the final assessment
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Methodological recommendations for independent work

Independent work is composed of several types of tasks that students will be asked to accomplish in the course, namely: creating slide presentations for assigned topics; class assignments; business cases; assigned readings.

Creating slide presentations for assigned topics:

Use the slide master feature to create a consistent and simple design template. It will be fine to vary the content presentation (i.e., bulleted list, 2-column text, text & image), but be consistent with other elements such as font, colors, and background.

Simplify and limit the number of words on each screen. Use key phrases and include only essential information.

Limit punctuation and avoid putting words in all capital letters. Extra space on the slide will enhance readability.

Use contrasting colors for text and background. Consider black text on a light background. Patterned backgrounds can reduce readability of text.

Avoid the use of flashy transitions such as text fly-ins. These features may seem impressive at first, but they distract and get outdated quickly.

Overuse of special effects such as animation and sounds may make your presentation may be seen by viewers as distracting.

Use good quality images that reinforce and complement your message. Ensure that images maintain their effect and resolution when projected on a large screen.

If you use builds (lines of text appearing each time you click the mouse), have content appear on the screen in a consistent, simple manner; from the top or left is best. Use “build” screens only when necessary to make your point because builds can slow down your presentation.

Limit the number of slides. Presenters who constantly “flip” to the next slide are likely to lose the attention of their audience. A good rule of thumb is one slide per minute.

Learn to navigate your presentation in a non-linear fashion. PowerPoint allows the presenter to jump ahead or back without having to page through all the interim slides.

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Know how to and practice moving forward and backward within your presentation. Audiences often ask to see the previous screen again.

If possible, view your slides on the screen you'll be using for your presentation. Make sure slides are readable from the back row seats. Text and graphical images should be large enough to read, but not so large as to appear "loud."

Have a Plan B in the event of technical difficulties. Remember that transparencies and handouts will not show animation or other special effects.

Practice with someone who has never seen your presentation. Ask them for honest feedback about colors, content, and any effects or graphical images you've included.

Do not read from your slides. The content of your slides is for the audience, not for the presenter.

Do not speak to your slides. Many presenters face the direction of their presentation rather than their audience.

Do not apologize for anything in your presentation. If you believe something will be hard to read or understand, don't use it.

Class assignments

The class assignments in the course are varied in nature and time required to develop them. The type of task will depend on the topic discussed in a specific session.

Business cases:

As many students are more inductive than deductive reasoners, which means that they learn better from examples than from logical development starting with basic principles. The use of case studies can therefore be a very effective classroom technique.

Case studies are used to explore how the knowledge presented in the course applies to real world situations. Cases come in many formats, from a simple "What would you do in this situation?" question to a detailed description of a situation with accompanying data to analyze. Whether to use a simple scenario-type case or a complex detailed one depends on the theme.

Most case assignments require students to answer an open-ended question or develop a solution to an open-ended problem with multiple potential solutions. Requirements can range from a one-paragraph answer to a fully developed group action plan, proposal or decision.

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-Common Case Elements: Good cases have these common elements: A decision-maker who is grappling with some question or problem that needs to be solved.

A description of the problem's context (a law, an industry, a family).

Supporting data, which can range from data tables to links to URLs, quoted statements or testimony, supporting documents, images, video, or audio.

Case assignments can be done individually or in teams so that the students can brainstorm solutions and share the workload.

Students are encourage to follow a systematic approach to their analysis. For example:

What is the issue?

What is the goal of the analysis?

What is the context of the problem?

What key facts should be considered?

What alternatives are available to the decision-maker?

What would you recommend — and why?

An innovative approach to case analysis might be to have students role-play the part of the people involved in the case.

Accompanying Readings:

Case studies are especially effective if the students read the preparation documents assigned as they introduce and explain the concept or analytical methods that apply to the case. The amount of emphasis placed on the use of the reading during the case discussion depends on the complexity of the concept or method. If it is straightforward, the focus of the discussion can be placed on the use of the analytical results. If the method is more complex, the instructor will walk the students through its application and the interpretation of the results.

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Appendix 2



MINISTRY OF EDUCATION AND SCIENCE OF RUSSIAN FEDERATION
Federal state autonomous educational institution of higher education
«Far Eastern Federal University»
(FEFU)

SCHOOL OF ECONOMICS AND MANAGEMENT

ASSESSMENT INSTRUMENTS
Strategic Management
Field of training 38.04.02 Management
Master's Degree Program "International Business and Project Management"
Mode of Study: full-time

Vladivostok
2019

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Code and competence formulation	Stages of competence development	
GC-4 – Ability to speedily grasp the knowledge of new subject areas, identify contradictions, problems and develop alternative solutions	knows	main approaches for searching for scientific information established in economics and other social sciences
	able to	critically evaluate, select, synthesize and use information from various sources and to develop alternative approaches
	uses	skills to identify new subject areas, contradictions and develop alternative solutions based on the analysis of information from various sources
PC-2 ability to develop corporate strategy, programs of organizational development and change and to ensure their implementation	knows	content of project portfolio management processes
	able to	organize program management and project portfolio management in the firm
	uses	to increase the value of project portfolio
PC-5 ability to determine the development prospects of the firm based on an assessment of the firm's position in the market and trends in the influence of environmental factors	knows	practice of applying different methods of collecting empirical data; features of qualitative, quantitative and mixed research design
	able to	Conduct verification of the results obtained, evaluate their appropriateness for the research question, goals and objectives of the project; select methods for analyzing the data obtained
	uses	methods of justification and sample design in the application of qualitative and quantitative research methods; skills in finding suitable methods for collecting empirical data, their critical assessment
PC-7; ability to use tools of project and process management in combination to solve strategic and tactical tasks of managing a firm	knows	key tools for analyzing critical environmental factors
	able to	make effective decisions using various models and methods of managerial decision-making from the

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		strategic management perspective
	uses	modern methods of collecting, processing and analyzing managerial, economic and social data
PC-15; ability to apply methods of research administration and research strategies	knows	methods of project selection and evaluation
	able to	assess the maturity of program and portfolio management and to develop measures for improvement
	uses	organizational skills to ensure achievement of strategic business objectives

The assessment scale of competences formation level

Code and the wording of competence	Stages of formation of competence		criteria	Indicators
GC-2; readiness to show leadership qualities and organize team work, and possesses effective technologies for solving professional problems	knows (Threshold)	-forms of leadership, organizational work with the team, technology management	- understanding of the principles of leadership; - understanding of team organization and coordination	- the ability to apply leadership strategies; - the ability to assign the task to people according to their potential or skills.
	Is able to (advanced)	-influence the team in solving professional problems; -make tangible contributions as team member; - -make informed decisions	- assertiveness in communication of tasks and goals; - capacity to become a productive part of the team; - ability to make the decisions that support the work of the team	- the ability to transmit clear instructions and ideas - the ability to cooperate with others as team member; - ability to correctly assess courses of actions and decide on the tem immediate and long term tasks
	possesses (high)	-effective technologies for solving professional problems; skills to create effective project teams	- knowledge and experience in the use of technological and interpersonal tools for team organization	-ability to integrate leadership and team work tools
PC-2; ability to develop corporate strategy, organizational development and change programs and ensure their	knows (Threshold)	-the content of project portfolio management processes;	-understanding of market factors and strategy formulation; -capacity to design and implement change program in the company	-ability to identify and assess market forces -ability to strategies that exploit market opportunities

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implementation	Is able to (advanced)	-organize the management of the program and the portfolio of projects in the company;	-understanding of the relation market environment and company capacities	- ability to select the right portfolio considering the balance between feasibility and prospectiveness
	possesses (high)	-increase the value of the project portfolio;	- knows how to integrate business drivers like costs, returns, risks and strategies	- objectively evaluate the choices
PC-5; the ability to determine the development prospects of the organization based on an assessment of the company's position in the market and trends in the influence of environmental factors	knows (Threshold)	-the content of the program management processes;	- understanding of the different processes and their integration;	-ability to determine the tasks, objectives, interaction and deadlines for the processes
	Is able to (advanced)	-to select, evaluate and select portfolio projects;	- knowledge of the tools employed to assess projects; - experience in the use of evaluation tools;	- the ability to interpret market and company conditions; - the ability to integrate tools to improve the accuracy of evaluation;
	Possesses (high)	- align projects with company strategies;	- understanding of the business sector of the company	-ability to foresee future market changes and identify opportunities for the company portfolio.
PC-14; the ability to apply research organization methods and research strategies	knows (Threshold)	-Methods for evaluation, selection and selection of projects;	-He knows the basic techniques of active listening; -He knows the decision-making procedure.	-He knows how to build a team using techniques of active listening, guided by ethical principles and articulating solutions
	Is able to (advanced)	-to assess the maturity of the management of programs and portfolios of projects, to develop measures to improve it.	- theoretical foundations of macro and micro economics, patterns of development industries and the system of basic macro- and microeconomic indicators of the market	- ability to conduct an analysis of the main indicators at the macro and micro level using statistical methods and methods of financial and economic analysis.
	Possesses (high)	-organization skills to ensure the achievement of strategic business objectives	- has mastered methods of collecting information, processing and analyzing indicators on the macro- and micro level	- ability to determine the cost of strategy execution
PC-7; ability to use complex tools of project and process	knows (Threshold)	-the main tools for the analysis of the critical factors of the external	- understanding of the he main methods of solving strategic	- comprehensively use project and process management tools for

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management to solve strategic and tactical tasks of managing an organization		environment	and tactical organization management tasks;	solving strategic and tactical tasks of managing an organization
	Is able to (advanced)	-make effective decisions using various management decision-making models and methods from the perspective of a strategic approach	- has practical skills of project and process management	- ability to coordinate individual or multiple projects
	Possesses (high)	-modern methods of collection, processing and analysis management, economic and social data	- has updated knowledge of data collection methods and interpretation	-ability to use data collection tools and generate strategy based on results
GPC-2; willingness to lead the team in their professional activities, tolerantly perceiving social, ethnic, confessional and cultural differences	knows (Threshold)	Basics of team management in the context of the diversity of social, ethnic, religious and cultural differences	- understanding of the concepts of social and ethical responsibility in making organizational and managerial decisions,.	proper team management in a variety of social, ethnic, religious and cultural differences
	Is able to (advanced)	develop solutions taking into account social, ethnic, confessional and cultural differences in the team	knowledge of the principles of collective management in the context of the diversity of social, ethnic, religious and cultural differences	ability to develop solutions taking into account social, ethnic, religious and cultural differences in the team
	Possesses (high)	the ability to adequately respond to non-standard situations	Understanding of the difference in the forms and sequence of actions in standard and non-standard situations	Ability to analyze alternative options for action in non-standard situations, determine a measure of social and ethical responsibility for the accepted organizational and managerial decisions

Methodological recommendations for assessing learning results of the discipline "Strategic Management"

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Case-Study Grading Rubric		
Grade scale	Identification issues	Grade
Unsatisfactory 0 to 2	Does not identify or explain the perspectives of any stakeholders involved in the case, or explanation is flawed in many respects; fails to recognize any differences between the interests of the various stakeholders.	
Satisfactory 3 to 4	With a few minor exceptions, adequately identifies and summarizes the perspectives of the principal stakeholders involved in the case; outlines some conflicts of interest between company stakeholders	
Excellent 5	Clearly and accurately describes the unique perspectives of multiple key stakeholders in the case; demonstrates insightful analysis of strategic tensions or conflicts of interest between the stakeholders	
Grade scale	Connections to Theoretical and Empirical Research	Grade
Unsatisfactory 0 to 2	Makes little or no connection between the issues and problems in the case and relevant theoretical and empirical research, or the connections identified are weak or inaccurate in many respects	
Satisfactory 3 to 4	Identifies and outlines connections between some of the issues and problems in the case and relevant theoretical and empirical research; the connections identified are adequately elucidated	
Excellent 5	Makes appropriate, insightful, and powerful connections between the issues and problems in the case and relevant theory and empirical data; effectively integrates multiple sources of knowledge with case information	
	Analysis and Evaluation	

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Unsatisfactory 0 to 2	Simply repeats facts identified in the case and does not discuss the relevance of these facts; fails to draw conclusions, or conclusions are not justified or supported; does not present relevant research or data; shows no critical examination of case issues	
Satisfactory 3 to 4	Provides an acceptable analysis of most of the issues and problems in the case; in most instances, analysis is adequately supported by theory and empirical data; appropriate conclusions are outlined and summarized	
Excellent 5	Presents a balanced, in-depth, and critical assessment of the facts of the case in light of relevant empirical and theoretical research; develops insightful and well-supported conclusions using reasoned, sound, and informed judgments	
	Action Plans	
Unsatisfactory 0 to 2	Has difficulty identifying alternatives and appropriate courses of action; few if any alternatives are presented, infeasible actions are proposed, action plans are not supported, or actions do not address the key issues and problems in the case	
Satisfactory 3 to 4	Outlines and summarizes some alternative courses of action to deal with most of the issues and problems in the case; in most instances, proposed action plans are outlined, are feasible, and based on relatively sound theory and evidence	
Excellent 5	Effectively weighs and assesses a variety of alternative actions that address the multiple issues central to the case; proposes detailed plans of action; action plans are realistic and contain thorough and well-reasoned justifications	
	Evaluation of Consequences	
Unsatisfactory 0 to 2	Displays limited awareness and/or understanding of the consequences of action plans; fails to identify implications and consequences of proposed action plans; identified outcomes do not follow from proposed action plans, or outcomes are not related to issues in the case	

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Satisfactory 3 to 4	Demonstrates acceptable analysis of the results of proposed action plans; adequately outlines and summarizes the implications and consequences resulting from alternative courses of action; with a few minor exceptions, identified consequences of action plans are related to key issues in the case	
Excellent 5	Objectively and critically reflects upon alternative plans of action; effectively identifies, thoroughly discusses, and insightfully evaluates the implications and consequences resulting from the proposed action plans; identified consequences are tied to the key issues central to the case	
Compiled by _____ The "___" of _____ 20__		

Evaluation tools for testing formation of competencies

Code of competence	Tasks
GC-2; readiness to show leadership qualities and organize team work, and possesses effective technologies for solving professional problems	Make a detailed lecture plan with a corresponding practical task teaching the topic "Fundamentals of Strategic Management" uses active learning methods.

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PC-2; ability to develop corporate strategy, organizational development and change programs and ensure their implementation

PC-5; the ability to determine the development prospects of the organization based on an assessment of the company's position in the market and trends in the influence of environmental factors

PC-14; the ability to apply research organization methods and research strategies

PC-7; ability to use complex tools of project and process management to solve strategic and tactical tasks of managing an organization

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GPC -2; willingness to manage a
team in their professional
activities, tolerant perceiving
social, ethnic, religious and
cultural differences