

**ALFRED NOBEL UNIVERSITY, DNIPRO**

**STUDY PROGRAMME  
“MANAGEMENT OF EDUCATIONAL  
INSTITUTION”  
(Master’s degree)  
Field of study 073 Management**

**COURSE CATALOGUE**

**2020-2021 academic year**

**Dnipro 2020**

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<b>PHILOSOPHY (METHODS AND FORMS OF SCIENTIFIC KNOWLEDGE)</b>				
<b>Language of teaching</b>	<b>Semester/ Duration</b>	<b>ECTS credits/ Type of course (mandatory, elective)</b>	<b>Course Coordinator</b>	<b>Student work load</b>
Ukrainian	1/14weeks, 42 hours in class	5 / Mandatory	Ruslan Kliuchnyk, Ph.D. (Candidate of Science), Associate Professor	150 hours (28h. lectures, 14h. seminars/practical, 108 h. self-study time)
<b>Course aims:</b> The course is aimed at developing mastery of a system of knowledge and skills to focus on methodological problems and their connection with science.				
<b>Learning outcomes</b> On completion of the course, students will be able to:		<b>Teaching methods, teaching and learning activities</b>		<b>Forms of assessment (continuous assessment CAS, final assessment FAS)</b>
1) define the interaction between the problems of concrete-scientific research and general philosophical theories;		1. Lecture, discussion, analysis of teaching situations		1. Participation in the discussion (CAS)
2) apply the categorical philosophical set in their own research;		2. Problem lecture, case study in small groups		2. Participation in the discussion, essay, test (CAS)
3) focus on methodological problems of modern science;		3. Problem lecture, discussion, analysis of teaching situations		3. Presentation, participation in the discussion, essay (CAS)
4) form their own outlook on principles of science.		4. Problem lecture		4. Participation in the discussion, presentation, test (CAS)
<b>Assessment</b> <b>Final grade (final assessment) as a result of 100% continuous assessment:</b> 30% Participation in the discussion 20% Test (multiple choice, computer) 30% Essay (written) 20% Presentation (oral, multimedia)				
<b>Contents</b>				
1) Origin and features of science. 2) Features of the primary consciousness. 3) Nature of scientific cognition. The origin of science. 4) Features of parascience and its connection with deep structures of the psyche. 5) Interrelationship of science and parascience and modern problems of forming a new paradigm of scientific rationality. 6) The evolution of science and methods of scientific knowledge. 7) Forms of reality cognition and their peculiarities. Forms and levels of scientific knowledge.				

8) Notion of scientific knowledge and its correlation with rational knowledge.

9) Methodology of scientific knowledge in the XX-XXI st centuries.

### Literature

#### Compulsory reading

1. Войшвилло Е.К. Логика как часть теории научного познания и методологии: Фундаментальный курс. уч. пособие для вузов в 2 кн. /Е.К. Войшвилло, М.Г. Дегтярев. – М.: Наука, 1994. – Кн. 1312 с., кн. 2333 с.

2. Горюнов В.П. Философия науки и техники: Конспект лекций / В.П. Горюнов, В.К. Гавришин. – СПб.: Изд-во Михайлова В.А., 2000. – 48 с.

3. Карпаш О.М. Методологія наукових досліджень : навч. посіб. / О.М. Карпаш, П.М. Райтер, М.О. Карпаш; Івано-Франків. нац. техн. ун-т нафти і газу, Каф. техн. діагностики та моніторингу. - Івано-Франківськ : ІФНТУНГ, 2014. - 253 с.

4. Основи науково-педагогічних досліджень : навч. посіб. / І.П. Аносов [та ін.] ; Мелітоп. держ. пед. ун-т ім. Богдана Хмельницького. - Мелітополь: Вид. будинок ММД, 2015. - 216 с.

5. Колотило М. О. Філософія творчості у професійній діяльності соціального працівника / М. О. Колотило // Гілея: науковий вісник. - 2019. - Вип. 151(2). - С. 74-78.

6. Завидівська О. Філософські основи здоров'яорієнтованого змісту професійної підготовки студентів-управлінців / О. Завидівська // Педагогічний часопис Волині. - 2018. - № 3. - С. 14-20.

7. Цюняк О. П. Філософське осмислення поняття «інноваційна діяльність» / О. П. Цюняк // Молодий вчений. - 2019. - № 5(1). - С. 175-178.

8. Остапчук М.В. Методологія та організація наукових досліджень: підручник / М.В. Остапчук, А.І. Рибак, О.С. Ванюшкін; Міжнар. гуманітар. ун-т. - Одеса: Фенікс, 2014. - 375 с.

9. Степин В.С. Философия науки и техники: учеб. пособие / В.С. Степин, В.Г. Горохов, М.А. Розов. – М.: Прогресс, 1995. – 202 с.

10. Шишкіна Є.К. Методологія наукових досліджень : навч. посіб. / Є.К. Шишкіна, О.О. Носирев; Нац. техн. ун-т "Харків. політехн. ін-т". - Харків: Діса плюс, 2014. - 200 с.

#### Recommended reading

1. Gimbel, S., 2011, *Exploring the Scientific Method*, Chicago: University of Chicago Press.

2. Sober, E., 2008, *Evidence and Evolution. The logic behind the science*, Cambridge: Cambridge University Press

3. Blachowicz, J., 2009, “How science textbooks treat scientific method: A philosopher’s perspective”, *The British Journal for the Philosophy of Science*, 60(2): 303–344.

4. Marks, H.M., 2000, *The progress of experiment: science and therapeutic reform in the United States, 1900–1990*, Cambridge: Cambridge University Press.

5. Falcon, Andrea, 2005, *Aristotle and the science of nature: Unity without uniformity*, Cambridge: Cambridge University Press.

**FOREIGN LANGUAGE FOR PROFESSIONAL COMMUNICATION**

<b>Language of teaching</b>	<b>Semester/ Duration</b>	<b>ECTS credits/ Type of course (mandatory, elective)</b>	<b>Course Coordinator</b>	<b>Student work load</b>
English	3/5 weeks, 30 hours in class/	3 / Mandatory	Oleg Tarnopolsky, Doctor of Science, Full Professor	90 hours (30 h. seminars/practical classes, 60 h. self-study time)
<b>Course aims:</b> The course is aimed at acquiring knowledge of foreign (English) language for professional needs.				
<b>Learning outcomes</b> On completion of the course, students will be able to:		<b>Teaching methods, teaching and learning activities</b>		<b>Forms of assessment (continuous assessment CAS, final assessment FAS)</b>
1) classify and generalize information, make references and overviews connected with professional activity issues; edit and review texts as well as make their summaries; 2) discuss educational issues related to specialization/major in order to reach an understanding with colleagues; 3) prepare public appearances on a number of large number of related issues, using appropriate means of verbal communication, adequate forms of discussion and debate; 4) deliver presentations on professional topics, communicating with the audience 5) research new texts, images, audio and video information, contained in the materials in English using appropriate search methods and terminology; 6) analyse English-language sources to obtain data that are necessary to perform professional tasks and professional decision-making; 7) write professional texts and documents in English on a number of professional issues; 8) write business and professional letters, demonstrating intercultural understanding and background knowledge in a specific professional context; 9) translate professional English texts into the native language, using bilingual terminology dictionaries, electronic dictionaries and software translation		1. Lecture, seminar, discussion  2. Lecture, practical classes, discussion  3. project work  4. Lecture, literature self-study, essay  5. Internet search, self-study activities  6. Games technology, case study in small groups  7. Independent study, discussion  8. Interactive lecture, case study in small groups  9. Interactive lecture, pedagogical problem		1. Participation in the discussion (CAS)  2. Participation in the discussion (CAS)  3. Essay, test (CAS)  4. Participation in the discussion (CAS) Presentation (CAS) 5. Participation in the discussion, (CAS)  6. Peer small group presentation (CAS)  7. Participation in discussions (CAS)  8. Essay, test (CAS)  9. Peer small group presentation (CAS)

<p>direction.;</p> <p>10) retrieve and utilize relevant information from appropriate sources, e.g. textbooks, newspapers, business magazines and selected journals, websites, databases;</p> <p>11) demonstrate relevant practical, academic and subject specific skills e.g. group work, academic referencing and the production of a bibliography.</p> <p>Learning outcomes 1-11</p>	<p>10. Panel discussion</p> <p>11. Case study in small groups</p>	<p>10. Participation in the discussion (CAS)</p> <p>11. Peer small group presentation (CAS)</p> <p>Final exam (FAS)</p>
<p><b>Assessment</b></p> <p><b>Final grade (final assessment) as a result of 100% continuous assessment:</b></p> <p>30% Participation in the discussion</p> <p>30% Test (multiple choice, computer)</p> <p>30% Essay (written)</p> <p>10% Presentation (oral, multimedia)</p>		
<p><b>Contents</b></p>		
<p><b>Thematic structure of the course:</b></p> <ol style="list-style-type: none"> <li>1. Education in Ukraine</li> <li>2. Education in Ukraine. Higher education</li> <li>3. Education in the U.K. Primary and secondary Education, Higher Education</li> <li>4. Reading, discussions and listening on the topic.</li> <li>5. Education in the USA</li> <li>6. Comparison of Education in the U.K. and Ukraine</li> <li>7. Comparison of Education in the USA and Ukraine</li> <li>8. Reading, discussions and listening on the topic.</li> </ol>		
<p style="text-align: center;"><b>Literature</b></p> <p style="text-align: center;"><b>Compulsory reading</b></p> <ol style="list-style-type: none"> <li>1. Tarnopolsky O., Volkova N., Kozhushko, S., et al. Pedagogical Matters. A Coursebook of English for Students of Pedagogy. Student's Book and Workbook. Dnipropetrovsk: Alfred Nobel University, 2015. – 328 p.</li> <li>2. Thomas Gary. Education, A Very Short Introduction Oxford University Press. – United Kingdom, 2013. – 136 p.</li> </ol> <p style="text-align: center;"><b>Recommended reading</b></p> <ol style="list-style-type: none"> <li>1. Povey J., Walshe I. An English Teacher’s Handbook of Educational Terms. Vyshaya shkola”, 2000. – 238 p.</li> <li>2. Oxford Russian – English Dictionary, Oxford University Press, Great Britain, 2005 – 1340 p .</li> </ol>		

**METHODOLOGY AND ORGANIZATION OF ACADEMIC RESEARCH**

<b>Language of teaching</b>	<b>Semester / Duration</b>	<b>ECTS credits / Type of course (mandatory, elective)</b>	<b>Course Coordinator</b>	<b>Student workload</b>
Ukrainian	1/14 weeks, 42 hours in class	5 / Mandatory	Ivan Batrachenko, Doctor of Science, Professor	150 hours (28 h. lectures, 14 h. seminars/practical, 108 h. self-study time)

**Course aims:**

The course is aimed at developing mastery of a system of knowledge and to operate and develop systems of research methodology.

<b>Learning outcomes</b>	<b>Teaching methods, teaching and learning activities</b>	<b>Forms of assessment (continuous assessment CAS, final assessment FAS)</b>
On completion of the course, students will be able to:		
1) apply knowledge about the nature and stages of development of science;	1. Lecture, practical classes, discussion	1. Participation in the discussion (CAS)
2) possess methodology and methods of scientific research;	2. Tutorials, self-study activity, Role play	2. Participation in the role play (CAS)
3) operate the technique of work with documental, informational, bibliographic sources of information and special literature;	3. Lecture, practical classes	3. Test (CAS)
4) apply basic processes of scientific research;	4. Internet search, self-study activities, Student-group reports	4. Test, student reports assessment (CAS)
5) apply methods of theoretical research and correlation analysis;	5. Solving problems, multimedia	5. Solving problems, tasks(CAS)
6) operate methodology of experimental research and methods of graphic images of experimental results;	6. Writing abstracts of reports, participating in conferences	6. Reports, participating in conferences, presentation (CAS)
7) summarize and execute results of scientific research, represent the result of research at scientific conferences and seminars;	7. Ppractical classes, preparation of a scientific article	7. Participation in the discussion, scientific article (CAS)
Learning outcomes 1-7		Final exam (FAS)

**Assessment**

**100% Final assessment as a result of Final exam (40%) and Continuous assessment (60%)**  
**40% Final exam (4 sets of written assignments, each assignment includes 2 essays and computer multiple choice tests)**

**60% Continuous assessment:**

- 10% Participation in the discussion
- 10% Participation in the role play
- 10% Tasks (written)
- 15% Test (multiple choice, computer)
- 15% Presentation (oral, multimedia)

**Contents****Thematic structure of the course:**

- 1) The concept, content and function of science
- 2) Methodology, methods, logic of scientific research
- 3) Informational support of scientific research
- 4) Technology of scientific research
- 5) Methods of theoretical research
- 6) Methods of experimental research
- 7) Scientific work
- 8) Identify the results of research and planning events for their implementation

**Literature****Compulsory reading**

1. Бірта Г.О., Бургу Ю.Г. *Методологія і організація наукових досліджень: Текст: навч. посібн.* / Г.О. Бірта, Ю.Г. Бургу. – К.: «Центр учбової літератури», 2014. – 142 с.
2. *Методологія та організація наукових досліджень: посібник* / О.І. Гуторов / Харк. нац. аграр. ун-т. – Х.: ХНАУ, 2017. – 57 с.
3. Єріна А.М., Захожай В.Б., Єрін Д.Л. *Методологія наукових досліджень: Навч. посіб.* – К.: Центр учбової літератури, 2004. – 212 с.
4. П'ятницька-Позднякова І.С. *Основи наукових досліджень у вищій школі.* – навч. посіб. – К.: Вища школа, 2003. – 116 с.
5. Цехмістрова Г.С. *Методологія та організація наукових досліджень. 2-е видання.* – К.: Видавництво «Видавничий Дім «Слово», 2012 р. – 352 с.

**Recommended reading**

1. Гаврилов Е.В., Дмитриченко М.Ф., Доля В.К. *Технологія наукових досліджень і технічної творчості.* – К.: Знання України, 2007. – 318 с.
2. Басков А. Я., Туленков И. В. *Методология научного исследования: Учеб. пособие.* – К.: МАУП, 2002. – 216 с.
3. Білуха М.Т. *Методологія наукових досліджень: Підручник.* – К.: АБУ, 2002. – 480 с.
4. Лудченко А.А. и др. *Основы научных исследований: Учебное пособие.* / Лудченко А.А., Лудченко Я.А., Примак Т.А.; Под ред. Лудченко А.А.. – К.: Т-во "Знання", КОО, 2000. – 114 с.
5. Anderson, Garry; Arsenault, Nancy (1998). *Fundamentals of Educational Research.*
6. Bogdan, R.G. and Biklen, S.K. (1992) *Qualitative research for education (second edition)* Boston, MA: Allyn & Bacon.
7. Cohen, L., Manion, L. (1994) *Research methods in education (Fourth edition).* London: Routledge.
8. Yates, Lyn (2004). *What Does Good Educational Research Look Like?: Situating a Field and Its Practices. Conducting Educational Research.*
9. Gorard, Stephen; Taylor, Chris (2004). *Combining Methods in Educational and Social Research.*
10. Kincheloe, Joe (2004). *Rigour and Complexity in Educational Research.*
11. Lodico, Marguerite G.; Spaulding, Dean T.; Voegtler, Katherine H. (2010). *Methods in Educational Research: From Theory to Practice*



**HUMAN RESOURCES MANAGEMENT. CONFLICT MANAGEMENT IN EDUCATION**

<b>Language of teaching</b>	<b>Semester / Duration</b>	<b>ECTS credits / Type of course (mandatory, elective)</b>	<b>Course Coordinator</b>	<b>Student workload</b>
Ukrainian	1/14 weeks, 56 hours in class	5 / Mandatory	Olha Lebid, Doctor of Science, Professor	150 hours (28 h. lectures, 28 h. seminars/practical, 94 h. self-study time)
<b>Course aims:</b> The course is aimed at developing mastery of a system of knowledge and skills to organise proper work process in team, including knowledge of socio-psychological science. The course is also aimed at developing mastery of a system of knowledge and skills of solving teaching conflicts in higher education.				
<b>Learning outcomes</b> On completion of the course, students will be able to:		<b>Teaching methods, teaching and learning activities</b>	<b>Forms of assessment (continuous assessment CAS, final assessment FAS)</b>	
1) apply methodological principles of personnel management; 2) develop basic outlines of the strategy and policy of personnel management in an organization, depending on the particular situation; 3) assess the socio-psychological climate that prevails in a team, to develop proposals to improve it; 4) handle skill of the development and implementation of strategy and policy personnel management; 5) apply socio-psychological knowledge and skills on resource providing of personnel management; 6) use methods of forming a stable high-quality staff, assessment of staff turnover, develop and implement measures to improve the stability of staff; 7) form the organizational culture of an enterprise and of personnel management using global experience of personnel management, taking into account national business culture and mentality of the people; 8) efficiently use different methods of conflict management; 9) justify the feasibility of using different methods of personnel management in an organization;		1. Lecture, tutorials, discussion 2. Internet search, resolving case studies 3. Tutorials, self-study activity 4. Lecture, tutorials, resolving case studies 5. Internet search, self-study activities 6. Problem lecture, discussion 7. Case study in small groups 8. Interactive lecture 9. Guided self-study activities	1. Participation in the discussion (CAS) 2. Participation in the role play (CAS) 3. Case studies, test (CAS) 4. Essay, test (CAS) 5. Presentation (CAS) 6. Participation in the discussion, test (CAS) 7. Peer small group presentation (CAS) 8. Practical skills assessment 9. Student reports assesment	

<p>10) develop rules of internal labour regulations, provisions on structural subdivisions and job descriptions;</p> <p>11) form content, justify feasibility of choosing different methods for the developing a comprehensive methodology and the assessment of staff;</p> <p>12) use the results of the assessment of management personnel</p> <p>13) analyze conflict facts and phenomena;</p> <p>14) plan and organize research methods;</p> <p>15) understand the major theoretical directions of modern conflict studies;</p> <p>16) manage conflicts of different levels and types, including the effects of stress, as a byproduct of the phenomenon of conflict relationships;</p> <p>17) apply methods of minimising their own stress and dealing with the consequences of stressing subordinates;</p> <p>18) retrieve and utilize relevant information from appropriate sources e.g. textbooks, newspapers, business magazines and selected journals, websites, databases;</p> <p>19) demonstrate relevant practical, academic and subject specific skills e.g. group work, academic referencing and the production of a bibliography.</p> <p>Learning outcomes 1-19</p>	<p>10. Problem lecture, discussion, test</p> <p>11. Role play, resolving case studies</p> <p>12. Self-study activity, tutorials</p> <p>13. Seminar, discussion on the basis of lecture materials and students' reading</p> <p>14. Panel discussion, Seminar, tutorials</p> <p>15. Interactive lecture, tutorials, presentations</p> <p>16. Interactive lecture project work</p> <p>17. Lecture, Internet search, self-study activities</p> <p>18. Practical classes, tutorials, case study</p> <p>19. Case study, self-study activities, class discussion</p>	<p>10. Participation in the discussion, case studies (CAS)</p> <p>11. Participation in the discussion, case studies(CAS)</p> <p>12. Practical skills assessment (CAS)</p> <p>13. Participation in the discussion and seminar, oral answers to questions, essay (CAS)</p> <p>14. Participation in the discussion (seminar, debates, brainstorming etc) (CAS)</p> <p>15. Presentation assessment, oral answers to questions, test (CAS)</p> <p>16. Written answers to questions, research project (CAS)</p> <p>17. Student reports assessment (CAS)</p> <p>18. Practical skills assessment, case study, test (CAS)</p> <p>19. Participation in the discussion, essay (CAS)</p> <p>Final exam (FAS)</p>
<p><b>Assessment</b></p> <p><b>100% Final assessment as a result of Final exam (40%) and Continuous assessment (60%)</b></p> <p><b>40% Final exam (4 sets of written assignments, each assignment includes 2 case studies and computer multiple choice tests)</b></p> <p><b>60% Continuous assessment:</b></p> <p>10% Participation in the discussion</p> <p>10% Participation in the role play</p> <p>10% Test (multiple choice, computer)</p> <p>20% Resolving case studies</p>		

10% Presentation (oral, multimedia)

### Contents

#### **Thematic structure of the course:**

1. Theoretical foundations of personnel management
2. Evolution of views on personnel management
3. Management bodies in the personnel management system
4. Legal aspects of personnel management
5. Documentation and record keeping in the personnel management system
6. Planning and staffing of organizations
7. Organization of recruitment and selection of personnel
8. Professional orientation and adaptation in the personnel management system
9. Human resources management
10. Personnel reserve
11. Periodic staff appraisal and personnel certification
12. Staff development and training
13. Business career management
14. System of compensations and rewards in personnel management
15. Dynamics and development of a stable team

#### **Literature**

##### **Compulsory reading**

1. Крушельницька О., Мельничук Д. Управління персоналом : навч. посіб. 2-е вид., перероб. й доп. К.: Кондор, 2005. 304 с.
2. Миронова О.М., Мазоренко О.В. Конфліктологія : навч. посіб. Х. : Вид. ХНЕУ, 2011. 168 с.
3. Селютін В.М., Яцун Л.М. Управління персоналом : практикум [Електронний ресурс] : навч. посіб. Х. : ХДУХТ, 2018.
4. Mathis, Robert L., and John H. Jackson. Human Resource Management. Thomson South-Western, 2005.
5. Ulrich, Dave. Delivering Results: A New Mandate for HR Professionals. Harvard Business School Press, 1998.

##### **Recommended reading**

1. Ворожейкин И.Е., Кибанов А.Я., Захаров Д.К. Конфликтология : учеб. М. : ИНФРА-М, 2000. 224 с.
2. Гармідер Л.Д. Управління персоналом: Практикум. Д.: ДУЕП, 2006. 72 с.
3. Гірник А.М. Основи конфліктології : навч. посіб. К. : Києво-Могилянська академія, 2010. 222 с.
4. Менеджмент персоналу: навч. посіб. За заг. ред. В.М. Данюка, В.М. Петюха. К.: КНЕУ, 2004.
5. Михайлова Л.І. Управління персоналом : навч. посіб. К.: Центр учбової літератури, 2007. 248 с.
6. Хміль Ф. Управління персоналом: підруч. К. : Академвидав, 2006. 487 с.
7. Armstrong, Michael. A Handbook of Human Resource Management Practice. Kogan Page Limited, 1999.
8. Galtung, J. Theories of conflict. University of Hawai'I, 1973.
9. Rossiter, Jill A. Human Resources: Mastering Your Small Business. Upstart Publishing, 1996.
10. Solomon, Charlene Marmer. "Working Smarter: How HR Can Help." Personnel Journal. June 1993.

<b>STRATEGIC MANAGEMENT IN EDUCATION</b>				
<b>Language of teaching</b>	<b>Semester / Duration</b>	<b>ECTS credits / Type of course (mandatory, elective)</b>	<b>Course Coordinator</b>	<b>Student workload</b>
Ukrainian	1/14 weeks, 56 hours in class	5 / Mandatory  <b>Course paper:</b> 1 ECTS credit	Olha Lebid, Doctor of Science, Professor	150 hours (28 h. lectures, 28 h. seminars/practical, 124 h. self-study time)  <b>Course paper:</b> 30 hours
<b>Course aims:</b> The aim of the course is to acquire theoretical knowledge in the field of strategic management of educational institutions in general and educational institutions in particular, tools, methods of developing strategies for the development of educational institutions and acquiring practical skills to use the concepts of strategic management in educational institutions.				
<b>Learning outcomes</b> On completion of the course, students will be able to:		<b>Teaching methods, teaching and learning activities</b>	<b>Forms of assessment (continuous assessment CAS, final assessment FAS)</b>	
1) identify the basic theories of strategic management; understand the objective trends in the development of strategic management;		Lecture-conversation, seminar, , independent work	Participation in the dispute, oral answers to questions, checking the performance of tasks of independent work (CAS)	
2) characterize the content and relationship of the main elements of the process of strategic management;		Problem lecture, seminar, debate, incomplete sentences method, expert group meeting, case method	Participation in the discussion, oral answers to questions (CAS)	
3) identify methods for obtaining, summarizing and using management information in the development of strategic management decisions and plans in the educational institution and in the secondary school in particular;		Lecture-briefing, seminar, project	Participation in the discussion, oral answers to questions, defense of the project (CAS)	
4) Understand theoretical and practical approaches to determining the sources and mechanisms for ensuring the competitive advantage of educational institutions and secondary schools in particular;		Lecture-press conference, seminar	Participation in the discussion, oral answers to questions (CAS)	
5) Assess the real situation of the educational institution in the market of educational services using the tools of strategic management;		Problem lecture, seminar, situational role play	Participation in the discussion, oral answers to questions (CAS)	

6) have the mechanisms to implement the basic functions of strategic management of the educational institution;	Lecture with pre-planned mistakes, seminar, essay method, project	Participation in the discussion, oral answers to questions, essay check, written answer to questions, defense of the project (CAS)
7) use the methods of analysis and take into account growth trends in the strategic planning of the educational institution	Seminar, work in small groups and presentation of the task with elements of discussion, independent work	Participation in the discussion, oral answers to questions, checking the performance of independent work (CAS)
8) develop a draft strategy and proposals for its implementation based on the methodology of systems analysis, based on the resources of the educational institution and the rules of lawmaking	Seminar, method of incomplete sentences (with group discussion), independent work	Participation in the discussion, oral answers to questions, checking the performance of independent work (CAS)
9) to substantiate the most expedient variants of development of an educational institution and to form its strategy; use methods of formulating and implementing strategies	Seminar, group discussion, independent work	Participation in the discussion, oral answers to questions, checking the performance of independent work (CAS)
10) set goals and formulate tasks related to the implementation of the strategy of innovative development of the educational institution; develop a strategy for innovative development of the educational institution	Seminar, group discussion, individual problem task (followed by group discussion), independent work	Participation in the discussion, oral answers to questions, checking the performance of independent work (CAS)
11) can be available to report information to subordinates, which is useful in highly effective management, including in conditions of uncertainty; able to formulate clear and concise tasks and motivate subordinates accordingly, tactfully point out shortcomings, correctly make remarks in the process of strategic management	Seminar, method of problem analysis (work in pairs with subsequent group discussion), independent work	Participation in the discussion, oral answers to questions, checking the performance of independent work (CAS)
12) aware of the dynamic changes in the economy of the country and the world, understands the need to implement strategies for the development of educational institutions in the usual conditions with elements of unpredictability	Seminar, prepare an essay on one of the topics, group discussion, independent work	Participation in the discussion, oral answers to questions, checking the tasks of independent work, checking essays

		(CAS)
Learning outcomes 1-7		Mid-term control^ (computational exercises, mini case)
Learning outcomes 1-12		Final exam (FAS) Course paper (FAS)
<b>Assessment</b> <b>100% Final assessment as a result of Final exam (40%) and Continuous assessment (60%)</b> <b>40% Final exam (4 sets of written assignments, each assignment includes 2 essays and computer multiple choice tests)</b> <b>60% Continuous assessment:</b> 15% Test (multiple choice, computer) 20% Calculative tasks (written) 10% Answers (oral) 15% Mid-term control (computational exercises, mini case) <b>Course paper</b> is evaluated separately and its score is not included into the course final grade. Successful completion of the course paper is a prerequisite for student's admission to final examination.		
<b>Contents</b>		
<b>Thematic structure of the course:</b> 1. The essence and main components of strategic management 2. Mission and goal setting in the strategic management of an educational institution 3. Strategic analysis as a basis for forming the strategy of an educational institution 4. Strategic planning in an educational institution 5. Organization strategy: essence, types and modern understanding 6. Evaluation and selection of strategy 7. Strategy development management 8. Strategic control and evaluation of strategy implementation 9. Secondary school as an object of strategic management 10. Competitiveness of a secondary school and methods of its determination 11. Formulation of the mission and setting strategic goals of the secondary school 12. Approaches to strategic management of a secondary school 13. Preparation and execution of a strategic plan 14. Analysis of the internal and external environment of a secondary school 15. Strategy of innovative development of a secondary school 16. Analysis of alternative strategies and choice of strategy for the development of a secondary school 17. Strategic decisions as a category of strategic management of a secondary school 18. Implementation of the strategy, control and make the necessary changes 19. Readiness of the head of the secondary school for strategic management 20. Implementation of the concept of strategic management of a secondary school		
<b>Literature</b> <b>Compulsory reading</b> 1. Бутко М.П., Дітковська М.Ю., Задорожна С.М. та ін. Стратегічний менеджмент: навч. посіб. За заг. ред. Бутка М.П. К. : «Центр учбової літератури», 2016. 376 с. 2. Дикань В.Л., Зубенко В.О., Маковоз О.В., Токмакова І.В., Шраменко О.В. Стратегічне управління : навч. посіб. К. : Центр учбової літератури, 2013. 272 с.		

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### **LEGAL, FINANCIAL AND ECONOMIC FUNDAMENTALS OF EDUCATIONAL INSTITUTION MANAGEMENT**

Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload
Ukrainian	2/12 weeks, 48 hours in class	5 / Mandatory	Tetiana Bolgar, Doctor of Science, Full Professor	150 hours (24 h. lectures, 24 h. seminar/practical, 102 h. self-study time)
<b>Course aims:</b> The course is geared towards helping students study the role of international organizations in the areas of international security and international political economy. The course is also aimed at developing mastery of a system of knowledge and skills to plan and forecast financial situations, develop and implement necessary measures for financial crisis.				
<b>Learning outcomes</b>			<b>Teaching methods, teaching and learning activities</b>	<b>Forms of assessment (continuous</b>
On completion of the course, students will be able				

to:		<b>assessment CAS, final assessment FAS)</b>
1) analyze regulatory documents that reveal the legal basis of the creation and activities of Ukrainian educational institutions at all levels, order and elimination of educational institutions, especially the legal institutions;	Interactive lecture, Debate, Internet search	Participation in the discussion (seminar, debates etc) (CAS)
2) practically implement the provisions of regulations, that reveal the provisions of the statutes of educational institutions, the legal status of the institution;	Case study in small groups, Panel discussion, Individual presentation	Case study (Case study presentation) Participation in the discussion, test (CAS)
3) analyze the legal aspects of universities and institutions of management of postgraduate education;	Roundtable, Independent study	Student reports assessment Essay, test (CAS)
4) outline the system of state education authorities, their functions and powers;	Role play, discussion	Participation in the role play, Participation in the discussion (CAS)
5) correctly and reasonably apply the law in force which applies to management positions in education institutions;	Case study in small groups, Debate	Peer small group presentation, Participation in the discussion (CAS)
6) classify and generalize information, make references and overviews connected with professional activity issues; edit and review texts as well as make their summaries;	Lecture, discussion, self-study activities	Participation in the discussion, test (CAS)
7) determine the information required for the functioning of the management system;	Problem lecture, discussion	Participation in the discussion, test (CAS)
8) Plan and forecast inflows and outflows of cash;	Seminar, tutorials, case study in small groups	Peer small group presentation, essay (CAS)
9) Allocate and determine financial management sphere;	Internet search, self-study activities	Presentation, essay (CAS)
10) Manage the structure of profit of educational organizations;	Lecture, case study in small groups	Peer small group presentation, test (CAS)
11) Shape policy management of educational organizations' current flow;	Seminar, discussion, Internet search	Participation in the discussion,



12) Make decisions about the expedience and effectiveness of company investments;	Tutorials, case study in small groups	presentation (CAS) Peer small group presentation, essay (CAS)
13) Assess and justify the level of risk in financial decision-making;	Problem lecture, discussion	Participation in the discussion, test (CAS)
14) Master methods and skills planning and forecasting financial performance;	Lecture, self-study activities	Essay, test (CAS)
15) Develop and implement anti-crisis financial measures.	Lecture, tutorials, discussion	Participation in the discussion, test (CAS)
Learning outcomes 1-8		Mid-term control (CAS)

#### Assessment

##### Final grade (final assessment) as a result of 100% continuous assessment:

- 15% Test (multiple choice, computer)
- 15% Essay
- 15% Mid-term control (computational exercises, mini case)
- 10% Participation in the discussion
- 10% Participation in the role play
- 15% Presentation (oral, multimedia)
- 20% Case study presentation

#### Contents

##### Thematic structure of the course:

- 1) Education institutions as objects of public administration and regulation;
- 2) Public authorities management of education institutions, their functions and powers;
- 3) Licensing and accreditation of educational areas and educational institutions as education quality insurance mechanisms;
- 4) National legislation in the education sphere. The legal framework of state policy in education;
- 5) Legal aspects of universities and institutions of postgraduate education management;
- 6) Education institutions as legal entities;
- 7) Statutes of education institutions: the procedure for approval, structure and content;
- 8) The legal status of educational institutions;
- 9) Attestation of scientific and pedagogical staff;
- 10) Scholarship support for students;
- 11) Rights employment of graduates;
- 12) The main forms of scientific and teaching staff higher qualification: postgraduate and doctorate programmes;
- 13) Features and essential terms of the education, training, retraining, qualifications or providing additional educational services by educational institutions;
- 14) Budget and financial relations of educational institutions.
- 15) Theoretical and economic-organizational basis of financial management
- 16) The system of financial management provision
- 17) Cash flow management of education organizations

- 18) The time value of money determination and its use in financial calculations
- 19) Financial management objects
- 20) Asset management of educational organizations
- 21) Cost and optimization of capital structure
- 22) Content and main tasks of investment activity of education organizations
- 23) Main parameters and indicators of investment projects. Evaluation methods of investment projects
- 24) Financial risk management
- 25) Mechanisms of financial risks neutralization
- 26) The information base for analysis of financial statements of educational organizations
- 27) Directions of analysis of financial statements of education institutions
- 28) Internal financial forecasting and planning of institutions
- 29) Crisis financial management of education organizations

### **Literature**

#### **Compulsory reading**

1. Асаул А.Н. Управление высшим учебным заведением в условиях инновационной экономики: Научное и учебно-методическое справочное пособие / А.Н. Асаул, Б.М. Капаров. - СПб.: Гуманистика, 2007. - 280 с.
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4. Фінанси підприємств : підручник / За ред.. А.М. Поддєрьогіна. - К.: КНЕУ, 2003. - 460 с.
8. Падалка О. С. Економіка освіти та управління: посібник / О. С. Падалка, І. С. Каленюк. К.: Педагогічна думка, 2012. - 184 с.
9. Дрожжина Т. В. Планування діяльності загальноосвітнього навчального закладу / Т. В. Дрожжина, М. В. Татаринів. (Серія «Абетка керівника»). Х.: Вид. група «Основа», 2013. — 192 с.
10. Ситник Л.С. Фінансовий менеджмент: навчальний посібник – К.: Центр навчальної літератури, 2006. – 352 с.

#### **Recommended reading**

1. Збірник нормативно- правових актів щодо взаємного визнання документів про освіту, наукові ступені та вчені звання / ред. І.О.Вакарчук; уклад. В.Д.Шинкарук та ін.. - К.: Знання, 2008. - 199 с.
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10. Офіційний сайт Міністерства фінансів – Режим доступу: <http://www.minfin.gov.ua/>.

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15. THE LAW ON THE FOUNDATIONS OF THE EDUCATION SYSTEM [http://www.seio.gov.rs/upload/documents/ekspertske%20misije/protection of minorities/the law on education system.pdf](http://www.seio.gov.rs/upload/documents/ekspertske%20misije/protection%20of%20minorities/the%20law%20on%20education%20system.pdf);

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***SOCIOLOGY AND PSYCHOLOGY OF EDUCATIONAL INSTITUTION MANAGEMENT***

<b>Language of teaching</b>	<b>Semester / Duration</b>	<b>ECTS credits / Type of course (mandatory, elective)</b>	<b>Course Coordinator</b>	<b>Student workload</b>
Ukrainian	2/12 weeks, 48 hours in class	5,5 / Mandatory	Olha Lebid, Doctor of Science, Professor	165 hours (24 h. lectures, 24 h. seminars/practical, 117 h. self-study time)

**Course aims:**

The formation of students' system of ideas about phenomenology, patterns and mechanisms of social and mental regulation of people's behaviour when they are included in various types of organizational and managerial activities and relationships, as well as about the social and psychological characteristics of subjects, objects of management and interaction between them

<b>Learning outcomes</b>	<b>Teaching methods, teaching and learning activities</b>	<b>Forms of assessment (continuous assessment CAS, final assessment FAS)</b>
On completion of the course, students will be able to:		

1) possess the basics of knowledge in the field of sociological and psychological theory, methodology, research methods and techniques, in the field of theory and practice of educational institution management;	Lecture-conversation, seminar, synectics, independent work	Participation in the dispute, oral answers to questions, checking the performance of tasks of independent work (CAS)
2) to have an idea about the specifics of social and managerial relations in society, about the social and psychological mechanisms of the formation and managerial regulation of problems that arise in an educational institution;	Problem lecture, seminar, debate, incomplete sentences method, expert group meeting, case method	Participation in the discussion, oral answers to questions (CAS)
3) be able to apply the acquired knowledge in practical activities for making management decisions;	Seminar, prepare an essay on one of the topics, group discussion, independent work	Participation in the discussion, oral answers to questions, checking the tasks of independent work, checking essays (CAS)
4) possess the skills of managerial analysis of specific social situations and conduct independent research of management processes;	Lecture-press conference, seminar	Participation in the discussion, test, oral answers to questions (CAS)
5) demonstrate understanding and ability to use sociological, psychological and managerial information, which is carried out through their participation in communication and use of a number of skills in conducting specific studies and their application in managerial decision-making	Seminar, method of problem analysis (work in pairs with subsequent group discussion), independent work	Participation in the discussion, oral answers to questions, checking the performance of independent work (CAS)
Learning outcomes 1,2,4		Mid-term control (CAS)
Learning outcomes 1-5		Final exam (FAS)
<b>Assessment</b> <b>100% Final assessment as a result of Final exam (40%) and Continuous assessment (60%)</b> <b>40% Final exam (4 sets of written assignments, each assignment includes 2 essays and computer multiple choice tests)</b> <b>60% Continuous assessment:</b> 15% Test (multiple choice) 20% Calculative tasks (written) 10% Answers (oral) 15% Mid-term control (mini case)		
<b>Contents</b>		
<b>Thematic structure of the course:</b> 1) The object and subject of management sociology, its place in the system of scientific knowledge 2) Management as a socio-psychological phenomenon 3) Theories of social management: history and modernity		

- 4) Personality as an object and subject of management
- 5) Group and collective as management objects
- 6) Motivation and personality behavior in the organization
- 7) Leadership and leadership in the organization structure
- 8) Organizational culture as a socio-psychological problem
- 9) Image as a technology of social management
- 10) Manipulation in the process of managerial communication
- 11) Methodological organization of a sociological study of management problems

### Literature

#### Compulsory reading

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### ***THE SPECIFICS OF MANAGING AN EDUCATIONAL INSTITUTION OF VARIOUS TYPES***

<b>Language of teaching</b>	<b>Semester / Duration</b>	<b>ECTS credits / Type of course (mandatory, elective)</b>	<b>Course Coordinator</b>	<b>Student workload</b>
Ukrainian	2/12 weeks, 48 hours in class	5 / Mandatory	Stanislav Sapozhnykov, Doctor of Science, Full Professor	150 hours (24 h. lectures, 24 h. seminars/practical, 102 h. self-study time)
<b>Course aim:</b> formation of professional competencies of the head of emergency (education manager) for effective implementation of management activities.				
<b>Learning outcomes</b> On completion of the course, students will be able to:		<b>Teaching methods, teaching and learning activities</b>		<b>Forms of assessment (continuous assessment CAS, final assessment FAS)</b>

<p>1) have knowledge of the legal and regulatory framework on the activities of the education sector, the establishment and operation of educational institutions, national and regional programs for the development and support of the education sector.</p>	<p>1) A lecture, a problem lecture, a lecture reflection, a seminar, a discussion on materials of a lecture and the studied references, a debate seminar, a seminar dialogue, the solution of problem situations, a seminar of the solution of situational tasks, the analysis of specific situations (case-study)</p>	<p>1) participation in a discussion (seminar, dispute, debate, brainstorming session, etc.), essay (CAS)</p>
<p>2) be aware of the specifics of the micro and macro environment of the educational institution, understanding of the laws under which the market of educational services, technologies and educational institutions of different types</p>	<p>2) a lecture, a lecture reflection, a seminar, a discussion on materials of a lecture and the studied references, a debate seminar, a seminar dialogue, the solution of problem situations, work in m_krogrupa, a seminar of the solution of situational tasks the analysis of specific situations (case-study), the presentations, project work, search in the Internet</p>	<p>2) oral answers to questions, solutions of tasks (problem situations), explanations and solution of tasks, assessment of the presentation (CAS)</p>
<p>3) demonstrate a thorough knowledge and understanding of the essence of personnel policy in educational institutions of various types, selection and placement of staff, evaluation and development of employees</p>	<p>3) A lecture, a problem lecture, "a round table" on the topic of independent search work, a debate seminar, a seminar dialogue, the solution of problem situations, work in microgroup, a seminar of the solution of situational tasks (case-study), game technologies, the presentations, project work, search in the Internet, tests</p>	<p>3) oral answers to questions, solutions of tasks (problem situations), tests, participation in role-playing game (business game) (CAS)</p>
<p>4) summarize the results of scientific research, formulate and substantiate conclusions and proposals for the humanization and technologicalization of the management process in the educational institution</p>	<p>4) game technologies, the presentations, a project work, search in the Internet</p>	<p>4) participation in role-playing game (business game), assessment of the presentation (CAS)</p>
<p>5) use knowledge and skills in the preparation and implementation of</p>	<p>5) imitating methods, the presentations, a project</p>	<p>5) participation in role-playing game</p>

<p>management decisions that ensure the rational formation and use of the potential of the educational institution, as well as to anticipate the consequences of decisions.</p> <p>6) to form and maintain effective interaction with employees, management, the public, governmental and non-governmental institutions, business, using information and communication technologies and conflict management technologies.</p> <p>7) decision-making on the implementation of strategies for the development of educational institutions in the usual conditions with elements of unpredictability</p> <p>Learning outcomes 1-4</p> <p>Learning outcomes 1-7</p>	<p>work, search in the Internet,</p> <p>6) independent work, the presentations, a project work, search in the Internet</p> <p>7) the presentations, role-playing games, work in microrgroups</p>	<p>(business game), assessment of the presentation, estimation of practical skills</p> <p>6) research project, assessment of the presentation (individual presentation)</p> <p>7) the presentation in small groups, assessment of the presentation (microgroup presentations), assessment of students' reports (CAS)</p> <p>Mid-term control, tests, mini case presentation (CAS)</p> <p>Final exam (FAS)</p>
<p><b>Assessment</b>  <b>100% Final assessment as a result of Final exam (40%) and Continuous assessment (60%)</b>  <b>40% Final exam (4 sets of written assignments, each assignment includes 2 essays and computer multiple choice tests)</b>  <b>60% Continuous assessment:</b>  15% Test (multiple choice, computer)  20% Tasks (problem solving)  10% Answers (oral)  15% Mid-term control (tests, mini case presentation)</p>		
<p><b>Contents</b></p>		
<p><b>Thematic structure of the course:</b></p> <ol style="list-style-type: none"> <li>1. A systematic approach to the management of the educational institution.</li> <li>2. Democratization of educational institution management</li> <li>3. Features of management of educational institutions of different types</li> <li>4. Informatization of educational institution management</li> <li>5. Modeling of educational institution management methods.</li> <li>6. Methods of obtaining information necessary for the management of the educational institution.</li> <li>7. Methods of developing management decisions</li> <li>8. Methods of bringing management decisions to the performers</li> </ol>		

## Literature

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1. Хриков Є. М. Управління навчальним закладом: навч. посіб. / Є.М. Хриков. – К. : Знання, 2006. – 365 с.
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**FUNDRAISING IN EDUCATIONAL ACTIVITY**

<b>Language of teaching</b>	<b>Semester / Duration</b>	<b>ECTS credits / Type of course (mandatory, elective)</b>	<b>Course Coordinator</b>	<b>Student workload</b>
Ukrainian	3/5 weeks, 30 hours in class	3 / Mandatory	Olha Lebid, Doctor of Science, Professor	90 hours (15 h. lectures, 15 h. seminars/practical, 60 h. self-study time)

**Course aims:**

The course is aimed at developing mastery of a system of knowledge and skills to develop fundraising systems and understand its principles.

<b>Learning outcomes</b>	<b>Teaching methods, teaching and learning activities</b>	<b>Forms of assessment (continuous assessment CAS, final assessment FAS)</b>
On completion of the course, students will be able to:		
1) operate the basic concepts and principles of fundraising; 2) use their experience and determine the prospects of fundraising development; 3) develop their own project and compose a grant application; 4) apply method of attracting grants as an additional source of resources; 5) effectively use knowledge of planning and technology of project implementation; 6) analyse, monitor of ongoing projects and assess their future prospects; 7) choose effective strategy in the process of fundraising activity; 8) plan the budget and analyse the results of fundraising activity	1. Lecture, practical classes, discussion 2. Practical classes, self-study activity, role play 3. Self-study activity, practical classes 4. Internet search, self-study activities 5. Lecture, practical classes, Role play 6. Brainstorming, Solving problems 7. Lecture, resolution of case studies 8. Problem lecture, case study in small groups	1. Participation in the discussion, answers (oral) (CAS) 2. Participation in the role play, test (CAS) 3. Project, grant application, test (CAS) 4. Presentation (CAS) 5. Solving problems using appropriate software (CAS) 6. Peer small group presentation, Participation in the brainstorming (CAS) 7. Test, Case studies (CAS) 8. Peer small group presentation (CAS)

**Assessment**

**Final grade (final assessment) as a result of 100% continuous assessment:**

20% Test (multiple choice, computer)

10% Answers (oral)

10% Participation in the discussion

20% Participation in the role play  
10% Presentation (oral, multimedia)  
10% Participation in the brainstorming  
20% Case study presentation

### Contents

#### Thematic structure of the course:

- 1) The essence, principles, basic concepts of fundraising
- 2) Experience and prospects of fundraising
- 3) Fundraising activities and forms of support
- 4) Funds and grants
- 5) Methods of fundraising activity
- 6) Planning fundraising activity
- 7) The choice of strategies and addresses
- 8) Budget and performance of fundraising activity
- 9) Basic methods of fundraisers

#### Literature

##### Compulsory reading

1. Чернявська О.В., Соколова А.М. Фандрайзинг : навч. посіб. 2-е вид., з доопрац. та допов. К. : Алерта, 2015. 272 с.
2. Шевченко Д.А. Фандрайзинг образовательной организации : учеб. пособ. [для обучающихся по доп. проф. программам]. М. : Издательско-торговая корпорация «Дашков и К°», 2017. 335 с.
3. Guide to Fundraising & Grantwriting for Schools. Philadelphia: The School District of Philadelphia Office of Grant Development. 2017. 51 p.
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##### Recommended reading

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14. UW-Parkside Fundraising Manual. Campus Activities & Engagement. 2014. 20 p. URL: [https://www.uwp.edu/live/offices/studentactivities/upload/Fundraising\\_manual2014.pdf](https://www.uwp.edu/live/offices/studentactivities/upload/Fundraising_manual2014.pdf)
15. Warner G. Engagement Fundraising. How to raise more money for less in the 21st century. MarketSmart. 2018. 192 p.

**ETHICS AND DEONTOLOGY IN EDUCATION**

<b>Language of teaching</b>	<b>Semester / Duration</b>	<b>ECTS credits / Type of course (mandatory, elective)</b>	<b>Course Coordinator</b>	<b>Student workload</b>
Ukrainian	2/12 weeks, 60 hours in class	6 / Elective	Stanislav Sapozhnykov, Doctor of Science, Full Professor	180 hours (36 h. lectures, 24 h. tutorials, 120 h. self-study time)

**Course aims:**

The course is aimed at developing mastery of a system knowledge of basics of teacher's of the university ethics, ethical communication in professional work, how to use it in practice; to form skills of implementation of professional ethics in practice.

<b>Learning outcomes</b>	<b>Teaching methods, teaching and learning activities</b>	<b>Forms of assessment (continuous assessment CAS, final assessment FAS)</b>
On completion of the course, students will be able to:		
1) apply the categories of pedagogical ethics; highlight the moral features of certain human communities in different historical epochs;	1. Interactive lecture, discussion on the basis of lecture materials and students' reading	1. Participation in the discussion, essay (CAS)
2) simulate models of a teacher's moral behavior in various educational situations on basis of historical traditions and foreign experience;	2) Modelling in various media, work in pairs to solve problems	2) Solving problems, written answers to questions (CAS)
3) diagnose and correct their own level of moral good manners, moral and professional qualities;	3. Seminar, tutorials, class discussion	3. Participation in the discussion, oral answers to questions (CAS)
4) interact with students and colleagues in accordance with ethical principles, norms and rules;	4. Self-study activities, role play	4. Participation in the role play, test (CAS)
5) use the verbal and non-verbal means of communication;	5. Interactive lecture, Role play	5. Participation in the role play (CAS)
6) predict and ethically solve conflict situations;	6. Practical classes, class discussion, case study	6. Practical skills assessment, participation in the discussion, case study (CAS)
7) apply etiquette norms in professional activity;	7. Seminar, tutorials, role play	7. Participation in the role play, participation in the discussion/

8) develop the program of moral self-improvement and self-education;	8. Seminar, class discussion, self-study activities	seminar, essay (CAS)  8. Participation in the discussion/seminar, oral answers to questions (CAS)
<b>Assessment</b> <b>Final grade (final assessment) as a result of 100% continuous assessment:</b> 20% Participation in the discussion/seminar 15% Participation in the role play 15% Practical skills assessment 15% Case study 15% Test (multiple choice, computer) 15% Essay (written)		
<b>Contents</b>		
<b>Thematic structure of the course:</b> 1) Object, functions and tasks of ethics of a higher education teacher 2) Historical aspects of teacher ethics development 3) Moral consciousness of teacher's personality 4) The main structural elements of teacher's moral consciousness on rational and theoretical level 5) Categories of a higher education teacher ethics 6) Good and evil in teacher's professional activity. Teacher's virtues and drawbacks. 7) Concept of moral duty and responsibility, justice and happiness, honour, dignity and conscience of a higher education teacher 8) The concept and essence of professional duty in pedagogical work 9) The system and hierarchy of values of professional and pedagogical work. 10) The main determinants of the professional and ethical system of pedagogical work		
<p style="text-align: center;"><b>Literature</b></p> <p style="text-align: center;"><b>Compulsory reading</b></p> 1. Васянович Г. П. Педагогічна етика : навч.-метод. посіб. – Львів : «Норма», 2005. – 344 с. 2. Малахов В. А. Етика : Курс лекцій : навч. посібник. – 3-тє вид. – К. : Либідь, 2001. – 384 с. 3. Федоренко Е.Г. Профессиональная этика. - Киев: Віща школа, 1983 4. Хоружа Л. Л. Педагогічна деонтологія : навч.-метод. посіб. / Л.Л. Хоружа – К. : КМПУ імені Б. Д. Грінченка, 2008. – 96 с. <p style="text-align: center;"><b>Recommended reading</b></p> 1. Зязюн І. А. Педагогіка добра: ідеали і реалії : навч.-метод. посіб. – К. : МАУП, 2000. – 312 с. 2. Мишаткина Т. В. Педагогическая этика : учеб. пособ. / Серия «Высшее образование». – Ростов н/Д : Феникс, 2004. – 304 с. 3. Писаренко В. И., Писаренко И. Я. Педагогическая этика. – Изд. 4-е. – Минск : «Нар. асвета», 2007. – 256 с. 4. Савельев В. П. Етика : навч. посіб – 2-ге вид. – Львів : “Магнолія 2006”, 2007. – 256 с. 5. Пряжников Н.С. Личность в эпоху продажности. - М.-Воронеж: МОДЭК, 2000. 6. Fenstermacher, G.D. 2001. On the concept of manner and its visibility in teaching practice. The Journal of Curriculum Studies, 33(6), 639-653. 7. Campbell, E. 2008, Teaching ethically as a moral condition of professionalism. In D. Narvaez & L. Nucci (Eds.). The international		

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***SELF-MANAGEMENT (TIME MANAGEMENT AND STRESS MANAGEMENT)***

<b>Language of teaching</b>	<b>Semester / Duration</b>	<b>ECTS credits / Type of course (mandatory, elective)</b>	<b>Course Coordinator</b>	<b>Student workload</b>
Ukrainian	2/12 weeks, 60 hours in class	6 / Elective	Oxana Bayer, Ph.D. (Candidate of Science), Associate Professor	180 hours (36 h. lectures, 24 h. seminars/practical, 120 h. self-study time)
<b>Course aims:</b> The aim of the discipline is acquiring theoretical knowledge and practical skills of self-assertiveness, self-perfection and self-control in order to manage one's own development and the development of colleagues; acquiring theoretical knowledge for realization of one's purposes when understanding and considering one's character; formation of knowledge as for reasons and factors of appearance of stressful situations and methods of managing them.				
<b>Learning outcomes</b> On completion of the course, students will be able to:		<b>Teaching methods, teaching and learning activities</b>		<b>Forms of assessment (continuous assessment CAS, final assessment FAS))</b>

<p>1) know directions of perfection of emotional skills as a tool of future specialists' management skills development at the individual, interpersonal and group levels;</p> <p>2) know methods of defining personal and professional purposes, methods of decision making;</p> <p>3) know ways of sound time-planning in order to use effectively;</p> <p>4) know ways and methods of effective communications and informational provision of an activity;</p> <p>5) know stages of stress development, classification of factors that lead to stressful situations and methodics of stressful situations prevention;</p> <p>6) be able to define both strong and weak features of one's own personality, evaluate the level of one's own abilities for self-management;</p> <p>7) use in one's own professional activity effective ways and methods of work in order to reach time economy;</p> <p>8) make efficient interpersonal communications;</p> <p>9) organise professional activity directed to realization of pre-planned purposes and control this process;</p> <p>10) determine stress characteristics, origin and consequences;</p> <p>11) be able to prevent stressful situations and use tools for overcoming negative consequences caused by them.</p>	<p>Lecture, discussion, Internet search, self-study activities</p> <p>Lecture, discussion, Internet search, self-study activities</p> <p>Lecture, discussion, Internet search, self-study activities</p> <p>Lecture, discussion, Internet search, self-study activities</p> <p>Lecture, discussion, Internet search, self-study activities</p> <p>Lecture, discussion, case study in small groups</p> <p>Lecture, discussion, case study in small groups</p> <p>Lecture, discussion, case study in small groups</p> <p>Lecture, discussion, case study in small groups</p> <p>Lecture, discussion</p>	<p>Participation in the discussion, essay, test (CAS)</p> <p>Participation in the discussion, essay, test (CAS)</p> <p>Participation in the discussion, essay, test (CAS)</p> <p>Participation in the discussion, essay, test (CAS)</p> <p>Participation in the discussion, essay, test (CAS)</p> <p>Participation in the discussion, peer small group presentation (CAS)</p> <p>Participation in the discussion, peer small group presentation (CAS)</p> <p>Participation in the discussion, peer small group presentation (CAS)</p> <p>Participation in the discussion, peer small group presentation (CAS)</p> <p>Participation in the discussion, peer small group presentation (CAS)</p> <p>Participation in the discussion (CAS)</p> <p>Mid-term control: test, case study</p>
<p><b>Assessment</b></p> <p><b>Final grade (final assessment) as a result of 100% continuous assessment:</b></p> <p>20% Mid-term control (computational exercises, mini case)</p> <p>20% Test (multiple choice, computer)</p> <p>15% Essay</p> <p>15% Participation in the discussion</p> <p>10% Presentation (oral, multimedia)</p> <p>20% Case study presentation</p>		
<p><b>Contents</b></p>		
<p><b>Thematic structure of the course:</b></p> <ol style="list-style-type: none"> <li>1. Development of self-management as a science.</li> <li>2. Self-management concepts.</li> <li>3. Making and realization of personal purposes.</li> <li>4. Methodological approaches to self-management.</li> </ol>		

5. Personal work planning.
6. Organization of an activity.
7. Self-motivation and self-control.
8. Increasing the efficiency of time spending.
9. The role of communication in self-management.
10. The formation of qualities of an effective manager.
11. Planning personal career.
12. The development of managerial potential.
13. The concept of stress. Factors influencing the formation of stressful situations.
14. The methods of stressful situations prevention.
15. Stress management. The methods of resilience increase.
16. The tools of overcoming negative consequences caused by stressful situations.

### **Literature**

#### **Compulsory reading**

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3. Горбачев А.А. Тайм-менеджмент в 2 счета / Александр Горбачев. СПб.: Питер, 2009. - 256 с
4. Добренъков В.И. Управление человеческими ресурсами: социально-психологический подход: учеб. пособие для студентов вузов / В. И. Добренъков, А. П. Жабин, Ю. А. Афонин; Моск. гос. ун-т им. М. В. Ломоносова, Социол. фак. М. : КДУ, 2009. –211 с.
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9. Моргенстерн Дж. Тайм менеджмент. Искусство планирования и управления своїм временем и своей жизнью. / Дж. Моргенстерн – И.: ООО «Издательство «Добрая книга»,

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<b>PSYCHOLOGY OF CONDUCTING NEGOTIATIONS</b>				
<b>Language of teaching</b>	<b>Semester / Duration</b>	<b>ECTS credits / Type of course (mandatory, elective)</b>	<b>Course Coordinator</b>	<b>Student workload</b>
Ukrainian	1/14 weeks, 56 hours in class	6 / Elective	Inesa Harkusha, Ph.D. (Candidate of Science), Associate Professor	180 hours (28 h. lectures, 28 h. seminars/practical, 124 h. self-study time)
<p><b>Course aims:</b> develop students' common cultural and professional competences in psychology of communication and negotiation process; familiarise students with theoretical knowledge in the sphere of carrying out business negotiations, training rules and the principles of conducting negotiation process, practical training of methods which help to find the best alternative of the discussed agreement, come into contact with opponents, choose the best model of hearing the interlocutor; create skills of preparation and the analysis (introspection) of public statements; create competence in conducting business and extreme negotiations, decision-making in unpredictable situations, adaptation to changes in process of management business activity.</p>				
<b>Learning outcomes</b> On completion of the course, students will be able to:		<b>Learning outcomes</b> On completion of the course, students will be able to:		<b>Learning outcomes</b> On completion of the course, students will be able to:
1) to form ability to reason offers		1. lecture, seminar, discussion of lecture materials and studied literature		1. Participation in a discussion, oral answers to questions (CAS)
2) to analyze theoretical basic concepts of speech preparation;		2. Problem lecture, seminar dialogue, presentations, role-playing games		2. Independent work, oral answers to questions, role-play (CAS)
3) to know features of various forms of business communication		3. dialogue-lecture, "round table" based on independent preparation, cases		3. Independent work, cases solution (CAS)
4) to use methods and technologies of management of effective thinking-speaking persuasive public activity and ethical requirements to the speaker;		4. Lecture, seminar, performing of projects		4. Independent work, oral answers to questions, assessment of project work (CAS)
5) to know methods of verbal and nonverbal influence in negotiation process with terrorists		5. Problem lecture, "round table" based on independent search work, presentation		5. Oral answers to questions, solutions of tasks (problem situations), comments to tasks (CAS)

6) to use means of communication to transfer professionally oriented information and communication with experts in other industries and non-experts;	6. discussion-lecture, seminar, work in small groups, analysis of specific situations (case-study)	6. Independent work, oral answers to questions, case presentation (CAS)
7) to set the purpose and to formulate problems of business negotiations;	7. Reports of students - individual and in groups, presentation, project work, search in the Internet	7. Oral answers to questions, solutions of tasks (problem situations), assessment of projects and presentation(CAS)
8) To show knowledge of business communication, expressiveness of communication, skills of active hearing and to own technology of completion of business negotiations	8. Independent work, case study in small groups, presentations, the Internet search	8. Oral answers, case study (case presentation), presentation assessment (CAS)
Learning outcomes 1-5		Mid-term control: (CAS)

#### Assessment

##### Final grade (final assessment) as a result of 100% continuous assessment:

- 15% Test (multiple choice, computer)
- 10% Answers (oral)
- 15% Mid-term control (oral answers, mini case)
- 15% Participation in the discussion
- 10% Participation in the role play
- 15% Presentation (oral, multimedia)
- 20% Case study presentation

#### Contents

##### Thematic structure of the course:

MODULE 1. Eloquence. Culture of communication and communication activity

1. Culture communication as science and art
2. Technic of speech invention. Categories and stages
3. Argument as an aspect of disposition.
4. Logical mistakes and manipulative tools

MODULE 2. Psychology of negotiation process

5. Negotiations - combined process.
6. Means of interactive interaction
7. Psychological aspects of negotiation process
8. Technic and tactics of argumentation in negotiation process. Listening of the partner as psychological tool.
9. Negotiations and manipulations
10. Accidental negotiations. Etiquette of telephone communication. National style of negotiating

MODULE 3. Negotiations with criminals as criminal phenomenon

11. Psychology of negotiation process with terrorists and criminals
12. Crisis negotiations. Psychological problems of terrorism
13. Psychology of hostages
14. Lie and truth in negotiation process

## Literature

### Compulsory reading

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### Recommended reading

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2. Асмолова М.Л. Искусство презентаций и ведения переговоров: учеб. пособие, 3-е изд. Москва: РИОР: ИНФРА-М, 2019. 248 с. Президентская программа подготовки управленческих кадров). [Электронный ресурс]. URL: <http://znanium.com/bookread2.php?book=542559>.
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5. Бродовская Е.В. Переговоры: стратегии, тактики, техники: Учебное пособие. Тула: Изд-во ТулГУ, 2008.150 с.
6. Ведение переговоров и разрешение конфликтов классика М.: Альпина Бизнес Букс, 2006. 226 с. (Серия «Классика Harvard Business Review»)
7. Гаркуша І.В. Риторична культура мовлення менеджерів: навч. посіб. Д.: РВВ ДНУ, 2008. 88 с.
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***CRISIS AND DEFORMATION OF TEACHER'S PROFESSIONAL DEVELOPMENT IN HIGHER EDUCATION***

<b>Language of teaching</b>	<b>Semester / Duration</b>	<b>ECTS credits / Type of course (mandatory, elective)</b>	<b>Course Coordinator</b>	<b>Student workload</b>
Ukrainian	1/14 weeks, 56 hours in class	6/Elective	Olena Lavrentieva, Doctor of Science, Full Professor	180 hours (28 h. lectures, 28 h. seminars/practical, 124 h. self-study time)
<b>Course aims:</b> The course is aimed at developing mastery of a system knowledge and skills of the destructive changes of teacher's individuality in the performance of professional activities; external and internal factors that affect the efficiency of professional activity; changes in teacher's professional conduct and appear unprofessional qualities.				
<b>Learning outcomes</b>		<b>Teaching methods, teaching and learning activities</b>		<b>Forms of assessment (continuous assessment CAS, final assessment FAS)</b>
On completion of the course, students will be able to:				
1) apply the knowledge of professional deformations in the framework of future professional activity;		1. Interactive lecture, seminar, class discussion		1. Oral answers to questions, participation in the discussion, test (CAS)

<p>2) conduct diagnostic studies of a higher education teacher’s professional deformation;</p> <p>3) analyze a higher school teacher’s pedagogical activity and help to acquire psychological methods and techniques of self-improvement and self-regulation;</p> <p>4) determine nature of psychological phenomena in the structure of professional deformation;</p> <p>5) retrieve and utilize relevant information from appropriate sources e.g. textbooks, newspapers, business magazines and selected journals, websites, databases;</p> <p>6) demonstrate relevant practical, academic and subject specific skills e.g. group work, academic referencing and the production of a bibliography;</p> <p>7) retrieve and utilize relevant information from appropriate sources e.g. textbooks, newspapers, business magazines and selected journals, websites, databases;</p> <p>Learning outcomes 1-4</p>	<p>2. Tutorials, self-study activities, case study</p> <p>3. Seminar, self-study activities, presentation</p> <p>4. Practical classes, class discussion, tutorials</p> <p>5. Lecture, individual presentation, case study</p> <p>6. Lecture, discussion on the basis of lecture materials and students’ reading</p> <p>7. Seminar, individual presentation, self-study activities</p>	<p>2. Student reports assessment, case study (CAS)</p> <p>3. Oral answers to questions, presentation assessment, essay (CAS)</p> <p>4. Participation in the discussion, practical skills assessment, case study, test (CAS)</p> <p>5. Written answers to questions, presentation assessment, case study (CAS)</p> <p>6. Participation in the discussion, essay, test (CAS)</p> <p>7. Oral answers to questions, presentation assessment, test (CAS)</p> <p>Mid-term control: tests, mini case (CAS)</p>
<p><b>Assessment</b></p> <p><b>Final grade (final assessment) as a result of 100% continuous assessment:</b></p> <p>15% Test (multiple choice, computer)</p> <p>15% Answers (oral)</p> <p>15% Mid-term control (tests, mini case)</p> <p>15% Participation in the discussion</p> <p>20% Presentation (oral, multimedia)</p> <p>20% Case study presentation</p>		
<p><b>Contents</b></p>		
<p><b>Thematic structure of the course:</b></p> <p>1) Concept of a specialist’s professional deformation</p> <p>2) Kinds of professional deformation</p> <p>3) Emotional burnout and its components,</p> <p>4) Role of professional habits, style of communication and way of thinking in professional deformation</p>		

- 5) Maladjustment factor in professional deformation. Professional crisis
- 6) The main professional deformations and a teacher crisis
- 7) Forms and types of professional deformation of a teacher's personality
- 8) Professional destruction of a teacher
- 9) Causes of professional (emotional) burnout and professional deformation of a pedagogue
- 10) Consequences of professional deformation as a distortion of the professional role
- 11) Ways to overcome a teacher's professional deformation

### Literature

#### Compulsory reading

1. Кокун О.М. Психологія професійного становлення сучасного фахівця: Монографія. – К.: ДП "Інформ.-аналіт. агенство", 2012. – 200 с.
2. Баклицький І.О. Психологія праці: Підручник. 2-ге вид., пер. і доп. – К.: Знання, 2008. – 655 с.
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### **LEADERSHIP AND TEAM BUILDING**

<b>Language of teaching</b>	<b>Semester / Duration</b>	<b>ECTS credits / Type of course (mandatory, elective)</b>	<b>Course Coordinator</b>	<b>Student workload</b>
Ukrainian	1/ 14 weeks, 2 hours in class	3 / Elective	Serhii Dubinskyi, Ph.D. (Candidate of Science), Associate Professor	90 hours (14h. lectures, 14 h. seminars/practical, 47 h. self-study time)
<b>Course aims:</b> is the formation of students' scientific and professional knowledge in the field of effective leadership, development of psychological culture of the future leader and development of technologies to create and promote the personal brand of the leader, activation of leadership potential as a set of self-management skills.				
<b>Learning outcomes</b>			<b>Teaching methods, teaching and learning activities</b>	<b>Forms of assessment (continuous assessment CAS, final assessment)</b>
On completion of the course, students will be able to:				

		FAS)
1) to form a scientific understanding of the socio-psychological nature of leadership, about modern challenges and requirements for effective leadership;	Lecture, practical classes, discussion	Participation in the discussion, quizzes (CAS)
2) to acquaint with the main types of leadership and their manifestations in various spheres of life of the individual and society; 3) to expand students' ideas about their own potential as a leader for further personal and professional development; develop the skills of analytical and critical thinking and understanding, evaluate ideas and proposals, formulate evidence, draw conclusions and summarize arguments, creatively generate new ideas;	Lecture, practical classes, panel discussion Problem lecture, case study in small groups Self-study activities	Participation in the discussion, oral answers (CAS) Participation in the discussion, self-study results' presentation (CAS)
4) to form the primary skills of creating and promoting a personal brand of the head.	Problem lecture, discussion, solving calculative tasks  Lecture, practical classes, workshop, case study	Participation in the discussion, making calculations and explanation of results Analytical problem solving, case study (CAS)
<b>Assessment</b> <b>Final grade (final assessment) as a result of 100% continuous assessment:</b> 20% Participation in the discussion and quiz 20% Test (multiple choice, computer) 30% Calculative tasks (written) 30% Presentation (oral, multimedia)		
<b>Contents</b>		
Thematic structure of the course: 1. Leadership as a socio-psychological phenomenon 2. Leadership in organizations 3. Leadership and team 4. Leadership as a mission		
<b>Literature</b> <b>Compulsory reading</b>		
1.Белікова Ю. В. Становлення та переваги емоційного лідерства // Режим доступу: <a href="http://www.repository.hneu.edu.ua">http://www.repository.hneu.edu.ua</a> . – Дата звернення 27.08.2017 р. 2. Кочубей Т. Сучасні теорії лідерства: теоретичний аспект / Т. Кочубей, А. Семенов // Психолого-педагогічні проблеми сільської школи. - 2012. - № 40. - С. 176-184. - Режим доступу: <a href="http://nbuv.gov.ua/UJRN/Ppps_2012">http://nbuv.gov.ua/UJRN/Ppps_2012</a> 3. СтаутЛ.Лидерство: от загадок к практике [Текст]М. : Добрая книга, 2002. – 320 с.		
<b>Recommended reading</b> 1. Москаленко, В. В.Психологіясоціальноговпливу [Текст] : навч. посібник / В. В. Москаленко. – К. : ЦУЛ, 2007. – 448 с. 2. Гуменюк, О. Є.Психологіявпливу [Текст] : монографія / Оксана ЄвстахіївнаГуменюк. – Тернопіль : Економічна думка, 2003. – 304 с. 3. Собченко, О. М.Психологіявпливу [Текст] : навч. посібник / Олександр Михайлович Собченко. – Рек. МОН. – К. : Кондор-Видавництво, 2013. – 158 с. 4. Лем, П. SUPERКРЕАТИВ. Інтенсив-тренінг для розвитку креативного мислення		

[Текст] / П. Лем. – М. : Эксмо, 2006. – 384 с.

5. Старшенбаум, Г. В. Тренинг навыков практического психолога: Интерактивный учебник[Текст]: игры, тесты, упражнения. / Геннадий Владимирович. Старшенбаум. – М. : Института психотерапии, 2006. – 416 с.

6. Бендер П.У., Хеллман Э. Лидерство изнутри. – Мн.: Попурри, 2010. – 304с.

7. Бендас Т.В. Психология лидерства. – СПб: Питер, 2009. – 448с.

8. Беннис Уоррен, Томас Роберт Дж. Как становятся лидерами: менеджмент нового поколения. – М.: Издательский дом «Вильямс», 2006. – 208с.

#### **Recommended reading**

1. Bolman, Lee G., & Deal, Terrence E. (2013). Reframing Organizations: Artistry, Choice, and Leadership. John Wiley & Sons, 512 p.

2. Blank, W. (1995). The Nine Natural Laws of Leadership. AMACOM; First Edition, Fifth Printing, 288 p.

3. Kouzes, J.M., & Posner, B.Z. (2011). The Five Practices of Exemplary Leadership 2nd Edition. The leadership challenge.

<b>PSYCHOLOGICAL COUNSELING IN EDUCATION</b>				
<b>Language of teaching</b>	<b>Semester / Duration</b>	<b>ECTS credits / Type of course (mandatory, elective)</b>	<b>Course Coordinator</b>	<b>Student workload</b>
Ukrainian	1/14 weeks, 28 hours in class	3 / Elective	Viktoriia Bykova, Ph.D. (Candidate of Science), Associate Professor	90 hours (14 h. lectures, 14 h. seminars/practical, 62 h. self-study time)
<b>Course aims:</b> The purpose of the discipline: providing students with theoretical knowledge on the basics of psychological counseling and the formation of practical skills of psychological counseling on the problems of children's development, their education and upbringing in the education system				
<b>Learning outcomes</b> On completion of the course, students will be able to:		<b>Teaching methods, teaching and learning activities</b>		<b>Forms of assessment (continuous assessment CAS, final assessment FAS)</b>
1) have knowledge about the age of children, cognitive processes and behavior of the child, the formation of the child's personality; psychological bases of training and education; psychology of education; psychology of pedagogical activity 2) the ability to demonstrate knowledge and understanding of the theoretical foundations of pedagogical psychology and developmental psychology 3) independently and creatively develop theoretical and practical material, present information in accordance with the goal 4) organize information search, independent		storytelling; "open-ended discussion"; debriefing; interactive discussions; Psychotechnical exercises, Intellectual games, business and role games, Paired and group types of work, presentations, discussions,		1) Participation in the discussion. answers (CAS) 2) Participation in the role play, test (CAS) 3) Case study presentation, test (CAS) 4) Presentation



<p>selection and high-quality processing of scientific professionally oriented information and empirical data for educational, research and professional needs</p> <p>5) choose the technology of individual and other types of counseling depending on the goals and objectives addressed in the counseling process</p> <p>6) correctly identify and eliminate dilemmas associated with solving psychological and pedagogical problems</p> <p>7) to choose in oral and written professional speech and business communication the most expedient formulas of speech etiquette</p> <p>8) flexibly use own nonverbal repertoire for transfer of professionally directed information on psychological - pedagogical problems</p> <p>9) present, discuss and defend their views orally and in writing to professional and non-professional audiences, take responsibility for the results of their professional activities, adhere to the Code of Ethics of psychologists</p> <p>10) present the results of their own research in the form of scientific articles, reports at conferences</p> <p>Learning outcomes 1-5</p>	<p>solution of situational, socio-pedagogical problems, trainings, project work using Internet resources, testing; conversation; oral examination; written survey; control work; certification; colloquium; offset;</p>	<p>(CAS)</p> <p>5) Participation in the discussion, participation in the role play, test (CAS)</p> <p>6) Peer small group presentation (CAS)</p> <p>7) solution of situational, socio-pedagogical problems, trainings (CAS)</p> <p>8) Intellectual games, business and role games, Paired and group types of work, presentations, (CAS)</p> <p>9) discussions, solution of situational, socio-pedagogical problems, trainings(CAS)</p> <p>10) presentations, discussions, solution of situational, socio-pedagogical problems, trainings (CAS)</p> <p>Mid-term control: tests, mini case (CAS)</p>
<p><b>Assessment</b></p> <p><b>Final grade (final assessment) as a result of 100% continuous assessment:</b></p> <p>15% Test (multiple choice, computer)</p> <p>10% Answers (oral)</p> <p>15% Mid-term control (tests, mini case)</p> <p>10% Participation in the discussion</p> <p>10% Participation in the role play</p> <p>20% Presentation (oral, multimedia)</p> <p>20% Case study presentation</p>		
<p><b>Contents</b></p>		
<p><b>Thematic structure of the course</b></p> <p>Section 1. Educational systems and problems of personal development</p> <p>1. Socialization of the individual.</p>		

2. Self-actualization and self-transcendence of personality.
  3. Aggression.
  4. I-concept and self-esteem.
  5. Accentuation of character.
  6. Problems of motivation to study, behavior and choice of profession.
  7. The problem of personal responsibility.
- Section 2. Problems of interpersonal relationships of students
8. Methods of studying interpersonal relationships.
  9. The student in the system of personal relationships.
  10. Psychological structure of the school class.
- Section 3. Difficulties of teaching and education
11. Problems of psychological readiness for school.
  12. Causes of failure and learning difficulties.
  13. Psychogenic school maladaptation.
  14. Prevention of mistakes in education and overcoming false educational stereotypes.
  15. Problems of self-education and self-improvement of children, adolescents and young people.
  16. Assistance in creative solution of pedagogical problems by the teacher.

### **Literature**

#### **Compulsory reading**

1. Выготский Л.С. Психология и развитие. – М.:Издательство Юрайт, 2018.
2. Милорадова Н. Психология и педагогика: учебник и практикум для академического бакалавриата. 2-е изд., перераб. и доп. – М.:издательство Юрайт, 2018.
3. Основы психологии семьи и семейного консультирования: Учеб. пособие для студ. высш. учеб. заведений / Под общ. ред. Н.Н. Посысоева. — М.: Изд-во ВЛАДОС-ПРЕСС, 2019. — 328 с.
4. Murstein В.А. A theory of marital choice and its applicability to marriage adjustment// Theories of attraction and love.- N.Y.; 1971

#### **Recommended reading**

1. Ворошнина Л.В. развитие речи и общение детей дошкольного возраста. В 2 ч. часть 1Младшая и средняя группы: Практик. Пособие для академического бакалаври ата. – 2-е изд., перераб. и доп. – М.:издательство Юрайт, 2018.
2. Ворошнина Л.В. развитие речи и общение детей дошкольного возраста. В 2 ч. часть 2 Старшая и подготовительная группы: Практик. Пособие для академического бакалаври ата. – 2-е изд., перераб. и доп. – М.:издательство Юрайт, 2018.
3. Выготский Л.С. Вопросы детской психологии. – М.:издательство Юрайт, 2018.
4. Спиваковская А.С. Психотерапия: игра, детство, семья. – М. – 1999.
5. Эриксон Э. Детство и общество. –СПб, 1996.
6. Эриксон Э. Идентичность: юность и кризис. – М., 1996.
7. Esther Wojcicki. Raise successful people. Houghton Mifflin Harcourt, 2019, 336 p.
8. Bowlby J. Child care and the ground of love. – L., 1957.

**CUTTING-EDGE TECHNIQUES IN EDUCATION AND MANAGEMENT**

<b>Language of teaching</b>	<b>Semester / Duration</b>	<b>ECTS credits / Type of course (mandatory, elective)</b>	<b>Course Coordinator</b>	<b>Student workload</b>
Ukrainian	2/10 weeks, 40 hours in class/	4 / Elective	Olha Lebid, Doctor of Science, Professor	120 hours (20 h. lectures, 20 h. tutorials, 80 h. self-study time)

**Course aims:**  
The course is aimed at developing mastery of a system of knowledge and skills to use and develop in management in the educational system.

<b>Learning outcomes</b>	<b>Teaching methods, teaching and learning activities</b>	<b>Forms of assessment (continuous assessment CAS, final assessment FAS)</b>
On completion of the course, students will be able to:		
1) choose the best forms and methods of organizing the educational process and apply them; 2) develop and conduct various studies based on the designed technology;	1. Lecture, practical classes 2. Practical classes, self-study activity	1. Essay, test (CAS) 2. Presentation assessment (individual presentation assessment) (CAS)
3) apply basic psychological and pedagogical knowledge for finding rational technological forms and methods of teaching and the ability to combine them with the demands and opportunities of modern higher education;	3. Guided self-study activities	3. Participation in the discussion (seminar, debates, brainstorming etc), test (CAS)
4) apply modern and effective methods of organizing the educational process;	4. Role play	4. Participation in the role play (CAS)
5) take into account the psychological mechanisms, peculiarities of the teaching and training process when dealing with the different subjects of the educational process;	5. Internet search, self-study activities	5. Peer small group presentation (CAS)
6) solve and substantiate the choice of pedagogical decisions for introducing effective training technologies;	6. Pedagogical tasks, case study in small groups	6. Peer small group presentation (CAS)

**Assessment**  
**Final grade (final assessment) as a result of 100% continuous assessment:**  
20% Test (multiple choice, computer)  
15% Participation in the discussion  
15% Participation in the role play  
15% Presentation (oral, multimedia)  
15% Participation in the brainstorming  
20% Essay(written)

**Contents**

**Thematic structure of the course:**

1. Concept of technology in education. Technological approach to the teaching process
2. Methodological requirements for technology training
3. Types of teaching technology
4. Self-development technology (by M. Montessori)
5. Personality-centered educating technology
6. Technology of organizing learning activities in groups
7. Technology of developing education (by V.V. Davydov, L.V. Zankovyi)
8. New information technologies (NIT) of training, their characteristics
9. Cooperative teaching technology
10. Collaborative teaching technology
11. Case-technology
12. Design technology
13. Gaming technology training

### Literature

#### Compulsory reading

1. Волкова Н.П. Інтерактивні технології навчання у вищій школі : навч.-метод. посіб. Дніпро : Університет імені Альфреда Нобеля, 2018. 360 с.

#### Recommended reading

1. Падалка О.С., Нісемчук А.М., Смолюк І.О., Шпак О.Г. Педагогічні технології : навч. посіб. для вузів. К. : Укр. енцикл. ім. М.П. Бажана, 1995. 254 с.
2. Пехота О.М., Кіктенко А.З., Любарська О.М. та ін. Освітні технології : навч.-метод. посіб. К. : А.С.К., 2001. 256 с.
3. Полат Е.С. Новые педагогические и информационные технологии в системе образования. М.: Академия, 2009. 270 с.
4. Селевко Г.К. Современные образовательные технологии : учеб. пособ. М. : Нар. образование, 1998. 256 с.
5. Хуторской А.В. Современная дидактика : учеб. СПб. : Питер, 2001. 544 с.
6. Jenkins, H. (2009). *Confronting the Challenges of Participatory Culture: Media Education for the 21st Century*. Cambridge, MA: The MIT Press.
7. Stillwell, R.(2010). *Public School Graduates and Dropouts From the Common Core of Data: School Year 2007-2008 (NCES 2010-341)*. National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Washington, D.C. Retrieved June 1, 2010 from <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2010341>
8. Woolf, B., Shute, V., VanLehn, K., Burleson, W., King, J. L., Suthers, D., Bredeweg, B., Luckin, R., Baker, R.S. J.D., & Tonkin, E. (2010). *A Roadmap for Education Technology*. Amherst, MA: University of Massachusetts

### **COMMUNICATION IN PROFESSIONAL ACTIVITY**

<b>Language of teaching</b>	<b>Semester / Duration</b>	<b>ECTS credits / Type of course (mandatory, elective)</b>	<b>Course Coordinator</b>	<b>Student workload</b>
Ukrainian	2/12 weeks, 36 hours in class	4,5 / Elective	Inesa Harkusha, Ph.D. (Candidate of Science), Associate Professor	135 hours (24 h. lectures, 12 h. seminars/practical, 99 h. self-study time)

#### **Course aims:**

The aim of the discipline: to provide general theoretical and practical training of master's students in professional communication, which will serve as a basis for their management activities, stimulation of students to active work on personal development and self-improvement which will

form a basis for their practical work which is related to teaching and management activities.		
<b>Learning outcomes</b> At the end of the course students will be able to:	<b>Teaching methods, teaching and learning activities</b>	<b>Forms of assessment (continuous assessment CAS, final assessment FAS)</b>
1) the ability to undertake studies and innovations, publicly represent them, to discuss and talk over with scientific and professional community; to use modern means of visual presentation of results of research	1. A lecture, a problem lecture, a seminar, a discussion on materials of a lecture and the studied references, a seminar dialogue, the solution of problem situations, a seminar of the solution of situational tasks, the analysis of specific situations (case-study)	1. Participation in a discussion (seminar, dispute, debate, brainstorming session, etc.), essay (CAS)
2) the ability to use professional-oriented knowledge and practical skills in the professional communication to solve practical tasks in managing of the educational establishment	2. A problem lecture, a seminar, a discussion on materials of a lecture and the studied references, a seminar dialogue, the solution of problem situations, a seminar of the solution of situational tasks the analysis of specific situations (case-study), search in the Internet	2. Oral answers to questions, solutions of tasks (problem situations), explanations and solution of tasks (CAS)
3) independently and creatively study theoretical and practical material, to present information according to the goal	3. A lecture, a problem lecture, "a round table" on the topic of independent search work, a seminar dialogue, the solution of problem situations, a seminar of the solution of situational tasks (case-study), search in the Internet, tests	3. Oral answers to questions, solutions of tasks (problem situations), participation in role-playing game (business game) (CAS)
4) put into practice the varieties of techniques and technologies of management activity	4. Lecture, problem lecture, "round table" on the topic of independent search work, seminar dialogue, solution of problem situations, seminar of the solution of situational tasks (case-study)	4. Oral answers to questions, solutions of tasks (problem situations), participation in role-playing game (business game) (CAS)

<p>5) choose the most appropriate formulas of speech etiquette in spoken and written pedagogical language</p>	<p>5. Project work, search in the Internet</p>	<p>5. Participation in role-playing game (business game) (CAS)</p>
<p>6) flexibly use own nonverbal repertoire to convey professionally directed information</p>	<p>6. The presentations, project work, search in the Internet</p>	<p>6. Participation in role-playing game (business game), assessment of the presentation, estimation of practical skills (CAS)</p>
<p>7) present, discuss and defend own views in spoken and written language in front of professional and unprofessional audience</p>	<p>7. A lecture, a problem lecture, "a round table" on the topic of independent search work, a seminar dialogue, the solution of problem situations, a seminar of the solution of situational tasks (case-study), search in the Internet, tests</p>	<p>7. Oral answers to questions, solutions of tasks (problem situations), participation in role-playing game (business game) (CAS)</p>
<p>8) create conditions for constructive interaction with subjects of the teaching and learning process and choose optimal methods, means and forms of interaction, to provide a morally favorable and psychological climate</p>	<p>8. Project work, search in the Internet</p>	<p>8. Research project, assessment of the presentation (individual presentation) (CAS)</p>
<p>9) implement intermediary, socially preventive and consulting activities for management of the conflicts and stresses, to warn conflict situations of professional interaction</p>	<p>9. A lecture, a problem lecture, seminar, a discussion on materials of a lecture and the studied references, a seminar dialogue, the solution of problem situations, a seminar of the solution of situational tasks, the analysis of specific situations (case-study)</p>	<p>9. Participation in a discussion (seminar, debate, discussion, brainstorming session, etc.), essay (CAS)</p>
<p>10) take responsibility for results of the professional activity, to observe corporate culture of higher education institution</p>	<p>10. Project work, search in the Internet</p>	<p>10. Participation in role-playing game (business game) (CAS)</p>
<p>11) define the directions and stages of education during life, to increase own professional level</p>	<p>11. A lecture, a problem lecture, "a round table" on the topic of independent</p>	<p>11. Oral answers to questions, solutions of tasks (problem</p>

<p>12) demonstrate leadership skills, interpersonal skills, ability to work in a team of researchers following the principles of scientific ethics.</p> <p>13) analyze the results of communication, to predict the consequences of communication; to realize your individual management style, to strengthen your positive sides; to choose the optimal style of management, taking into consideration ethical norms and principles of management activity, using adequate means of communication to hold meetings, sessions, seminars, etc.</p> <p>Learning outcomes 1-7 Learning outcomes 8-13</p>	<p>search work, a seminar dialogue, the solution of problem situations, a seminar of the solution of situational tasks (case-study), search in the Internet, tests</p> <p>12) Simulation methods, pair, microgroup, team work</p> <p>13) A debate seminar, a seminar dialogue, the solution of problem situations, work in microgroups, a seminar of the solution of situational tasks (case-study), game technologies, the presentations</p>	<p>situations), tests, participation in role-playing game (business game) (CAS)</p> <p>12) Participation in simulation modelling (CAS)</p> <p>13) oral answers to questions, solutions of tasks (problem situations), participation in role-playing game (business game) (CAS)</p> <p>Mid-term control: presentation, mini case (CAS)</p>
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**Assessment**

**Final grade (final assessment) as a result of 100% continuous assessment:**

- 10% Test (multiple choice, computer)
- 10% Essay (written)
- 10% Answers (oral)
- 30% Mid-term control (presentation, mini case)
- 10% Participation in the discussion
- 10% Participation in the role play
- 10% Presentation (oral, multimedia)
- 10% Case study presentation

**Contents**

**Thematic structure of the course:**

**MODULE 1. THE BASICS OF PROFESSIONAL COMMUNICATION OF THE HEAD OF EDUCATIONAL INSTITUTION**

1. The essence, types, functions of professional communication.
2. Business communication as a means of effective management activity
3. Professional communication and socio-psychological climate in the production team

**MODULE 2. VERBAL, NON-VERBAL MEANS OF PROFESSIONAL COMMUNICATION. COMPUTER TECHNOLOGIES AS A MEANS OF PROFESSIONAL COMMUNICATION OF THE HEAD OF THE EDUCATIONAL INSTITUTION**

4. Professional language and speech. The language culture and technique of speech of the head of the educational institution.
5. Leadership style as the basis of communication between the head of the educational establishment and the teaching staff
6. Techniques of effective communications. Anti-crisis communications.

7. The essence of non-verbal communication. Features of non-verbal means of communication of the head of educational institution.
8. Computer networks: the essence, types, and uses of them in the work of the head of educational institution. Computer communications in off-line and on-line modes

### Literature

#### Compulsory reading

1. Даниленко Л. Освітній менеджмент : Навчальний посібник / За ред. Л. Даниленко, Л. Карамушки. - К. : Шкільний світ, 2003. - 400 с.
2. Коберник І., Краснова К. Ефективні комунікації для освітніх управлінців. К. :Смарт-освіта, 2019. 72 с.
3. Лебідь О.В. Професійна культура керівника загальноосвітнього навчального закладу : Навчальний посібник. / Ольга Лебідь. – Донецьк : ЛАНДОН - XXI, 2011. - 263 с.
4. Мармаза О.І. Менеджмент освітньої організації / О. І. Мармаза. – Х.: ТОВ «Щедра садиба», 2017. – 126 с.

#### Recommended reading

1. Бороздина Г.В. Психология делового общения [Текст] / Г.В.Бороздина. - 2-е изд. - М. : Инфра-М, 2008. - 294 с.
2. Васильченко Л.В. Управлінська культура і компетентність керівника / Л.В.Васильченко. - Х. : Вид.група «Основа», 2007. - 176 с.
3. Вдовиченко Р.П. Управлінська компетентність керівника школи / Р.П. Вдовиченко. - Х. : Вид. група «Основа», 2007. - 112 с.
4. Данюк В.М. Менеджмент персоналу: Навч. посібник / Данюк В.М., Петюх В.М., Цимбалюк С.О. – К.: КНЕУ, 2006. – 398 с.
5. Друкер П. Энциклопедия менеджмента.: Пер. с англ.: - М.: ООО «И.Д., «Вильямс», 2008. - 432 с.
6. Інноваційний менеджмент: навч. посібник / В.О. Василенко, В.Г. Шматько; за ред. В.О.Василенка. - К. : Центр навчальної літератури, 2005. - 440 с.
7. Логунова М.М. Соціально-психологічні аспекти управлінської діяльності / Логунова М.М. – К.: Центр сприяння інституційному розвитку державної служби, 2006. – 196 с.
8. Мармаза О. І. Інноваційний менеджмент / О. І. Мармаза. – Х.: ТОВ «Планета-принт», 2016. – 197 с
9. Чічановський А.А., Старіш О.Г. Інформаційні процеси в структурі світових комунікаційних систем: Підручник. – К.: Грамота, 2010. – 568 с.
10. **Anghel, Petre (2003). Styles and methods of communicating, Publishing House of Aramis Print, Bucharest.**
11. Dawn E. Tyler (2016) Communication behaviors of principals at high performing Title I elementary schools in Virginia: School leaders, communication, and transformative efforts. Creighton Journal of Interdisciplinary Leadership Vol. 2, No. 2, November 2016, pp. 2 – 16.
12. **Gunn Jennifer School Leaders: Tips for Improving Communication.**  
<https://blog.sharetolearn.com/curriculum-teaching-strategies/effective-school-communication/>
13. COMMUNICATION STRATEGIES IN EDUCATIONAL MANAGEMENT INTERNATIONAL SYMPOSIUM. Sofia, Bulgaria. 2017.
14. Sheninger, Eric. Transforming Your School with Digital Communication.  
<http://www.ascd.org/publications/educationalleadership/apr15/vol72/num07/TransformingYour-School-with-Digital-Communication.aspx>
15. Bodycott, P., Walker, A., & Kin, J. (2001). More than heroes and villains: Pre-service teacher beliefs about principals. Educational Research, 43, 15–31.
16. Donna Wilson and Marcus Conyers (2020). Developing Growth Mindsets: Principles and Practices for Maximizing Students' Potential. VOLUME RUSE, BULGARIA, 2017
17. Duncan, K. (2009). Leadership and Communication. Improving leadership and communication



Skills for Municipal Managers and. Ontario.

18. Gunn Jennifer School Leaders: Tips for Improving Communication. <https://blog.sharetolearn.com/curriculum-teaching-strategies/effective-school-communication/>
19. Gherguț, A.(2007) General and Strategic Management in Education, Polirom Publishing House, Bucharest.
20. Marigonë Krypa (2017) The Importance of Communication, Cooperation of the Leader in the Process of Leadership in Education. European Journal of Multidisciplinary Studies. Volume 2, Issue 1.
21. SILVAȘ, Alexandra (2008) Educational communication. Available on: Comunicare educațională - Universitatea "Petru Maior"

**PROJECT MANAGEMENT IN EDUCATION ACTIVITY**

Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload
Ukrainian	3/5 weeks, 30 hours in class	3 / Elective	Olha Lebid, Doctor of Science, Professor	90 hours (15 h. lectures, 15 h. seminars/practical, 60 h. self-study time)

**Course aims:**

The purpose of the discipline is to provide knowledge and basic skills to future professionals in performing the duties of team members to implement a specific project, as well as to lay the foundation for further improvement of their capabilities in the management of projects.

Learning outcomes	Teaching methods, teaching and learning activities	Forms of assessment (continuous assessment CAS, final assessment FAS)
On completion of the course, students will be able to:		
1) demonstrate comprehensive knowledge of modern methodological provisions and tools for evaluating the feasibility and effectiveness of social projects	Problem lecture, lecture-reflection, discussion on the materials of the lecture and the studied literature sources, seminar-dialogue	Participation in a discussion (seminar, debate, brainstorming, etc.), essay (CAS)
2) to use knowledge and experience of use of normative-methodical provisions on the organization of the beginning of project activity, formation of project alternatives, planning of processes of management of the maintenance of the project, communications and risk, acceptance of project decisions	Problem lecture, discussion on the materials of the lecture and the studied literature sources, seminar-dialogue, solution of problem situations, seminar-solution of situational problems analysis of specific situations (case-study),	Oral answers to questions, problem solving (problem situations), problem solving, presentation evaluation (CAS)

	presentations, search on the Internet	
3) ability to determine the phases of the project and its life cycle, type, composition and structure of the project after conducting systematic research, to form a concept, structure the project, establish links and interdependencies of work and stages in the social project	Problem lecture, seminar-dialogue, problem solving, work in microgroups, presentations, Internet search, tests	Participation in discussions, solving test tasks (CAS)
4) define criteria for the effectiveness of project implementation, apply methods and tools of project management, evaluate the results of project activities and use methods of analysis of project implementation	Seminar-debate, seminar-dialogue, problem solving, "round table" on the topic of independent search work, presentations, project work, Internet search	Oral answers to questions, participation in the discussion (CAS)
5) use methods to determine the characteristics of each of the potential risks of the project, identify sources, symptoms and impacts of potential risks, quantify the possible consequences of risks for the project, develop risk management plans	"Round table" on the topic of independent search work, work in small groups	Oral and written interview, presentations, defense of projects (CAS)
6) communicate freely with colleagues, the wider social community, society as a whole on issues related to project management in the social system	Discussion, round table, case study	Participation in the discussion, participation in the case-study discussion (CAS)
7) carry out comprehensive planning of indicators of own project activity	Project protection, case study, presentations, Internet search	Protection of projects, solving situational tasks (CAS)
8) monitor all project implementation processes, identify deviations and justify the need for corrective action, evaluate the results of their own project activities	Project defense, solution of situational problems (case-study), presentations	Protection of projects, solving situational tasks (CAS)
<b>Assessment</b>		
<b>Final grade (final assessment) as a result of 100% continuous assessment:</b>		
15% Test (multiple choice, computer)		
15% Answers (oral)		
15% Participation in the discussion		
15% Essay		
10% Presentation (oral, multimedia)		
10% Participation in the brainstorming		
20% Case study presentation		
<b>Contents</b>		
<b>Thematic structure of the course:</b>		
1. General characteristics of project management		
2. Justification of the feasibility of the project and its effectiveness		
3. Project planning as a component of project management		
4. Project team and stakeholder management		

5. Project resource management
6. Project risk management
7. Project quality management

**Literature**  
**Compulsory reading**

1. Приймак В.М. Управління проектами: навч. посіб. К. : Київський національний університет імені Тараса Шевченка, 2017. 464с.
2. Heagney, J. Fundamentals of project management. 4<sup>th</sup> ed. American Management Association, 2012
3. Wallace W. Project Management. Edinburgh Business School, 2016.

**Recommended reading**

1. Основи грантрайтингу та управління проектами в публічній сфері : метод. рек. для органів влади та недерж. орг-цій / Авт. кол.: В.В. Белявцева, А.І. Гнатенко, О.С. Зінченко та ін. ; за заг. ред. О.В. Кулініча. Харків : Золоті сторінки, 2017. 148 с.
2. Филипенко О.М., Колеснік Т.С. Управління проектами : практикум. Харків : ХДУХТ, 2016. 92 с.
3. Baars W. Project Management Handbook. 2006.
4. Heerkens Gary R. Project Management. The McGraw-Hill Companies, 2002.
5. Williams M. The Principles of Project Management. SitePoint Pty. Ltd., 2008.

**MONITORING OF EDUCATIONAL ACTIVITY**

<b>Language of teaching</b>	<b>Semester / Duration</b>	<b>ECTS credits / Type of course (mandatory, elective)</b>	<b>Course Coordinator</b>	<b>Student workload</b>
Ukrainian	3/5 weeks, 30 hours in class	3 / Elective	Olena Lavrentieva, Doctor of Science, Full Professor	90 hours (15 h. lectures, 15 h. seminars/practical, 60 h. self-study time)

**Course aim:** to equip students with knowledge of the general principles of monitoring educational activities, didactics of pedagogical monitoring, monitoring as a tool for managing the educational process, monitoring of quality management systems in higher education. To prepare students for participation and use of international programs for assessing the quality of education, the creation of a monitoring system.

<b>Learning outcomes</b>	<b>Teaching methods, teaching and learning activities</b>	<b>Forms of assessment (continuous assessment CAS, final assessment FAS)</b>
On completion of the course, students will be able to:		
1) Demonstrate knowledge and understanding of modern methodology, techniques and methods of scientific pedagogical research, in particular with the use of the latest information and communication technologies in higher education.	1) a lecture, a lecture reflection, a seminar, a discussion on materials of a lecture and the studied references, a debate seminar, a seminar dialogue, the solution of problem situations, work in m_krogrupa, a seminar of	1) participation in a discussion (seminar, dispute, debate, brainstorming session, etc.), essay (CAS)

<p>2) Clearly and effectively describe the stages of application of new educational content</p> <p>3) Independently and creatively develop theoretical and practical material, present information in accordance with the goal.</p> <p>4) Present, discuss and defend their views orally and in writing to professional and non-professional audiences</p> <p>5) To use knowledge for the purpose of effective acceptance of new challenges, the decision of contradictory questions in professional activity.</p> <p>6) Take responsibility for the results of</p>	<p>the solution of situational tasks the analysis of specific situations (case-study), the presentations, project work, search in the Internet</p> <p>2) a lecture, a problem lecture, a lecture reflection, a seminar, a discussion on materials of a lecture and the studied references, a debate seminar, a seminar dialogue, the solution of problem situations, a seminar of the solution of situational tasks, the analysis of specific situations (case-study)</p> <p>3) game technologies, the presentations, a project work, search in the Internet</p> <p>4) a lecture, a problem lecture, "a round table" on the topic of independent search work, a debate seminar, a seminar dialogue, the solution of problem situations, work in microgroup, a seminar of the solution of situational tasks (case-study), game technologies, the presentations, project work, search in the Internet, tests</p> <p>5) imitating methods, the presentations, a project work, search in the Internet,</p> <p>6) independent work, the</p>	<p>2) oral answers to questions, solutions of tasks (problem situations), explanations and solution of tasks, assessment of the presentation (CAS)</p> <p>3) oral answers to questions, solutions of tasks (problem situations), participation in role-playing game (business game) (CAS)</p> <p>4) participation in role-playing game (business game), assessment of the presentation (CAS)</p> <p>5) participation in role-playing game (business game), assessment of the presentation, estimation of practical skills</p> <p>6) research project,</p>
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their professional activities, adhere to the corporate culture of the university	presentations, a project work, search in the Internet	assessment of the presentation (individual presentation)
7) Present the results of their own research in the form of scientific articles, reports at conferences	7) the presentations, role-playing games, work in microrogroups	7) the presentation in small groups, assessment of the presentation (microgroup presentations), assessment of students' reports (CAS)
Learning outcomes 1-4		Mid-term control, tests, mini case presentation (CAS)

### Assessment

#### Final grade (final assessment) as a result of 100% continuous assessment:

- 15% Test (multiple choice, computer)
- 10% Answers (oral)
- 15% Mid-term control (tests, mini case)
- 10% Participation in the discussion
- 10% Participation in the role play
- 10% Presentation (oral, multimedia)
- 10% Participation in the brainstorming
- 20% Case study presentation

### Contents

#### Thematic structure of the course:

1. General issues of monitoring educational activities
2. Classifications of educational monitoring
3. Stages of monitoring research
4. Analysis of the results of monitoring studies
5. Main directions of application of monitoring results
6. Monitoring and career guidance work in educational institutions
7. Creation of a monitoring system
8. Indicators characterizing the monitoring results
9. Monitoring of the educational process (on the example of the school)
10. Specifics of monitoring the quality of education of the educational institution
11. Monitoring of quality management systems of higher education. The traditional approach.

### Literature

#### Compulsory reading

1. Бодненко Д.М., Жильцов О.Б., Лещинський О.Л., Мазур Н.П. Моніторинг навчальної діяльності: навчальний посібник. / Д.М. Бодненко, О.Б. Жильцов, О.Л. Лещинський, Н.П. Мазур — К :Київський університет імені Бориса Грінченка, 2014. — 276 с.
2. Хриков Є.М. Теоретико-методологічні засади моніторингу професійної підготовки [Електронний ресурс]. – Режим доступу: <http://www.profosvita.org.ua/ru/career/articles/2.html>
3. Хриков Є. М. Управління навчальним закладом : навч. посіб. / Є. М. Хриков. – К.: Знання, 2006. – 365 с.

### Recommended reading

1. Стрілець С. Рейтингове оцінювання діяльності викладача як складова покращення якості освітніх послуг вищих навчальних закладів / Світлана Стрілець // Збірник наукових праць Уманського державного педагогічного університету. – 2013. – Ч. 3. – С. 291-297.
2. Субетто А. И. Сочинения. Ноосферизм. В 13 т. Т. 8: Квалитативизм: философия и теория качества, квалитология, качество жизни, качество человека и качество образования. Кн. 1 / Под ред. Л. А. Зеленова. – СПб.–Кострома : КГУ им. Н.А. Некрасова, 2009. – 392 с.
3. Сурмин Ю. П. Теория систем и системный анализ / Ю. П. Сурмин – К. : МАУП, 2003. – 368 с.
4. Стандарти і рекомендації щодо забезпечення якості в європейському просторі вищої освіти. – К. : Ленвіт, 2006. – 35с.
5. Стандарти і рекомендації щодо забезпечення якості в Європейському просторі вищої освіти (ESG). – К. : ТОВ —ЦСІ, 2015. – 32 с.
6. Day C. Developing Teachers: The Challenges of Lifelong Learning / C. Day. London: Farmer Press, 1990.
7. Goedegebuure L.J.S. Peer Review and Performance Indicators:Quality Assessment in British and Dutch Higher education / L.J.S. Goedegebuure, P.A.M. Maassen, D.F. Westerheijden. – Utrecht:Lemma. 1990.
8. The All Nations English Dictionary. Copyright 1992 by All Nations. – 825p.
9. The New Handbook of Teachers Evaluation. Assessing Elementary and Secondary Teachers / Ed. by J. Millman, Darling-Hammond. - S.I.: Newbury Park (Ca), 1990.
10. Marsh H. W., Roche L. The Use of Students' Evaluations and an Individually Structured Intervention to Enhance University Teaching Effectiveness // American Educational Research Journal. 1993. Vol. 30, No 1. P. 217-251.

<b>INTERNSHIP</b>				
<b>Language of teaching</b>	<b>Semester / Duration</b>	<b>ECTS credits / Type of course (mandatory, elective)</b>	<b>Coordinator</b>	<b>Student workload</b>
Ukrainian	2, 3 / 6 weeks, 6 hours in class	9 / Mandatory	Olha Lebid, Doctor of Science, Professor	270 hours (6 h. tutorials, 210 hours work at the enterprise, 54 h. self-study time)
<p><b>Internship aims:</b> Practice is aimed on the preparation of a high-qualified, socially responsible educated manager who has the basic professional skills and knowledge due to innovative development of education, needs of society and state in different spheres of management and educational pedagogical activity in Ukraine.</p>				
<b>Learning outcomes</b>		<b>Teaching methods, teaching and learning activities</b>		<b>Forms of assessment (continuous assessment CAS, final assessment FAS)</b>
On completion of the Internship, students will be able to:				
1) demonstrate the innovative way of thinking, systematic knowledge and advanced competencies in the field of marketing management		Seminars, discussion, self-study activity, work at the enterprise (educational establishment)		Internship report, presentation, comment of a company (CAS)
2) solve management issues of the educational activity, find the appropriate ways of solving the most important strategic tasks of the educational establishments in accordance with the newest achievements in the national and international science in the sphere of educational management		self-study activity, internet search		Internship report, presentation (CAS)
3) act in the non-standard situations, take the social and ethic responsibility for making decisions.		Work at the enterprise (educational establishment), self-study activity		Internship report, presentation, comment of a company (CAS)
4) be able to work in a team		Self-study activity, work at the enterprise (educational establishment)		Internship report, presentation (CAS)
5) take organizational and management decisions, evaluate their impacts and take the responsibility for their realization		Self-study activity, writing a report, preparing presentation, work at the enterprise (educational establishment)		Internship report, presentation (CAS)

6) have skills in public formal and scientific communications (presentations and negotiations), ability to use up-to-date technical facilities and informational technologies for solving communication tasks	Self-study activity, work at the enterprise (educational establishment)	Internship report, presentation (CAS)
7) analyses results of scientific researches and implement them while solving proper management, educational and researching tasks in the high school	Work at the enterprise (educational establishment)	Internship report, presentation (CAS)
8) develop curriculums for education of personnel, educational and methodical materials for training personnel in accordance with the strategy of organization's development	Work at the enterprise (educational establishment)	Internship report, comment of a company (CAS)
9) counter and prevent personal professional deformation and burnout	Work at the enterprise (educational establishment)	Internship report, comment of a company (CAS)
10) evaluate and maintain the quality of work produced	Work at the enterprise (educational establishment)	Comment of a company (CAS)
11) take responsibility for the results of own professional activity, abide the corporative culture of the higher educational establishment	Work at the enterprise (educational establishment), self-study activity, writing a report, self-study activity	Internship report, presentation (CAS)
12) present the results of the own scientific research in the form of scientific articles, speeches at the conferences	Discussion, writing a report, preparing presentation	Internship report, presentation (CAS)
<b>2 semester</b> Learning outcomes 1, 4, 5, 8, 10-12		Final assessment (FAS)
<b>3 semester</b> Learning outcomes 1, 3, 4, 6-9, 10-12		Final assessment (FAS)
<b>Assessment</b> <b>The results of each internship are evaluated separately by the final grade</b> <b>2 semester</b> <b>Final grade (final assessment) as a result of 100% continuous assessment:</b> 20% Comment of a company 50% Report 30% Presentation <b>3 semester</b> <b>Final grade (final assessment) as a result of 100% continuous assessment:</b>		



30% Comment of a company  
50% Report  
20% Presentation

## Contents

### 3 trimester

1. Educational establishment as a pedagogical system and the management subject
2. Interaction between the educational establishment and the outside environment
3. Main subsystems and processes in the educational establishment
4. Regularities in the management of the educational establishments
5. Organizational structure and the management mechanisms of the system
6. Control of processes related to the educational establishment's functioning
7. Internship report presentation

### 4 trimester

1. Personnel management: staff potential, style of management and work productivity
2. Personnel management: motivation and staff evaluation
3. Types of educational establishment's innovational behavior and approaches to management of its development
4. Management of the local innovations
5. Systems management of the educational establishment's development
6. Taking management decisions and legal regulation of the educational establishment's activity
7. Internship report presentation

## Literature

### Compulsory reading

1. Луначек В.Е. Педагогічний менеджмент : навч. посіб. 2-е вид., випр. Х. : Вид-во ХарPI НАДУ «Магістр», 2015. 512 с.
2. Мармаза О.І. Менеджмент освітньої організації. Х. : ТОВ «Щедра садиба», 2017. 126 с.
3. Мартинець Л.А. Управлінська діяльність керівника навчального закладу : навч. посіб. Вінниця, 2018. 196 с.
4. Немченко С.Г., Голик О.Б., Кривильова О.А., Лебідь О.В. Управління навчальним закладом : підруч. [для магістр. пед. ун-тів]. Донецьк : ЛАНДОН-XXI, 2012. 516 с.
5. Everard K.B., Morris G. & Wilson I. (2004). Effective School Management, 4<sup>th</sup> ed. London, Paul Chapman Publ., 320 p.

### Recommended reading

1. Бобровський М.В., Горбачов С.І., Заплотинська О.О. Рекомендації до побудови внутрішньої системи забезпечення якості освіти у закладі загальної середньої освіти. Київ, Державна служба якості освіти, 2019. 240 с.
2. Павлютенков Є.М. Психологія менеджменту освіти. Х. : Вид. група «Основа», 2012. 128 с.
3. Пшенична Л.В. Керівник навчального закладу : навч. посіб. Суми : Вид-во СумДПУ імені А.С.Макаренка, 2016. 520 с.
4. Литвиненко Т.А., Ісмаїлов К.Ю., Хвостенко В.С. Управління навчальним закладом: правові аспекти : навч. посіб. ХНПУ імені Г.С.Сковороди. Х. : Видавництво «Лідер», 2017. 264 с.
5. Bush T. (2008). Leadership and Management Development in Education. London, SAGE Publications Ltd., 185 p.
6. In W. Fenwick (English Ed.). Encyclopedia of educational leadership and administration. Sage Publications, Inc., 537 p.
7. Kochhar S.K. (2013). School administration and management. Sterling Publishers Pvt.Ltd, 480 p.

**Structure of Study Programme  
Management of Educational Institution (Master's Degree)**

		Semesters		
		1	2	3
		Teaching Units (Courses), ECTS*		
		Mandatory		
Courses of General training		5		3
Courses of Professional training		17	15,5	3
<b>TOTAL</b>		<b>22</b>	<b>15,5</b>	<b>6</b>
		Teaching Units (Courses) Elective**		
Courses of General training			6	
Courses of Professional training		9	4,5	3
<b>TOTAL</b>		<b>9</b>	<b>10,5</b>	<b>3</b>
		Internship 9 ECTS		
		Master's Thesis 15 ECTS		
<b>TOTAL</b>		Mandatory 43,5	Elective 22,5	Internship 9
				Master's Thesis 15

\*One ECTS credit = 30 academic hours.

\*\*There are no restrictions of choice for students within each elective block. The only requirement for the student is to obtain the determined number of credits for each elective block