							Document Code
	Universitas Negeri Surabaya **Faculty of Economics and Business** **Bachelor of Business Education Study Program**						

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Strategic Management	8721103026		T=3	P=0	ECTS=4.77	5	April 20, 2023

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
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Learning model	**Project Based Learning**

Program Learning Outcomes (PLO)	**PLO study program that is charged to the course**	
	PLO-1	Able to demonstrate religious, national and cultural values, as well as academic ethics in carrying out their duties
	PLO-2	Demonstrate the character of being tough, collaborative, adaptive, innovative, inclusive, lifelong learning and entrepreneurial spirit
	PLO-3	Develop logical, critical, systematic and creative thinking in carrying out specific work in their field of expertise and in accordance with work competency standards in the field concerned
	PLO-4	Develop yourself continuously and collaborate.
	PLO-5	Able to demonstrate human values in carrying out duties based on religion, morals and ethics
	Program Objectives (PO)	
	PO - 1	Able to study the theory and substance of strategic management appropriately
	PO - 2	Able to study strategies, formulate strategies and alternative strategies for SMEs clearly
	PO - 3	Able to prepare the instruments needed to carry out strategic analysis in SMEs
	PO - 4	Able to carry out mini research with UKM objects
	PO - 5	Able to have a responsible, creative and innovative attitude in discussing SME case study analysis in its implementation in strategic management both individually and in group activities and discussions in class
	PLO-PO Matrix	

P.O	PLO-1	PLO-2	PLO-3	PLO-4	PLO-5
PO-1					
PO-2					
PO-3					
PO-4					
PO-5					

PO Matrix at the end of each learning stage (Sub-PO)

P.O	Week															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
PO-1				✔						✔						
PO-2																
PO-3																
PO-4																
PO-5	✔															

Short Course Description	This course contains a discussion of strategy starting with the Strategy Formulation, Strategy Implementation and Strategy Evaluation stages, which can be implemented in the world of Business and Marketing education, especially as preparation for entering the world of work, namely as a Marketing Business teacher in vocational schools, and also as preparation for entrepreneurship. . The lecture content discusses understanding the concept of strategy. Learning is carried out through case study analysis, presentations and discussions as well as reflexes through the case study learning model. Students make observations at UKM in groups, make reports, present the results of the report. The observation report contains recommendations for appropriate alternative strategies for SMEs.

References	**Main :**
	1. Fred R. David. 2017. Strategic Management Concepts And Cases. Pearson Education, Inc. 2. John Pearce., Richard B. Robinson. 2005. Manajemen Strategis Edisi 10. Salemba EMpat 3. Setiawan Hari Purnomo.,Zulkiflemansyah. 2008. Buku Seri Manajemen. Manajemen Strategi. FEUI 4. Thomson, Arthur. Jr. and Strickland. A. J. 2000. Strategic Management: Concep and Cases. Tenth Edition. Irwin: McGraw-Hill
	Supporters:
	1. Sri Mulyono; Nanda Dwi Rizkia; Novi Marlena. 2022. Manajemen Strategis. Bandung: Media Sains Indonesia

	Supporting lecturer	Novi Marlena, S.Pd., M.Si. Renny Dwijayanti, S.Pd., M.Pd.						

Week-	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [Estimated time]		Learning materials [References]	Assessment Weight (%)
		Indicator	Criteria & Form	Offline (*offline*)	Online (*online*)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Able to examine the characteristics of strategic management	1. Examining the concept of strategic management 2. Examining strategic management models 3. Analyze the benefits of strategic management	**Criteria:** Assessment rubric	Lecture: 1. Lecture 2. Discussion 3. Assignment-1: Analyze the benefits of strategic management 3x50'	Elearning: 1. Learning Model: Direct Learning, 2. Method: Lecture, Discussion, Presentation 3. Media: Google classroom and Whatsapp group. 4. Task-1: Analyze the benefits of 3x50' strategic management		0%
2		1. Describe the related vision and mission 2. Explain the importance of vision and mission 3. Compile an example of writing a vision and mission	**Criteria:** Assessment rubric	Lecture: 1. Lecture 2. Discussion 3. PBL 4. Task-2: Conduct analysis Prepare an example of writing a vision and mission for UKM (3x50')	Elearning: 1. Learning Model: Direct Learning, PBL 2. Method: Lecture, Discussion, Presentation 3. Media: Google classroom and Whatsapp group. 4. Task-2: Prepare an example of writing a vision and mission for SMEs (3x50')		10%
3		1. Describe the variables that exist in the social environment. 2. Describe the influence of the industrial environment 3. Detailing external strategic factors into the EFAS matrix	**Criteria:** Assessment rubric	Lecture: 1. Lecture 2. Discussion 3. Case study 4. Assignment-3: Compile external environmental factors (EFAS) (3x50')	Elearning: 1. Learning Model: Direct Learning, Case study 2. Method: Lecture, Discussion, Presentation 3. Media: Google classroom and Whatsapp group. 4. Task-3: Compile external environmental factors (EFAS) (3x50')		10%
4	Able to understand the internal business environment	1. Describe the company's core competencies and specificities through RBV analysis 2. Assessing an organization's competitive advantage through value chain analysis 3. Describes functional resources and capabilities tailored to company strategy 4. Detailing internal strategic factors into the IFAS matrix	**Criteria:** Assessment rubric	Lecture: 1. Lecture 2. Discussion 3. case study 4. Assignment-4: Compile internal environmental factors (IFAS) (3x50')	Elearning: 1. Learning Model: Direct Learning, case study 2. Method: Lecture, Discussion, Presentation 3. Media: Google classroom and WhatsApp group. 4. Task-4: Compile internal environmental factors (IFAS) (3x50')		10%
5		1. Identify the company's long-term goals 2. Detailing the types of strategies	**Criteria:** Assessment rubric	Lecture: 1. Lecture 2. Discussion 3. Case study 4. Task-5: Conduct analysis related to types of strategies (3x50')	Elearning: 1. Learning Model: Direct Learning, case study 2. Method: Lecture, discussion 3. Media: Google classroom and Whatsapp group. 4. Task-5: Conduct analysis related to types of strategies (3x50')		10%

6	Able to analyze strategy and strategy selection	1.Understand how to obtain and select strategies 2.Implement a comprehensive framework for strategy formulation	**Criteria:** Assessment rubric	Lecture: 1. Lecture 2. Discussion 3. Case study 4. Assignment 6-7: Conduct analysis related to strategy formulation (Input stage, Matching stage, Decision stage) (3x50')	E-Learning: 1. Learning Model: Direct Learning, case study 2. Method: Lecture, Discussion, Presentation 3. Media: Google classroom and Whatsapp group. 4. Task 6-7: Conduct analysis related to strategy formulation (Input stage, Matching stage, Decision stage) case study on Strategy Analysis for Reviving and Restoring the Existence of SME Centers in Sidoarjo Regency (https://drive.google.com/file/d/1OzbvpUNkx4Adh6HWZ0atWX3QZMdusZc8/view) (3x50')		10%
7	Able to analyze strategy and strategy selection	1.Understand how to obtain and select strategies 2.Implement a comprehensive framework for strategy formulation	**Criteria:** Assessment rubric	Lecture: 1. Lecture 2. Discussion 3. Case study 4. Assignment 6-7: Conduct analysis related to strategy formulation (Input stage, Matching stage, Decision stage) (3x50')	E-Learning: 1. Learning Model: Direct Learning, case study 2. Method: Lecture, Discussion, Presentation 3. Media: Google classroom and Whatsapp group. 4. Task 6-7: Conduct analysis related to strategy formulation (Input stage, Matching stage, Decision stage) case study on Strategy Analysis for Reviving and Restoring the Existence of SME Centers in Sidoarjo Regency (https://drive.google.com/file/d/1OzbvpUNkx4Adh6HWZ0atWX3QZMdusZc8/view) (3x50')		10%
8							0%
9	Able to analyze strategy evaluation	1.Describe the characteristics of Strategy Evaluation. 2.Describes the Strategy Evaluation framework 3.Describe the Balanced Scorecard 4.Explain the Characteristics of an Effective Evaluation System 5.Describe a contingency plan.	**Criteria:** Assessment rubric	Lecture: 1. Lecture 2. Discussion 3. Case study 4. Task-8: Conduct a discussion on the implementation of HR performance assessment (3x50')	Elearning: 1. Learning Model: Direct Learning, case study 2. Method: Lecture, Discussion, Presentation 3. Media: Google classroom and WhatsApp group. 4. Task-8: Conduct contingency plan discussions. (3x50')		0%
10	Able to study Business Ethics, Social Responsibility, environmental sustainability	1.Examining business ethics 2.Examining CSR 3.Assessing the company's responsibility for environmental sustainability	**Criteria:** Assessment rubric	Lecture: 1. Lecture 2. Discussion 3. PBL 4. Assignment-9: a. Discuss examples of CSR b. Discuss examples of corporate responsibility towards environmental sustainability (3x50')	Elearning: 1. Learning Model: Direct Learning, PBL 2. Method: Lecture, Discussion, Presentation 3. Media: Google classroom and Whatsapp group. 4. Task-9: a. Discuss examples of CSR b. Discuss examples of corporate responsibility towards environmental sustainability (3x50')		10%
11	Able to study global/international issues	1.Describe multinational organizations 2.Details the advantages and disadvantages of international operations 3.Analyze global challenges 4.Explains global corporate tax rates	**Criteria:** Assessment rubric	Lecture: 1. Lecture 2. Discussion 3. PBL 4. Assignment-10: Analyze global challenges (3x50')	Elearning: 1. Learning Model: Direct Learning, PBL 2. Method: Lecture, Discussion, Presentation 3. Media: Google classroom and Whatsapp group. 4. Task-10: Conduct global challenges analysis (3x50')		10%
12	Able to present the results of case study analysis (SME observations) based on strategic management studies	Presenting the results of the case study analysis		Lecture: 1. Discussion 2. Case study 3. Assignment 11-14: Present the results of the case study analysis (3x50')	Elearning: 1. Learning Model: Direct Learning, case study 2. Method: Discussion, Presentation 3. Media: Google classroom and WhatsApp group. 4. Task 11-14: Present the results of the case study analysis (3x50')		10%

13	Able to present the results of case study analysis (SME observations) based on strategic management studies	Presenting the results of the case study analysis		Lecture: 1. Discussion 2. Case study 3. Assignment 11-14: Present the results of the case study analysis (3x50')	Elearning: 1. Learning Model: Direct Learning, case study 2. Method: Discussion, Presentation 3. Media: Google classroom and WhatsApp group. 4. Task 11-14: Present the results of the case study analysis (3x50')		10%
14	Able to present the results of case study analysis (SME observations) based on strategic management studies	Presenting the results of the case study analysis		Lecture: 1. Discussion 2. Case study 3. Assignment 11-14: Present the results of the case study analysis (3x50')	Elearning: 1. Learning Model: Direct Learning, case study 2. Method: Discussion, Presentation 3. Media: Google classroom and WhatsApp group. 4. Task 11-14: Present the results of the case study analysis (3x50')		10%
15	Able to present the results of case study analysis (SME observations) based on strategic management studies	Presenting the results of the case study analysis		Lecture: 1. Discussion 2. Case study 3. Assignment 11-14: Present the results of the case study analysis (3x50')	Elearning: 1. Learning Model: Direct Learning, case study 2. Method: Discussion, Presentation 3. Media: Google classroom and WhatsApp group. 4. Task 11-14: Present the results of the case study analysis (3x50')		10%
16							0%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
		0%

Notes
1. **Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
2. **The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
3. **Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
4. **Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
5. **Indicators for assessing** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
6. **Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
7. **Forms of assessment:** test and non-test.
8. **Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
9. **Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
10. **Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
11. **The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
12. TM=Face to face, PT=Structured assignments, BM=Independent study.