

MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE

SIMON KUZNETS KHARKIV NATIONAL UNIVERSITY OF ECONOMICS

Syllabus
of the academic discipline
"STRATEGIC MANAGEMENT"
for students of speciality 8.18010016
"Business Administration" of all forms of study

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A thematic plan of the academic discipline with its content by modules and themes is presented. Plans of lectures and seminars (practical studies), guidelines to fulfilling an individual calculation task, assignments to consolidate knowledge and a system of assessing students' knowledge are given.

Recommended for students of speciality 8.18010016 "Business Administration".

Подано тематичний план навчальної дисципліни та її зміст за модулями й темами. Наведено плани лекцій і семінарських (практичних) занять, методичні рекомендації до виконання розрахункового самостійного завдання, роботи щодо закріплення знань та систему оцінювання знань студентів.

Рекомендовано для студентів спеціальності 8.18010016 "Бізнес-адміністрування".

Introduction

In today's economy of Ukraine it is important to achieve stability marketing, and strengthen the country's competitive position. The solution of this problem requires a new management system capable of innovation, competition and entrepreneurial responses to changes in the external environment that allows you to manage these changes based on scientific methods of prediction, control, adjustment to business objectives. Such a system is strategic management, including the development and implementation of strategy and strategic management problems. The purpose of strategic management is to provide businesses with competitive advantage now and in the long run. It aims at finding and implementing the priorities of the organization, increasing its potential for adaptation to the circumstances.

The importance of the issues considered in the academic discipline "Strategic Management" lies in the fact that future managers have to be able to justify management decisions which requires knowing the methodology of strategic management and the ability to apply appropriate methods of strategy development and implementation.

The academic discipline "Strategic Management" refers to the category of compulsory disciplines of professional direction "Management", speciality 8.18010016 "Business Administration".

The purpose of the academic discipline is to provide theoretical knowledge on strategic enterprise management, tools, methodology of development strategies of enterprises and to form practical skills on how to use the concept of strategic management at the enterprise.

To achieve the purpose the following tasks have to be fulfilled:

- to familiarize students with the essence, the basic concepts and categories of strategic management, the evolution of strategic management;

- to make students aware of the content and the process of strategic management technology, the nature and classification of the strategies of the company;

- to form the ability to apply the strategic planning process;

- to provide students with theoretical knowledge of the strategic objectives, generating strategic alternatives, determining the strategic position of the company, management of strategic changes in the company;

- to form practical skills of assessing the external environment, identifying goals, developing strategies, forming a strategic plan, evaluating existing strategies and competitiveness, the company's strategic position.

The object of the academic discipline is the theoretical concepts of strategic management, methodology development and implementation of strategies of organizations. The structure of the syllabus of the academic discipline "Strategic Management" is given in Table 1.

Table 1

The structure of the academic discipline syllabus

Academic discipline: Master's degree	Subject area, speciality, educational and qualification level	Characteristics of the academic discipline
The number of credits corresponding to ECTS is 5 including: content modules (2), tasks for independent work	Subject area: 1801 "Specific Categories"	Compulsory. Year of training: 1 (5). Semester: 1 (9)
The number of hours for the syllabus topics: Module 1 makes 80 hrs. Module 2 makes 100 hrs. Total makes 180 hrs	The code and the name of the speciality: 8.18010016 "Business Administration"	Lectures (theoretical training) make 34 hrs. Practical (seminar) classes make 18 hrs. Independent work makes 128 hrs
The number of weeks of teaching the academic discipline is 15. The number of hours per week is 3	Educational qualification: Master	Type of control: examination

1. Qualificational requirements for students

The discipline "Strategic Management" is compulsory for the Master's degree in economics.

The required training base for studying the academic discipline implies the students' having learned all the general scientific, humanitarian and special academic disciplines of the educational and qualificational level "Bachelor".

After the study of the academic discipline, the students should **know**:
the essence of strategic management;
scientific approaches to strategic management;
predictors of strategic management;
the essence of strategic planning;

the essence of strategy classifications;
the main stages of development and implementation of strategy;
the mission and goals of the organization;
factors of external and internal environment of the organization;
the SWOT analysis;
stages of development strategy;
basic strategies;
strategic alternatives and their assessment;
competitive and functional strategies;
basic strategic approaches to the study of strategic alternatives of the
company;
implementation of the strategy;
system plans of the organization;
strategic changes in the implementation of the strategy;
form the general functional skills in:
formulating methodological foundations of strategic management;
highlighting the stages of development and implementation of strategy;
articulating the mission and goals of the organization;
analyzing the external and internal environment of the organization;
conducting the SWOT analysis;
form the fundamental skills at:
formulating basic strategies;
identifying strategic alternatives;
defining the criteria for evaluating strategic alternatives;
formulating competitive functional strategies;
form the discipline-related skills in:
using legislative, regulatory background in developing and implementing
the organization's strategy;
using methods of strategic management and professional literature;
making plans to develop an organization system;
developing the main activities of the organization;
developing plans of the organization and tactical plans;
developing programs and plans-projects;
carrying out a feasibility study strategy of the organization;
form the following communication competences:
interaction in a limited circle of people while participating in seminars,
discussions of individual topics on the discipline;

the ability to work effectively as a team in the process of case-analysis;
effective interaction in small groups to solve practical problems on the subject matter of the discipline;

perception of criticism, advice and guidance during the presentation of work in small groups;

collective analysis of the impact of situational factors on the design of the organization;

addressing critical issues related to the construction and operation of a limited circle of people;

form such autonomy and responsibility competences as:

formulation of elementary propositions about the nature of organizations, laws and principles of operation;

taking individual responsibility for results of the current independent task in accordance with the procedure provided;

writing an essay on a chosen topic under minimal guidance of the teacher;

problem solving ability with a high level of autonomy.

The syllabus of the academic discipline is designed according to the Industry Standard of Higher Education of Ukraine on the basis of education and vocational training program for Bachelor's and Master's degrees.

2. The thematic plan of the academic discipline

From the very beginning of studying the discipline, each student should be familiarized with the program as a form of the discipline and training, as well as with the structure, content and scope of each of its learning modules as well as all kinds of training and evaluation methods.

The educational process in accordance with the syllabus of the academic discipline "Strategic Management" is carried out in the following forms: lectures, seminars and workshops, individual work, self-study, students' control measures.

Students study of the academic discipline through consistent and thorough elaboration of the training modules. A training module is a relatively independent unit of a separate discipline, which logically combines several elements of the academic discipline in terms of content and relationships.

The thematic plan of the academic discipline "Strategic Management" consists of two modules.

The structure of the test credit of the academic discipline is presented in Table 2.

Table 2

The structure of credits of the academic discipline

Topic	Quantity of hours		
	Lectures	Practical studies (seminars)	Independent work
Content module 1. Methodological foundations of strategic management			
Topic 1. Strategic management: the nature and characteristics	4	2	14
Topic 2. Models of strategic management	4	2	16
Topic 3. Strategic planning in a system of strategic management	4	2	12
Topic 4. Strategic analysis of the company and the choice of the strategic position	4	2	14
Content module 2. Development of the strategy and its implementation			
Topic 5. Strategy selection and preparation of the strategic plan	4	2	14
Topic 6. Competitive strategy	4	2	16
Topic 7. Development of functional strategies	4	2	16
Topic 8. Strategic enterprise management capabilities	4	2	14
Topic 9. Organization of strategic management at the company	2	2	12
Total	34	18	128

3. Contents of the academic discipline by modules and themes

Module 1. Methodological foundations of strategic management

Topic 1. Strategic management: the nature and characteristics

The concept of strategic management. Formation prerequisites of strategic management. Objects and strategic management problems. The concept of strategic centers of economic activity. The relationship of the main

elements of strategic management. Methodological and methodical approaches to strategic management. Specificity of strategic management. The main components of the strategic management. Characteristics of the phases of strategic management. Approaches to defining components of strategic management.

Evolution of strategic management. The modern paradigm of strategic management.

Experience and problems of the management system of Ukraine.

Topic 2. Models of strategic management

Characteristics and types of control systems in a changing environment. Ranging management problems in strategic management.

The deviant and preventive nature of the enterprise management system. Office-based control. Management on the basis of extrapolation. Office-based prediction of change. Management on a flexible emergency decision. Strategic Management by ranking tasks. Managing strategic surprises.

Topic 3. Strategic planning in strategic management

Description and characteristics of strategic planning, as opposed to long-term planning. The principles of strategic planning. The value of strategic planning of the company in a changing external environment. Approaches to the organization of strategic planning in business.

Strategy in form and content. Strategy as a set of rules for decision-making. Distinctive features of the strategy. Levels of strategy in the strategic management system. Classification of strategies. Approaches to formulating strategies. Schools of strategies.

The strategic planning process. Steps in developing and implementing a strategy. Description of the goal formation stage. Defining the mission, principles and rules of its formation. The value for the enterprise mission-oriented strategic development. Classification of strategic guidelines. Factors influencing the choice of strategic objectives. Areas of setting strategic goals of the enterprise. Monitoring system of strategic planning. Strategic plans of the enterprise. Strategic planning.

Topic 4. A strategic analysis of the company and the choice of the strategic position

Analysis of the external environment. Environment indirect impact: economic, public and political, technological, social, international.

Environment immediate impact: consumers, suppliers, competitors. Five forces that determine industry competition. Analysis of the competitive environment in the industry. Key factors of company's success.

Analysis of the internal environment. Evaluating the effectiveness of existing strategies.

The concept of "strong" and "weak" signal environment. Models and methods of analysis of the external environment and internal environment in the strategic analysis of the company. Features of methodological tools of strategic analysis. Strategic information: types and sources.

Examination of the strengths and weaknesses of the company.

Strategic analysis as a basis for determining the strategic position of the company. The process of detecting the dominant competitive advantage, its market position. The strategic management zone (SMZ): concepts and characteristics. The strategic market segmentation. Parameters of strategic segmentation. Types and characteristics of key success factors in the SMZ.

The concept of the zone of strategic resources.

Models and methods for assessing the strategic situation of the company and the choice of the strategic position. Attractiveness of the SMZ. The process of evaluating the attractiveness of the SMZ. Features of the SMZ. Assessment of strategic flexibility (internal and external) and synergism.

Assessment of competitiveness. Methods for assessing the competitiveness of enterprises: based on the theory of effective competitive competition-based product grounded on the theory of competitive advantage, the method of benchmarking. Strengths and weaknesses of the organization. Opportunities and threats. The SWOT analysis.

Module 2. Development of the strategy and its implementation

Topic 5. The selection strategy and preparation of the strategic plan

The concept and definition of strategic business needs. Developing strategies. Stages of strategy development: development, proof rating. Basic strategies: limited growth, reduction, combined. Choosing the basic strategy. Approaches to the choice of the basic strategy. Generation of strategic alternatives. The strategy selection. The concept of an optimal strategy. Evaluation of factors that influence the choice of strategy. Assessment of the chosen strategy. Methods and models for evaluating the correctness of the choice of strategy. Features of selecting strategies for small and medium

enterprises (SME). The process of identifying strategic alternatives of development. Analysis of strategic alternatives. Using basic strategic approaches for the study of strategic alternatives development.

Boston Consulting Group Matrix and the "attractiveness of the industry – competitive position" ("General Electric" – "McKinsey").

A portfolio of company strategies.

The structure of the strategic plan. Characteristic sections of the strategic plan.

Strategic control in the implementation of the strategy: the nature, characteristics, varieties. The strategic control.

Performance measurement strategies. External and internal efficiency.

Topic 6. Competitive strategy

Types of competitive strategies. An overview of competitive strategies. The strategy of cost minimization or cost leadership. Factors that promote the use of strategies to minimize costs. Advantages of cost minimization strategies in terms of the "five forces" model of competition. The strategy of differentiation. Possible sources of uniqueness of the company and its products. Species differentiation. Organisational requirements for the differentiation strategy. An overview of the strategy focus. Conditions that facilitate the implementation of this strategy. Difficulties of implementing the strategic focus.

Topic 7. Development of functional strategies

The chosen functional strategies and their role in specifying development strategy, it's goals. Marketing strategy, its main elements and possible approaches to their implementation.

Financial strategy, its basic elements. Innovation strategy. Simulation strategy. Components of innovation strategy. The strategy of production and its components.

Topic 8. Strategic enterprise management capabilities

The concept of the strategic potential of the company. Elements of the strategic potential: system management, quantitative and qualitative composition of resources, projects, organizations, targets. Features of the strategic potential. Factors that influence the choice of strategies for managing a potential business. Competitiveness potential. Competitive advantage and competitive status of the company. Approaches to the formation of a strategic

capacity. Methods for evaluating the competitive potential of the company. Levels of normative indicators of the competitiveness strategic potential of the company. The overall strategic potential of the company to identify the feasibility of recruitment strategies.

Topic 9. The organization of strategic management at the enterprise

Features of the management system of strategic management.

Evaluation of strategic changes in the company in the process of implementation of the strategy. Matching of the company's organizational structure to the chosen strategy. Areas of structural change according to the chosen strategy. Corporate culture in the system support strategy.

Motivation of the staff to implement the strategy. Forming a strategic behavior support team and making strategic changes in the company. Strategic change management processes.

Service (department) strategic enterprise development: goals, objectives, purpose.

4. The plan of lectures

Module 1. Methodological foundations of strategic management

Topic 1. Strategic management: the nature and characteristics

- 1.1. The concept of strategic management.
- 1.2. The objects, features and challenges of strategic management.
- 1.3. The main components of strategic management.
- 1.4. Scientific approaches to strategic management.
- 1.5. Predictors of strategic management.

Bibliography: main [2; 4–6]; additional [8–10; 15; 18; 20; 21].

Topic 2. Models of strategic management

- 2.1. Management systems in a changing environment and their characteristics.
- 2.2. Strategic management by ranking tasks.
- 2.3. Managing in strategic surprises.

Bibliography: main [6]; additional [23].

Topic 3. Strategic planning in the strategic management

- 3.1. The essence of strategic planning and its features.
- 3.2. The strategy of the organization. Classification of strategies.
- 3.3. Steps in developing and implementing the strategy.
- 3.4. Formation of the mission and goals of the organization.

Bibliography: main [3–6]; additional [10–12; 16; 21].

Topic 4. A strategic analysis of the company and the choice of the strategic position

- 4.1. The analysis of the indirect environment.
- 4.2. The analysis of the direct environment.
- 4.3. The analysis of the internal environment of the organization.
- 4.4. Assessment of competitiveness.
- 4.5. The SWOT analysis.

Bibliography: main [3–6]; additional [9; 10; 12; 20; 21; 23].

Module 2. The development of the strategy and its implementation

Topic 5. Strategy selection and preparation of the strategic plan

- 5.1. Stages of strategy development.
- 5.2. Strategic areas of management.
- 5.3. Basic strategy.
- 5.4. Strategic alternatives for basic strategies.
- 5.5. Refinement strategy based on the product life cycle and synergistic effect.
- 5.6. Evaluation of strategic alternatives and the choice of the strategy.
- 5.7. The basic strategic approaches to the study of the development of strategic alternatives.

Bibliography: main [3; 6]; additional [10; 21].

Topic 6. Competitive Strategy

- 6.1. An overview of competitive strategies.
- 6.2. The strategy of minimizing costs.
- 6.3. The strategy of differentiation.
- 6.4. The strategy of focusing.

Bibliography: main [1; 2; 4–6]; additional [10; 11].

Topic 7. The development of functional strategies

7.1. The marketing strategy.

7.2. The financial strategy.

7.3. The innovation strategy.

7.4. Strategy production.

Bibliography: main [2; 4–6]; additional [23].

Topic 8. Strategic enterprise management capabilities

8.1. The concept of the strategic potential of the company. Its elements.

8.2. The features of the strategic potential.

8.3. The competitiveness potential.

Bibliography: main [5]; additional [8; 23].

Topic 9. The organization of strategic management at the enterprise

9.1. The system plans of the organization.

9.2. The distribution of strategic resources.

9.3. Strategic changes in the implementation of the strategy.

9.4. Strategic control.

9.5. Management of implementation of strategies.

Bibliography: main [2–6]; additional [9; 10; 20; 21].

5. The plan of seminars (practical) classes

The topics of seminars

A seminar is a form of instruction in which the teacher organizes a discussion around certain topics to which students prepare theses.

At each workshop the teacher evaluates the performance of students active in discussions, the ability to articulate and defend their position and so on. The total score for each seminar is entered in the appropriate log. These students' marks for individual workshops are included in the final evaluation of the students' knowledge the academic discipline. The list of topics of seminars is given in Table 3.

The list of topics of seminars

Topic	Program questions	Bibliography
Module 1. Methodological foundations of strategic management		
Topic 3. Strategic planning in the strategic management	<ol style="list-style-type: none"> 1. The difference from the long-term strategic planning. 2. The nature and classification of strategies. 3. The stages of the strategic planning process. 4. The objectives of the organization, their classification 	Main: [3–6]; additional: [10–12; 16; 21; 23]
Module 2. The development of the strategy and its implementation		
Topic 6. The competitive strategy	<ol style="list-style-type: none"> 1. Terms of selecting company competitive strategies. 2. Advantages and disadvantages of competitive strategies 	Main: [1; 2; 4–6]; additional:[10; 19; 20; 23]
Topic 7. The development of functional strategies	<ol style="list-style-type: none"> 1. Elements of functional strategies 	Main: [4–6]; additional: [23]
Topic 9. The organization of strategic management of the enterprise	<ol style="list-style-type: none"> 1. Characteristics of development programs. 2. Types of changes that occur in the company in the strategy implementation 	Main: [3; 5; 6]; additional: [10; 21]

The topics of practical classes

A practical class is a form of instruction in which the teacher organizes a detailed study of certain theoretical principles of the academic discipline and helps students form skill in their practical application through individual performance of various tasks. Practical lessons are based on specially prepared methodological materials: tests to identify the degree of students' mastering the necessary theoretical principles, sets of tasks of varying complexity to be done by students in class.

A practical class includes a preliminary control of students' knowledge and skills via posing a problem by the teacher and discussing it with students,

solving problems with their discussion, solving control problems to assess students. The list of topics of practical classes is given in Table 4.

Table 4

The list of topics for practical classes

Module	Topics of practical classes (with modules)	Bibliography
Module 1. Methodological foundations of strategic management	1. Assessment of competitiveness of products	Main: [4–6]; additional [7]
	2. Development of alternatives	Main: [3; 6]; additional [21]
Module 2. Development of the strategy and its implementation	1. Formation of the product strategy	Main: [3–6]; additional [10; 21]

6. Individual training and research objectives

Preparation of individual research projects (hereinafter IRP) involves the arrangement, consolidation, expansion of theoretical and practical knowledge of the academic discipline and its application to solving specific work situations, the development of independent work skills and mastery of the technique and experimental studies related to the IRP topic.

Individual training and testing tasks are performed independently with the teacher's consultation in accordance with the schedule of the learning process.

An IRP implies the availability of such elements of scientific research as practical significance, an integrated systems approach to problem solving research, theoretical use of advanced modern methodology and scientific developments, elements of creativity, the ability to use modern technology.

The practical significance of IRP is in the substantiation of its results for the purposes of management practices.

The real work is undertaken in accordance with the existing business problems, based on the real data and the results which can wholly or partly be embedded in the practices of companies or similar objects.

A comprehensive systematic approach to the theme of the work manifests itself in the fact that the purpose of the study is seen from different

points of view from the standpoint of the theoretical basis and practical developments, conditions of the company, analysis, substantiation of ways to improve the company performance as well as in the close association and unified presentation logic.

The use of modern methodology implies the development of the chosen research problem and substantiation of different options to achieve goals, the use of the information about the latest advances in engineering and technology research, various methods and instruments of solution of scientific problems, approaches to modeling the selected object.

In the course of preparing and presenting the IRP, along with theoretical knowledge and practical skills, a student must demonstrate the ability to research and the ability to think creatively, learn to solve actual scientific and applied problems.

The next IRP is the same for all students, but it is performed on the materials of company-based practices. In cases where several students took practice at the same company, the subject of the IRT may be changed or corrected by the teacher.

IRP "Strategy development of the enterprise".

Objective: to study the theoretical strategy development and develop practical recommendations for its formation.

The individual research project consists of:

the name of the project;

the introduction;

the scientific analysis of the subject area;

the development of key working hypotheses that can solve the scientific problems;

the development of research methodology;

the study of economic and mathematical models that can be used in solving the scientific problems;

the justification of the application package that allows you to automate calculations;

the conclusions;

the bibliography;

appendixes for the individual research project (if necessary)

The title page of the IRP must contain: the name of the university, the department name, the name of the academic discipline, the theme of the individual research project, the surname and the initials, the academic group

number, the date of submitting the project to the teacher (the day, the month, the year).

The introduction provides a justification of the relevance of the chosen research topic, the purpose, the mission, the object of the study, the elements of scientific innovation.

The work must include a description of the current state of the problem, the views of different authors on this issue and it must consist of two sections.

Section 1. The analysis of the stages of development strategies.

1.1. The analysis of the mission and goals of the organization.

1.2. The analysis of the external environment of the organization and inventory of opportunities and threats.

1.3. The analysis of the internal environment of the organization and inventory of the strengths and weaknesses of the company.

1.4. The SWOT-analysis.

Section 2. Formation of the organization's strategy.

2.1. The mission statement and goals of the organization.

2.2. A tree of the organizational goals.

2.3. Choosing the basic strategy.

2.4. The development of alternatives to enterprise development and evaluation.

2.5. Selecting priorities of the enterprise.

Conclusions. The conclusions set out a list of major scientific results and suggestions and recommendations for optimizing the enterprise as a result of the research, and propositions about the practical use of the obtained results.

References. The sources of information must be placed on the list in the alphabetical order of the surnames of first authors or titles. The information sources included in the list must be given in accordance with the state standard with optional works.

Appendixes. In appendixes there must be incorporated such materials as copies of documents, reports or calculation tables, summarizing charts or diagrams.

7. Independent work of students

An essential element of successful learning of the academic discipline is independent work of students based on the study of domestic and foreign

special economic literature and legal acts on state regulation of economic statistical data.

The main types of independent work students are offered:

1. Learning the lecture material.
2. The study of the recommended literature.
3. The study of the key terms and concepts on the topics of the academic discipline.
4. Preparation for seminars and workshops, discussions, work in small groups, testing.
5. Checking each student's personal knowledge via questions for self-assessment.
6. Preparing for intermediate and final control.

Questions for self-study

Module 1. Methodological foundations of strategic management

Topic 1. Strategic management: the nature and characteristics

1. The reasons that motivate senior management to use strategic management.
2. Problems related to the field of strategic management.
3. Areas of strategic management.

Bibliography: main [4–6]; additional [21].

Topic 2. Models of strategic management

1. Management systems in a changing environment and their characteristics.
2. Strategic management by ranking tasks.
3. Managing in strategic surprises.

Bibliography: main [6]; additional [8; 23].

Topic 3. Strategic planning in the strategic management

1. Strategy in the form and content.
2. Factors affecting the development and implementation of the strategy.
3. Important elements that are reflected in the mission.
4. Classification of company goals.

Bibliography: main [3–6]; additional [9; 10; 21].

Topic 4. A strategic analysis of the company and the choice of the strategic position

1. The effect of businesses that produce substitutes of goods, the competition in the industry.
2. Key success factors.
3. Management survey of functional areas of the organization.

Bibliography: main [2; 4; 6]; additional [9; 20; 21].

Module 2. The development of the strategy and its implementation

Topic 5. Strategy selection and preparation of the strategic plan.

1. Strategic areas of management.
2. Strategic alternatives for basic strategies.
3. Types of synergy.

Bibliography: main [4–6]; additional [8; 21].

Topic 6. The competitive strategy

1. Organisational requirements for strategies to minimize costs.
2. Organisational requirements for the differentiation strategy.
3. The organizational strategy demands focus.

Bibliography: main [1; 2; 4–6]; additional [10; 20].

Topic 7. The development of functional strategies

1. The entire marketing strategies and ways to achieve them.
2. The objectives of financial strategies and ways to achieve them.
3. The objectives of innovative strategies and ways to achieve them.
4. The objectives of the strategy and ways to achieve it.

Bibliography: main [2; 4–6]; additional [10].

Topic 8. Strategic enterprise management capabilities

1. Elements of the strategic potential of the company.
2. The competitive advantage and the competitive status of the company.

Bibliography: main [5]; additional [8; 23].

Topic 9. The organization of strategic management at the enterprise

1. Features of the management system of strategic management.
2. Corporate culture in the system support strategy.

3. Motivation of staff in the implementation of the strategy.
4. Strategic service development.

Bibliography: main [5; 6]; additional [10; 21].

8. Individual consulting work

Check-list questions for self-diagnosis

Module 1. Methodological foundations of strategic management

Topic 1. Strategic management: the nature and characteristics

1. Explain the essence of the concept "strategic management".
2. Describe the end products of strategic management.
3. What are the main concepts of strategic management.
4. What are the objects of strategic management and related types of strategies.
5. Describe the characteristics of strategic management.
6. What is included in the structure of the strategic management system?
7. What are the scientific approaches used in strategic management?
8. What are the prerequisites of strategic management?

Bibliography: main [4–6]; additional [8; 18; 20].

Topic 2. Models of strategic management

1. What is the ranking of strategic management by objectives?
2. Comment on the conditions that characterize the situation of "strategic surprise."

Bibliography: main [6]; additional [23].

Topic 3. Strategic planning in the strategic management

1. What is the nature and characteristics of strategic planning?
2. What is the differences between the long-term and strategic planning?
3. Explain the essence of the concept of strategy.
4. Are strategies classified according to different characteristics?
5. Describe the stages of development and implementation of strategies.
6. What is the mission of the organization? What role does the mission play?
7. What are goals?
8. What are the requirements for the objectives?

9. What are the areas in which organizations establish their goals.
10. What are the financial goals of the strategy?

Bibliography: main [3–6]; additional [21].

Topic 4. A strategic analysis of the company and the choice of the strategic position

1. Describe the environmental factors of indirect effects.
2. Describe the environmental factors of direct influence.
3. What is the model of M. Porter of five forces of competition?
4. What is necessary to analyze competition in the industry?
5. What are the factors that affect the intensity of competition in the industry.
6. Describe the barriers to entering into the sector.
7. What determines the power of suppliers and consumers?
8. What is the value of the model of five competitive forces?
9. Describe the factors of the internal environment of the organization.
10. The list of the functional areas for which the analysis of the internal environment of the organization is required.
11. Expand the essence of the organization's capacity.
12. What is the SWOT analysis and what is it for?

Bibliography: main [3–6]; additional [8–10; 21; 23].

Module 2. The development of the strategy and its implementation

Topic 5. The strategy selection and preparation of the strategic plan

1. Describe the stages of development of strategies.
2. Explain the contents of the basic strategies.
3. What is the nature of the matrix of possibilities for products / markets?
4. What is synergy?
5. Explain the essence of strategic alternatives.
6. What are the criteria used to evaluate the effectiveness of the strategy.
7. What for is the company position in the market determined? What methods are used for this?
8. What are the basic strategic approaches to justifying strategic alternatives development.
9. What matrix classifies Boston Consulting Group's strategic business units and which strategy features do they hold to?

10. What strategic problem can be solved by using the BCG matrix?
11. What is the nature of the matrix "industry attractiveness – competitive position" ("General Electric – McKinsey")?

Bibliography: main [3; 4; 6]; additional [15; 20; 21].

Topic 6. Competitive strategy

1. What types of competitive strategies can there exist?
2. Under what conditions do firms choose cost minimization strategies?
3. What factors contribute to using cost minimization strategies?
4. Explain the benefits of cost minimization strategies, given the application of the model of five competitive forces.
5. What are the disadvantages of cost minimization strategies?
6. Under what conditions do firms choose the strategy of differentiation?
7. What is the essence of the strategy of differentiation?
8. What are the types of differentiation?
9. What problems arise in the implementation of the strategy focus?

Bibliography: main [1; 2; 4–6]; additional [19; 20].

Topic 7. The development of functional strategies

1. Explain the purposes for which functional strategies are developed.
2. What are the kinds of functional strategies?
3. What is the marketing strategy?
4. What is the financial strategy?
5. What is the innovation strategy?
6. What is the strategy for production?

Bibliography: main [4–6]; additional [23].

Topic 8. Strategic enterprise management capabilities

1. What is the potential of the company?
2. Describe the competitive potential.
3. What methods are used to assess the competitive potential of the company?

Bibliography: main [5]; additional [23].

Topic 9. The organization of strategic management at the enterprise

1. What are the main group plans that are developed in the organization?
2. Expand the contents of the strategic plan.

3. What is the plan for the organization?
4. Describe the tactical plan of the organization.
5. What are the plans, programs and projects?
6. What policy changes are needed in the organization to successfully implement the strategy?
7. What is a strategic control problem?
8. What is the process of strategic control?
9. Name the group of indicators for a fixed state organization.
10. What steps does the implementation of the strategy include?

Bibliography: main [3; 5; 6]; additional [10; 21].

Individual work

The individual consulting work is expected in the form of individual lessons, consultations, checking individual tasks, verification and security measures taken during the current control and so on.

Individual consulting activities cover:

a) theoretical material:

counseling: individual (question – answer) and group (considering typical examples, situations);

b) practical mastery of the material:

individual and group counseling;

c) comprehensive assessment of the assimilated knowledge of the syllabus material:

individual compilation of the work performed;

preparing an essay for presentation at a seminar;

preparing an essay for presentation at a scientific conference.

9. Methodology of enhancing the learning process

To enhance the learning process the following active and interactive teaching methods are used: business games, role games, trainings and seminars in the active form, case studies, moderation (Table 5). The main difference of active and interactive teaching methods from traditional ones is not only in the methods and techniques of teaching, but in the efficiency of the educational process, which results from:

high motivation of students;

consolidation of the theoretical knowledge in practice;

raising awareness of students;
 developing the ability to make independent decisions;
 developing the ability to make collective decisions;
 developing the capacity for social integration;
 acquiring skills at resolving conflicts;
 development of the ability to compromise.

Table 5

**Distribution of forms and methods of active learning
 of the academic discipline topics**

Topic	Practical application of the educational technology
Topic 1. Strategic management: the nature and characteristics	A problem lecture on "The role of the organization in the development of society"
Topic 2. Models of strategic management	A mini-lecture, a seminar-discussion on "The current status of the organizational paradigm"
Topic 3. Strategic planning in the system of strategic management	A mini-lecture, a seminar-discussion on "The reasons for consideration of the organization as a system"; presentation of the work in small groups
Topic 4. Strategic analysis of the company and the choice of the strategic position	A problem lecture on "Man as part of a social system"; presentation of the work in small groups
Topic 5. Selection strategy and preparation of the strategic plan	A mini-lecture, a seminar-discussion on "Advantages and disadvantages of the deterministic control method"; case analysis on "Analysis of the effectiveness of management processes in the organization"; presentation of the work in small groups
Topic 6. The competitive strategy	A mini-lecture, a seminar-discussion on "The subject of management in the organization"
Topic 7. The development of functional strategies	A mini-lecture, a seminar-discussion on "Conceptual approaches to the design of organizational forms of governance"; presentation of work in small groups on "Analysis of the impact of situational factors of the organization design "
Topic 8. Strategic enterprise management capabilities	A problem lecture on "The need for virtual organization in modern conditions"; a seminar-discussion on "Comparative analysis of the mechanistic and professional bureaucracy"; presentation of the work in small groups
Topic 9. Organization of strategic management at the company	A problem lecture on "The impact of the economy on the activities of Ukrainian enterprises"; presentation of work in small groups on "Pesto analysis evaluation factors of macro-environment of the organization"

Problem lectures aim to develop logical thinking of students and are characterized by the fact that the range of topics is limited to two or three key points, students' attention is focused on the material that is not reflected in the textbooks, the experience of foreign schools shared with students during lectures, and printed material highlighting the main conclusions of the issues addressed. At lectures students are given questions for self-reflection, but the lecturer is responsible for them, not waiting for students' answers. Role plays force students to focus on the problem and start to think actively searching for the right answer.

Mini-lectures include presentation of educational material in a short period of time and are characterized by a large capacity, complexity of logical theories, images, proofs and generalizations. Mini-lectures are usually held as part of the lesson-study.

Small group work is used to enhance students' work during seminars and workshops. This technology allows structuring practical seminars in form and content, creating opportunities for the participation of each student in dealing with the topic, providing personal involvement and experience of social intercourse.

Seminars, discussions involve the exchange of ideas and views of participants on the topic and develop thinking, help to shape attitudes and beliefs, develop the ability to formulate and express their ideas, learn to evaluate proposals of others, take a critical approach to their own views.

The case method (the method of analyzing specific situations) allows you to bring learning to the real practice of experts and involves consideration of operational, management and other situations of complex cases of conflict, problem situations, incidents in the process of learning.

Presentations – speaking to an audience – are used to represent certain advances of the work group in the form of a report on individual tasks, instructions, demonstrations of new products and services.

Role play games (staging) get active students involved in the process of staging a production situation as direct participants in events.

10. The system of current and final evaluation of student's knowledge

During training, students receive the necessary knowledge at lectures, perform practical tasks to develop the organizational structure and evaluate its quality, do comprehensive analysis of the external and internal environ-

ment of the organization; study the organizational culture, evaluate the effectiveness of the organization and effectiveness of the organizational structure as a whole. The most difficult issues are presented for review and discussion during seminars.

The assessment of students' knowledge and skills considers studies that in accordance with the syllabus of the academic discipline include lectures, seminars and workshops, as well as independent work and individual assignments. The system of evaluation include current, modular and final control learning outcomes.

Current control is carried out throughout the semester during lectures, workshops (seminars) studies by means of points gained by students . The module control (module test) is performed on the basis of current control and aims to evaluate student's learning outcomes after the study of the material contained in the logically completed part of the academic discipline making a content module. The final score on the content module is determined as the sum of scores for all forms of control plus the score for the modular test. Semester control in the form of credit is a form of final control, which aims to assess the student's knowledge of the educational material and on the basis of the performance of certain types of work at practical classes, seminars, laboratory sessions and independent work which makes the final score of the academic discipline (maximum 100 points). It is determined as the sum of points for students' results in the current and module control. Credit is a result of students' work throughout the semester.

Examination and assessment of students' knowledge can take place in several ways:

1. Evaluation of students' knowledge at seminars and workshops.
2. Current and final control.
3. Writing essays.
4. Writing a module test paper.

The evaluation of students' knowledge during seminars, workshops, writing module tests (current modules) is designed to test the level of students' preparedness to perform a particular job. The objects of this control are:

- a) the regularity, activity and effectiveness of work during the semester while studying the material of the academic discipline, attendance;
- b) tasks for self-study;
- c) the results of modular tasks.

The evaluation is conducted on the 100-point scale according to the following criteria:

1) the degree of learning the theory and methodology issues under consideration;

2) the degree of knowledge of the facts of the academic discipline;

3) the review of the literature suggested, as well as contemporary literature on the issues under consideration;

4) the ability to combine theory with practice in considering work situations, solving problems, carrying out calculations when performing self-study tasks in the classroom;

5) logic, structure, style of presentation in written works and speeches to the audience, the ability to justify their position, to summarize the information and draw conclusions.

Current control is designed to assess the level of learning and understanding the theoretical knowledge shown in the responses and presentations, practical skills included in the content modules, independent work topics, calculations to be done in individual assignment, writing essays, activity in discussions and the results of rapid control in the form of tests. The number of control measures on the academic discipline depends on the number of hours allocated for seminars and practical classes and the number of content modules. The minimum and maximum scores for the current control and the control module are 60 and 100 points respectively for the semester, including the minimum number of points per module test of 20 points.

The syllabus of the academic discipline provides four control measures: 2 module tests (one per each module), current and final control, writing an essay on the theme of the academic discipline. Additional points are obtained by the student for active participation in workshops (seminars).

Within the syllabus of the academic discipline, 34 hours are allocated for practical (seminars) classes. Within hours allocated for seminars a written test in the form of students' responses to various questions is scheduled, which makes it possible to assess the level of learning. In the assessment of knowledge, a set of 10 questions is offered, the minimum and maximum number of points for each written work is 1 and 2 points respectively. During the workshops an oral survey is provided, which is the most common method of testing students. The teacher checks the student's knowledge through interviews in the process of doing practical tasks, clarifying their willingness to learn the new material, that has just been delivered in class. The last practice

session within the first module is assigned to defending the RCC, within the second modules students defend the essay. The minimum and maximum number of points for each class is 0.5 and 1 points accordingly. Module test results can be evaluated from 20 to 30 points. The calculation of the total grade for participation in workshops (seminars), preparation of tasks, doing modular tests is based on Table 6.

The assessment of the written test is based on the students' ability to solve the test problems on the academic discipline, their mastering theoretical knowledge of the process of effective management of modern organizations and the acquisition of practical skills in solving a range of problems in this area, which appear in the current development of the national economy.

According to the Industry Standard of Education, tests are designed to ensure that students perform production functions (technical, executive, design, organizational), activity tasks (professional, social, industrial and welfare) and classes of activity tasks (stereotypical, diagnostic and heuristic), according to which a specialist of a certain qualificational level should be trained.

Table 6

Calculation of grades for current and modular control

	Lectures	Practical studies	Homework	Essay	Presentations	Control tasks	Total	Exam
1	2	3	4	5	6	7	8	9
Topic 1. Strategic management: the nature and characteristics	0,5	0,5	2		1		2	
Topic 2. Models of strategic management	1	1	2		1	5	7	
Topic 3. Strategic planning in the system of strategic management	1	1	2		1	5	5	
Topic 4. Strategic analysis of the company and the choice of the strategic position	1	1	2				4	
Topic 5. Selection strategy and preparation of the strategic plan	1	1			1	5	7	
Topic 6. Competitive strategy	1	1	2	2	1		7	

1	2	3	4	5	6	7	8	9
Topic 7. Development of functional strategies	1	1			1	5	7	
Topic 8. Strategic enterprise management capabilities	1	1	2				4	
Topic 9. Organization of strategic management at the company	1	1	2		1		4	
Total	8,5	8,5	16	2	7	20	60	40

Tests containing closed questions differ in the principle of building the response.

I. Alternative tests suggest that there are two possible answers such as "yes/no", "right/wrong" and so on. Typically, they are used to check the correctness of the choice or decision in the closed form.

Multiple choice tests include at least three possible answers (but no more than five). Tasks of this type should be used in cases where you need to check the students' ability to correctly reproduce the knowledge. In this type of tests, out of the multiple answers, only one is correct.

There are several options for multiple choice tests:

1. Tests of simple multiple choice answer which are based on the principle of classification. They should be used when the number of possible answers is at least three, but the answer is more complicated than a "yes/no" response. This form of test task is intermediate between the alternative test tasks and the multiple choice tasks.

2. Tests with multiple choice answers that use the principle of classification, are recommended for checking skills in free orientation under similar concepts, phenomena, processes and so on.

3. Tests, suggesting answers in which the principle of cumulation should be used to check the completeness of knowledge and skills. Tasks of that type are mainly of comparative character: one of several responses is the best, most correct and complete.

In compiling multiple choice tests, a combination of all these principles should be applied:

I. Multiple choice tests with two or more columns of words, phrases, graph, digital or lettered signs.

II. Tests on comparison and contrast (for the analysis of the relationship) are recommended to check the skills in identifying, recognizing signs

of different binding events, situations, etc.. When performing such tasks, students have to analyze the proposed material, synthesize it and make appropriate conclusions. If the analysis is proposed to be made, the test material is divided into individual units, in the case of synthesis the individual parts or components of the proposed material are combined together.

III. Tests implying the "right/wrong" answers are used in situations where the answers or solutions can only be right or wrong (as opposed to tasks with one correct answer). In addition, quite often there are several suggested questions correct. In this case, it is believed that the depth of knowledge and understanding of the various aspects of the phenomena, processes and so on is tested.

IV. Tests on determining the causal dependency are offered if it is necessary to check the understanding of a causal relationship between the two phenomena. A question is put in such a way, that each of the two statements related to the conjunction "because" is complete and precise. The student must first determine the correctness or incorrectness of each of the two statements separately, and only then, if both are correct, determine right or wrong causality between them.

V. Tests asking to reproduce the correct sequence (combination) require the restructuring of data elements or any data combination. These tasks are offered when the appropriate skills and knowledge of the correct sequence of actions (regulatory activities), algorithms, processing methods are to be tested. It is also possible to use them for testing the knowledge of generally accepted definitions, rules, laws, regulations, fragments.

VI. Tests including open answers suggest tasks without answers and are used to identify the knowledge of terms, definitions, concepts and so on.

Tests can be applied both to control and to consolidate the theoretical knowledge and practical skills.

Each test includes 10 multiple choice questions, each rated at 0.2 points. The work is credited if the student gave the correct answers to half of the questions on this list. In this case it is the minimum number of points (1 point). Correct answers to the rest of the questions proportionally increase the score (for 10 correct answers a student gets 2 points, which is the highest possible rating for this type of test).

Evaluation of oral examinations. During the oral examination the level of student's mastery of the methods of calculation of practical problems, the

ability to use them correctly, to analyze the results of calculations is assessed (Table 7).

Table 7

Evaluation of the oral examination

The number of points	Criteria for evaluation
0.5	The student knows the method to be used to solve specific practical problems, but does not know how to use it
0.6	The student can independently perform calculations for the chosen method, but makes minor errors (incorrect mathematical calculation, lack of units incorrect definition, etc.)
0.7	The student correctly uses the method of solving the problem, makes all the necessary calculations with minor inaccuracies, can formulate the analysis
0.8	The student correctly solves tasks using the chosen technique and formulates the analytical conclusion
0.9	The student is able to offer various solutions to this problem
1	The student offers proposals for improving the obtained parameters

Evaluation of the students' knowledge displayed in the independent work is carried out on a 100-point scale.

The essay is an optional part of the student's independent work on the academic discipline. The purpose of the essay is to deepen the theoretical knowledge acquired by the students in studying the academic discipline.

Writing an essay aims to promote the student's deeper learning of the academic discipline, encourage thorough study of the legislative base for regulation of modern organizations, specialized scientific publications of national and international authors, covering the formation of an effective organizational structure, ensuring its effective operation, and correct measurement of the economic and social impact.

The first step is to choose the essay topic. Students choose the essay topic at their discretion, but out of the list offered by the Department of Business and Entrepreneurship. In consultation with the teacher the student can prepare an essay on another topic that is not on this list.

After choosing the topic the student should write an essay plan, developed after reviewing the literature sources covering certain issues and problems of the research. This will allow the student to become aware of the

structure of the essay, consistently arrange its contents, to fully cover the range of issues to be researched.

The plan should include only those questions that are directly related to the topic and let the student fully and deeply disclose it.

Essays should be written on white paper of standard A4. The sheets can be bound in any way, but so that they are not scattered.

The title page of the essay should have the following information: the name of the university, the department name, the name of the academic discipline, the essay topic, the student's initials, the academic group number, the date of submitting the essay to the teacher for assessment (day, month, year).

The title page is followed by a detailed plan of the essay, which might contain an introduction, two or three units of the main content, a conclusion, a bibliography, appendices.

Folding tables that do not fit in the text, as well as other supplementary materials should be included in the appendix to the work. The text of the essay should contain corresponding references.

All the sheets should be numbered, the serial number is placed in the upper right corner of the page, and the numbering starts on the first page after the introduction.

At the end of the essay a complete list of references is to be provided in the following order: laws and regulations, statistical directories, general and special literature alphabetically.

Essays must be completed and submitted to the department no later than the date specified in the curriculum.

The essay is evaluated according to the following criteria:

individual preparation;

consistency and the detailed nature of the plan;

completeness and depth of the topic;

availability of illustrations (tables, figures, charts, etc.);

the number of sources (at least ten);

the use of digital information and mapping experience;

specific proposals and forecasts with obligatory references to the literary sources used;

quality design.

Preparation of a high-quality essay is a prerequisite for the positive final evaluation of the students' knowledge of the academic discipline (Table 8).

Essay Evaluation

The number of points	Criteria for evaluation
6	Submitting an essay on the topic, approved by the Department of Management and Business, without defending it
7	Complementing the theoretical material with practical examples included in the essay
8	Drawing conclusions on the applications of the presented theoretical principles to the practice of organizations to improve their effectiveness
9	Providing statistics to justify the formulated conclusions
10	Giving a graphical interpretation of the data in order to facilitate the perception of the presented material
11	Demonstrating a striking essay defence, meeting the requirements
12	Preparing a presentation for the essay defence

Modular control is exercised in the written form for which cards are issued on the subject matter of the corresponding module. The theoretical part contains a theoretical problem or questions in the closed and open form. The practical part consists of practical tasks (situations) of varying difficulty.

In order to be eligible for the exam the student must get 35 out of 60 points. If the student has not accumulated the required number of points for the current control specified by the syllabus of the academic discipline, he/she is not allowed to sit for the control module. A student who for valid reasons, confirmed by documents, had no opportunity to participate in this form of control, he/she has the right to do this work within two weeks after returning to training.

A sample examination card

Task 1 (Diagnostic) – 12.5 %

Alternative models of superior returns. Explain the differences (5 points)

Situation. You own a chain of six coffee shops, the Coffee pot, that you have recently inherited from your father. The shops are located near the shopping mall food courts. The shops have been losing money due to the

intense competition from Starbucks and Tim's, so you decide to change the strategy to serve fair trade coffee in re-usable mugs at low prices along with fresh baked goods. The Coffee Pot will advertise the change on the radio, in addition to using signage and a loyalty program to attract new and retain old customers.

Each coffee shop has a full-time manager, an assistant manager, and employs mainly high school kids as waiters. Unfortunately, the culture of great service that your father worked hard to instil is slowly ebbing away as the students turn over. Each shop only has a basic inventory, purchasing, accounting and payroll system as the manager is there daily. You have been having little success in rolling out the new strategy in each shop so you decide to develop a strategy map to illustrate and educate the change.

Task 2 (Diagnostic) – 25 %

Develop the mission, aims and objectives for the company.

Task 3 (Diagnostic) – 25 %

Choose one aim and produce the SWOT analysis for the Coffee pot.

Task 4 (Heuristic) – 37.5 %

Draw a strategy map for the Coffee Pot and develop a system of balanced scorecards for the strategy map.

The minimum score for the exam must be at least 25 points. Based on this evaluation scale, a satisfactory mark for the academic discipline is 60 points.

For each of the tasks a maximum grade is specified. Each task of the exam is assessed separately.

If the task is completed successfully, completely explaining the way of solution using both the default and – if necessary – a self-developed algorithm, conclusions and recommendations are grounded, it is assessed by the maximal grade specified for the task.

If the task contains minor errors that do not affect the final result, specific elements of the solution are not defined or defined inaccurately, conclusions are not fully formulated, the grade is reduced up to 30 %.

If the task is solved, but the solution contains significant errors that affect the further solution, the solution has errors, conclusions are not formulated, the grade is reduced from 30 % to 60 %.

If the task is not solved, but there are some correct elements of the decision, the grade is reduced from 60 % to 100 %.

Grades for all the tasks in the examination card are to be summarized and rounded to calculate the total grade for the exam.

The maximum grade for the exam is 40. The exam is passed if the total grade is not less than 25. The system of knowledge control on different scales and the criteria applied are presented in Table 9.

Table 9

Control of knowledge on different scales and criteria

The total score on a 100-point scale	The ECTS scale	The ECTS score content	Assessment criteria	Competence level	Assessment according to the national scale
					Exam
1	2	3	4	5	6
90–100	A	Excellent performance	The student shows special creativity, can independently acquire knowledge, finds and processes the information without the help of the teacher, is able to use the acquired knowledge and skills for decision-making in unusual situations, convincingly argues answers, reveals his/her own talents and inclinations	High (creative)	Excellent
82–89	B	Above average	The student is fluent in the material studied, applying it in practice, solves exercises and problems in standard situations freely, independently corrects errors, the number of which is insignificant	Sufficient (constructive and variable)	Good
74–81	C	Work is correct in general, but with a number of errors	The student is able to compare, summarize, organize information under the guidance of the teacher, independently apply it in practice, monitor his/her own activities, correct errors, among which some are significant, choose arguments to confirm the opinion		

Continuation of table 9

1	2	3	4	5	6
64-73	D	Not bad, but many drawbacks	The student reproduces much of the theoretical material, has knowledge and understanding of the key provisions, with the help of the teacher can analyze the course material, correct errors, many of which are significant	Average (reproductive)	Satisfactory
60-63	E	Performance meets the minimum criteria	The student knows the material of the academic discipline at a level higher than the initial, reproduces a significant part of it at the reproductive level		

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Робоча програма
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