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## SYLLABUS “STRATEGIC MANAGEMENT OF A TRADE ENTERPRISE”

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**Lecturer (name, academic title, e-mail):** Tatiana Korsakova, professor, e-mail: tvkorsakova@sfedu.ru

**Department responsible for the course or equivalent:** Institute of Management in Economic, Ecological and Social Systems; Department of Management and Innovative Technologies

**Semester when the course unit is delivered:** 5<sup>th</sup>

**Level of course unit:** Bachelor level

**ECTS credits:** 6

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### ADMISSION REQUIREMENTS

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Applicants are expected to have completed the following courses:

- Business Economics;
- Commercial activity;
- Economy;
- Management;
- Marketing;
- Business Economics;
- Statistical Method in Economics;
- Labor Economics.

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### COURSE OBJECTIVES (AIMS)

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- to develop a holistic vision of the tendencies and the challenges of strategic management;
- to introduce the basic ideas, theories and methods of strategic development;
- to give a grounding in the best strategic management practices and techniques;
- to develop strategic thinking skills;
- to instill knowledge on the formation of a trading company’s strategy and its implementation;
- to set the responsibility of monitoring the compliance of the results with the planned goals;
- to prepare students for work in a dynamic trading environment of an enterprise in the context of a changing world



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## COURSE CONTENTS

### **I. Module. Theoretical foundations of strategic management of trade enterprise**

1. The evolution of modern strategic thought: key concepts;
2. Characteristics of long-term and strategic planning;
3. The relationship between strategic planning and strategic management;
4. Classification of organization strategies;
5. Theoretical foundations of the strategic management of the trading business;
6. Methods of selection and evaluation of the strategy of the trading company;
7. The program approach to the formation of the strategy of the trading company;
8. The algorithm for conducting a SWOT analysis;

### **II Module. Strategic analysis of the trading company**

9. Methods of analysis of the environment;
10. Analysis of the macro-environment and the close-in environment;
11. Analysis of the internal environment;
12. Strategic use of the trading business' human capital;
13. The formation of the human capital of the trading business;
14. Personnel management of a trading company;
15. Management of investments in human potential;
16. The mechanism for managing a business career manager of a trading company;
17. Development of the effectiveness and potential of management in trade.

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## LEARNING OUTCOMES

### **Knowledge:**

- of strategic management processes, solutions, decision methods;
- of the main indicators characterizing the process of developing a strategy;
- of the key elements of the strategy of development;
- of the external and internal environment of the enterprise;
- of the basics of business planning for project development;
- of the significance of strategic planning for economic growth, the increase in competitiveness of businesses.

### **Skills:**

- free orientation in sources and scientific literature on the issue of strategy;
- analysis of different concepts of strategic management and innovation development;
- identification and assessment of trends in the development of modern strategies and innovation.

### **Learning Outcomes:**



- skills in trade, technological, marketing, advertising processes.
- abilities of the conclusion of contracts, providing of business negotiations.
- potential for developing the strategy of the organization.
- opportunities to create an atmosphere of interaction between employees and small groups.
- implementing the projects in the field of strategy development.

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#### PLANNED LEARNING ACTIVITIES AND TEACHING METHODS

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Each session lecturing accounts for about 60% of time, students' participation in discussion accounts for 40%. Specifically, the lecturer will invite students to speak during the lecture. At the end of each session, questions are presented for discussion.

During the seminars, students will have an opportunity to analyze some strategic processes, to work with open source software for strategy management and recognize how to deal with information technologies.

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Comprehensive development of discipline draw students in:

- problem-based presentation;
- self-guided reading of the additional literature;
- participation in case studies;
- written essay;
- interview and testing.

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#### ASSESSMENT METHODS AND CRITERIA

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##### **Criteria for evaluation:**

##### **Interview**

**8-10 points** if the student demonstrates the full amount of knowledge, formulates the main provisions and definitions, understands the relationship between definitions and categories.

**6-7 points** if the student demonstrates enough knowledge, but formulates the main provisions and definitions vaguely, understands the relationship between definitions and categories.

**3-5 points** if the student demonstrates enough knowledge but formulates the main provisions and definitions vaguely, does not understand the relationship between definitions and categories.



**0-2 points** if the student does not demonstrate enough knowledge, does not see the relationship between definitions and categories.

### **Discussion**

**8-10 points** to the student who reinforces his judgments with factual data that increases the practical value of his own opinion, demonstrate the ability to draw conclusions, upholds his own point of view, and orient himself in the material presented. The degree of participation in the general discussion is very high.

**6-7 points** to the student who analyzes the material, but does not provide evidence, the conclusions are not sufficiently substantiated, even though he is oriented in the material presented and is trying to defend his own point of view. The degree of participation in the general discussion is quite high.

**3-5 points** to the student who analyzes the material but does not provide evidence, does not substantiate conclusions, does not try to defend his own point of view. The degree of participation in the general discussion is not high enough.

**0-2 points** to the student who does not analyze the material and shows a low degree of participation in the general discussion, preferring to remain silent.

### **Essay**

**9-10 points** - *Relevance, purpose, and objectives*: the problem is clearly identified, and its relevance is justified, the goal is formulated, the research objectives are defined. *The structure* is fully consistent with the recommendations. *Design*: volume is maintained, requirements for the external design are met. *Text quality*: the analysis of the problem with the involvement of several sources of literature is carried out, own position is logically stated, conclusions are formulated, the topic is fully disclosed. references to sources from the list of references are indicated. The student demonstrates a complete understanding of the described problem, gives correct answers to all questions on the topic of the essay

**6-8 points** - *Relevance, purpose, and objectives*: the problem is identified, but there is no clear justification for its relevance. *Structure*: no gross text structure errors. *Design*: the text of the essay is framed with minor violations of the design requirements set forth in this document, the volume is maintained. *Text quality*: the analysis of the problem with the involvement of several sources of literature is carried out, own position is logically stated, conclusions are formulated, the topic is revealed. The student demonstrates a significant understanding of the problem, does not give answers to all questions or incomplete answers.



**3-5 points** - *Relevance, purpose, and objectives*: the relevance of the problem is insufficiently substantiated, the purpose and objectives of the study are not formulated. *Structure*: There are significant errors in text structuring. *Design*: The text of the abstract is framed with violations of the design requirements set forth in this document. *Text quality*: the analysis of the problem was carried out according to one source, there are no conclusions, the topic is not fully disclosed. The student demonstrates a partial understanding of the problem, answers are given only to basic questions.

**0-2 points** - *Relevance, purpose, and objectives*: there is clearly no justification for the relevance of the problem, the purpose, and objectives of the essay. *Structure*: there are gross errors in text structuring. *Design*: the essay is framed with gross violations of the design requirements set forth in this document. *Text quality*: the topic is not disclosed, the requirements for the task are not fulfilled. The student demonstrates a lack of understanding of the problem, there are no answers to questions or answers are incorrect.

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#### COURSE LITERATURE (RECOMMENDED OR REQUIRED)

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1. Thompson A. A., Strickland A. D. Strategic management: the art of developing and implementing strategies: a textbook. Moscow: Unity, 2015.577 pp.  
[http://biblioclub.ru/index.php?page=book\\_red&id=436856](http://biblioclub.ru/index.php?page=book_red&id=436856)
2. Pankratov F. G., Soldatova N. F. Commercial activity: a textbook. 13th ed. Recommended by the Ministry of Education and Science of the Russian Federation as a textbook for students of higher educational institutions. Moscow: Dashkov and Co. °, 2017.500 p.  
[http://biblioclub.ru/index.php?page=book\\_red&id=452590](http://biblioclub.ru/index.php?page=book_red&id=452590)
3. Pigunova O. V., Bondarenko O. G. Strategy of trade organization: a training manual. Minsk: Higher School, 2017.176 p.  
[http://biblioclub.ru/index.php?page=book\\_red&id=560691](http://biblioclub.ru/index.php?page=book_red&id=560691)
4. Jobber D., Lancaster D. Sales and Sales Management - SELLING & SALES MANAGEMENT: study guide. Moscow: Unity, 2015.622 pp.  
[http://biblioclub.ru/index.php?page=book\\_red&id=114548](http://biblioclub.ru/index.php?page=book_red&id=114548)
5. Paramonova T. N., Krasnyuk I. N., Lukashevich V. V. Marketing of a trading enterprise: textbook / 2nd ed., Edited by Paramonova T. N. Recommended by an authorized institution of the Ministry of Education and Science of the Russian Federation - the State University of Management as a textbook for students of higher educational institutions studying in the field of training "Trading" (qualification "Bachelor"). Moscow: Dashkov and Co. °, 2020. 283 pp.  
[https://biblioclub.ru/index.php?page=book\\_red&id=573164](https://biblioclub.ru/index.php?page=book_red&id=573164)
6. Dubrovin I. A. Consumer behavior: a training manual. 4th ed. Moscow: Dashkov and Co. °, 2020. Volume: 312 pp.  
[https://biblioclub.ru/index.php?page=book\\_red&id=112216](https://biblioclub.ru/index.php?page=book_red&id=112216)



7. Maksimets N. V. Merchandising with the basics of assortment policy: a training manual. Yoshkar-Ola: Volga State Technological University, 2017.100 pp.  
[https://biblioclub.ru/index.php?page=book\\_red&id=4837007](https://biblioclub.ru/index.php?page=book_red&id=4837007)