SUPPLEMENT 5

ALFRED NOBEL UNIVERSITY

STUDY PROGRAMME
INTERNATIONAL ECONOMIC RELATIONS
(Master's degree)

COURSE CATALOGUE

2025-2026 academic year

Dnipro 2026

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MANDATORY COURSES

ENTERPRISE INNOVATION AND DEVELOPMENT				
The course aims to develop in students a systematic understanding of the patterns of innovative development of economic systems and mechanisms of its management in the context of global competition. The goal of the course is to develop the ability to assess the innovative potential of enterprises and economies, to justify strategic directions of innovative development and to make effective management decisions based on modern approaches to investment and commercialization of innovations. As a result of studying the course, students acquire competencies in analyzing innovation processes, choosing development priorities and developing alternative management solutions in the field of innovative activity.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian, English	1/14 weeks	5 / mandatory	Volodymyr Momot, Doctor of Sciences, Full Professor Elvina Lymonova, PhD, Associate Professor	150 h. (26 h. lectures, 14 h. seminars/practical, 110 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) analyze and formulate solutions to complex scientific and practical problems related to innovation, enterprise development, and the transformation of business processes, integrating relevant theoretical concepts and empirical evidence.			Lecture, seminars, discussions, independent work	Participation in discussion, essay, presentation, current (CAS)
2) develop and justify strategies and management decisions for enterprise innovation and development, taking into account strategic objectives, market conditions, organizational capabilities, and the dynamics of the external environment.			Lectures, practical classes, discussions, independent work, teamwork	Presentation, participation in discussion, testing (CAS)
3) collect, process, and critically analyze statistical data, scientific findings, and analytical information to assess an enterprise's innovation potential, development trends, and performance.			Seminars, independent work, individual task (essay)	Essay, presentation, participation in discussion, testing (CAS)
4) evaluate opportunities for personal and professional development in the field of enterprise innovation and development and formulate individual learning objectives in response to changing professional requirements.			Seminars, independent work, case analysis)	Essay, presentation (CAS)
5) apply modern information technologies, analytical methods, and specialized software to investigate innovation processes, assess			Working with databases on the Internet, practical classes, self-	Essay, presentation, participation in discussion, testing (CAS)

enterprise performance, and support the management of enterprise development.	study, individual task (essay)	
6) analyze and evaluate trends, drivers, and constraints of enterprise innovation and development, applying appropriate analytical approaches and models to assess economic processes and alternative development scenarios.	Working with databases on the Internet, practical classes, self-study, individual task (essay)	Essay, presentation, participation in discussion, testing (CAS)
7) evaluate and justify management decisions concerning enterprise innovation and development, taking into account strategic goals, available resources, organizational constraints, uncertainty, and potential risks.	Working with databases on the Internet, lectures, practical classes, self-study, individual task (essay)	Essay, presentation, participation in discussion, testing (CAS)
8) design and organize the implementation of innovation and development projects, ensuring appropriate information, methodological, material, financial, and human resource support and aligning project activities with enterprise objectives.	Practical classes, case analysis, discussions, teamwork	Participation in discussion, preparation of group mini projects, presentations (CAS)

Assessment

The results of the continuous assessment of students' knowledge are included as components of the overall (final) assessment of knowledge of students. The assessment of the student's level of work in practical (seminar) classes is carried out within 100 points:
20 points for individual assignment (presentation);
20 points for computer testing;
60 points for participation in discussions, answers to questions, and writing an essay.

Assessment criteria:
a) individual task (presentation)
16–20 points: The student demonstrates excellent understanding of the material, mastery of the content, depth of search. The student uses modern scientific and information literature, databases. The work contains elements of novelty and reflects the author's own point of view. The work is formatted in accordance with the requirements.
11–15 points: The student understands the material well, demonstrates good mastery of the content and depth of search. Modern information sources were used to perform the work. There are minor violations of the requirements in the design of the work.
6–10 points: The student generally correctly answers the questions posed, but demonstrates superficial processing of the content, small depth of search. The student does not give a broad explanation of all questions. There are significant violations of the requirements for the design of the essay.
1–5 points: The student demonstrates some understanding of the material. The student does not give detailed explanations of all aspects of the problem formulated in the individual task. The work is not formatted properly. The individual task is returned for revision.
b) computer testing
The number of points for computer testing is determined by multiplying the maximum number of points provided by the technology map for the study of the course for a specific type of test by the specific weight of correct answers from the total number of questions included in the test.
c) participation in discussions
For participating in the discussion, the student will receive points from the total number specified in the course map for this type of assessment:
81–100%: The discussion is conducted correctly. The student demonstrates excellent mastery of the educational material, expresses and successfully argues their position.

61–80%: The student expresses the correct positions, but some arguments are not sufficient. Minor errors are made in the statements.
31–60%: The student generally understands the essence of the issue correctly, but cannot provide arguments in favor of one or another point of view. Knowledge of the subject of discussion is superficial
1–30%: The student demonstrates a fragmentary understanding of the subject of discussion. Makes erroneous judgments that are corrected after participating in the discussion.

Content

Topic 1. Basic concepts and theoretical models of innovative development. Innovations and cyclicality of economic development.

Topic 2. Key concepts of innovative development. Innovation clusters and economic development

Topic 3. Measuring the level of innovative development and factors of its formation.

Topic 4. Modern organizational forms of innovative development

Topic 5. Institutional context of innovations. State support of an innovative enterprise.

Topic 6. National innovation systems.

Topic 7. Strategies and business models of innovative development of the enterprise.

Topic 8. Innovative potential of enterprises. Evaluation of the innovative potential of the enterprise.

Topic 9. Innovative marketing and communications.

Topic 10. Investment support for innovative development of the enterprise

Topic 11. Innovative products as objects of intellectual property.

Topic 12. Risks in innovative activities and their management.

Literature

Compulsory reading

1. *Innovatsiynyy rozvytok pidpryyemstva. Pidruchnyk* [Innovative development of the enterprise. Textbook]. Edited by Dr. of Economics, Prof. Mykytyuk, P.P. (2023). Ternopil: ZUNU. 320 p.

2. Mykytyuk, P. (2023). *Innovatsiynyy rozvytok pidpryyemstva* [Innovative development of the enterprise]. URL: http://dspace.wunu.edu.ua/bitstream/316497/49869/1/%D0%86%D0%BD%D0%BD%D0%BE%D0%B2%D0%B0%D1%86%D1%96%D0%B9%D0%BD%D0%B8%D0%B9%20%D1%80%D0%BE%D0%B7%D0%B2%D0%B8%D1%82%D0%BE%D0%BA%20%D0%BF%D1%96%D0%B4%D0%BF%D1%80%D0%B8%D1%94%D0%BC%D1%81%D1%82%D0%B2%D0%B0.pdf

3. Pugach, A.M., Demchuk, N.I., Dovgal, O.V., Kryuchko, L.S., Tyaglo, N.V. (2018). *Innovatsiynyy rozvytok pidpryyemstva: navch.posib* [Innovative development of the enterprise: a textbook]. 348 p. URL: https://dspace.mnau.edu.ua/jspui/bitstream/123456789/3097/1/%D0%86%D0%BD%D0%BD%D0%BE%D0%B2%D0%B0%D1%86%D1%96%D0%B9%D0%BD%D0%B8%D0%B9%20%D1%80%D0%BE%D0%B7%D0%B2%D0%B8%D1%82%D0%BE%D0%BA.pdf

4. Cherep, O.G. (2019). *Innovatsiynyy rozvytok pidpryyemstva: navchal'nyy posibnyk* [Innovative development of the enterprise: a textbook]. Kyiv: Publishing house "Kondor". 548 p.

Recommended reading

1. Leskerova, Y.V. (2019). *Metodychni rozrobky z dystsypliny Innovatsiynyy rozvytok pidpryyemstva* [Methodological developments in the discipline of Innovative development of the enterprise]. Vinnytsia: VNAU. 62 p. URL: http://socrates.vsau.org/b04213/html/cards/getfile.php/22852.pdf

2. Chesbrough, H. (2020). "*Open Innovation: The New Imperative for Creating and Profiting from Technology*". Harvard Business Press.

3. *Pro vnesennya zmin do Zakonu Ukrayiny "Pro naukovu i naukovo-tekhnichnu diyal'nist'": Zakon Ukrayiny vid 01.12.1998 r. № 284-KHIV* [On Amendments to the Law of Ukraine "On Scientific and Scientific-Technical Activity": Law of Ukraine dated 01.12.1998 No. 284-XIV].

Vidomosti Verkhovnoyi Rady Ukrayiny [Bulletin of the Verkhovna Rada of Ukraine]. (1999). No. 2–3. P. 18–33.

4. *Pro innovatsiynu diyal'nist': Zakon Ukrayiny vid 04.07.2002 r. № 40-IV* [On Innovation Activity: Law of Ukraine dated 04.07.2002 No. 40-IV]. *Vidomosti Verkhovnoyi Rady Ukrayiny* [Bulletin of the Verkhovna Rada of Ukraine]. (2002). № 36. S. 882–892.

Web-resources

1. Normativnye akty Ukrainy [Regulatory acts of Ukraine]. (n.d.). *Official website*. http://www.legal.com.ua/cgi-bin/matrix.cgi/pravo.html

2. Derzhavna sluzhba statystyky Ukrainy [State Statistics Service of Ukraine]. (n.d.). *Official website*. http://www.ukrstat.gov.ua

3. Podatkovyi kodeks Ukrainy [Tax Code of Ukraine]. (2010). Retrieved from https://zakon.rada.gov.ua/laws/show/2755-17

4. Tsyvilnyi kodeks Ukrainy [Civil Code of Ukraine]. (2003). Retrieved from https://zakon.rada.gov.ua/laws/show/435-15

INTERNATIONAL MACROECONOMICS

The course aims to develop advanced knowledge of international macroeconomic processes and practical skills in analyzing the functioning of the global economy, including international trade, balance of payments, exchange rate dynamics, global financial markets, and macroeconomic policy in an open economy. The course also focuses on assessing global economic imbalances, international capital flows, and the impact of geopolitical and financial factors on economic stability and development.

Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian, English	1/14 weeks	5 / mandatory	Valeriia Pysarkova, PhD, Associate Professor Elvina Lymonova, PhD, Associate Professor	150 hours (26 h. lectures, 12 h. practical classes, 112 h. self-directed learning)

Learning outcomes On completion of the course, students will be able to:	**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) analyze and synthesize macroeconomic information to identify global economic problems and formulate well-grounded conclusions using modern analytical approaches.	Lectures, analytical workshops, data analysis tasks	Analytical reports, data analysis assignments (CAS), final exam (FAS)
2) critically evaluate macroeconomic models and policy approaches to economic growth, stability, and adjustment in open economies, and justify appropriate policy options in the context of global economic transformations.	Lectures, case study analysis, comparative analysis tasks	Case study reports, comparative analysis tasks (CAS), final exam (FAS)
3) develop and apply models for analyzing global macroeconomic imbalances to address international economic challenges.	Lectures, modelling workshops, problem-based learning	Modelling tasks, problem-solving assignments (CAS), final exam (FAS)
4) evaluate countries' geoeconomic strategies and macroeconomic policy choices and assess their implications for global economic dynamics, international economic relations, and the distribution of economic risks and opportunities.	Lectures, research seminars, group discussions	Research assignments, presentations (CAS), final exam (FAS)

Assessment

The final grade is given on a 100-point scale, including 40 points for the exam and 60 points for the work in the semester.
60 points for work in the semester:
25 points for modelling and research tasks;
20 points for analytical reports;
15 points for presentations.
Assessment criteria:
a) modelling and research tasks

21–25 points: The student demonstrates a high level of analytical and research skills, correctly applies macroeconomic models, conducts in-depth analysis of global economic processes and provides well-justified conclusions and policy recommendations.
16–20 points: The tasks are generally completed correctly, with a good level of analysis, though some inaccuracies may be present.
10–15 points: The tasks demonstrate a basic level of modelling and analysis with limited depth and weak justification.
1–9 points: The tasks are poorly completed, lack proper analysis or contain significant errors.
b) analytical reports
17–20 points: The student demonstrates a high level of analytical skills, effectively analyses macroeconomic data and global trends, and provides well-structured and justified conclusions.
13–16 points: The report is generally well-prepared, with a good level of analysis, though some inaccuracies may be present.
7–12 points: The report demonstrates a basic level of analysis with limited depth.
1–6 points: The report is poorly prepared, lacks analysis or contains significant errors.
c) presentations
13–15 points: The student delivers a clear, well-structured and professional presentation, demonstrates deep understanding of macroeconomic processes and effectively explains analytical results.
10–12 points: The presentation is clear and understandable, though minor inaccuracies may be present.
6–9 points: The presentation lacks clarity or logical structure.
1–5 points: The presentation is poorly structured and contains significant errors.
The criteria for examination assignment are written in the examination card.

Content

Topic 1. Macroeconomics of the open economy: globalization dimensions of the world economy
Topic 2. International trade and globalization
Topic 3. Macroeconomic policy in an open economy
Topic 4. Balance of payments and exchange rate determination
Topic 5. Global financial centers
Topic 6. Geopolitics of global debt
Topic 7. International credit markets and lending technologies
Topic 8. International taxation and the functioning of the Euromarkets
Topic 9. International investment activities
Topic 10. Activities of transnational corporations
Topic 11. Monetary policy regulation in different countries

Literature

Compulsory reading

1. Feenstra, R. C., & Taylor, A. M. (2021). *International macroeconomics* (4th ed.). New York: Worth Publishers. 600 p.
2. Blanchard, O. (2021). *Macroeconomics* (8th ed.). Harlow: Pearson. 580 p.
3. Mishkin, F. S. (2019). The economics of money, banking and financial markets (12th ed.). Boston: Pearson. 720 p.
4. Feenstra, R. C., & Taylor, A. M. (2021). *International macroeconomics* (4th ed.). New York: Worth Publishers. 600 p.
5. Herasymchuk, V. H., Voitko, S. V., Serebrennikov, B. S., Sakalosh, T. V. (2024). *Mizhnarodna ekonomika* [International economics]. Kyiv: KPI im. Ihoria Sikorskoho, Vyd-vo “Politekhnika”. 532 p.

Recommended reading

1. Kozub, V. O., Horobynska, M. V., Dobroskok, Yu. B., et al. (2023). *Mizhnarodna ekonomika* [International economics]. Kharkiv: KhNEU im. S. Kuznetsia. 308 p.
2. Havrysh, O. A., Boiarynova, K. O., & Kopishynska, K. O. (2019). *Rozrobka startap-proiektiv* [Startup project development]. Kyiv: KPI im. Ihoria Sikorskoho. 188 p.

3. Panchyshyn, S., & Ostroverkh, P. (Eds.). (2020). *Analitychna ekonomika: makroekonomika i mikroekonomika. Book 1* [Analytical economics: Macroeconomics and microeconomics]. Lviv: Apriori. 648 p.

4. Stiglitz, J. E. (2019). *Globalization and its discontents revisited*. New York: W.W. Norton. 448 p.

5. Cherneha, O. B., Bocharova, Yu. H., Horina, H. A., et al. (Eds.). (2019). *Dovidnyk z yevropeiskoi intehratsii* [Handbook of European integration]. Kryvyi Rih: OktanPrynt. 520 p.

Web-resources

1. European Union. (n.d.). *Official website.* https://www.europa.eu

2. Council of Europe. (n.d.). *Official website.* https://www.coe.int

3. Organization for Security and Co-operation in Europe. (n.d.). *Official website.* https://www.osce.org

4. European Space Agency. (n.d.). *Official website.* https://www.esa.int

5. African Development Bank. (n.d.). *Official website.* https://www.afdb.org

6. Organization of American States. (n.d.). *Official website.* https://www.oas.org

7. Inter-American Development Bank. (n.d.). *Official website.* https://www.iadb.org

8. Latin American Integration Association. (n.d.). *Official website.* https://www.aladi.org

9. Association of Caribbean States. (n.d.). *Official website.* https://www.acs-aec.org

10. ASEAN. (n.d.). *Official website.* https://www.asean.org

11. Pacific Community. (n.d.). *Official website.* https://www.spc.int

12. United Nations. (n.d.). *Official website.* https://www.un.org

13. Organisation for Economic Co-operation and Development. (n.d.). *Official website.* https://www.oecd.org

14. North Atlantic Treaty Organization. (n.d.). *Official website.* https://www.nato.int

15. International Organization for Migration. (n.d.). *Official website.* https://www.iom.int

16. Black Sea Economic Cooperation. (n.d.). *Official website.* https://www.bsec-organization.org

17. World Trade Organization. (n.d.). *Official website.* https://www.wto.org

18. International Monetary Fund. (n.d.). *Official website.* https://www.imf.org

19. United Nations Security Council. (n.d.). *Official website.* https://www.un.org/securitycouncil

20. Central Intelligence Agency. (n.d.). *World Factbook. Official website.* https://www.cia.gov

21. World Bank. (n.d.). *World Bank Data. Official website.* https://databank.worldbank.org

22. European Central Bank. (n.d.). *Official website.* https://www.ecb.europa.eu

23. President of Ukraine. (n.d.). *Official website.* https://www.president.gov.ua

24. Verkhovna Rada of Ukraine. (n.d.). *Official website.* https://www.rada.gov.ua

25. National Bank of Ukraine. (n.d.). *Official website.* https://www.bank.gov.ua

STRATEGIC MANAGEMENT

The course aims to develop a systematic body of theoretical knowledge and practical skills in the organisation of strategic activity, and to build the capacity to apply specific models and methods of strategic management grounded in a systems approach to understanding the functioning and evolution of organisations.

Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian, English	I / 14 weeks	6 / mandatory	Volodymyr Momot, Doctor of Sciences, Full Professor	180 hours (24 h. lectures, 22 h. practical classes, 134 h. self-directed learning)

Learning outcomes On completion of the course, students will be able to:	**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) analyse and evaluate the applicability of contemporary management concepts, methods and tools to specific organisational conditions, substantiating the selection of instruments for effective and efficient organisational management.	Lectures, discussion, small-group work	Class participation in discussions, oral questioning, small-group presentations (CAS), final examination (FAS)
2) analyse the structural relationships and interdependencies between elements of an organisational management system and synthesise evidence-based conclusions on their influence on strategic performance outcomes.	Lectures, case study analysis	Testing, case study presentation (CAS), final examination (FAS)
3) design strategic and tactical organisational activity plans and evaluate their alignment with organisational structure, established standards of activity and the dynamic requirements of the external environment.	Lectures, practical assignments, problem-solving exercises	Oral questioning, evaluation of student reports, testing (CAS), final examination (FAS)
4) evaluate the dynamics of economic growth and institutional development from multiple theoretical perspectives, assessing the implications of key external environment factors for the strategic positioning and adaptive capacity of organisations.	Lectures, case study analysis	Testing, case study presentation (CAS), final examination (FAS)
5) evaluate organisational development trajectories and assess the effectiveness of innovation management approaches in enabling strategic renewal and building long-term competitive advantage.	Lectures, case study analysis	Testing, case study presentation (CAS), final examination (FAS)

6) critically evaluate strategic management models and frameworks and formulate evidence-based strategic responses to complex, ambiguous managerial situations, integrating multi-criteria analysis and professional judgement.	Problem-based lectures, case study analysis, problem-based situations	Case study presentation, problem-based situation resolution (CAS), final examination (FAS)
7) analyse the diversity of organisational forms and interorganisational relationships, comparing their structural and behavioural characteristics and assessing the factors driving their transformation in dynamic competitive environments.	Problem-based lectures, problem-solving exercises	Explanation of problem-solving process and reasoning (CAS), final examination (FAS)
8) synthesise theoretical and applied knowledge of organisational development and innovation management and construct reasoned proposals for managing innovation-driven change processes within a collaborative team context.	Lectures, case study analysis, small-group work	Case study presentation, small-group presentation of results (CAS), final examination (FAS)
9) integrate macroeconomic and institutional perspectives on growth and development with organisational strategy, evaluating strategic implications for an organisation's long-term development trajectory in a collaborative analytical context.	Lectures, case study analysis, small-group work	Case study presentation, small-group presentation of results (CAS), final examination (FAS)
10) construct a coherent system of organisational values, cultural principles and behavioural norms and justify their strategic function in aligning individual behaviour with organisational mission and long-term performance objectives.	Lectures, case study analysis, small-group work	Case study presentation, small-group presentation of results (CAS), final examination (FAS)
11) conduct effective professional communications across diverse disciplinary and organisational groups and in international contexts, adapting communicative register and argumentation strategy to the demands of specific professional and academic audiences.	Lectures, case study analysis, small-group work	Case study presentation, small-group presentations (CAS), final examination (FAS)
12) analyse and structure complex organisational problems at a systems level, evaluate alternative decision-making options and develop actionable implementation conditions for substantiated management decisions.	Problem-based lectures, problem-solving exercises	Explanation of problem-solving process and reasoning (CAS), final examination (FAS)
13) construct formal models of management objects and processes using mathematical methods and information technologies and evaluate their explanatory and predictive	Problem-based lectures, problem-solving exercises	Explanation of problem-solving process and reasoning (CAS), final examination (FAS)

validity in relation to real organisational and strategic management tasks.		
14) design comprehensive organisational change management programmes – encompassing informational, methodological, material, financial and human resource dimensions – and assess their alignment with international management standards and excellence model recommendations, substantiating implementation through a research-based project.	Lectures, research project execution	Research project results presentation (CAS), final examination (FAS)

Assessment

The final grade is given on a 100-point scale: 60 points for work in the semester (content modules) and 40 points for the final examination.
60 points across content modules and diagnostic forms:
Content Module 1 – 30 points:
Topic 1, oral questioning, class participation in discussion – 1 pt
Topic 2, oral questioning, student report presentation, computer-based testing – 2 pts
Topic 3, oral questioning, problem-based situation resolution – 1 pt
Topic 4, oral questioning, participation in business simulation – 2 pts
Topic 5, oral questioning, discussion, written response – 1 pt
Module Control Assessment (case study presentation, analytical testing) – 20 pts – 3 pts
Content Module 2 – 30 points:
Topic 6, oral questioning, explanation of situational problem resolution logic, written response, problem-solving – 1 pt
Topic 7, oral questioning, explanation of situational problem resolution logic, computer-based testing – 2 pts
Topic 8, oral questioning, explanation of situational problem resolution logic, self-directed work presentation – 1 pt
Topic 9, oral questioning, participation in business simulation, computer-based testing – 2 pts
Topic 10, oral questioning, student report, written response – 1 pt
Module Control Assessment (case study analysis, research project presentation) – 20 pts – 3 pts
Total for practical class performance – 60 points
The final examination is assessed on a scale of 0 to 40 points (inclusive) and takes the form of a written assignment comprising test questions and situation analysis tasks.

Content

Content Module 1. The Essence of Strategic Management

Topic 1. Strategic Management: Concept, Nature and Distinctive Features
Topic 2. Models of Strategic Management
Topic 3. Strategic Analysis of Organisational Activity and Selection of Strategic Positions
Topic 4. Strategic Planning within the Strategic Management System
Topic 5. Strategy Selection and Strategic Plan Formulation

Content Module 2. Specific Dimensions of Strategic Management

Topic 6. Management of an Organisation's Strategic Potential
Topic 7. Organising Strategic Management within the Organisation
Topic 8. Strategy Implementation: Competency, Reorganisation and Structure
Topic 9. Strategy Implementation: Culture and Leadership
Topic 10. Measuring the Effectiveness of Strategic Management

Literature

Compulsory reading

1. Thompson, A. A., Peteraf, M. A., Gamble, J. E., & Strickland, A. J. (2022). *Crafting and executing strategy: The quest for competitive advantage* (23rd ed.). McGraw-Hill. 672 p.

2. Danylyshyn, B. M., & Krysovatyi, A. I. (2022). *Stratehichnyi menedzhment* [Strategic management]. KNEU. 384 p.

3. Porter, M. E. (2008). *Competitive advantage: Creating and sustaining superior performance* (2nd ed.). Free Press. 592 p.

4. Kotler, P., Berger, R., & Bickhoff, N. (2016). *The quintessence of strategic management: What you really need to know to survive in business* (2nd ed.). Springer. 140 p.

5. Mintzberg, H., Ahlstrand, B., & Lampel, J. (2009). *Strategy safari: A guided tour through the wilds of strategic management* (2nd ed.). Prentice Hall. 416 p.

Recommended reading

1. Kolesnyk, H. M. (2021). *Upravlinski rishennia v menedzhmenti* [Management decisions in management]. Tsentr uchbovoi literatury. 256 p.

2. Barney, J. B., & Hesterly, W. S. (2020). *Strategic management and competitive advantage: Concepts and cases* (6th ed.). Pearson. 416 p.

3. Collis, D. J., & Rukstad, M. G. (2008). Can you say what your strategy is? *Harvard Business Review*, *86*(4), 82–90.

4. Kaplan, R. S., & Norton, D. P. (1996). *The balanced scorecard: Translating strategy into action*. Harvard Business School Press. 322 p.

5. Ansoff, H. I., & McDonnell, E. J. (1990). *Implanting strategic management* (2nd ed.). Prentice Hall. 520 p.

Web-resources

1. Harvard Business Review. (n.d.). *Strategy insights*. https://hbr.org/topic/strategy

2. McKinsey & Company. (n.d.). *Strategy and corporate finance*. https://www.mckinsey.com/capabilities/strategy-and-corporate-finance/our-insights

3. MIT Sloan Management Review. (n.d.). *Strategic management*. https://sloanreview.mit.edu/topic/strategy/

4. Strategic Management Society. (n.d.). *Official website*. https://www.strategicmanagement.net

5. Verkhovna Rada of Ukraine. (n.d.). *Legislation database*. https://zakon.rada.gov.ua

MANAGEMENT OF INTERNATIONAL COMPETITIVENESS				
The course aims to provide comprehensive knowledge on the factors and mechanisms that enable countries, regions and businesses to achieve a strong competition position in the global market by enhancing their international competitive advantage in the context of instability and uncertainty of the highly competitive global environment.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian, English	1 /14 weeks	5 / mandatory	Svitlana Fedulova, Doctor of Sciences, Full Professor Iryna Taranenko, Doctor of Sciences, Full Professor	150 hours (20 h. lectures, 20 h. seminars/practical, 110 h. self-directed learning)
Learning outcomes **On completion of the course, students will be able to:**			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) analyze complex problems of international competitiveness and develop evidence-based management solutions, applying creative and critical thinking, logical reasoning, and appropriate diagnostic methodologies used by leading international organizations, while taking into account resource constraints and uncertainty.			Lectures, guided self-study activity, internet search, case study, discussion	Participation in the discussion, case study report, presentation (CAS), final exam (FAS)
2) evaluate alternative management decisions concerning international competitiveness and justify appropriate courses of action under changing market conditions, incomplete information, and competing organizational objectives.			Lectures, self-study activities, discussion based on recommended reading, workshop, analytical tasks solving	Class discussion participation, practical skills assessment, analytical task assessment (CAS), final exam (FAS)
3) analyze and evaluate the competitive positions, sources of competitive advantage, and business strategies of multinational corporations and other forms of international business cooperation in global markets, identifying the key factors influencing their international competitiveness.			Lectures, discussion based on recommended reading, case study, individual assignment.	Class discussion participation, case study report, practical skills assessment, presentation (CAS), final exam (FAS)
4) search for, critically evaluate, and synthesize relevant information from academic, professional, statistical, and digital sources, including international databases and analytical reports, to assess international competitiveness and support evidence-based management decisions.			Guided self-directed study, internet search, individual assignment (essay)	Essay peer review, participation in the discussion, presentation (CAS), final exam (FAS)
5) conduct individual and collaborative analytical projects on international competitiveness, applying appropriate academic			Writing essay, case study, role-playing	Essay presentation, case study report,

research and referencing practices and presenting substantiated findings and management recommendations to relevant audiences.	game, presentation in small groups	teamwork assessment, final exam (FAS)

Assessment

The final grade is given on a 100-point scale, including 40 points as a result of Final exam and 60 points as a result of Continuous assessment of activities throughout the semester.
40 points: Final exam (4 sets of written assignments, each assignment includes case study and analytical task)
Assessment criteria:
a) Case study 30 points
26-30 points: The student provides an extensive answer for all discussed questions. The student is able to form well-reasoned opinions on the questions asked. Answers reflect the student's own standpoint and provide explanations for given approvals. The student shows excellent use of relevant facts and examples.
21-25 points: The student demonstrates good knowledge in the topic discussed. The student provides good arguments for their answers, displays good use of relevant data and examples. All answers are correct, but there is no argumentation.
16-20 points: The student highlights the problem but provides only a basic outline for the answers. Arguments are clear but limited. There are some minor omissions and inaccuracies, but no gross errors.
11-15 points: The student lacks a coherent grasp of the problems and issues raised in the questions. Important information has been omitted and irrelevant points have been included. The answers are too brief.
0-10 points: The student fails to show any knowledge or understanding of the issues raised in the questions. The student reveals fundamental misunderstanding of the subject matter. Most of the arguments and contentions are irrelevant.
b) Analytical task 10 points
9–10 points: The student provides a comprehensive and well-structured analysis of the problem. The student demonstrates strong ability to interpret data and apply appropriate analytical tools. Conclusions are well-reasoned and clearly supported by evidence. The student shows excellent use of relevant data, concepts, and examples.
7–8 points: The student demonstrates a good understanding of the problem and applies appropriate analytical methods. Analysis is generally clear and logically structured. Conclusions are supported, though some arguments may lack depth. Good use of relevant data and examples.
5–6 points: The student provides a basic analysis with partial application of analytical tools. Understanding of the problem is evident but limited. Arguments are somewhat underdeveloped. There are minor inaccuracies or omissions.
3–4 points: The student shows limited understanding of the problem. Analysis is weak, fragmented, or poorly structured. Important elements are missing or insufficiently explained. Use of data and examples is minimal or inappropriate.
0–2 points: The student fails to demonstrate understanding of the problem. Analysis is absent or irrelevant. Conclusions are missing or unsupported. The solution to the problem contains major errors and misunderstandings.
60 points: Continuous assessment:
10 points Participation in the discussion / workshop
20 points Case study
20 points Assignments, tasks, and solving problems
10 points Presentation (oral, multimedia)

Content

Topic 1. Basics of international competition
Topic 2. Competitive environment analysis: Porter's 5 forces model

Topic 3. The international competitiveness concept

Topic 4. Competitive advantage as a basis of competitive strategy and international competitiveness

Topic 5. The competitive analysis. Measuring and assessing international competitiveness

Topic 6. International competitiveness management system

Topic 7. Competitive strategies as a tool for enhancing international competitiveness

Literature

Compulsory reading

1. Adiguzel, Z. (2020). Competitiveness of International Business: Management, Economics, Technology, Environment, and Social Study of Cultural Perspective. In: Dincer, H., Yuksel, S. *Handbook of Research on Decision-Making Techniques in Financial Marketing*. https://cutt.ly/Oe9Y07Ax

2. Hurzhyi, N., Mishustina, T., Kulinich, T., Dashko, I., Harmider, L., & Taranenko, I. (2021). The Impact of Innovative Development on the Competitiveness of Enterprises. *Postmodern Openings*, 12(4), 141–152. DOI: https://doi.org/10.18662/po/12.4/365

3. Global Competitiveness Report Special Edition 2020: How Countries are Performing on the Road to Recovery. *World Economic Forum*. URL: https://www.weforum.org/publications/the-global-competitiveness-report-2020/

4. Porter, M. E. (1990). *The Competitive Advantage of Nations*. Harvard Business Review, 68(2), 73–93.

5. Porter, M. E. (2008). *The Five Competitive Forces that Shape Strategy*. Harvard Business Review, 86(1), 79–93.

6. Porter, M. E. (1985). *Competitive Advantage. Creating and Sustaining Superior Performance.* The Free Press. 580 p.

Recommended reading

1. Taranenko, I. V., Lymonova, E. M., & Kliuchnyk, R. M. (2024). Konkurentni biznes-stratehii pidpryiemstv krain YeS v umovakh ekonomichnoi nestabilnosti [Competitive business strategies of EU enterprises under conditions of economic instability]. *Academy Review*, 2(61), 299–315. **Web of Science.**

2. Zybareva, O., Shylepnytskyi, P., Krylov, D., Arefiev, S., et al. (2022). Management of business projects of the enterprise as a factor of increasing international competitiveness in the conditions of global sustainability. *International Journal of Sustainable Development & Planning*, 17(7). DOI: https://doi.org/10.18280/ijsdp.170703

3. Akhmedov, O. (2022). Modern trends in the formation of international competitiveness of the national economy. *International journal of social science & interdisciplinary research*. (11): Special issue, 27 th July, France, Joint Conference IJSSIR. Retrieved from https://gejournal.net/index.php/IJSSIR/article/view/863

4. Lipentsev, A. V., & Beltiukov, R. O. (2024). Approaches to understanding the competitiveness of regions in the development of the economy: a comparative analysis of the countries of Europe and Ukraine. *Efficiency of Public Administration*, 1/2 (78/79), 15–21.

5. Chan Kim, W., & Mauborgne, R. (2005). *Blue ocean strategy: how to create uncontested market space and make the competition irrelevant*. Harward Business School Publishing Corporation, 246 p.

6. Porter, M. Competitive Strategy (1980). *Techniques for analyzing industries and competitors.* The Free Press. 422 p.

7. Kharlamova, G., & Vertelieva, O. (2013). The International Competitiveness of Countries: Economic-Mathematical Approach. *Economics & Sociology*, 6(2), 39–52.

8. Harmider, L., Taranenko, I., Honchar, L., et al. (2019). Modeling of Labor Potential as a Factor of Influence on the Region Competitiveness. *Montenegrin Journal of Economics*, 15(2), 121–135.

9. Hult, G. T. M. (2011). A focus on international competitiveness. *Journal of the Academy of Marketing Science* 40(2). Retrieved from https://www.researchgate.net/publication/257730622_A_focus_on_international_competitiveness

10. Demirova, S. D., Pravnik, Iu. O., Moskvina, A. O., & Regunova, O. A. The essence of the international competitiveness of the enterprise in modern conditions. *O.M. Beketov NUUEKh Digital Repository*. Retrieved from https://cutt.ly/Se9UyYFC

Web-resources

1. World Bank. (n.d.). *Business Ready (B-READY)*. https://www.worldbank.org/en/businessready

2. IMD World Competitiveness Center. (n.d.). *World Competitiveness Ranking*. https://www.imd.org/centers/wcc/world-competitiveness-center/rankings/world-competitiveness-ranking/

3. IMD World Competitiveness Center. (2024). *Rankings out of 67 countries 2024*. https://www.imd.org/centers/wcc/world-competitiveness-center/rankings/world-competitiveness-ranking/rankings/wcr-rankings/

4. Statista. (2024). *Index of the 30 most competitive countries in 2024*. https://www.statista.com/statistics/273072/competitiveness-by-country/

5. World Economic Forum. (2026). *Global Risks Report 2026*. https://www.weforum.org/publications/global-risks-report-2026/

6. World Bank Group. (n.d.). *GCI 4.0: Global Competitiveness Index 4.0*. https://prosperitydata360.worldbank.org/en/indicator/WEF+GCI+GCI4

7. World Economic Forum. (n.d.). *The Global Competitiveness Index (GCI) 5.0*. https://www.weforum.org/about/the-global-competitiveness-index-gci-5-0/

8. World Economic Forum. (n.d.). *Publications*. https://www.weforum.org/publications/

9. UN-Habitat, & Chinese Academy of Social Sciences. (2021). *Global Urban Competitiveness Report (2020–2021): Global Urban Value Chain: Insight into Human Civilization over Time and Space*. https://unhabitat.org/sites/default/files/2021/11/1_report_on_competitiveness_of_cities_worldwide2020-2021.pdf

INTERNATIONAL STRATEGIES OF ECONOMIC DEVELOPMENT

The course aims to form an understanding of the mechanism of formation of strategies of economic development in the world, taking into account the environment of strategies, its constraints and national characteristics.

Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian, English	1/14 weeks	5 / mandatory	Serhii Kuzminov, Doctor of Sciences, Full Professor	150 h. (26 h. lectures, 14 h. seminars/practical, 110 h. self-directed learning)

Learning outcomes On completion of the course, students will be able to:	**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) evaluate alternative strategic decisions concerning international economic relations and economic development under conditions of uncertainty, incomplete information, and changing global economic conditions, and justify appropriate courses of action based on evidence and strategic objectives.	Lecture, seminars, discussions, independent work	Participation in discussion, essay, presentation (CAS)
2) analyze and critically evaluate models of national economic development, identifying their underlying assumptions, strategic priorities, and implications for countries' economic performance in the context of transformations in world economic relations.	Lectures, practical classes, discussions, independent work, case analysis	Presentation, participation in discussion, testing (CAS)
3) develop, adapt, and apply analytical models to assess global economic imbalances and risks to sustainable global development, and formulate evidence-based recommendations to address identified challenges.	Seminars, independent work, individual task (essay)	Essay, presentation, participation in discussion, testing (CAS)
4) analyze key patterns, trends, and structural transformations in the world economy, including the emergence of the new economy, and evaluate the implications of intellectualization, digitalization, and scientific and technological exchange for international economic development.	Lectures, practical classes, discussions, independent work, case analysis	Essay, presentation (CAS)
5) analyze and evaluate countries' geoeconomic strategies and regional economic priorities, assessing their implications for national economic development, international economic relations, economic security, and access to and distribution of global resources.	Lectures, practical classes, discussions, independent work, case analysis	Participation in the discussion, writing an essay, presentation and defense of individual tasks (CAS)

Assessment

The final grade is given on a 100-point scale, with all 100 points awarded for the work in the semester.
40 points for an individual assignment (presentation);
60 points for online per-topic testing

Assessment criteria:
a) individual assignment (presentation)
31–40 points: The student demonstrates excellent understanding of the material, mastery of the content and depth of search. The student uses modern scientific and information literature and databases. The work contains elements of novelty and reflects the author's own point of view. The work is designed in accordance with the requirements.
21–30 points: The student understands the material well and demonstrates a good mastery of the content and depth of search. Modern information sources were used to perform the task. There are minor violations of the requirements in the design of the task.
11–20 points: The structure is somewhat logical, but the ideas and concepts may not always be clearly or effectively expressed. The task may lack coherence and/or accuracy in certain areas.
1–10 points: The task is poorly structured, disorganised, inaccurate and/or confusingly expressed. There are major omissions.
b) participation in discussions
For participating in the discussion, the student will receive points from the total number specified in the course map for this type of assessment:
81–100%: The discussion is conducted correctly. The student demonstrates excellent mastery of the educational material and expresses and successfully argues their position.
51–80%: The student demonstrates an understanding of the educational material, but some inaccuracies are noticed.
21–50%: A basic understanding of the material, but with significant gaps or omissions.
1–20 %: A lot of mistakes, with little to no understanding of the material's context.

Content

Topic 1. Environment of macroeconomic strategy
Topic 2. Variability of modern macroeconomic policies
Topic 3. Features of national strategies of leading countries
Topic 4. Strategy of transition economies
Topic 5. International coordination of economic policies
Topic 6. International integration strategy
Topic 7. Globalization and development strategy
Topic 8. Civilization dimensions of economic development

Literature

Compulsory reading

1. Riccardo Crescenzi & Oliver Harman (2023). Global Value Chains and Regional Economic Development. London, Routledge. 120 p. https://doi.org/10.4324/9781003356141

2. Okhrimenko O. (2023). *International strategies of economic development* [Electronic resource]. National Technical University of Ukraine 'Igor Sikorsky Kyiv Polytechnic Institute'. Kyiv, 2023. 143 p.

3. Hendrik van den Berg (2017). *Economic Growth and Development: Third Edition* 3rd Revised edition.

4. Leigh, Nancey Green, and Edward J. Blakely. (2013). *Planning local economic development: Theory and practice.* SAGE Publications, Incorporated,.

5. Peng, Mike W., Denis YL Wang, and Yi Jiang. (2008). *An institution-based view of international business strategy: A focus on emerging economies.* Journal of international business studies 39.5: 920-936.

Recommended reading

1. Anthea Roberts & Nicholas Lamp. (2021). *Six Faces of Globalization: Who Wins, Who Loses, and Why it Matters.* Harvard University Press

2. Karlan, Dean S., Appel, Jacob. (2012). *More than good intentions : improving the ways the world's poor borrow, save, farm, learn, and stay healthy*.New York ; London : Plume;

3. Neal, L., & Cameron, R. (2016). *A concise economic history of the world: From Paleolithic times to the present* (5th ed.). Oxford University Press.

4. Banerjee, A. and E. Duflo. (2011). *Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty*. Public Affairs. Retrieved from https://librarysearch.lse.ac.uk/permalink/f/29c749/44LSE_ALMA_DS5115485757000202.

Web-resources

1. Central Intelligence Agency. The World Factbook. *Official website*. https://www.cia.gov/library/publications/the-world-factbook/geos/up.html#top.
2. Derzhavna sluzhba statystyky Ukrainy [State Statistics Service of Ukraine]. (n.d.). *Official website*. http://www.ukrstat.gov.ua.
3. Natsional′nyy bank Ukrayiny [National Bank of Ukraine]. *Official website*. https://bank.gov.ua/.
4. International Monetary Fund. *Official website*. https://www.imf.org/external/index.htm.
5. The World Bank. *Official website*. https://www.worldbank.org/.
6. United Nations. *Official website*. https://www.un.org/.
World Trade Organisation. *Official website*. https://www.wto.org/.

<table>
<tr><td colspan="5">INTERNATIONAL PROJECT MANAGEMENT</td></tr>
<tr><td colspan="5">The course aims to equip students with the theoretical, methodological and regulatory provisions of the basics of international project management, and to develop practical skills in the development, evaluation and management of international projects</td></tr>
<tr><td>Language of teaching</td><td>Semester / Duration</td><td>ECTS credits / Type of course (mandatory, elective)</td><td>Course Coordinator</td><td>Student workload</td></tr>
<tr><td>Ukrainian, English</td><td>2/11 weeks</td><td>5 / mandatory</td><td>Anatolii Zadoia, Doctor of Sciences, Full Professor</td><td>150 h. (18 h. lectures, 12 h. seminars/practical, 90 h. self-directed learning, 30 h. course paper)</td></tr>
<tr><td colspan="3">Learning outcomes
On completion of the course, students will be able to:</td><td>Teaching methods, teaching and learning activities</td><td>Forms of assessment (continuous assessment CAS, final assessment FAS)</td></tr>
<tr><td colspan="3">1) analyze the principles, concepts, methodologies, and processes of international project management and evaluate their applicability to projects operating in diverse international and cross-cultural environments.</td><td>Interactive lecture, discussion based on lecture materials in small groups</td><td>Participation in discussions, presentations, testing (CAS), term paper, final exam (FAS)</td></tr>
<tr><td colspan="3">2) develop international project plans and prepare relevant project documentation, taking into account project objectives, scope, deliverables, timelines, budgets, stakeholder requirements, and applicable international standards.</td><td>Problem lecture, practical lesson, term paper</td><td>Participation in discussions, teamwork (CAS), term paper defense, final exam (FAS)</td></tr>
<tr><td colspan="3">3) identify and assess risks in international projects, select and apply appropriate risk management methods, and develop mitigation measures to address uncertainty and cross-border project challenges.</td><td>Business game, calculation tasks, term paper</td><td>Participation in a business game, testing, calculation tasks (CAS), presentation based on the results of the term paper, final exam (FAS)</td></tr>
<tr><td colspan="3">4) apply project management methods and tools to plan, coordinate, monitor, and control international projects at different stages of the project life cycle, and justify management decisions in response to project performance and changing conditions.</td><td>Case in small groups, term paper</td><td>Solving a case, testing, (CAS), term paper presentation, final exam (FAS)</td></tr>
<tr><td colspan="3">5) coordinate the work of international project teams, perform and allocate project roles and responsibilities, and evaluate team performance and stakeholder collaboration in multicultural environments to support the achievement of project objectives.</td><td>Preparation of term paper</td><td>Solving a case (CAS), term paper presentation, final exam (FAS)</td></tr>
<tr><td colspan="5">Assessment</td></tr>
<tr><td colspan="5">The final grade is given on a 100-point scale, including 60 points for the continuous assessment and 40 points for the final assessment.
60% - continuous assessment:</td></tr>
</table>

20% - individual assignment;
10% - participation in discussions, presentations;
30% - testing
40 %- final exam. In particular:
10 - tests;
15 – analysis of situation;
15 - case solving.
Assessment criteria:
a) individual task (essay)
17–20 points. The student demonstrates an excellent understanding of the material, mastery of the content, depth of search. The student uses modern scientific and informational literature, databases. The work contains elements of novelty and reflects the author's own point of view. The work is designed in accordance with the requirements.
13–16 points. The student understands the material well, demonstrates a good mastery of the content and depth of the search. Modern information sources were used to perform the work. There are minor violations of the requirements in the design of the work.
9–12 points. In general, the student answers the questions correctly, but shows a superficial processing of the content, a small depth of the search. The student does not provide a comprehensive explanation of all issues. There are significant violations of the requirements for writing essays.
5–8 points. The student demonstrates a weak understanding of the material, a superficial treatment of the content; shallow search depth. The work contains false statements. The individual task is returned for revision.
1–4 points. The student shows some understanding of the material. The student does not provide detailed explanations regarding all aspects of the problem formulated in the individual task. The work is not properly designed. The individual task is returned for revision.
0 points. The student does not demonstrate any knowledge or understanding of the issues raised in the individual task. The student reveals a fundamental misunderstanding of the subject. Requires a new individual task;
b) participation in discussions
For participating in the discussion, the student will receive points from the total number specified in the course map for this type of assessment:
81–100%: The discussion is conducted correctly. The student demonstrates excellent mastery of the educational material and expresses and successfully argues their position.
51–80%: The student demonstrates an understanding of the educational material, but some inaccuracies are noticed.
21–50%: A basic understanding of the material, but with significant gaps or omissions.
1–20 %: A lot of mistakes, with little to no understanding of the material’s context.
c) computer testing
The number of points for computer testing is determined by multiplying the maximum number of points provided by the technology map for the study of the course for a specific type of test by the specific weight of correct answers from the total number of questions included in the test.
d) exam papers
The criteria for the exam assignment are written on the exam card.

Content

Topic 1. General characteristics of project management
Topic 2. Toolkit and project justification system
Topic 3. Project management organization
Topic 4. Project planning
Topic 5. Project resource planning. Cost management
Topic 6. Project performance control
Topic 7. Project quality management
Topic 8. Project risk management

Literature

Compulsory reading

1. Bernd-J. Madauss (2024). 'International Project Management', Springer Books, in: Project Management, chapter 16, pages 539-559, Springer.
2. Klaus-Dieter Gronwald (2017). Global Communication and Collaboration. Global Project Management, Global Sourcing, Cross-Cultural Competencies. Springer. https://doi.org/10.1007/978-3-662-53150-1_6
3. Guillen, Giovanny (2021-10-19). 'The PMBOK guide® – Seventh Edition Summary'. Project Management Times. Retrieved 2022-03-07.
4. Blaga, N. V. (2021) U*pravlinnya proyektamy: navch. posibnyk* [Project Management: Textbook]. Lviv: Lviv State University of Internal Affairs, 152 p. Available at: https://dspace.lvduvs.edu.ua/bitstream/1234567890/3870/1/%D0%B1%D0%BB%D0%B0%D0%B3%D0%B0%20%D1%83%D0%BF%D1%80%D0%B0%D0%B2%D0%BB%D1%96%D0%BD%D0%BD%D1%8F%20%D0%BF%D1%80%D0%BE%D1%94%D0%BA%D1%82%D0%B0%D0%BC%D0%B8.pdf

Recommended reading

1. Gregory M. Horine (2022). The Project Management Absolute Beginner's Guide Fifth Edition. Project Management Institute. 464 p.
2. Antonio Nieto-Rodriguez (2021). HBR Project Management Handbook: How to Launch, Lead, and Sponsor Successful Projects. 352 p.
3. Terry Schmidt (2021). Strategic Project Management Made Simple: Solution Tools for Leaders and Teams. 256 p.
4. Eric Verzuh (2021). The Fast Forward MBA in Project Management 6th Edition. 544p.
5. Shishkovsky. S. V., Abliyazov, I. R. (2023). *Osoblyvosti upravlyanni mizhnarodnymy proyektamy* [Peculiarities of international project management]. Economy and Society. Issue 56. Available at: https://economyandsociety.in.ua/index.php/journal/article/view/3089/3012 (in Ukrainian)
6. Dunska, A. R., Kharchenko, I. A. (2023). *Metody upravlinnya mizhnarodnymy proyektamy v kompaniyakh* [Methods of managing international projects in companies]. Economic Synergy, No. 4, 2023. P. 70–86. Available at: https://es.istu.edu.ua/EconomicSynergy/article/view/147/114 (in Ukrainian)
7. (2023) *Konspekt lektsiy z dystsypliny «Upravlinnya mizhnarodnymy proektamy» dlya studentiv druhoho (mahisters'koho) rivnya vyshchoyi osvity spetsial'nosti 051«Ekonomika» ta 292 «Mizhnarodni ekonomichni vidnosyny» dlya studentiv vsikh form navchannya* [Lecture notes on the discipline "International Project Management" for students of the second (master's) level of higher education in the specialty 051 "Economics" and 292 "International Economic Relations" for students of all forms of study] Compiled by P.G. Pererva, D.Yu. Kramskoy, M.Yu. Gliznutsa, T.O. Kobelyeva, S.M. Ilyashenko. Kharkiv: NTU "KhPI", 97 p. Available at: https://repository.kpi.kharkov.ua/server/api/core/bitstreams/57bd2dc6-fa2d-47bc-9b08-4e1ba61c1a47/conten (in Ukrainian)
8. Kornienko, B. Ya. (2023). *Upravlinnya proyektamy. Praktykum* [Project Management. Workshop]. Kyiv KPI named after Igor Sikorsky. Available at: https://ela.kpi.ua/server/api/core/bitstreams/e0f9010b-937a-4859-9536-ba60c8271981/content (in Ukrainian)

Web-resources

1. International investment position statistics. Available at: http://ec.europa.eu/eurostat/statistics-explained/index.php/International_investment_position_statistics
2. The World Bank. Available at: http://data.worldbank.org/indicator/NY.GDP.MKTP.KD.ZG?page=6
3. Euromoney's Country Risk Rankings. Available at: http://www.euromoney.com.

4. Economist Group. Available at: http://www.economistgroup.com
5. Institutional Investor. Available at: http://www.institutionalinvestor.com
6. Moody's Investor Service. Available at: http://www.moodys.com.
7. International Monetary Fund. Available at: https://www.imf.org/external/index.htm
8. Index of economic freedom. Heritage Foundation. Available at: http://www.heritage.org/index
9. World Economic Forum. Annual Report 2023-2024. Available at: https://www.weforum.org/publications/annual-report-2023-2024/
10. World Investment Report 2024. Available at: https://unctad.org/webflyer/world-investment-report-2024

BUSINESS CRISIS MANAGEMENT				
The course aims to instill the ability to recognize crisis phenomena and to develop and implement economic decisions for overcoming crises at enterprises, performing calculations, and justifying the expediency of decisions regarding the reform, sanation (recovery), and restructuring of business entities. The course is focused on studying the theoretical and practical foundations of crisis management in business structures. It plays a vital role in training highly qualified Master of Economics, providing them with the skills to analyze the causes of crisis situations at an enterprise and developing competencies in designing measures for restructuring and revitalization within market conditions.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian, English	2/11 weeks	4 / mandatory	Oleksandr Zadoia, PhD, Associate Professor Iryna Petryshyna-Chevychelova, Lecturer	120 h. (18 h. lectures, 14 h. seminars/practical, 88 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) make operational managerial decisions to lead a business out of crisis under high-risk conditions, demonstrating the ability to take responsibility for restructuring results and coordinate the crisis management team to stabilize operations.			Problem-based learning, management simulations, role-playing (crisis headquarters), case studies of global corporate failures.	CAS: Performance in a real-time crisis simulation, peer-assessment of leadership and teamwork. FAS: Solving a complex situational task in the final exam.
2) analyze and assess an enterprise's financial condition and the legal framework for business recovery and restructuring, using relevant financial indicators and legal criteria to identify signs of financial distress, potential insolvency, and bankruptcy risks, and prepare evidence-based analytical reports.			Research-based learning, workshops on financial modeling (Altman Z-score, etc.), analysis of real bankruptcy court cases.	CAS: Submission of a financial diagnostic report for a selected enterprise, expert findings on legal risks. FAS: Defense of the diagnostic part of the course project.
3) design adaptive anti-crisis strategies and financial recovery models that mitigate environmental threats and restore the solvency of international business entities.			Project-based learning, interactive lectures on strategic modeling, workshops on restructuring techniques.	CAS: Development and presentation of a phased sanation plan (group or individual project). FAS: Evaluation of the strategic recovery model in the final exam.
4) implement corporate social responsibility (CSR) standards into anti-crisis action plans, minimizing the negative social impacts of restructuring on personnel and the community			Seminars on business ethics, guest lectures from CSR experts, group debates on the	CAS: Analytical essay on balancing profitability and social

within the ethical requirements of the global market.	social costs of downsizing and liquidation.	responsibility during a crisis. FAS: Ethical dilemma analysis in the final case study.

Assessment

The final grade is assigned on a 100-point scale, including 60 points for continuous assessment and 40 points for the final assessment:
60 – Continuous Assessment (CAS):

- 10 points – test paper (essay);
- 40 points – participation in discussions;
- 10 points – individual assignment (presentation).

40 – Final Assessment (FAS):
Final exam, specifically:

- 20 points – analysis of the situation;
- 20 points – forecasting the development of the situation.

Assessment criteria:
a) test paper (essay)
9-10 points: The student demonstrates excellent understanding of the material, mastery of the content, depth of search. The student uses modern scientific and information literature, databases. The work contains elements of novelty and reflects the author's own point of view. The work is designed in accordance with the requirements.
7-8 points: The student understands the material well, demonstrates good mastery of the content and depth of search. Modern information sources were used to perform the work. There are minor violations of the requirements in the design of the work.
5-6 points: The student generally correctly answers the questions posed, but demonstrates superficial processing of the content, small depth of search. The student does not provide a broad explanation for all questions. There are significant violations of the requirements for the design of the essay.
3-4 points: The student demonstrates a weak understanding of the material, superficial processing of the content; shallow depth of search. The work contains false statements. The work is returned for revision.
1-2 points: The student demonstrates some understanding of the material. The student does not provide detailed explanations of all aspects of the problem formulated in the assignment. The work is not properly formatted. The work is returned for revision.
0 points: The student demonstrates no knowledge or understanding of the issues raised in the assignment. The student demonstrates a fundamental lack of understanding of the topic. Requires a new assignment.
b) participation in discussions
For participating in the discussion, the student will receive points from the total number specified in the course map for this type of assessment:
81-100%: The discussion is conducted correctly. The student demonstrates excellent mastery of the educational material, expresses and successfully argues their position.
61-80%: The student expresses the correct positions, but some arguments are not sufficient. Minor errors are made in the statements.
41-60%: The student generally correctly understands the essence of the issue but cannot provide arguments in favor of one or another point of view. Knowledge of the subject of discussion is superficial
21-40%: The student demonstrates a fragmentary understanding of the subject of discussion. Makes erroneous judgments that are corrected after participating in the discussion.

1-20%: A lot of mistakes, with little to no understanding of the material's context
0%: The student does not have the knowledge to conduct a discussion.
c) individual assignment (presentation)
For the presentation during classes, the student will receive points from the total number specified in the course map for this type of assessment:
81-100%: The presentation fully meets the requirements in form and content. The student demonstrates excellent mastery of the material, provides deep analysis of countries economic indicators, adheres to the time limit, and gives comprehensive answers to questions.
61-80%: The presentation meets the basic requirements. The student is well-versed in the topic and presents the material logically, though the analysis of specific national economic developments is primarily descriptive or there are minor formatting flaws.
41-60%: The content generally aligns with the topic, but the presentation is fragmented. The student uses a limited range of sources, makes inaccuracies in professional terminology, and mostly reads text directly from the slides.
21-40%: The presentation is incomplete, and the analytical component is missing. The student has a weak grasp of the material, cannot explain key points of the demonstration, and ignores visual data formatting requirements.
1-20%: The work is superficial, lacks independent conclusions, or significantly violates the task structure. The student is unable to provide explanations for the presented slides.
0%: The presentation was not submitted, does not match the topic, or is entirely plagiarized.
d) exam papers
The criteria for the exam assignment are written on the exam card.

Content

Topic 1. Place, role and features of crisis phenomena in real existing systems

Topic 2. Analysis of prerequisites and signs of manifestation of crisis phenomena at the enterprise

Topic 3. Crisis diagnostics, system of early detection of signs of future crisis situation

Topic 4. Methods, techniques and indicators of assessment of crisis state of the enterprise

Topic 5. Bankruptcy procedure as a form of liquidation of systemic crisis of the enterprise

Topic 6. Restructuring and rehabilitation as mechanisms of overcoming crisis phenomena at the enterprise

Topic 7. Strategic approaches in management of overcoming crisis phenomena at the enterprise

Topic 8. State policy of overcoming crisis phenomena, anti-crisis program of the enterprise and formation of anti-crisis management system

Topic 9. Anti-crisis management of the enterprise in conditions of global catastrophes

Literature

Compulsory reading

1. Kryvovyazyuk I.V. (2020). *Antykryzove upravlinnya pidpryyemstvom: navchal'nyy posibnyk* [Anti-crisis management of the enterprise: a textbook]. 3rd edition supplemented and revised. Kyiv: Publishing house "Kondor". 396 p. Available at: https://duikt.edu.ua/uploads/l_1098_93938499.pdf

2. Majlingova A. (2024). *Introduction to crisis management*. Technical University in Zvolen. 225 p. Available at: https://kpo.tuzvo.sk/sites/default/files/introduction_to_crisis_management_university_textbook_0.pdf

3. Pursiainen C. (2018). *The crisis management cycle*. Routledge. 195 p. Available at: https://api.taylorfrancis.com/content/books/mono/download?identifierName=doi&identifierValue=10.4324/9781315629179&type=googlepdf

4. Kovalska L.L., Kryvovyazyuk I.V. (2020) *Ekonomika pidpryyemstva: pidruchnyk* [Enterprise Economics: textbook]. Kyiv: Publishing House "Kondor". 700 p. Available at: https://www.tkfk.te.ua/wp-

content/uploads/2024/02/%D0%9A%D0%BE%D0%B2%D0%B0%D0%BB%D1%8C%D1%81%D1%8C%D0%BA%D0%B0-%D0%9B.%D0%9B.-%D0%95%D0%BA%D0%BE%D0%BD%D0%BE%D0%BC%D1%96%D0%BA%D0%B0-%D0%BF%D1%96%D0%B4%D0%BF%D1%80%D0%B8%D1%94%D0%BC%D1%81%D1%82%D0%B2%D0%B0.pdf

5. Akyürek S.S. et al. (2025). *Current approaches to crisis management in organizations*. Istanbul Nisantasi University. 88 p. Available at: https://artikelakademi.com/media/books/221.pdf

Recommended reading

1. Opatska S., Johansen W., Gordon A. (2024). *Business crisis management in wartime: Insights from Ukraine*. Journal of Contingencies and Crisis Management. No. 32(1), e12513. https://doi.org/10.1111/1468-5973.12513

2. Zamoum K., Gorpe T. (2018). *Crisis management: A historical and conceptual approach for a better understanding of today's crises*. Crisis management-theory and practice. PP. 203-217. https://doi.org/10.5772/intechopen.76198

3. Beqiri G. (2014). *Innovative business models and crisis management*. Procedia Economics and Finance. No. 9. PP. 361-368. https://doi.org/10.1016/S2212-5671(14)00037-9

4. Gudz O.E. (2019). *Formuvannya stratehiyi antykryzovoho upravlinnya pidpryyemstv* [Formation of an anti-crisis management strategy for enterprises]. Economics. Management. Business. No. 2. PP. 4-10. https://doi.org/10.31673/2415-8089.2019.020410

5. Nosan N., Borysenko O., Nazarenko T. (2024). *Antykryzove upravlinnya ta stratehichnyy rozvytok pidpryyemstv u period viyny* [Anti-crisis management and strategic development of enterprises during the war]. Economy and society. No. 68. https://doi.org/10.32782/2524-0072/2024-68-18

Web-resources

1. *Statystychnyy dovidnyk Ukrayiny* [Statistical Handbook of Ukraine]. Available at: https://stat.gov.ua/uk

2. *Natsional'nyy bank Ukrayiny* [National Bank of Ukraine]. Available at: https://bank.gov.ua/

3. *Ofitsiynyy sayt Ahentstva z rozvytku infrastruktury fondovoho rynku Ukrayiny (ARIFRU)* [Official website of the Stock Market Infrastructure Development Agency of Ukraine (SMIDA)]. Available at: https://www.smida.gov.ua

4. *International Monetary Fund*. Available at: https://www.imf.org/external/index.htm

5. *The World Bank*. Available at: https://www.worldbank.org/

6. *UNCTAD*. Available at: https://unctad.org/

7. *Diya. Biznes. Dopomoha pidpryyemtsyam u stvorenni ta rozvytku biznesu* [Action. Business. Helping entrepreneurs create and develop a business]. Available at: https://business.diia.gov.ua/

8. *Helvetas Ukraine Economic Resilience Programme*. Available at: https://www.helvetas.org/en/eastern-europe/ukraine/what-we-do/our-projects/erp

MODERN LEADERSHIP STRATEGIES: THE INTERNATIONAL ASPECT				
The course aims is to develop students' advanced knowledge and practical skills in analyzing, evaluating, and applying contemporary leadership strategies in international and multicultural environments; to develop their ability to lead diverse teams, manage organizational change, make evidence-based strategic decisions under conditions of uncertainty, and foster innovation, collaboration, and organizational resilience in the context of global challenges and international business development.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian, English	3/5 weeks	4 / mandatory	Svitlana Fedulova, Doctor of Sciences, Full Professor Elvina Lymonova, PhD, Associate Professor	120 h. (18 h. lectures, 14 h. seminars/practical, 88 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) analyze and critically evaluate contemporary leadership theories, models, and strategies, assessing their applicability to international business environments and diverse organizational contexts.			Lecture, practical classes, discussions, independent work, essay writing	Participation in discussion, essay, presentations, completion of individual assignment (CAS)
2) evaluate the impact of cultural differences, national business practices, and intercultural communication on leadership effectiveness and develop appropriate strategies for leading multicultural teams.			Case and task analysis, preparation of an essay on a given topic Seminars, independent work, essay writing	Completion of individual assignment, presentation, participation in discussion (CAS)
3) develop and justify leadership strategies that support organizational change, innovation, and strategic development in international organizations under conditions of uncertainty and global competition.			Lectures, practical classes, discussions, independent work, case and task analysis, preparation of an essay on a given topic	Essay, presentation, participation in discussion (CAS)
4) apply and evaluate leadership approaches and communication techniques to motivate employees, manage conflicts, foster collaboration, and enhance the performance of international and multicultural teams.			Seminars, independent work, case and task analysis, essay writing	Participation in discussion, essay, presentations, completion of individual assignment (CAS)
5) analyze complex leadership challenges in international business environments, evaluate alternative courses of action, and justify evidence-based strategic decisions that account for ethical considerations, stakeholder interests, and organizational objectives.			Case and task analysis, preparation of an essay on a given topic	Completion of individual assignment, presentation, participation in discussion (CAS)

	Seminars, independent work, essay writing	
6) design and evaluate leadership development initiatives that strengthen collaboration, adaptability, organizational resilience, and sustainable performance in international organizations.	Seminars, independent work, case and task analysis, essay writing	Participation in discussion, essay, presentations, completion of individual assignment (CAS)

Assessment

Final grade based on 100% continuous assessment:

60% – continuous assessment, including:

40% – case analysis

20% – participation in discussions

40% – continuous assessment, including:

20% – individual assignment (essay)

20% – presentations

Assessment criteria:

a) essay (written)

40 points

The student demonstrates excellent understanding of the material, mastery of the content, depth of search. The student uses modern scientific and information literature, databases. The work contains elements of novelty and reflects the author's own point of view. The work is designed in accordance with the requirements.

36 points

The student understands the material well, demonstrates good mastery of the content and depth of search. Modern information sources were used to perform the work. There are minor violations of the requirements in the design of the work.

24 points

The student generally correctly answers the questions posed, but demonstrates superficial processing of the content, small depth of search. The student does not provide a broad explanation for all questions. There are significant violations of the requirements for the design of the essay.

18 points

The student demonstrates poor understanding of the material, superficial processing of the content; small depth of search. The work contains false statements. The individual task is returned for revision.

12 points

The student shows some understanding of the material. The student does not provide detailed explanations regarding all aspects of the problem formulated in the individual task. The work is not properly designed. The individual task is returned for revision.

0 points

The student does not demonstrate any knowledge or understanding of the issues raised in the individual assignment. The student demonstrates a fundamental misunderstanding of the topic. A new individual assignment is required;

b) case analysis

For case analysis, the student will receive points from the total number specified in the course map for this type of assessment:

100%

The student demonstrates an excellent understanding of the case and relevant theoretical concepts. The case is analyzed comprehensively and systematically. The student clearly identifies the key problems, accurately applies relevant theories, concepts, methods, and analytical tools, and provides well-supported arguments. The analysis considers relevant factors and possible alternatives. The

student formulates logical, evidence-based conclusions and practical recommendations that are appropriate to the case.

80%

The student demonstrates a good understanding of the case and relevant theoretical concepts. The main problems are correctly identified and analyzed. Appropriate theories, concepts, and analytical approaches are applied. The analysis is generally well-structured and supported by relevant arguments, although some aspects may lack sufficient depth or detail. Conclusions and recommendations are generally appropriate, but may require further justification or refinement.

60%

The student demonstrates a satisfactory understanding of the case but the analysis is incomplete or insufficiently developed. The main problem is identified, but some important aspects, factors, or relationships are not adequately considered. Relevant theoretical concepts are applied, but their use may be limited or partially inaccurate. The conclusions are insufficiently substantiated, and recommendations may be general or only partially relevant to the case.

40%

The student demonstrates a limited understanding of the case and relevant theoretical concepts. The analysis is superficial and does not adequately identify or explain the key problems. The application of theories, concepts, and analytical tools is limited or contains significant inaccuracies. Arguments are insufficiently developed, and conclusions and recommendations are weak, unclear, or only partially related to the case.

20%

The student demonstrates minimal understanding of the case. The key problem is poorly identified or misunderstood. The analysis is very limited and demonstrates insufficient application of relevant theoretical concepts. Arguments are largely unsupported, and conclusions or recommendations are unclear, inappropriate, or missing.

0%

The student demonstrates no sufficient understanding of the case or the relevant theoretical concepts. The key issues are not identified or are fundamentally misunderstood. The student is unable to apply appropriate theories, concepts, or analytical approaches. The analysis is absent or fundamentally incorrect, and no meaningful conclusions or recommendations are provided.

c) participation in discussions

For participating in the discussion, the student will receive points from the total number specified in the course map for this type of assessment:

100%

The discussion is conducted correctly. The student demonstrates an excellent command of the educational material, expresses and successfully argues their position.

80%

The student makes the right points, but some of the arguments are not sufficient. Minor errors in statements were made.

60%

The student generally correctly understands the essence of the issue, but cannot provide arguments in favor of one or another point of view. Knowledge of the subject of discussion is superficial

40%

The student demonstrates a fragmentary understanding of the subject of the discussion. Admits wrong judgments, which he/she corrects after participating in the discussion.

0%

The student does not have the knowledge to conduct a discussion.

Content
Topic 1. Contemporary Leadership Theories and Models in the Global Business Environment Topic 2. Cross-Cultural Leadership and Intercultural Competence Topic 3. Strategic Leadership and Decision-Making in International Business

Topic 4. Leadership of International and Multicultural Teams
Topic 5. Leadership in Organizational Change and Transformation
Topic 6. Ethical, Responsible, and Sustainable Leadership in the International Context
Topic 7. Digital Leadership, Artificial Intelligence, and the Future of Work
Topic 8. Leadership Development, Strategic Influence, and Organizational Performance

Literature

Compulsory reading

1. Northouse, P. G. (2021). Leadership: Theory and practice (9th ed.). SAGE Publications. 600 p.
2. Stolz, I., & Oldenziel Scherrer, S. (Eds.). (2022). International leadership: Effecting success across borders in a boundaryless world. Springer Gabler. 407 p.
3. Szkudlarek, B., Romani, L., Caprar, D. V., & Osland, J. S. (Eds.). (2020). The SAGE handbook of contemporary cross-cultural management. SAGE Publications. 340 p.
4. Kouzes, J. M., & Posner, B. Z. (2023). The leadership challenge: How to make extraordinary things happen in organizations (7th ed.). Wiley. 576 p.
6. Olonisakin, F., & Flavin, M. (2024). Teaching global leadership in higher education: Leadership across cultures. Palgrave Macmillan. 147 p.
7. Strani, K., & Pfeiffer, K. (Eds.). (2023). Intercultural issues in the workplace: Leadership, communication and trust. Springer. 296 p.

Recommended reading

1. Europe's Competitiveness in the New Global Economy: textbook [Electronic Edition]/ S. Fedulova, A. Zadoia, A. Mahdich, E. Lymonova, O. Zadoia, R. Kliuchnyk. Edited by Prof. A. Zadoia, Prof. S. Fedulova. Dnipro: Alfred Nobel University, 2025. 241 p. URL: https://ir.duan.edu.ua/handle/123456789/5244
2. Communication from the Commission to the European parliament, the council, the European economic and social committee and the Committee of the regions (2023). Long-term competitiveness of the EU: looking beyond 2030. URL: https://commission.europa.eu/system/files/2023-03/Communication_Long-term-competitiveness.pdf
3. Violation of EU competition law: Commission fines Mondelez EUR 337.5m for cross-border trade restrictions. URL: https://cms-lawnow.com/en/ealerts/2024/05/violation-of-eu-competition-law-commission-fines-mondelez-eur-337.5m-for-cross-border-trade-restrictions
4. Europe's politicians have moral responsibility to tackle air pollution, says WHO environment director. The Guardian. URL: https://www.theguardian.com/world/2023/sep/21/europes-politicians-have-moral-responsibility-to-tackle-air-pollution-says-who-environment-director
5. Kotter, J. P. (2012). Leading change. Harvard Business Review Press. 208 p.

Web-resources

1. The Global Competitiveness Index (GCI) 5.0. The World Economic Forum. URL: https://www.weforum.org/about/the-global-competitiveness-index-gci-5-0/
2. Index of economic freedom. URL: https://www.heritage.org/index/
3. European Regional Development Fund. URL: https://ec.europa.eu/regional_policy/funding/erdf_en
4. Statista, 2023. Global market share held by selected countries in the ICT market from 2013 to 2023. URL: https://www.statista.com/statistics/263801/global-market-share-held-by-selected- countries-in-the-ict-market.

5. European Commission, 2023. Communication on the Long-term Competitiveness of the EU: Looking beyond 2030. URL: https://commission.europa.eu/system/files/2023-03/Communication_Long-term-competitiveness.pdf.
6. ESCO портал. Європейська комісія. URL: https://esco.ec.europa.eu/en.
7. Global Innovation Index 2023. Innovation in the face of uncertainty. URL: https://www.wipo.int/edocs/pubdocs/en/wipo-pub-2000-2023-en-main-report-global-innovation-index-2023-16th-edition.pdf
8. World Bank. URL: https://data.worldbank.org/indicator
9. Worlddometer. URL: https://www.worldometers.info/world-population/population-by-country/
10. United Nations Statistics Division, 2024. What is the digital economy. URL: https://unstats.un.org/bigdata/events/2024/measuring-digital-economy/presentations/day1/1.%20What%20is%20the%20digital%20economy.pdf

ELECTIVE COURSES

SELF-MANAGEMENT: PERSONAL RESOURCE MANAGEMENT				
The course aims to develop students' understanding of self-management as a system of effective personal resource management in professional and international economic environments. It focuses on the development of self-regulation, decision-making, stress resilience and productivity skills required for work in conditions of uncertainty and global competition. The course also aims to enhance students' ability to manage time, energy and personal effectiveness in professional activities, including international business and economic cooperation contexts.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	2	4 /elective	Serhii Dubinskyi, PhD, Associate Professor	120 hours (18 h. lectures, 14 h. practical classes, 88 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) analyse theoretical approaches to self-management and personal resource management in professional and international contexts.			Lectures, problem-based learning, discussions	Class participation, analytical tasks, written assignments (CAS), final test
2) evaluate personal resources (time, energy, cognitive and emotional capacities) and their impact on professional effectiveness and decision-making.			Lectures, self-assessment exercises, case studies	Testing, analytical tasks, reflective assignments (CAS), final test
3) apply goal-setting and planning techniques (e.g., smart, prioritization frameworks) in conditions of uncertainty and dynamic environments.			Lectures, practical exercises, simulations	Practical tasks, case analysis, written assignments (CAS), final test
4) use time management and productivity tools to optimise individual and team performance in professional activities.			Workshops, case studies, group work	Case analysis, practical tasks, participation (CAS), final test
5) apply stress management and self-regulation techniques to maintain resilience and performance in high-pressure professional contexts.			Lectures, simulations, reflective exercises	Practical tasks, reflective reports, case analysis (CAS), final test
6) design and implement personal development and career strategies based on resource-oriented approaches			Project-based learning, workshops	Project work, presentations, written assignments (CAS**)**, final test
7) demonstrate the ability to make effective decisions and manage personal performance in international and cross-cultural professional environments.			Case studies, discussions, simulations	Case analysis, participation, analytical tasks (CAS)**,** final test

Assessment

The final grade is given on a 100-point scale and is based on continuous assessment (CAS), including a final test.

100 points for assessment:

20 points – participation in discussions and practical activities;

20 points – completion of practical tasks and case studies;

20 points – module assessment (tests and analytical tasks);

20 points – individual project (personal development strategy);

20 points – final test.

81–100%: The student demonstrates a high level of engagement, critical thinking, and the ability to apply self-management tools in complex and dynamic professional situations.
51–80%: The student participates regularly and demonstrates a good understanding of key concepts, with minor inaccuracies in application.
21–50%: The student shows limited participation and basic understanding of the material.
1–20%: Minimal participation and insufficient understanding.

b) Practical tasks and case studies

Assessment is based on the correctness of solutions, the ability to apply theoretical models, and the effectiveness of proposed strategies in real or simulated professional contexts.

c) Individual project

The student is assessed based on the quality of a personal resource management or career development plan, including goal setting, strategy design and practical applicability.

d) Final test

The final test evaluates the integration of theoretical knowledge and practical competencies, including the ability to analyse personal effectiveness, apply self-management strategies and make decisions in conditions of uncertainty.

Content

Topic 1. Self-Management as a System of Personal Resource Management
Topic 2. Values, Life Orientation and Decision-Making in Professional Activity
Topic 3. Goal Setting and Strategic Planning in Dynamic Environments
Topic 4. Time Management and Productivity Tools
Topic 5. Energy Management and Psychophysiological Resources
Topic 6. Emotional Self-Regulation and Stress Management in Professional Activity
Topic 7. Self-Discipline, Motivation and Habit Formation
Topic 8. Self-Management in International and Cross-Cultural Environments
Topic 9. Self-Reflection, Performance Evaluation and Personal Effectiveness

Literature

Compulsory reading

1. Shynkaruk, L. V., Dielini, M. M., Vlasenko, T. O., & Holieva, M. S. (2025). Samomenedzhment: navchalnyi posibnyk [Self-management: a textbook]. NUBiP Ukrainy. 316 p.
2. Covey, S. R. (2020). The 7 Habits of Highly Effective People (30th Anniversary ed.). Simon & Schuster.
3. Clear, J. (2018). Atomic Habits. Avery.
4. Newport, C. (2016). Deep Work: Rules for Focused Success in a Distracted World. Grand Central Publishing.
5. Goleman, D. (2013). Focus: The Hidden Driver of Excellence. HarperCollins.

Recommended reading

1. Leskiv, H. Z., Levkiv, H. Ya., Blikhar, M. M., Hobela, V. V., Podra, O. P., & Koval, H. V. (2021). Samomenedzhment: navchalnyi posibnyk [Self-management: A textbook]. Lviv State University of Internal Affairs.
2. Shynkaruk, L. V., Alekseieva, K. A., & Vlasenko, T. O. (2023). Self-management: Educational manual for students of the specialties 073 “Management”. NULES of Ukraine.
3. McKeown, G. (2014). Essentialism: The Disciplined Pursuit of Less. Crown Publishing.
4. Pink, D. H. (2009). Drive: The Surprising Truth About What Motivates Us. Riverhead Books.
5. Karamushka, L. M. (2015). Psychology of Management. Kyiv: Lybid.
6. Maksymenko, S. D. (2016). General Psychology. Kyiv: Center of Educational Literature.

Web-resources

1. American Psychological Association (APA). (n.d.). https://www.apa.org
2. Harvard Business Review. (n.d.). Productivity, leadership and decision-making. https://hbr.org
3. McKinsey & Company. (n.d.). Productivity and performance insights. https://www.mckinsey.com
4. MIT Sloan Management Review. (n.d.). https://sloanreview.mit.edu
5. World Economic Forum. (n.d.). Future of work and skills. https://www.weforum.org
6. PositivePsychology.com. (n.d.). Self-management and well-being tools. https://positivepsychology.com
7. MindTools. (n.d.). Time management and productivity techniques. https://www.mindtools.com
8. Coursera. (n.d.). Courses on productivity and personal development. https://www.coursera.org
9. LinkedIn Learning. (n.d.). Professional and career skills. https://www.linkedin.com/learning
10. Google Scholar. (n.d.). https://scholar.google.com

PRACTICAL PSYCHOLOGY: POST-TRAUMATIC STRESS RECOVERY TECHNIQUES

The course aims to develop students' advanced knowledge and practical competencies in understanding, assessing, and addressing the psychological consequences of traumatic experiences, with particular attention to traumatic stress, post-traumatic stress disorder, and recovery processes. The course focuses on trauma-informed and evidence-based psychological support, assessment of trauma-related conditions and needs, stabilization and psychological first aid, selection and application of appropriate recovery techniques, adaptation of psychological support to different client groups and contexts, and the promotion of resilience and psychosocial recovery. Particular attention is given to ethical and professional boundaries, referral, prevention of secondary traumatic stress, and psychologists' professional self-care.

Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	2/14 weeks	4 / elective	Harkusha Inesa, PhD., Associate Professor	120 h. (18 h. lectures, 14 h. seminars/practical, 88 h. self-directed learning)

Learning outcomes On completion of the course, students will be able to:	**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) critically analyse psychological concepts, mechanisms, and consequences of trauma and traumatic stress, and differentiate trauma-related responses, adaptation processes, and manifestations of post-traumatic stress disorder.	Lectures; comparative analysis of trauma and traumatic stress concepts; analysis of psychological responses to traumatic events; case-based learning; guided discussion	Analytical tasks; comparative analysis tasks; case analysis; participation in discussions (CAS); final assessment based on cumulative CAS results
2) analyse psychological manifestations of post-traumatic stress and evaluate risk and protective factors influencing adaptation and recovery after traumatic experiences.	Lectures; case-based learning; analysis of risk and protective factors; problem-based learning; analysis of individual recovery trajectories; group discussion	Case-based tasks; identification and analysis of risk and protective factors; analytical assignments; interpretation of trauma-related situations (CAS); final assessment based on cumulative CAS results
3) select and apply appropriate methods for the psychological assessment of trauma-related conditions, individual needs, and resources, and justify directions for further psychological support or referral.	Lectures; practical work with psychological assessment methods; analysis of assessment cases; case-based learning; interpretation of	Psychological assessment tasks; analysis and interpretation of assessment results; case-based selection and justification of assessment methods

	assessment results; decision-making exercises	and support needs (CAS); final assessment based on cumulative CAS results
4) select and apply trauma-informed principles and appropriate psychological support techniques to promote safety, stabilization, and immediate psychosocial support following traumatic experiences.	Lectures; workshops; psychological first aid exercises; stabilization techniques; role-play; simulation of psychological support situations; case-based learning	Practical tasks; demonstration of stabilization and psychological first aid techniques; participation in simulations and role-play; case-based tasks (CAS); final assessment based on cumulative CAS results
5) critically evaluate evidence-based psychological approaches to trauma recovery and select appropriate techniques according to clients' needs, psychological condition, stage of recovery, and professional scope of practice.	Lectures; critical analysis of evidence-based approaches; comparative analysis of psychological interventions; case studies; problem-based learning; guided discussion of intervention selection	Comparative analysis of evidence-based approaches; intervention-selection tasks; case analysis; justification of selected psychological techniques (CAS); final assessment based on cumulative CAS results
6) design and adapt psychologically grounded support and recovery interventions for different client groups and trauma-related contexts.	Workshops; project-based learning; analysis of cases involving different client groups and contexts; intervention-design tasks; collaborative problem-solving; peer review	Development and justification of psychological support interventions; adaptation of interventions to specific client groups and contexts; case-based assignments; project work (CAS); final assessment based on cumulative CAS results
7) develop psychologically grounded strategies to support resilience, adaptive coping, post-traumatic growth, and psychosocial recovery following traumatic experiences.	Lectures; case-based learning; analysis of coping and resilience resources; intervention-design exercises; reflective learning; group discussion	Development and justification of recovery-support strategies; case analysis; resilience and coping tasks; reflective assignments (CAS); final assessment based on cumulative CAS results

8) critically evaluate psychological support practices in trauma-related contexts and make professionally and ethically justified decisions regarding boundaries, referral, secondary traumatic stress, and professional self-care.	Analysis of ethical and professional cases; problem-based learning; reflective learning; case discussion; analysis of professional boundaries and referral decisions; self-care planning	Ethical case analysis; professional decision-making tasks; referral and boundary-management cases; reflective tasks; development of a professional self-care plan (CAS); final assessment based on cumulative CAS results

Assessment

The final grade is awarded on a 100-point scale and is based on the cumulative results of continuous assessment (CAS) throughout the semester.

Continuous assessment (CAS):

30 points – analytical, case-based, and psychological assessment tasks, including analysis of trauma-related responses, manifestations of post-traumatic stress, risk and protective factors, and psychological support needs;

30 points – practical trauma-informed support activities, including psychological first aid and stabilization techniques, simulations, role-play, and selection and justification of evidence-based psychological techniques;

25 points – development and presentation of a psychological support and recovery project adapted to a specific client group and trauma-related context, including evidence-based recommendations for promoting resilience, adaptive coping, and psychosocial recovery;

15 points – evaluative and reflective tasks, including ethical case analysis, professional decision-making concerning boundaries and referral, evaluation of psychological support practices, and reflection on secondary traumatic stress and professional self-care.

Assessment criteria

a) Analytical, case-based, and psychological assessment tasks

24–30 points: The student critically analyses trauma-related situations, accurately identifies relevant psychological manifestations, risk and protective factors, appropriately selects and justifies psychological assessment methods, and formulates evidence-based conclusions regarding psychological support needs.

16–23 points: The student demonstrates generally correct analysis and appropriate selection of assessment methods, with minor inaccuracies or insufficient depth in justification, interpretation, or identification of support needs.

8–15 points: The student demonstrates a basic understanding of trauma-related conditions, but the analysis is incomplete or predominantly descriptive; assessment decisions and conclusions contain noticeable inaccuracies or insufficient justification.

1–7 points: The student demonstrates limited ability to analyse trauma-related situations or select appropriate assessment methods; conclusions are fragmented, inaccurate, or poorly justified.

0 points: The tasks are not completed or minimum requirements are not met.

b) Practical trauma-informed support activities

24–30 points: The student effectively applies trauma-informed principles and appropriate psychological support techniques in simulated professional situations; demonstrates appropriate psychological first aid and stabilization skills; selects and justifies evidence-based techniques according to the client's needs and context; and acts within professional boundaries.

16–23 points: The student generally applies appropriate trauma-informed support techniques and performs practical tasks effectively, with minor inconsistencies in technique selection, application, adaptation, or justification.

8–15 points: The student demonstrates basic practical skills but applies psychological support techniques inconsistently, has difficulties adapting them to the situation, or requires additional guidance.
1–7 points: The student demonstrates limited ability to apply trauma-informed psychological support techniques; professional actions are fragmented, inappropriate to the situation, or insufficiently justified.
0 points: The activities are not completed or minimum requirements are not met.
c) Psychological support and recovery project
20–25 points: The student develops a coherent, evidence-based, and professionally appropriate psychological support and recovery project adapted to the needs of a specific client group and trauma-related context; selects and justifies appropriate interventions and formulates relevant recommendations for resilience, adaptive coping, and psychosocial recovery.
13–19 points: The project is generally coherent and appropriate but contains minor weaknesses in psychological justification, adaptation to the target group or context, selection of interventions, or formulation of recommendations.
7–12 points: The project demonstrates a basic understanding of psychological support and recovery but is insufficiently developed, only partially evidence-based, or inadequately adapted to the selected client group or context.
1–6 points: The project is fragmented, poorly justified, or demonstrates significant difficulties in translating psychological knowledge into appropriate support and recovery interventions.
0 points: The project is not completed or minimum requirements are not met.
d) Evaluative, ethical, and reflective tasks
12–15 points: The student critically evaluates psychological support practices, makes professionally and ethically justified decisions concerning boundaries and referral, recognises risks of secondary traumatic stress, and demonstrates meaningful professional reflection and appropriate self-care planning.
8–11 points: The student provides generally appropriate evaluation and reflection, with minor limitations in critical depth, ethical justification, referral decisions, or consideration of professional self-care.
4–7 points: The student demonstrates a basic ability to evaluate psychological support practices, but reflection is predominantly descriptive and ethical or professional decisions are insufficiently justified.
1–3 points: Evaluation and reflection are superficial or fragmented and demonstrate limited understanding of ethical boundaries, referral, secondary traumatic stress, or professional self-care.
0 points: The tasks are not completed or minimum requirements are not met.

Content

Topic 1. Psychological Trauma and Traumatic Stress: Concepts, Mechanisms, and Consequences
Topic 2. Psychological Responses to Traumatic Events: Acute Stress, Post-Traumatic Stress, and Adaptation
Topic 3. Post-Traumatic Stress Disorder: Psychological Manifestations, Risk and Protective Factors
Topic 4. Psychological Assessment of Trauma-Related Conditions and Needs for Psychological Support
Topic 5. Trauma-Informed Psychological Support: Principles, Safety, Stabilization, and Psychological First Aid
Topic 6. Evidence-Based Psychological Approaches and Techniques for Trauma Recovery
Topic 7. Psychological Support and Trauma Recovery in Different Client Groups and Contexts
Topic 8. Resilience, Coping, Post-Traumatic Growth, and Psychosocial Recovery
Topic 9. Professional and Ethical Practice in Trauma Support: Boundaries, Referral, Secondary Traumatic Stress, and Self-Care

Literature

Compulsory reading

1. Forbes, D., Bisson, J. I., Monson, C. M., & Berliner, L. (Eds.). (2020). Effective Treatments for PTSD: Practice Guidelines from the International Society for Traumatic Stress Studies (3rd ed.). The Guilford Press. 558 p.

2. Hrandt, V. V. (Ed.). (2024). Psykholohiia travmuiuchykh sytuatsii [Psychology of Traumatic Situations]. Zaporizhzhia: Zaporizhzhia National University. 107 p.

3. Omelchenko, Ya. M. (Ed.). (2023). Zastosuvannia psykhoterapevtychnykh tekhnolohii u nadanni dopomohy postrazhdalym z proiavamy posttravmatychnoho stresovoho rozladu [Application of Psychotherapeutic Technologies in Providing Assistance to People with Manifestations of Post-Traumatic Stress Disorder]: Practical Guide. Kyiv: G. S. Kostiuk Institute of Psychology of the NAES of Ukraine. 256 p.

4. Perry, B. D., & Winfrey, O. (2022). What Happened to You? Conversations on Trauma, Resilience, and Healing. Bluebird. 272 p.

5. Van der Kolk, B. (2022). Tilo vede lik: yak lyshyty psykhotravmy v mynulomu [The Body Keeps the Score: Brain, Mind, and Body in the Healing of Trauma]. Kharkiv: Vivat. 624 p.

6. World Health Organization. (2020). Vazhlyvi navychky v periody stresu: iliustrovane kerivnytstvo [Doing What Matters in Times of Stress: An Illustrated Guide]. World Health Organization.

7. World Health Organization. (2023). Mental Health Gap Action Programme (mhGAP) Guideline for Mental, Neurological and Substance Use Disorders (3rd ed.). World Health Organization. 184 p.

8. U.S. Department of Veterans Affairs & U.S. Department of Defense. (2023). VA/DoD Clinical Practice Guideline for the Management of Posttraumatic Stress Disorder and Acute Stress Disorder. Version 4.0.

Recommended reading

1. American Psychological Association. (2025). Clinical Practice Guideline for the Treatment of Posttraumatic Stress Disorder (PTSD) in Adults. American Psychological Association.

2. Fedotova, S. (2024). Suchasni metody psykhoterapii pry roboti z psykhotravmoiu [Modern Methods of Psychotherapy in Working with Psychological Trauma]. *Problemy ekstremalnoi ta kryzovoi psykholohii*, 2(8), 91–99. DOI: 10.52363/dcpp-2024.2.9

3. Harkusha, I. V., & Dubinskyi, S. V. (2023). Osoblyvosti zhyttievoi perspektyvy vymushenykh pereselentsiv pid chas zbroinoho konfliktu v Ukraini [Features of Life Perspective of Forced Displaced Persons During Armed Conflict in Ukraine]. *Bulletin of Alfred Nobel University. Series "Pedagogy and Psychology"*, 1 (25), 131–140. DOI: 10.32342/2522-4115-2023-1-25-14

4. Herman, J. L. (2015). Psykholohichna travma ta shliakh do vyduzhannia: naslidky nasylstva – vid znushchan u simi do politychnoho teroru [Trauma and Recovery: The Aftermath of Violence – From Domestic Abuse to Political Terror]. Lviv: Vydavnytstvo Staroho Leva. 416 p.

5. International Society for Traumatic Stress Studies. (2019). Posttraumatic Stress Disorder Prevention and Treatment Guidelines: Methodology and Recommendations. ISTSS.

6. Ishchenko, Y., Chystovska, Y., Vovchenko, O., Harkusha, I., & Voshkolup, H. (2023). The role of emotional intelligence in rehabilitation of former prisoners of war. International Journal of Statistics in Medical Research, 12, 240–248. DOI: 10.6000/1929-6029.2023.12.28

7. Monson, C. M., & Shnaider, P. (2014). Treating PTSD with Cognitive-Behavioral Therapies: Interventions That Work. American Psychological Association. 132 p.

8. Schwartz, A., & Maiberger, B. (2018). EMDR Therapy and Somatic Psychology: Interventions to Enhance Embodiment in Trauma Treatment. W. W. Norton & Company. 384 p.

Web-resources

1. American Psychological Association (APA). (2025). Clinical Practice Guideline for the Treatment of Posttraumatic Stress Disorder (PTSD) in Adults. https://www.apa.org/ptsd-guideline/

2. EMDR Europe Association. (n.d.). Professional information and resources on EMDR therapy. https://www.emdr-europe.org/

3. European Society for Traumatic Stress Studies (ESTSS). (n.d.). Research, professional resources, and information on traumatic stress. https://estss.org/

4. International Society for Traumatic Stress Studies (ISTSS). (n.d.). Trauma treatment and clinical resources. https://istss.org/clinical-resources/trauma-treatment/

5. National Center for PTSD, U.S. Department of Veterans Affairs. (n.d.). PTSD information, assessment, treatment, and professional resources. https://www.ptsd.va.gov/

6. National Institute for Health and Care Excellence (NICE). (n.d.). Post-traumatic stress disorder: NICE guideline NG116. https://www.nice.org.uk/guidance/ng116

7. U.S. Department of Veterans Affairs & U.S. Department of Defense. (2023). Clinical Practice Guideline for the Management of Posttraumatic Stress Disorder and Acute Stress Disorder. https://www.healthquality.va.gov/guidelines/MH/ptsd/

8. World Health Organization (WHO). (n.d.). Mental health resources and evidence-based guidance. https://www.who.int/health-topics/mental-health

9. World Health Organization (WHO). (2011). Psychological First Aid: Guide for Field Workers. https://www.who.int/publications/i/item/9789241548205

GLOBAL CHALLENGES OF THE WORLD ECONOMY				
The course aims to develop students' systemic understanding of contemporary global economic challenges, their causes, consequences, and possible ways to address them, as well as to enhance analytical skills for assessing the impact of these problems on national and global economies				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian, English	1/14 weeks	4 / elective	Alisa Mahdich, PhD, Associate Professor	120 h. (18 h. lectures, 14 h. seminars/practical, 88 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) systematize, synthesize, and structure information, identify global economic problems, formulate evidence-based conclusions, and develop practical recommendations using effective analytical approaches, digital tools, and specialized software, while taking into account cross-cultural aspects of international economic relations.			Interactive lectures with real-world case analysis, data analysis workshops using statistical software, group discussions on cross-cultural economic issues, problem-based learning (pbl) tasks, independent research assignments	Analytical report based on global issue, in-class case study analysis, group presentation, participation in discussions, individual written assignment (CAS)
2) examine and analyze models of national economic development in the context of global challenges, and to justify policy measures aimed at achieving strategic goals under conditions of transformation in the world economy.			Comparative analysis of country case studies, policy simulation exercises, lectures with empirical examples, seminar debates on development strategies, guided reading of academic literature	Policy brief writing, mid-term test (theoretical + applied questions), oral presentation of country analysis, participation in debates, short quizzes (CAS)
3) design and evaluate adaptive models for mitigating global imbalances and reducing threats to sustainable development, as well as to propose feasible solutions based on research findings.			Research-based learning projects, modeling exercises (scenario analysis), group project work, workshops on sustainability frameworks, case studies on global crises	Group research project, project defense (presentation), written modeling assignment, peer evaluation, instructor feedback on project work (CAS)
4) understand patterns and key trends in the development of the global economy, including the emergence of the "new economy," considering processes of intellectualization, digitalization, and international scientific and technological exchange.			Thematic lectures with multimedia content, analysis of current global reports (IMB, World bank, etc.), student-led seminars, online learning modules,	Final exam (theory + applied analysis), article review paper, seminar participation, online quizzes, short written reflections (CAS)

	critical review of articles	
5) assess geoeconomic strategies of countries and their regional priorities, taking into account national economic interests, global risks, security dimensions, and the asymmetrical distribution of world resources in the context of global challenges.	Geoeconomic mapping exercises, scenario-based learning, case studies on global conflicts and resources, group discussions and role-playing simulations, independent analytical work	Case study report, simulation performance assessment, oral defense of analysis, written exam questions, participation in role-play activities (CAS)

Assessment

The final grade is given on a 100-point scale, including:
a) 40 points for case study analysis;
b) 40 points for an individual assignment (portfolio);
c) 20 points for discussions

Assessment criteria:

a) Case Study Analysis (40 points)

30-40 points (Excellent)

- Comprehensive and in-depth analysis of the case
- Clear identification of key economic issues and influencing factors
- Well-justified application of international economic theories
- Logical structure, strong arguments, and practical recommendations
- Effective use of relevant data and sources

20-29 points (Good)

- Generally sound analysis of the case
- Main issues identified, but lacking depth
- Partial or limited application of theory
- Conclusions are present but not fully substantiated
- Limited use of data and evidence

10-19 points (Satisfactory)

- Superficial analysis
- Problems identified only partially or unclearly
- Weak connection to theoretical concepts
- Conclusions are descriptive rather than analytical
- Minimal use of data

0-9 points (Unsatisfactory)

- Lack of proper analysis or major misunderstandings
- Failure to identify key issues
- No logical structure
- No justified conclusions

b) Individual Assignment (Portfolio) (40 points)

30-40 points (Excellent)

- Portfolio includes a comprehensive and well-selected set of works demonstrating learning progress

- Clear purpose and organization of the portfolio
- Strong reflection on learning outcomes and personal development
- Evidence of critical thinking and ability to connect theory with practice
- High-quality presentation, consistent academic style, and proper referencing (where applicable)

20-29 points (Good)

- Portfolio contains relevant works, though selection may not fully demonstrate progress
- Generally clear organization
- Reflection is present but lacks depth or consistency
- Some connection between theory and practice
- Minor issues with presentation or referencing

10-19 points (Satisfactory)

- Topic is unclear or insufficiently developed
- Limited critical analysis
- Weak structure and argumentation
- Minimal use of sources
- Noticeable issues with academic writing

0-9 points (Unsatisfactory)

- No clear topic or purpose
- Lack of analysis
- Disorganized structure
- No supporting evidence
- Poor writing quality

c) Discussions (20 points)

15-20 points (Excellent)

- Active and consistent participation
- Demonstrates strong understanding of the topic
- Provides insightful, critical contributions
- Engages constructively with peers

10-14 points (Good)

- Regular participation
- Shows good understanding
- Contributions are relevant but not always in-depth
- Some interaction with peers

5-9 points (Satisfactory)

- Irregular or passive participation
- Limited understanding of the topic
- Contributions are basic or descriptive
- Minimal engagement with others

0-4 points (Unsatisfactory)

- No or almost no participation
- Lack of understanding

- No meaningful contributions

Content

Topic 1. Globalization: historical retrospectives
Topic 2. Global problems of a natural character
Topic 3. Global socio-economic problems
Topic 4. Solving global problems
Topic 5. Anti-globalism and conspiracy theories

Literature

Compulsory reading

1. Knysh, M., Kotyk, L. (2021). Hlobal′ni problemy lyudstva: navch. posibnyk [Global problems of humanity: textbook]. L′viv: Prostir-M. 130 p. Retrieved from https://geography.lnu.edu.ua/wp-content/uploads/2021/07/Kotyk-Knysh-Globalni_problemy_liudstva-book.pdf

2. Bakirov, V. S., Holikov, A. P., Dovhal, O. A., Peresad′ko, V. A., Sidorov, V. I. (eds.). (2019). Hlobal′ni problemy suchasnosti: pidruchnyk [Global problems of modernity: textbook]. Kharkiv: V. N. Karazin Kharkiv National University. 632 p. Retrieved from https://karazinbook.com/sites/default/files/books/bakirov__0.pdf

3. Khaietska, O. P. (2024). Problemy ta perspektyvy hlobalizatsiyi, hlobal′ni problemy lyudstva [Problems and prospects of globalization, global problems of humanity]. Ekonomichnyy prostir [Economic space]. No. 189. P. 316–322. Retrieved from https://prostir.pdaba.dp.ua/index.php/journal/article/view/1430

4. Ptashchenko, O. V., Arkhypova, D. Ye. (2020). Hlobal′ni problemy lyudstva: stan i perspektyvy vyrishennya [Global problems of humanity: state and prospects of solution]. Biznes Inform [Business Inform]. No. 10. P. 478–484. Retrieved from http://repository.hneu.edu.ua/handle/123456789/26026

5. Kleshnia, H. (2023). Perspektyvy podolannya hlobal′nykh vyklykiv XXI storichchya v postmoderniy real′nosti [Prospects for overcoming global challenges of the 21st century in postmodern reality]. Proceedings of the National Aviation University. Series: Philosophy, Cultural. Vol. 37(1). P. 28–35. Retrieved from https://nau.edu.ua

6. Hrushchyns′ka, N. M. (2023). Deyaki pytannya hlobal′nykh problem v zminniy systemi tsinnostey suchasnoho svitu [Some issues of global problems in the changing value system of the modern world]. Skhidna Yevropa: ekonomika, biznes ta upravlinnya [Eastern Europe: economy, business and management]. No. 41. P. 26–32. Retrieved from http://srd.pgasa.dp.ua:8080/xmlui/handle/123456789/11657

7. Shemer, H., Wald, S., Semiat, R. (2023). Challenges and solutions for global water scarcity. Membranes. Vol. 13(6). P. 612. Retrieved from https://www.mdpi.com

8. Adedibu, P. A. (2023). Ecological problems of agriculture: impacts and sustainable solutions. ScienceOpen Preprints. Retrieved from https://www.scienceopen.com/document_file/7ced94a0-a921-4660-8082-4dde8091e69d/ScienceOpenPreprint/ecological%20preprint%20-%20Copy.pdf

Recommended reading

1. Hrushchyns′ka, N. M. (2024). Teroryzm – zahroza natsional′niy bezpetsi ta hlobal′na problema suchasnosti [Terrorism as a threat to national security and a global problem of modernity]. Orhanizatsiynyy komitet [Organizing Committee]. P. 50. Retrieved from https://www.researchgate.net/profile/Yuliya-Danchenko-2/publication/382511684_doslidzenna_vplivu_voennogo_stanu_na_efektivnist_vivcenna_bezpekovih_disciplin_kursantami_nacionalnoi_akademii_nacionalnoi_gvardii_ukraini/links/66a109fc705af53644951e4c/doslidzenna-vplivu-voennogo-stanu-na-efektivnist-vivcenna-bezpekovih-disciplin-kursantami-nacionalnoi-akademii-nacionalnoi-gvardii-ukraini.pdf#page=50

2. Drebot, O. I., Palapa, N. V., Dikhtiar, I. O. (2024). Prodovol′cha bezpeka – hlobal′na problema lyudstva ta osnovni chynnyky, shcho vplyvayut′ na neyi [Food security as a global problem

of humanity and the main factors influencing it]. Ahroekolohichnyy zhurnal [Agroecological Journal]. No. 3. P. 6–17. Retrieved from http://journalagroeco.org.ua/article/view/311176

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4. Grinin L. et al. Aging: An Integral Problem of the Future. How to Turn a Problem into a Development Driver?. In: *Reconsidering the limits to growth: A report to the Russian association of the club of Rome*. Cham: Springer International Publishing, 2023. p. 117-135. URL: https://www.researchgate.net/profile/A-Korotayev/publication/374189858_Global_Aging_An_Integral_Problem_of_the_Future_How_to_Turn_a_Problem_into_a_Development_Driver/links/6530194824bbe32d9a50034e/Global-Aging-An-Integral-Problem-of-the-Future-How-to-Turn-a-Problem-into-a-Development-Driver.pdf

5. ULimwengu J. et al. Hidden hunger: A global problem with local solutions. *AKADEMIYA2063 Project Report, Nutrient Smart Processing and Trade (NSPT)*, 2023. URL: https://akademiya2063.org/publications/Nutrient%20Smart%20Processing%20and%20Trade/Nutrient%20Smart%20Processing%20and%20Trade%20No%20001.pdf

6. CORE Econ (2025) *The Economy 2.0: Microeconomics, Macroeconomics and the Global Economy*. Available at: https://www.core-econ.org/the-economy/ (Accessed: 27 April 2026).

7. Amina, B. (2025) 'The economic impacts of COVID-19: toward a sustainable global economy', *Journal of Humanities, Education and Arts*. Available at: https://ojs.southfloridapublishing.com/ojs/index.php/jhea/article/view/5380

8. Saaka, I.I. (2026) 'Navigating global trade policies: challenges and growth prospects for SMEs in the Global South', *International Journal of Research and Innovation in Social Science*. Available at: https://rsisinternational.org/journals/ijriss/view/navigating-global-trade-policies-challenges-and-growth-prospects-for-small-and-medium-enterprises-in-the-global-south

9. Parenti, M. (2025) 'Taxation, trade and the environment: connecting the threads of the global economy', *INRAE Research*. Available at: https://www.inrae.fr/en/news/taxation-trade-and-environment-connecting-threads-global-economy (Accessed: 27 April 2026).

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Web-resources

1. Brookings Institution. (2026). Hlobal′ni ekonomichni doslidzhennya ta polityka rozvytku [Global economic research and development policy]. Retrieved from https://www.brookings.edu/topic/global-economy-development/

2. CyberLeninka. (2026). Hlobalizatsiya ta svitova ekonomika: naukovi doslidzhennya [Globalization and the world economy: scientific research]. Retrieved from https://cyberleninka.ru/article/n/globalizatsiya-kak-veduschaya-tendentsiya-mirovogo-razvitiya-kontsa-xx-nachala-xxi-vv-i-ee-posledstviya

3. United Nations Conference on Trade and Development (UNCTAD). (2026). Hlobal′ni ekonomichni protsesy ta analityka [Global economic processes and analytics]. Retrieved from https://unctad.org/publications World Bank (2025) *Global Economic Prospects*. Washington, DC: World Bank. Available at: https://www.worldbank.org/en/publication/global-economic-prospects

4. International Monetary Fund (2025) *World Economic Outlook: Navigating Global Divergences*. Washington, DC: IMF. Available at: https://www.imf.org/en/Publications/WEO

5. United Nations (2024) *World Economic Situation and Prospects 2024*. New York: UN. Available at: https://www.un.org/development/desa/dpad/publication/world-economic-situation-and-prospects-2024/

6. Organisation for Economic Co-operation and Development (2025) *OECD Economic Outlook*. Paris: OECD Publishing. Available at: https://www.oecd.org/economic-outlook/

7. United Nations Conference on Trade and Development (2024) *Trade and Development Report 2024*. Geneva: UNCTAD. Available at: https://unctad.org/publication/trade-and-development-report-2024

8. World Trade Organization (2025) *World Trade Report 2025*. Geneva: WTO. Available at: https://www.wto.org/english/res_e/booksp_e/world_trade_report_e.htm

9. International Labour Organization (2025) *World Employment and Social Outlook*. Geneva: ILO. Available at: https://www.ilo.org/global/research/global-reports/weso/lang--en/index.htm

10. United Nations Development Programme (2024) *Human Development Report 2024*. New York: UNDP. Available at: https://hdr.undp.org

TRANSNATIONAL CORPORATIONS				
The course aims to develop theoretical knowledge and practical skills in the field of modern transnational corporations' activities, their organizational structure, management system, operations and evolution in the context of the interaction between TNCs and home and host countries' economies in highly unstable globalizing world				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian, English	1 /14 weeks	4 / elective	Iryna Taranenko, Doctor of Sciences, Full Professor	120 h. (18 h. lectures, 14 h. seminars/practical, 88 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) Systematize, synthesize and organize the information received, identify problems, formulate conclusions and develop recommendations, using effective approaches and technologies, specialized software in order to solve complex practical problems, taking into account the global scope and cross-cultural characteristics of transnational corporations' activities			Lectures, guided self-study activity, internet search, case study, discussion	Participation in the discussion, case study report, presentation (CAS), final test
2) Study and analyze the models of development of national economies and substantiate measures to achieve their strategic goals in the context of transnationalization of global economy			Lectures, self-study activities, discussion based on recommended reading, workshop	Class discussion participation, practical skills assessment, (CAS), final test
3) Develop and research adaptive models for leveling imbalances and threats of transnationalization to global development, to offer options for solving problems related to interaction between TNCs and host countries' economies, based on the results of the study.			Lectures, discussion based on recommended reading, case study, individual assignment	Class discussion participation, case study report, practical skills assessment, presentation (CAS), final test
4) Understand the patterns and trends in the development of the world economy and the TNC's role in the new economic phenomenon, taking into account the processes of intellectualization, informatization and scientific and technological exchange.			Lectures, self-study activities, discussion, case study, solving problems	Evaluation of participation in the discussion, case study report, solving problems assessment (CAS), final test
5) Determine the TNC's strategies and their regional economic priorities, taking into account national economic interests and the security component of international economic relations in the context of global problems of humanity and the asymmetry of the distribution of world resources.			Lectures, discussion based on recommended reading, solving problems, workshop, individual assignment.	Participation in the discussion, solving problems assessment, analytical skills assessment, presentation (CAS), final test

6) Demonstrate relevant academic and professional skills e.g. group work, academic referencing, internet and bibliography search, collection and processing of relevant information from appropriate sources for making management decisions	Writing essay, case study, role-playing game, presentation in small groups	Essay presentation, case study report, teamwork assessment, practical skills assessment, final test

Assessment

The final grade is given on a 100-point scale, including 60 points as a result of continuous assessment of activities throughout the semester and 40 points as a result of final test (Case study)
40 points: final test (Case study).
Assessment criteria:
33-40 points: The student provides an extensive answer for all discussed questions. The student is able to form well-reasoned opinions on the questions asked . Answers reflect the student's own standpoint and provide explanations for given approvals. The student shows excellent use of relevant facts and examples.
25-32 points: The student demonstrates good knowledge in the topic discussed. The student provides good arguments for their answers, displays good use of relevant data and examples. All answers are correct, but there is no argumentation.
17-24 points: The student highlights the problem but provides only a basic outline for the answers. Arguments are clear but limited. There are some minor omissions and inaccuracies, but no gross errors.
9-16 points: The student lacks a coherent grasp of the problems and issues raised in the questions. Important information has been omitted and irrelevant points have been included. The answers are too brief.
0-8 points: The student fails to show any knowledge or understanding of the issues raised in the questions. The student reveals fundamental misunderstanding of the subject matter. Most of the arguments and contentions are irrelevant.
60 points: Continuous assessment:
10% Participation in the discussion / workshop
20% Case study
20% Assignments, tasks, and solving problems
10% Presentation

Content

Topic 1. Transnationalization of business
Topic 2. The scope and effects of TNCs activities
Topic 3. The TNC organizational and governance structure
Topic 4. Transnational Corporations Management System and Strategies
Topic 5. Financial and economic mechanisms of the TNC
Topic 6. Regulation of the TNC activities
Topic 7. TNCs as Global Innovators
Topic 8. Global value chains: investment and trade for development
Topic 9. TNCs in Global FDI Flows

Literature

Compulsory reading

1. Foley, C. F., Hines, J.R., & Wessel, D. (2021). Global Goliaths. Multinational Corporations in the 21st Century Economy. Brookings Institution Press. 584 p.
2. Lundan, S. M., & Dunning, J. Multinational Enterprises and the Global Economy (2008). Transnational Corporations 19(3), 103–106. DOI: http://dx.doi.org/10.18356/43ce1fe7-en
3. Modi, R. K. (2024). A Detailed Examination Of Multinational Corporations, Their Organizational Frameworks, Strategies, And Their Connection To Global Human Resource Management. *IJCRT*, 12(2). DOI: http://dx.doi.org/10.13140/RG.2.2.16035.84009

Recommended reading

1. Dunning, J.H., & Lundan, S.M. (2008). Multinational Enterprises and the Global Economy (2nd edition). Edward Elgar Publishing Limited. 946 p.

2. Dunning, J. The Eclectic Paradigm of International Production: A Restatement and Some Possible Extensions (1988). *Journal of International Business Studies* (19), 1–31. DOI: https://doi.org/10.1057/palgrave.jibs.8490372

3. Foley, C. F., Hines, J.R., & Wessel, D. (2021). Multinational corporations in the 21st century economy. In: Foley, C. F., Hines, J.R., & Wessel, D. Global Goliaths: Multinational Corporations in the 21st Century Economy. Brookings Institution Press.

4. Hunya, G. The Role of Multinational Companies in International Business Integration (2012). *Research Reports*, (384). The Vienna Institute for International Economic Studies. 55 p. URL: https://wiiw.ac.at/the-role-of-multinational-companies-in-international-business-integration-dlp-2704.pdf

5. Wouters, J, & Chané, A.-L. (2013). Multinational Corporations in International Law. KU Leuven. Working Paper No. 129. December. URL: https://www.researchgate.net/publication/272241501_Multinational_Corporations_in_International_Law

6. Mayrhofer, U., & Prange, C. (2015). Multinational Corporations (MNCs) and Enterprises (MNEs). In: Wiley Encyclopedia of Management. (C. L. Cooper, M. Vodosek, D. N. Hartog and J. M. McNett, Eds). DOI: https://doi.org/10.1002/9781118785317.weom060148

7. Nazia, A. Role of Transnational Corporations (TNCs) in the World Economy – an Evaluation (2021). *Journal of business and society* (9), 139–153. URL: https://www.southern.ac.bd/wp-content/uploads/2021/10/A-8-PP-139-153.pdf

8. Shakiri, M., Mehmeti, I., & Çeku, O.M. (2019). Transnational Corporations and Their Role in the Economic Development. *International Journal of Management Excellence*. 12(2), 1830–1834. URL: https://www.researchgate.net/publication/333391028_Transnational_Corporations_and_Their_Role_in_the_Economic_Development

9. Ietto-Gillies, G. (2019). The role of transnational corporations in the globalisation process. In: The Handbook of Globalisation (J. Michie, Ed.), (3rd edition), 155–164. Edward Elgar Publishing. URL: https://www.researchgate.net/publication/332980109_The_role_of_transnational_corporations_in_the_globalisation_process

13. Maksimović, L., Kostić, M., & Marjanović, G. Relationship between modern transnational corporations and states: a view of developing countries (2019). URL: https://www.researchgate.net/publication/345309092_RELATIONSHIP_BETWEEN_MODERN_TRANSNATIONAL_CORPORATIONS_AND_STATES_A_VIEW_OF_DEVELOPING_COUNTRIES

14. Hobson, I. The Unseen World of Transnational Corporations' Powers. URL: https://www.researchgate.net/publication/265317098_The_Unseen_World_of_Transnational_Corporations'_Powers

15. Kordos, M., & Vojtovic, S. (2016). Transnational corporations in the global world economic environment. *3rd International Conference on New Challenges in Management and Organization: Organization and Leadership*, 2 May, Dubai, UAE. Procedia – Social and Behavioral Sciences (230), 150–158. URL: https://www.sciencedirect.com/science/article/pii/S187704281631120X

16. Shevchenko, V., Taranenko, I., Yaremenko, S., Mishustina, T., Poprotskyy, O., & Mostova, A. (2022). Trends in Digital Marketing in the Context of Information Society Development. *Postmodern Openings*. 13(2), 448–460. DOI: https://doi.org/10.18662/po/13.2/464

Web-resources

1. Transnational Corporations Review. (n.d.). https://www.tandfonline.com/journals/rncr20

2. Transnational Corporations: Investment and Development. (n.d.). https://www.un-ilibrary.org/content/journals/2076099x/browse
3. Journal of International Business Studies. (n.d.). https://link.springer.com/search?search-within=Journal&facet-journal-id=41267&package=openaccessarticles
4. UN Trade and Development. (n.d.). *World Investment Report*. https://unctad.org/topic/investment/world-investment-report
5. World Economic Forum. (2026). *Global Risks Report 2026*. https://www.weforum.org/publications/global-risks-report-2026/
6. World Economic Forum. (n.d.). *Publications*. https://www.weforum.org/publications/
7. KOF Swiss Economic Institute. (n.d.). *KOF Globalization Index*. https://kof.ethz.ch/en/forecasts-and-indicators/indicators/kof-globalisation-index.html
8. Eurostat. (n.d.). https://ec.europa.eu/eurostat/home
9. UN Trade and Development. (n.d.). *UNCTAD*. https://unctad.org/
10. Global Finance Magazine. (n.d.). https://gfmag.com/data/economic-data/
11. Fortune. (n.d.). *Fortune Global 500*. https://fortune.com/global500/
12. Forbes. (n.d.). *Global 2000: World's Top Companies Ranking*. https://www.forbes.com/global2000/#109105d4335d
13. OECD, & United Nations Statistics Division. (n.d.). *Multinational Enterprise Information Platform*. https://www.oecd.org/sdd/its/mne-platform.htm
14. World Bank. (n.d.). *Global Pulse Survey of Multinational Enterprises*. https://www.worldbank.org/en/topic/investment-climate/brief/multinational-enterprises-global-pulse-survey
15. Great Place to Work Institute. (n.d.). https://www.greatplacetowork.com/
16. AnnualReports.com. (n.d.). *Annual Reports*. https://www.annualreports.com/
17. Multilateral Investment Guarantee Agency. (n.d.). https://www.miga.org
18. Institute for Mergers, Acquisitions and Alliances. (n.d.). http://www.imaa-institute.org/

ACADEMIC ENGLISH

The course aims to ensure practical mastery of a foreign language at a professional level and to develop the necessary communicative competence for the professional interaction in both oral and written forms. The course aims to enhance the English linguistic competence of Master's students focusing on developing skills for fluent and correct communication across a wide range of professional situations in the academic settings, with an emphasis on pragmatic, professional, and intercultural communication, mastering monologues and dialogues within socio-political, general economic, and specialized topics to develop skills for articulating a professional stance and employing methods for effective influence on interlocutors, preparing, delivering, and publicly discussing presentations on professional issues and personal research results, with a focus on the communicative aspects of academic discourse.

Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
English	2/ 11 weeks	3 / Elective	Maryna Dolzhenko, PhD, Associate Professor Svitlana Medynska, PhD, Associate Professor	90 hours (24 h. practical classes, 66 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) communicate effectively in academic and professional contexts in English, using appropriate academic conventions, register, and terminology to participate in international and intercultural communication and present research findings in oral and written forms.			Completing tasks for self-directed learning, reading various types of periodicals, analyzing information from specialized academic journals, business magazines, and professional news outlets, listening to audio and video materials in the field of study	Assessment of practical skills, oral answers to questions, checking the correctness of completing test tasks (CAS), final test
2) analyze and interpret spoken, written, and audiovisual texts on specialized academic and professional topics, identifying main arguments, authors' viewpoints, implicit meanings, and specialized terminology.			Self-directed learning assignments, Internet searches, textbook assignments, vocabulary drills, essay writing based on reading, reading skills testing	Assessment of practical skills, oral answers to questions, checking written work, checking the correctness of test tasks (CAS), final test
3) search for, critically evaluate, and synthesize scientific and professional information from diverse sources in English to interpret research findings and discuss			Writing abstracts, reviews, literature surveys, or essays on professional topics;	Assessment of written assignments, oral questioning, presentation evaluation, written work review,

contemporary business phenomena and global economic issues.	testing of speaking and writing skills; short reports (presentations) followed by discussions to identify and analyze the viewpoints of all participants	oral interview (CAS), final test
4) critically analyze and interpret academic publications and economic research articles in English, evaluate the validity and relevance of their arguments and evidence, and prepare structured academic summaries and annotations.	Searching for and selecting relevant academic and professional data using global databases and online resources; critically examining texts and providing structured oral assessments of professional literature and materials; summarizing and synthesizing key findings from field-specific articles, expert reports, and video content.	Assessment of written assignments, oral questioning, presentation evaluation, written work review, oral interview (CAS), final test
5) prepare and deliver clear, coherent academic presentations in English to communicate research findings, develop evidence-based arguments, respond to questions, and engage effectively with academic and professional audiences.	Preparation and delivery of a presentation, researching a topic, designing visual aids, and presenting findings orally to the audience	Presentation evaluation, peer assessment (CAS), language skills assessment (within a professional context)
6) adapt English-language communication strategies to different academic, professional, and intercultural situations, taking into account cultural differences, communicative conventions, and the perspectives of international audiences.	Brainstorming, pair work and small group work, role-plays, Internet research	Assessment of interactional skills (pair/ group work), speech skills evaluation (CAS), final test
Assessment		
Final grade as a result of 100% continuous assessment: 20 points for participation in discussions / problem-solving situations; 20 points for participation in role-plays/ case studies; 20 points for written assignments: summary/ abstract/ essay; 10 points for research project presentation (oral with multimedia support); 30 points for final test Assessment criteria: a) Participation in discussions / problem-solving situations		

5 points: The student takes an active part in the discussion; presents material fluently, independently, and with strong arguments using a wide range of vocabulary and complex grammatical structures. All recommendations for academic and professional debating are fully adhered to.
4 points: The student actively participates and provides relevant arguments using a sufficient range of vocabulary and grammar. However, some arguments may lack depth, and there might be minor inaccuracies or occasional non-substantial linguistic errors.
3 points: Participation is fragmentary and superficial (lacks proper argumentation and justification). The student demonstrates significant inaccuracies, a limited vocabulary, and noticeable grammatical errors.
1-2 points: The student partially masters the material; participation is limited to isolated phrases or remarks. The student demonstrates a very narrow vocabulary and numerous grammatical errors that hinder effective communication.
b) Participation in role-plays/ case studies
5 points: The student takes an active part in the role-play/ case study; presents role-specific material fluently, independently, and with strong arguments. The student actively proposes innovative ideas using a wide range of vocabulary and complex grammatical structures and fully completes all assigned team tasks.
4 points: The student actively participates in the role-play/ case study and provides relevant arguments according to the assigned role. They use a sufficient range of vocabulary and grammar. However, they may lack linguistic preparation during problem-solving; minor inaccuracies or occasional non-substantial errors occur. All assigned team tasks are fully completed.
3 points: Participation is fragmentary and superficial (lacks proper justification). The student demonstrates significant inaccuracies, a limited vocabulary, and gross grammatical errors. They do not propose original ideas, merely reproducing role-specific information. Assigned team tasks are partially completed.
1-2 points: The student partially masters the material; participation is limited to isolated phrases or remarks relevant to the role. They demonstrate a very narrow vocabulary and numerous grammatical errors that hinder effective communication, and do not participate in completing team tasks.
c) Written assignments: summary/ abstract/ essay
5 points: The text is composed according to established standards and is clearly structured using appropriate language clichés and linking words. The written statement is logical, coherent, and well-argued. All task requirements are fully addressed. A wide range of vocabulary and grammatical structures is demonstrated; only a few minor grammatical or lexico-stylistic errors are permitted.
4 points: The text generally follows established standards with the use of language clichés and linking words. The structure is sufficiently clear. Not all task requirements are fully addressed (some are only mentioned). A small number of grammatical or lexico-stylistic errors are present; the range of vocabulary and grammatical structures is adequate but not extensive.
3 points: The text deviates from established standards; there are inaccuracies in the use of language clichés or insufficient use of linking words. Many task requirements are not addressed. A significant number of grammatical and lexico-stylistic errors are present, demonstrating a very narrow vocabulary range.
1-2 points: The text fails to meet established standards and lacks logical structure. Most task requirements are ignored. Critical grammatical and stylistic errors occur frequently, making the text difficult to understand. Vocabulary is extremely limited and often used inappropriately.
d) Research project presentation (oral with multimedia support)
9–10 points: The student demonstrates fluent oral proficiency and full adherence to the presentation structure. The relevance of the topic is well-justified; the subject is explored comprehensively. Results are systematically organized and classified, leading to highly persuasive conclusions. Speech is virtually error-free or contains only minor inaccuracies that do not hinder the full delivery of information.
7–8 points: The student demonstrates good oral proficiency and maintains the required presentation structure. The relevance of the topic is justified, and the subject is fully covered. Results are

organized, though conclusions may not be entirely persuasive. Occasional linguistic errors occur but do not interfere with the overall clarity and delivery of information.
5–6 points: The student demonstrates satisfactory oral proficiency with partial adherence to the presentation structure. The relevance of the topic is insufficiently justified, and the subject is only partially explored. Results are not fully systematized, and conclusions lack persuasiveness. Linguistic errors partially hinder the effective delivery of information.
1–4 points: The presentation structure is not followed, and the topic is not disclosed. The student demonstrates a below-average level of oral proficiency. Numerous grammatical and lexical errors significantly hinder communication and prevent the audience from understanding the content.
e) Test
The criteria for the test assignment are written on the test card.

Content

Topic 1. Academic Life: The Social and Academic Environment
Topic 2. Strategic Professional Interaction: Mastering Complex Communication Models in International Business
Topic 3. Research Paper: Planning, Thinking, and Interacting
Topic 4. Organising and Presenting Ideas
Topic 5. Hedging, Argumentation, and Controversies
Topic 6. Academic Integrity and Ethics of Attribution

Literature

Compulsory reading

1. Mohelnytska, L. F. (2022). *Anhliiska mova dlia mahistriv: navchalnyi posibnyk* [English for Master Students: Study Guide]. Zhytomyr Polytechnic. 77 p.
2. Hewings, M. (2014). *Cambridge Academic English*. Upper intermediate. Cambridge University Press.
3. McCarthy, M., O'Dell, F. (2016). *Academic Vocabulary in Use*. Cambridge University Press. 174 p.
4. Bailey, S. (2015). *Academic Writing. A Handbook for International Students*. Fourth edition. Routledge, 284 p.
5. Morley, J. (2018). *Academic Phrasebank*. The University of Manchester. 151 p.
6. Thaine, C. (2012). *Cambridge Academic English*. Intermediate. Cambridge University Press.

Recommended reading

1. Caplan, N. A., Johns. A. (2022). *Essential Actions for Academic Writing: A Genre-Based Approach.* Kindle Edition. University of Michigan Press ELT.
2. Cargill, M., O'Connor, P. (2021). *Writing Scientific Research Articles*. Wiley-Blackwell.Kindle Edition.
3. Duarte, N. (2019). *DataStory: Explain Data and Inspire Action Through Storytelling.* Ideapress Publishing. 240 p.
4. HBR Guide. (2021). *HBR Guide to Better Business Writing*. Harvard Business Review Press. 240 p.
5. Higgins, J. (2020). *10 Skills for Effective Business Communication: Practical Strategies from the World's Greatest Leaders*. Tycho Press.
6. Knaflic, C. N. (2020). *Storytelling with Data: Let's Practice!* Wiley. 448 p.
7. Starodubtseva, T. V., & Miasoid, H. I. (Eds.). (2009). *Present your diploma project in English*: materialy dlia samostiinoi roboty studentiv [Present your diploma project in English: Materials for students' self-study]. DUEP. 53 p.
8. Wizner, A., Devis, A., & Sen, S. (2016). *Communication Strategies in a Diverse World*. Kendall Hunt Publishing Company.

Web-resources

1. TED Talks: Business Section. (n.d.). https://www.ted.com/topics/business

2. The Economist. (n.d.). *Official website*. https://www.economist.com
3. The Financial Times. (n.d.). *Official website.* http://www.ft.com/home/europe
4. The Guardian. *Official website.* https://www.theguardian.com/international
5. The Harvard Business Review (HBR). (n.d.). *Official website*. https://hbr.org

SECOND FOREIGN LANGUAGE FOR SPECIFIC PURPOSES (FRENCH)

The course aims to develop students' ability to use the language in accordance with standard vocabulary and grammar norms across writing, speaking, listening, and reading skills at level A2-B1. Language practice focuses on building greater independence in communication, enabling learners to handle everyday situations, express personal opinions, describe experiences, and interact in familiar social and academic contexts with increased fluency and confidence. The thematic scope extends to more complex areas of everyday life, cultural issues, and public communication, supporting the development of functional and situational communicative competence in a second language environment.

Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
French	2/11 weeks	3 / Elective	Svitlana Halazdra, Senior Lecturer	90 hours (24 h. practical classes, 66 h. self-directed learning)

Learning outcomes On completion of the course, students will be able to:	**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) select and apply appropriate french grammatical structures, vocabulary, and language functions to communicate in typical academic, professional, and everyday situations at the a2–b1 level.	Practical classes, grammar workshops, reading and text analysis activities	Class participation and discussions, written assignments, reading comprehension tasks (CAS), final test
2) participate in dialogues, discussions, and role-play activities in French, exchanging information, expressing opinions, and collaborating with others to complete typical academic and professional communicative tasks.	Practical classes, role-playing and simulations, communicative practice sessions, pair and group work	Oral participation, teamwork evaluation, peer assessment (CAS), final oral/written test
3) produce structured written texts, short essays, and simple oral presentations in french on familiar academic and professional topics, applying appropriate language conventions and basic intercultural communication principles.	Practical classes, writing workshops, presentation practice sessions, project-based tasks	Written assignments, short essays, presentations (CAS), final test
4) select and use appropriate communication strategies in French to respond to questions, request clarification, express needs and opinions, and maintain interaction in typical and unfamiliar academic and professional situations.	Practical classes, discussions, scenario-based exercises, communicative simulations	Participation in discussions, scenario-based tasks, oral presentations (CAS), final test

Assessment

The final grade is given on a 100-point scale as a result of 100% continuous assessment (CAS):
20 points for participation in role plays and communicative simulations;
20 points for test (multiple choice, computer-based grammar and vocabulary test);
20 points for essay (written assignment in French);
10 points for presentation (oral, multimedia);
20 points for participation in discussions;
10 points for mid-term control (written tests assessing practical language skills, short written tasks/essay)
Assessment criteria:

a) Essay (written assignment)
16–20 points: The student demonstrates excellent command of French at the required level, uses a wide range of vocabulary and grammatical structures correctly. The text is well-structured, coherent, and fully meets communicative requirements. Few or no language errors.
11–15 points: The student shows good command of the language. The essay is generally well-structured, but some minor lexical or grammatical inaccuracies are present. The communicative goal is achieved.
6–10 points: The essay has basic structure, but contains frequent errors in grammar, vocabulary, or coherence. Communication is partially successful but limited.
1–5 points: The text is poorly structured, with major grammatical and lexical errors that significantly hinder understanding. Communicative task is not achieved.
b) Participation in discussions and role plays
81–100%: The student actively participates, communicates fluently, demonstrates excellent understanding and appropriately argues their ideas in French.
51–80%: The student participates regularly, demonstrates understanding, but occasional inaccuracies in language use are present.
21–50%: The student participates minimally, with limited vocabulary and frequent errors affecting communication.
1–20%: Very limited participation, lack of understanding of communicative tasks in French.
c) Test and mid-term control
The criteria for tests and mid-term control are defined in the test materials and assessment sheets.

Content

Topic 1. La francophonie. L'histoire et l'actualité.

Topic 2. Mes origines. Vivre ensemble. Un toit, deux générations.

Topic 3. L'art de la table. Les repas traditionnels de la France. Les repas traditionnels de l'Ukraine.

Topic 4. Les systèmes d'enseignement de la France et de l'Ukraine.

Literature

Compulsory reading

1. Heu, É., Abou-Samra, M., Perrard, M., & Pinson, C. (2018). *Le nouvel Édito, B1+ Livre de l'élève. Méthode de français* [The new Édito, B1+ student's book. French method]. Paris: Didier.

2. Heu, É., Abou-Samra, M., Perrard, M., & Pinson, C. (2018). *Le nouvel Édito, B1+ Livre de l'élève. Méthode de français* [The new Édito, B1+ student's book. French method]. Paris: Didier.

3. Siréjols, E. (2017). *Vocabulaire en dialogues. Niveau débutant* [Vocabulary in dialogues. Beginner level]. Paris: Clé International.

Recommended reading

1. Busela, V. (2010). *Frantsuzko-ukrainskyi, ukrainsko-frantsuzkyi slovnyk* [French–Ukrainian, Ukrainian–French dictionary]. Kyiv: VTF Perun.

2 Caquineau, M.-P., Delatour, Y., Jennepin, D., & Lessage-Langot, F. (2008). *Les exercices de grammaire: niveau B1* [Grammar exercises: B1 level]. Paris: Hachette.

3. Cosmopolite *1. Méthode de français. Livre de l'élève* (2018) [Cosmopolite 1. French method. Student's book]. Paris: Hachette Livre.

4. Grégoire, M., & Merlo, G. (2017). *Grammaire progressive du français* [Progressive French grammar]. Paris: Clé International.

5. Lescure, R., Gadet, E., & Vey, P. (2006). *DELF A2 150 activités* [DELF A2: 150 activities]. Paris: Clé International.

6. Matviishyn, V. H. (2011). *Frantsuzka mova yak druha pislia anhliiskoi* [French as a second language after English]. Ternopil: Navchalna knyha – Bohdan.

7. Mérieux, R., & Loiseau, Y. (2013). *Latitudes A2/B1 du CECR. Méthodes de français* [Latitudes A2/B1 of the CEFR. French methods]. Paris: Didier.

8. Opatskyi, S. Ye. (2014). *Français, le niveau débutant* [French, beginner level]. Kyiv.

9. Udilova, T. M. (2010). *Vpravy z hramatyky frantsuzkoi movy (riven 1)* [Exercises in French grammar (level 1)]. Vinnytsia: Nova knyha.

Web-resources

1. FrancaisFacile. (n.d.). https://www.francaisfacile.com/
2. Le Francais Facile avec. (n.d.). https://francaisfacile.rfi.fr/fr/
3. Le Point du FLE. (n.d.). https://www.lepointdufle.net/
4. TV5 Monde Edu. (n.d.). https://apprendre.tv5monde.com/fr

SECOND FOREIGN LANGUAGE FOR SPECIFIC PURPOSES (GERMAN)

The course aims to develop students' ability to use the language in accordance with standard vocabulary and grammar norms across writing, speaking, listening, and reading skills at level A2-B1. Language practice focuses on building greater independence in communication, enabling learners to handle everyday situations, express personal opinions, describe experiences, and interact in familiar social and academic contexts with increased fluency and confidence. The thematic scope extends to more complex areas of everyday life, cultural issues, and public communication, supporting the development of functional and situational communicative competence in a second language environment.

Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
German	2/11 weeks	3 / Elective	Mariia Bilokopytova, Senior Lecturer	90 hours (24 h. practical classes, 66 h. self-directed learning)

Learning outcomes On completion of the course, students will be able to:	**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) select and apply appropriate german grammatical structures, vocabulary, and language functions to communicate in everyday, academic, and basic professional situations at the a2–b1 level.	Practical classes, grammar workshops, reading and text analysis activities	Class participation and discussions, written assignments, reading comprehension tasks (CAS), final test
2) participate in dialogues, discussions, and role-play activities in German, exchange information, express opinions, ask and answer questions, and collaborate with others to complete typical communicative tasks in academic and professional contexts.	Practical classes, role-playing and simulations, communicative practice sessions, pair and group work	Oral participation, teamwork evaluation, peer assessment (CAS), final oral/written test
3) prepare and deliver short oral presentations and write structured texts, emails, and short essays in German, using appropriate vocabulary, grammatical structures, text organization, and basic intercultural communication conventions.	Practical classes, writing workshops, presentation practice sessions, project-based tasks	Written assignments, short essays, presentations (CAS), final test
4) select appropriate communicative strategies and respond to questions, requests, misunderstandings, and unexpected developments in German-language interactions in familiar academic and professional contexts.	Practical classes, discussions, scenario-based exercises, communicative simulations	Participation in discussions, scenario-based tasks, oral presentations (CAS), final test

Assessment

The final grade is given on a 100-point scale as a result of 100% continuous assessment (CAS):
20 points for participation in role plays and communicative simulations;
20 points for test (multiple choice, computer-based grammar and vocabulary test);
20 points for essay (written assignment in German);
10 points for presentation (oral, multimedia);
20 points for participation in discussions;
10 points for mid-term control (written tests assessing practical language skills, short written tasks/essay)

Assessment criteria:
a) Essay (written assignment)
16–20 points: The student demonstrates excellent command of German at the required level, uses a wide range of vocabulary and grammatical structures correctly. The text is well-structured, coherent, and fully meets communicative requirements. Few or no language errors.
11–15 points: The student shows good command of the language. The essay is generally well-structured, but some minor lexical or grammatical inaccuracies are present. The communicative goal is achieved.
6–10 points: The essay has basic structure, but contains frequent errors in grammar, vocabulary, or coherence. Communication is partially successful but limited.
1–5 points: The text is poorly structured, with major grammatical and lexical errors that significantly hinder understanding. Communicative task is not achieved.
b) Participation in discussions and role plays
81–100%: The student actively participates, communicates fluently, demonstrates excellent understanding and appropriately argues their ideas in German.
51–80%: The student participates regularly, demonstrates understanding, but occasional inaccuracies in language use are present.
21–50%: The student participates minimally, with limited vocabulary and frequent errors affecting communication.
1–20%: Very limited participation, lack of understanding of communicative tasks in German.
c) Test and mid-term control
The criteria for tests and mid-term control are defined in the test materials and assessment sheets.

Content

Topic 1. Migration und Arbeitsmarktintegration
Topic 2. Globalisierung und wirtschaftliche Ungleichheit
Topic 3. Nachhaltige Stadtentwicklung und soziale Gerechtigkeit
Topic 4. Digitalisierung und Veränderungen der Arbeitswelt
Topic 5. Europäische Integration und Wirtschaftspolitik
Topic 6. Klimawandel und soziale Auswirkungen

Literature

Compulsory reading

1. Evans, S., Pude, A., Specht, F. (2019). *Menschen: Deutsch als Fremdsprache. Kursbuch: A2.2 / B1.2*. Max Hueber Verlag.

2. Evans, S., Pude, A., Specht, F. (2019). *Menschen: Deutsch als Fremdsprache. Arbeitsbuch: A2.2 / B1.2*. Max Hueber Verlag.

3. Gomola, M. M. (2018). *Navchalno-metodychnyi posibnyk «Vyvchaiemo nimetsku movu yak druhuinshomovnu» = Wir lernen DaF*. Dnipro: Universytet imeni Alfreda Nobelia. 68 p.

Recommended reading

1. Fischer, A., Kopp, G. (2021). *Menschen B1. Deutsch als Fremdsprache. Kurs- und Arbeitsbuch*. Ernst Klett Sprachen.

2. Dengler, S., Rusch, P., Schmitz, H., Sieber, T. (2021). *Sicher! B1+. Deutsch als Fremdsprache. Kurs- und Übungsbuch mit Audios*. Hueber Verlag.

Web-resources

1. Goethe-Institut. (n.d.). *Prüfungsziele / Testbeschreibung B1 SD1*. https://www.goethe.de/pro/relaunch/prf/de/Pruefungsziele_Testbeschreibung_B1_SD1.pdf

2. Goethe-Institut. (n.d.). B*1 SD1 Wortliste 02*. https://www.goethe.de/pro/relaunch/prf/de/B1_SD1_Wortliste_02.pdf

ACADEMIC ENGLISH FOR SPECIFIC PURPOSES

The course aims to ensure practical mastery of a foreign language at a professional level and to develop the advanced communicative competence necessary for strategic interaction within the field of International Economic Relations. The course aims to enhance the English linguistic competence of Master's students by focusing on fluent and precise communication across a wide range of professional situations in global academic and economic settings. Emphasis is placed on pragmatic, diplomatic, and intercultural communication, mastering sophisticated monologues and dialogues within geopolitical, macroeconomic, and specialized trade-related topics. This enables students to develop the skills for articulating a professional stance and employing advanced methods for negotiation and effective influence in the international arena. Furthermore, the course prepares students for the public delivery and defence of presentations concerning global market trends and research results, with a strict focus on the stylistic and communicative conventions of international academic discourse.

Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
English	3/ 5 weeks	4 / Elective	Maryna Dolzhenko, PhD, Associate Professor Svitlana Medynska, PhD, Associate Professor	120 hours (30 h. practical classes, 90 h. self-directed learning)

Learning outcomes **On completion of the course, students will be able to:**	**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1. communicate effectively in English in advanced academic and professional contexts related to international economic relations, applying appropriate academic conventions, specialized terminology, and intercultural communication strategies to present and discuss research findings in oral and written forms.	Completing tasks for self-directed learning, reading various types of periodicals, analyzing information from specialized academic journals, business magazines, and professional news outlets, listening to audio and video materials in the field of study	Assessment of practical skills, oral answers to questions, checking the correctness of completing test tasks (CAS), final test
2. critically analyze and interpret spoken, written, and audiovisual materials on international economic relations, identifying key arguments, authors' viewpoints, implicit meanings, and specialized terminology relevant to geopolitical, macroeconomic, and international trade issues.	Self-directed learning assignments, Internet searches, textbook assignments, vocabulary drills, essay writing based on reading, reading skills testing	Assessment of practical skills, oral answers to questions, checking written work, checking the correctness of test tasks (CAS), final test

2) search for, critically evaluate, and synthesize scientific, statistical, and policy information from diverse English-language sources to interpret research findings and develop evidence-based perspectives on contemporary global economic and geopolitical issues.	Writing abstracts, reviews, literature surveys, or essays on professional topics; testing of speaking and writing skills; short reports (presentations) followed by discussions to identify and analyze the viewpoints of all participants	Assessment of written assignments, oral questioning, presentation evaluation, written work review, oral interview (CAS), final test
3) critically evaluate and interpret academic publications and economic research articles in English, assess the relevance and validity of their arguments and evidence, and prepare structured academic summaries and annotations in accordance with academic conventions.	Searching for and selecting relevant academic and professional data using global databases and online resources; critically examining texts and providing structured oral assessments of professional literature and materials; summarizing and synthesizing key findings from field-specific articles, expert reports, and video content.	Assessment of written assignments, oral questioning, presentation evaluation, written work review, oral interview (CAS), final test
4) prepare and deliver well-structured academic presentations in English on geopolitical, macroeconomic, and international trade issues, communicate research findings clearly, develop and defend evidence-based arguments, and respond effectively to questions from academic and professional audiences.	Preparation and delivery of a presentation, researching a topic, designing visual aids, and presenting findings orally to the audience	Presentation evaluation, peer assessment (CAS), language skills assessment (within a professional context)
5) adapt English-language communication strategies to complex academic, professional, and intercultural situations, taking into account cultural differences, disciplinary conventions, and the expectations of international audiences.	Brainstorming, pair work and small group work, role-plays, Internet research	Assessment of interactional skills (pair/ group work), speech skills evaluation (CAS), final test
Assessment		
Final grade as a result of 100% continuous assessment: 20 points for participation in discussions / problem-solving situations; 20 points for participation in role-plays/ case studies; 20 points for written assignments: summary/ abstract/ essay; 10 points for research project presentation (oral with multimedia support); 30 points for final test		

Assessment criteria:
a) Participation in discussions / problem-solving situations
5 points: The student takes an active part in the discussion; presents material fluently, independently, and with strong arguments using a wide range of vocabulary and complex grammatical structures. All recommendations for academic and professional debating are fully adhered to.
4 points: The student actively participates and provides relevant arguments using a sufficient range of vocabulary and grammar. However, some arguments may lack depth, and there might be minor inaccuracies or occasional non-substantial linguistic errors.
3 points: Participation is fragmentary and superficial (lacks proper argumentation and justification). The student demonstrates significant inaccuracies, a limited vocabulary, and noticeable grammatical errors.
1-2 points: The student partially masters the material; participation is limited to isolated phrases or remarks. The student demonstrates a very narrow vocabulary and numerous grammatical errors that hinder effective communication.
b) Participation in role-plays/ case studies
5 points: The student takes an active part in the role-play/ case study; presents role-specific material fluently, independently, and with strong arguments. The student actively proposes innovative ideas using a wide range of vocabulary and complex grammatical structures and fully completes all assigned team tasks.
4 points: The student actively participates in the role-play/ case study and provides relevant arguments according to the assigned role. They use a sufficient range of vocabulary and grammar. However, they may lack linguistic preparation during problem-solving; minor inaccuracies or occasional non-substantial errors occur. All assigned team tasks are fully completed.
3 points: Participation is fragmentary and superficial (lacks proper justification). The student demonstrates significant inaccuracies, a limited vocabulary, and gross grammatical errors. They do not propose original ideas, merely reproducing role-specific information. Assigned team tasks are partially completed.
1-2 points: The student partially masters the material; participation is limited to isolated phrases or remarks relevant to the role. They demonstrate a very narrow vocabulary and numerous grammatical errors that hinder effective communication, and do not participate in completing team tasks.
c) Written assignments: summary/ abstract/ essay
5 points: The text is composed according to established standards and is clearly structured using appropriate language clichés and linking words. The written statement is logical, coherent, and well-argued. All task requirements are fully addressed. A wide range of vocabulary and grammatical structures is demonstrated; only a few minor grammatical or lexico-stylistic errors are permitted.
4 points: The text generally follows established standards with the use of language clichés and linking words. The structure is sufficiently clear. Not all task requirements are fully addressed (some are only mentioned). A small number of grammatical or lexico-stylistic errors are present; the range of vocabulary and grammatical structures is adequate but not extensive.
3 points: The text deviates from established standards; there are inaccuracies in the use of language clichés or insufficient use of linking words. Many task requirements are not addressed. A significant number of grammatical and lexico-stylistic errors are present, demonstrating a very narrow vocabulary range.
1-2 points: The text fails to meet established standards and lacks logical structure. Most task requirements are ignored. Critical grammatical and stylistic errors occur frequently, making the text difficult to understand. Vocabulary is extremely limited and often used inappropriately.
d) Research project presentation (oral with multimedia support)
9–10 points: The student demonstrates fluent oral proficiency and full adherence to the presentation structure. The relevance of the topic is well-justified; the subject is explored comprehensively. Results are systematically organized and classified, leading to highly persuasive conclusions. Speech is virtually error-free or contains only minor inaccuracies that do not hinder the full delivery of information.

7–8 points: The student demonstrates good oral proficiency and maintains the required presentation structure. The relevance of the topic is justified, and the subject is fully covered. Results are organized, though conclusions may not be entirely persuasive. Occasional linguistic errors occur but do not interfere with the overall clarity and delivery of information.
5–6 points: The student demonstrates satisfactory oral proficiency with partial adherence to the presentation structure. The relevance of the topic is insufficiently justified, and the subject is only partially explored. Results are not fully systematized, and conclusions lack persuasiveness. Linguistic errors partially hinder the effective delivery of information.
1–4 points: The presentation structure is not followed, and the topic is not disclosed. The student demonstrates a below-average level of oral proficiency. Numerous grammatical and lexical errors significantly hinder communication and prevent the audience from understanding the content.
e) Test
The criteria for the test assignment are written on the test card.

Content

Topic 1. The Language of Theoretical Frameworks in International Economic Relations
Topic 2. Critical Analysis of Global Policy Documents
Topic 3. Synthesizing Academic Sources: The Literature Review
Topic 4. Describing and Interpreting Macroeconomic Data
Topic 5. Methodology and Justification in Economic Research
Topic 6. Defending Research Findings: Advanced Oral Academic Discourse

Literature

Compulsory reading

1. Bailey, S. (2015). *Academic Writing. A Handbook for International Students*. Fourth edition. Routledge, 284 p.
2. Hewings, M., Thaine, C. (2012). *Cambridge Academic English C1 Advanced*. Cambridge University Press.
3. McCarthy, M., O'Dell, F. (2016). *Academic Vocabulary in Use*. Cambridge University Press. 174 p.
4. Morley, J. (2018). *Academic Phrasebank*. The University of Manchester. 151 p.

Recommended reading

1. Caplan, N. A., Johns. A. (2022). *Essential Actions for Academic Writing: A Genre-Based Approach.* Kindle Edition. University of Michigan Press ELT.
2. Cargill, M., O'Connor, P. (2021). *Writing Scientific Research Articles*. Wiley-Blackwell.Kindle Edition.
3. Duarte, N. (2019). *DataStory: Explain Data and Inspire Action Through Storytelling.* Ideapress Publishing. 240 p.
4. HBR Guide. (2021). *HBR Guide to Better Business Writing.* Harvard Business Review Press. 240 p.
5. Higgins, J. (2020). *10 Skills for Effective Business Communication: Practical Strategies from the World's Greatest Leaders*. Tycho Press.
6. Knaflic, C. N. (2020). *Storytelling with Data: Let's Practice!* Wiley. 448 p.
7. Starodubtseva, T. V., & Miasoid, H. I. (Eds.). (2009). *Present your diploma project in English*: materialy dlia samostiinoi roboty studentiv [Present your diploma project in English: Materials for students' self-study]. DUEP. 53 p.
8. Zaumanis, M. (2021). *Research Data Visualization and Scientific Graphics: for Papers, Presentations and Proposals*. Kindle Edition
9. Zaumanis, M. (2022). *Scientific Presentation Skills: How to Design Effective Research Posters and Deliver Powerful Academic Presentations.* Kindle Edition.
10. Zaumanis, M. (2021). *Write an Impactful Research Paper: A Scientific Writing Technique That Will Shape Your Academic Career*. Kindle Edition.

Web-resources

1. TED Talks: Business Section. (n.d.). https://www.ted.com/topics/business
2. The Economist. (n.d.). *Official website*. https://www.economist.com
3. The Financial Times. (n.d.). *Official website.* http://www.ft.com/home/europe
4. The Guardian. *Official website.* https://www.theguardian.com/international
5. The Harvard Business Review (HBR). (n.d.). *Official website*. https://hbr.org

TRAVEL BUSINESS				
The course aims to provide an introduction to the concept of tourism as a business, its growth and development, travel motivation, the role of tourism as an economic intervention, the global nature of tourism, various tourism products and resources, as well as emerging trends in the tourism industry.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian, English	3/5 weeks	4 / elective	Oleksandr Zadoia, PhD, Associate Professor	120 hours (30 h. practical classes, 90 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) effectively present international tourism products and conduct professional negotiations with global service providers (hotel chains, airlines), using specialized foreign terminology and international business etiquette standards.			Role-playing (negotiations with a hotelier/tour operator), business simulations, oral presentations in English, drafting business correspondence.	CAS: Evaluation of a simulated negotiation session, assessment of a tourism product presentation. Oral professional communication task during the final test.
2) develop creative concepts for tourism destinations, justifying their feasibility through tourism diagnostic methodologies and big data analysis of global consumer trends.			Research-based learning, workshops on UN Tourism database, case studies of successful destination branding, brainstorming sessions.	CAS: Submission of a destination development concept, analytical report on market trends. Defense of a creative project (case study analysis).
3) coordinate the work of a project team when developing complex individual tours under force majeure circumstances, taking responsibility for service quality and client safety in a volatile international environment.			Team-based learning, situational simulations (crisis in travel), group projects, workshops on risk management in tourism.	CAS: Peer-assessment of teamwork, evaluation of a “Crisis Response Plan” for a tour. Solving a situational problem related to risk management.
4) implement the principles of sustainable tourism and the global code of ethics for tourism into the activities of tourism enterprises, ensuring respect for cultural heritage and environmental responsibility toward local communities.			Interactive lectures, seminars on sustainable development, ethical dilemma discussions, analysis of CSR (Corporate Social Responsibility) reports of global travel companies.	CAS: Essay on the application of the Code of Ethics, participation in thematic debates. Theoretical and applied questions on sustainability in the final test.

Assessment
The final grade is assigned on a 100-point scale, including 60 points for continuous assessment and 40 points for the final test: 60 – Continuous Assessment (CAS): ● 10 points – test paper (essay); ● 40 points – participation in discussions; ● 10 points – individual assignment (presentation). 40 – Final test, specifically: ● 20 points – analysis of the situation; ● 20 points – solving a situational problem. Assessment criteria: a) test paper (essay) 9-10 points: The student demonstrates excellent understanding of the material, mastery of the content, depth of search. The student uses modern scientific and information literature, databases. The work contains elements of novelty and reflects the author's own point of view. The work is designed in accordance with the requirements. 7-8 points: The student understands the material well, demonstrates good mastery of the content and depth of search. Modern information sources were used to perform the work. There are minor violations of the requirements in the design of the work. 5-6 points: The student generally correctly answers the questions posed, but demonstrates superficial processing of the content, small depth of search. The student does not provide a broad explanation for all questions. There are significant violations of the requirements for the design of the essay. 3-4 points: The student demonstrates a weak understanding of the material, superficial processing of the content; shallow depth of search. The work contains false statements. The work is returned for revision. 1-2 points: The student demonstrates some understanding of the material. The student does not provide detailed explanations of all aspects of the problem formulated in the assignment. The work is not properly formatted. The work is returned for revision. 0 points: The student demonstrates no knowledge or understanding of the issues raised in the assignment. The student demonstrates a fundamental lack of understanding of the topic. Requires a new assignment. b) participation in discussions For participating in the discussion, the student will receive points from the total number specified in the course map for this type of assessment: 81-100%: The discussion is conducted correctly. The student demonstrates excellent mastery of the educational material, expresses and successfully argues their position. 61-80%: The student expresses the correct positions, but some arguments are not sufficient. Minor errors are made in the statements. 41-60%: The student generally correctly understands the essence of the issue but cannot provide arguments in favor of one or another point of view. Knowledge of the subject of discussion is superficial 21-40%: The student demonstrates a fragmentary understanding of the subject of discussion. Makes erroneous judgments that are corrected after participating in the discussion. 1-20%: A lot of mistakes, with little to no understanding of the material's context 0%: The student does not have the knowledge to conduct a discussion. c) individual assignment (presentation) For the presentation during classes, the student will receive points from the total number specified in the course map for this type of assessment:

81-100%: The presentation fully meets the requirements in form and content. The student demonstrates excellent mastery of the material, provides deep analysis of countries economic indicators, adheres to the time limit, and gives comprehensive answers to questions.
61-80%: The presentation meets the basic requirements. The student is well-versed in the topic and presents the material logically, though the analysis of specific national economic developments is primarily descriptive or there are minor formatting flaws.
41-60%: The content generally aligns with the topic, but the presentation is fragmented. The student uses a limited range of sources, makes inaccuracies in professional terminology, and mostly reads text directly from the slides.
21-40%: The presentation is incomplete, and the analytical component is missing. The student has a weak grasp of the material, cannot explain key points of the demonstration, and ignores visual data formatting requirements.
1-20%: The work is superficial, lacks independent conclusions, or significantly violates the task structure. The student is unable to provide explanations for the presented slides.
0%: The presentation was not submitted, does not match the topic, or is entirely plagiarized.
d) final test
The criteria for the final test assignment are written on the final test card.

Content

Topic 1. Geographical aspects of tourism business. Location of major continental land masses, oceans and seas

Topic 2. Location of the world's major cities in relation to their importance as major tourism destinations and transport hubs

Topic 3. Social, cultural, economic and environmental impact of travel and tourism

Topic 4. Patterns of demand for international travel and tourism

Topic 5. Major tourism generators and receiving countries in the world, including current trends

Topic 6. Classification of tourism. Types of tourism

Topic 7. World tourism resources and their evaluation

Topic 8. Tourism product, its structural elements

Topic 9. Interrelationship between travel and transport, catering and accommodation, attractions, leisure and recreation and business facilities

Topic 10. Marketing and promotion in tourism. Marketing segmentation and targeting

Topic 11. Statistical analysis and forecasting of global tourism development and demand for international travel

Literature

Compulsory reading

1. Sotiriadis M. et al. (2018). *The Emerald Handbook of Entrepreneurship in Tourism, Travel and Hospitality: Skills for Successful Ventures*. Emerald Publishing Limited. 449 p. https://doi.org/10.1108/9781787435292

2. Collins K.H. (2015). *Handbook on Tourism Development and Management*. Available at: Nova Science Publishers, Inc. 260 p. Available at: https://kitob.sies.uz/frontend/web/kitob/kitob_005ff864f8ca8e6.pdf

3. Cook R.A., Hsu C.Y.C., Taylor L.L. (2018). *Tourism. The Business of Hospitality and Travel*. Boston: Pearson. 434 p. Available at: https://book.hoteljob.vn/uploads/books/2020/07/1594949622_1.pdf

4. Mill R.C. (2010). *Tourism the International Business*. The Open University of Hong Kong. 326 p. Available at: https://www.opentextbooks.org.hk/system/files/export/36/36924/pdf/Tourism_the_International_Business_36924.pdf

5. Malska M.P., Khudo V.V., Tsybukh B.L. (2004). *Osnovy turystychnoho biznesu: Navchal'nyy posibnyk* [Fundamentals of tourism business: Textbook]. Kyiv: Center for educational literature. 272 p. Available at: http://194.44.152.155/elib/local/sk/sk660178.pdf

Recommended reading

1. Wörndl W., Koo C., Stienmetz J. L. (Eds.). (2021). *Information and Communication Technologies in Tourism 2021*. Proceedings of the ENTER 2021 eTourism Conference, Springer Nature. 587 p. https://doi.org/10.1007/978-3-030-65785-7

2. Abdul Moiz Imran (2022). *Tourism Management*. National Vocational & Technical Training Commission H-9. 87 p. Available at: https://navttc.gov.pk/MatricTechBooks/10thclass/TourismManagementX.pdf

3. Wu D.C., Zhong S., Wu J., Song, H. (2025). *Tourism and hospitality forecasting with big data: A systematic review of the literature*. Journal of Hospitality & Tourism Research. No. 49(3). PP. 615-634. https://doi.org/10.1177/10963480231223151

4. Witt S.F., Brooke M.Z., Buckley P.J. (2013). *The management of international tourism*. Routledge Taylor & Francis Group. 23 p. Available at: https://api.pageplace.de/preview/DT0400.9781135083182_A23798090/preview-9781135083182_A23798090.pdf

5. Okumus F., Altinay L., Chathoth P., Köseoglu M.A. (2020). *Strategic Management for Hospitality and Tourism.* Routledge: London, UK. 72 p. Available at: https://api.taylorfrancis.com/content/books/mono/download?identifierName=doi&identifierValue=10.4324/9781351188517&type=googlepdf

Web-resources

1. Westcott M., Anderson W. (2021). *Introduction to Tourism and Hospitality in BC – 2nd Edition*. BCcampus. Available at: https://opentextbc.ca/introtourism2e/

2. The World Bank (2022). *Destination management handbook*. 114 p. Available at: https://documents1.worldbank.org/curated/en/099451003012313859/pdf/IDU07402ad17053a5043c909eb80cd040870838c.pdf

3. OER. *Hospitality and Tourism Management: Open Educational Resources*. University of Texas Rio Grande Valley. Available at: https://utrgv.libguides.com/hospitality-and-tourism-management/OER

4. *Tourism Management*. Journal. Available at: https://www.sciencedirect.com/journal/tourism-management

5. Buswari, Muhammad & Irawan, Cahya & Priyanto, Eddy & Ananda, Anton & Bawono, Suryaning. (2024). *The Complete Guide to The Tourism Industry: Strategies and Competencies to Become a Successful Tourism Entrepreneur and Manager*. PT. Frost Yunior. 104 p. Available at: https://www.researchgate.net/publication/377563431_THE_COMPLETE_GUIDE_TO_THE_TOURISM_INDUSTRY_Strategies_and_Competencies_to_Become_a_Successful_Tourism_Entrepreneur_and_Manager

6. Miguéns J. I. L., Mendes J. F. F. (2008). *Travel and tourism: Into a complex network*. Physica A: Statistical Mechanics and its Applications. No. 387(12). PP. 2963-2971. https://doi.org/10.48550/arXiv.0805.4490

7. Fang H., Gao S., Zhang F. (2023). *Forecasting Inter-Destination Tourism Flow via a Hybrid Deep Learning Model*. arXiv preprint. https://doi.org/10.48550/arXiv.2305.03267

8. *World Tourism Organisation*. Available at: https://www.untourism.int/

ECONOMIC DIPLOMACY				
The course aims to provide Master's students with general theoretical and practical training in economic diplomacy, equipping them with the knowledge and skills necessary to understand and navigate international economic relations.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian, English	2 /11 weeks	4 / elective	Ruslan Kliuchnyk, PhD, Associate Professor	120 h. (18 h. lectures, 14 h. seminars/practical, 88 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) apply professional communication strategies and specialized terminology in oral and written communication in foreign languages to conduct business and diplomatic interactions in the field of international economic relations, taking into account intercultural differences and professional communication conventions.			Problem-based learning, case study, interactive lectures, quiz, discussion, media search, case study, presentations, individual research projects.	Participation in discussion, presentations (CAS)
2) analyze complex economic and diplomatic situations under conditions of uncertainty, limited time, and resource constraints; evaluate alternative courses of action using evidence, logical reasoning, and relevant analytical methodologies developed by leading international organizations; and justify appropriate decisions.			Problem-based learning, case study, interactive lectures, quiz, discussion, media search, case study, presentations, individual research projects.	Participation in discussion, presentations (CAS)
3) evaluate alternative economic diplomacy measures and negotiation strategies in relation to national economic interests and international commitments, and justify decisions aimed at achieving defined diplomatic and economic objectives in a changing international environment.			Problem-based learning, case study, interactive lectures, quiz, discussion, media search, case study, presentations, individual research projects.	Participation in discussion, presentations (CAS)
4) assess the complexity, scope, and resource requirements of economic diplomacy tasks, and develop plans for their implementation, monitoring, and evaluation in accordance with defined objectives and expected outcomes.			Problem-based learning, case study, interactive lectures, quiz, discussion, media search, case study, presentations, individual research projects.	Participation in discussion, presentations (CAS)

5) analyze legal and regulatory documents relevant to international economic relations, critically evaluate analytical reports and official information sources, conduct applied analytical research, and prepare evidence-based analytical materials to support economic diplomacy decisions.	Problem-based learning, case study, interactive lectures, quiz, discussion, media search, case study, presentations, individual research projects.	Participation in discussion, presentations (CAS)
6) analyze key patterns and trends in global economic development, including the emergence of the new economy, and evaluate the implications of intellectualization, digitalization, and scientific and technological exchange for economic diplomacy priorities and international economic relations.	Problem-based learning, case study, interactive lectures, quiz, discussion, media search, case study, presentations, individual research projects.	Participation in discussion, presentations (CAS)
7) analyze countries' geoeconomic strategies and regional economic priorities, and evaluate their implications for national economic interests, economic security, and international economic relations in the context of global challenges and asymmetries in the distribution of global resources.	Problem-based learning, case study, interactive lectures, quiz, discussion, media search, case study, presentations, individual research projects.	Participation in discussion, presentations (CAS)

Assessment

The final grade is given on a 100-point scale.
100 points for work in the semester:
60 points for discussions;
40 points for presentation;
Assessment criteria:

a) individual assignment (presentation)

32-40 points
Exceptional, detailed knowledge and understanding of the basic underlying concepts and principles. The student demonstrates excellent understanding of the material, mastery of the content, depth of search. The student uses modern scientific and information literature, databases. The work contains elements of novelty and reflects the author's own point of view. The work is designed in accordance with the requirements.
22-31 points
The student understands the material well, demonstrates good mastery of the content and depth of search. Modern information sources were used to perform the work. There are minor violations of the requirements in the design of the work. Engagement with a wide range of literature.
10-21 points
Basic appreciation of the context of the application. Work may lack coherence and/or accuracy in places.
1-9 points
Work is poorly structured, disorganised, inaccurate and/or confusingly expressed. There are major omissions.

b) participation in discussions

For participating in the discussion, the student will receive points from the total number specified in the course map for this type of assessment:

81–100%: The discussion is conducted correctly. The student demonstrates excellent mastery of the educational material and expresses and successfully argues their position.
51–80%: The student demonstrates an understanding of the educational material, but some inaccuracies are noticed.
21–50%: A basic understanding of the material, but with significant gaps or omissions.
1–20 %: A lot of mistakes, with little to no understanding of the material's context.

Content

Topic 1. Diplomacy as a Phenomenon
Topic 2. Diplomacy and International Economic Relations in Europe
Topic 3. Diplomacy and International Economic Relations in the Americas
Topic 4. Economic Diplomacy in Asia and Africa
Topic 5. International Activities of European Political Elites. Euroscepticism

Literature

Compulsory reading

1. Sharov, O. M. (2019). *Ekonomichna dyplomatiia: osnovy, problemy ta perspektyvy:* monohrafiia [Economic diplomacy: fundamentals, problems and prospects]. Kyiv: NISS. 560 p.

2. Varlamova, M. L., Kovalova, O. I., & Kozachyshyna, A. S. (2021). Osoblyvosti intehratsiinykh protsesiv krain NAFTA [Features of integration processes of NAFTA countries]. *Ekonomika i orhanizatsiia upravlinnia, 2(42),* 66–75. DOI:https://doi.org/10.31558/2307-2318.2021.2.7.

3. Grytsenko, A., Borzenko, O., & Burlay, T. (2021). Achievements and challenges of Ukraine's European integration. *Journal of European Economy, 20(3),* 518–541. DOI:10.35774/jee2021.03.493.

4. Mrasori, F. (2022). The role of unilateral harmonization to the EU integration. *Lex Portus, 8(2),* 54–77. https://doi.org/10.26886/2524-101X.8.2.2022.3

5. Korniienko, V. O. (2017). *Ukraina v Yevropi i sviti: navchalnyi posibnyk* [Ukraine in Europe and the world: textbook]. Vinnytsia: VNTU. 147 p.

6. Zadoia, A. O., Fedulova, S. O., & Kliuchnyk, R. M. (2024). *Arkhitektura yevropeiskoi bezpeky: novi vyklyky ta zahrozy: navchalnyi posibnyk* [Architecture of European security: new challenges and threats]. Dnipro: Alfred Nobel University. 297 p.

7. Kliuchnyk, R. (2019). Natural and socio-cultural factors in country image formation. *Journal of Modern Economic Research, 1(3),* 17–28.

8. Sajadi, D. (2026). The Role of Economic Diplomacy in Shaping Global Trade Agreements: A Review of the Literature. *Eurasian Journal of Management & Social Sciences - Open Access, 6*(2), 11-19. https://doi.org/10.23918/ejmss.V6i2p11

Recommended reading

1. Bratosin-Vasilache, K. (2025). Exploring Economic Diplomacy through Qualitative Research Methods. *The Romanian Economic Journal, 90,* 194–201. DOI: 10.24818/REJ/2025/90/08

2. Chopenko, D. (2026). Economic diplomacy in the context of great power competition for influence over global trade systems. *Zdobutky ekonomiky: perspektyvy ta innovatsii, (27).* https://doi.org/10.5281/zenodo.18681590

3. Niyitunga, E. B, & Ragolane, M. (2024). Beijing consensus diplomacy: A promoter or threat to Africa's pathway to sustainable development. *Journal of Infrastructure, Policy and Development. 8(10):* 7425. https://doi.org/10.24294/jipd.v8i10.7425

4. Kennedy, N. N., Odhiambo, E. O. S., & Muhindi, S. (2025). Economic diplomacy as a strategy influencing bilateral relations between Kenya and South Sudan (2011-2023). *African Quarterly Social Science Review, 2*(3), 402-414. https://doi.org/10.51867/AQSSR.2.3.34

5. Oloo, D. (2025). Mapping the discourse of power: Diplomatic actors on X (formerly Twitter). *Journal of Communication and Public Relations*, 4(1), 1–18.

6. Mariotti, S. & Meacci, S. (2026). Africa in the global economy: development challenges and investment opportunities for Europe. *Journal of Industrial and Business Economics, 53,* 115–141.https://doi.org/10.1007/s40812-025-00377-w

7. Gul, Z. (2024). Bilateral economic diplomacy between South Korea and Iraq. *Asian Politics and Policy, 16(1),* 7–29. https://doi.org/10.1111/aspp.12724

Web-resources

1. World Bank (n.d.). *Official website*. https://data.worldbank.org/
2. Statista (n.d.). *Official website*. https://www.statista.com/
3. The United Nations (n.d.). *Official website*. https://www.un.org/en
4. Eurostat. *Official website*. Available at: https://ec.europa.eu/eurostat

ECONOMIC JOURNALISM				
The course aims to provide Master's students with general theoretical and practical training in economic journalism, equipping them with the knowledge and skills necessary to understand and navigate international economic relations.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian, English	2 /11 weeks	4 / elective	Ruslan Kliuchnyk, PhD, Associate Professor	120 h. (18 h. lectures, 14 h. seminars/practical, 88 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) prepare and communicate economic news, analyses, and commentary in oral and written forms, using appropriate journalistic language, specialized economic terminology, and communication strategies tailored to different audiences, including in foreign-language contexts.			Problem-based learning, case study, interactive lectures, quiz, discussion, media search, case study, presentations, individual research projects.	Participation in discussion, presentations (CAS)
2) search for, verify, and critically evaluate information from diverse sources, including official statistics, reports by international organizations, expert opinions, and digital media, to identify reliable evidence and detect inconsistencies or misleading claims in economic reporting.			Problem-based learning, case study, interactive lectures, quiz, discussion, media search, case study, presentations, individual research projects.	Participation in discussion, presentations (CAS)
3) plan and produce economic journalism materials independently and collaboratively, justify editorial decisions under conditions of uncertainty and tight deadlines, and evaluate the accuracy, relevance, and quality of the resulting content.			Problem-based learning, case study, interactive lectures, quiz, discussion, media search, case study, presentations, individual research projects.	Participation in discussion, presentations (CAS)
4) assess the complexity, scope, and information requirements of economic journalism assignments, and develop plans for research, source selection, data collection, fact-checking, and timely publication.			Problem-based learning, case study, interactive lectures, quiz, discussion, media search, case study, presentations, individual research projects.	Participation in discussion, presentations (CAS)

5) analyze economic and regulatory documents, interpret statistical and analytical reports, conduct applied research using relevant economic data, and produce evidence-based journalistic materials that explain complex economic issues clearly and accurately.	Problem-based learning, case study, interactive lectures, quiz, discussion, media search, case study, presentations, individual research projects.	Participation in discussion, presentations (CAS)
6) analyze global economic trends and structural transformations, including intellectualization, digitalization, and scientific and technological exchange, and interpret their implications for businesses, societies, and international economic relations in accessible journalistic formats.	Problem-based learning, case study, interactive lectures, quiz, discussion, media search, case study, presentations, individual research projects.	Participation in discussion, presentations (CAS)
7) analyze countries' geoeconomic strategies and regional economic priorities, evaluate their implications for national economic interests, economic security, and the distribution of global resources, and develop evidence-based journalistic analyses of these issues in the context of global challenges.	Problem-based learning, case study, interactive lectures, quiz, discussion, media search, case study, presentations, individual research projects.	Participation in discussion, presentations (CAS)

Assessment

The final grade is given on a 100-point scale.
100 points for work in the semester:
60 points for discussions;
40 points for presentation;
Assessment criteria:

a) individual assignment (presentation)

32-40 points
Exceptional, detailed knowledge and understanding of the basic underlying concepts and principles. The student demonstrates excellent understanding of the material, mastery of the content, depth of search. The student uses modern scientific and information literature, databases. The work contains elements of novelty and reflects the author's own point of view. The work is designed in accordance with the requirements.
22-31 points
The student understands the material well, demonstrates good mastery of the content and depth of search. Modern information sources were used to perform the work. There are minor violations of the requirements in the design of the work. Engagement with a wide range of literature.
10-21 points
Basic appreciation of the context of the application. Work may lack coherence and/or accuracy in places.
1-9 points
Work is poorly structured, disorganised, inaccurate and/or confusingly expressed. There are major omissions.

b) participation in discussions

For participating in the discussion, the student will receive points from the total number specified in the course map for this type of assessment:

81–100%: The discussion is conducted correctly. The student demonstrates excellent mastery of the educational material and expresses and successfully argues their position.
51–80%: The student demonstrates an understanding of the educational material, but some inaccuracies are noticed.
21–50%: A basic understanding of the material, but with significant gaps or omissions.
1–20 %: A lot of mistakes, with little to no understanding of the material's context.

Content

Topic 1. Economic Journalism as a Field of Professional Activity
Topic 2. Functions and Principles of Economic Journalism
Topic 3. Sources of Information in Economic Journalism
Topic 4. Genres and Formats of Economic Reporting
Topic 5. Ethical Standards and Professional Responsibility in Economic Journalism

Literature

Compulsory reading

1. Vargas-Sierra, C., Orts, M.Á. Sentiment and emotion in financial journalism: a corpus-based, cross-linguistic analysis of the effects of COVID. Humanit Soc Sci Commun 10, 219 (2023). https://doi.org/10.1057/s41599-023-01725-8

2. Pagiotti, S., Stanziano, A., Mazzoni, M., & Mincigrucci, R. (2024). Interpreting or Reporting? An Analysis of Journalistic Interventionism Across Western European Countries. Journalism Practice, 18(9), 2337–2356. https://doi.org/10.1080/17512786.2024.2326988

3. Grytsenko, A., Borzenko, O., & Burlay, T. (2021). Achievements and challenges of Ukraine's European integration. *Journal of European Economy, 20(3),* 518–541. DOI:10.35774/jee2021.03.493.

4. Mrasori, F. (2022). The role of unilateral harmonization to the EU integration. *Lex Portus, 8(2),* 54–77. https://doi.org/10.26886/2524-101X.8.2.2022.3

5. Rios-Rodríguez, R., & Arrese, Ángel. (2021). Economic Journalism and the Elitist Approach: A Persistent Pattern in the Use of Sources? The Spanish Press Coverage of The Economic Crisis (2008–2015). Brazilian Journalism Research, 17(3), 764–791. https://doi.org/10.25200/BJR.v17n3.2021.1445

6. Zadoia, A. O., Fedulova, S. O., & Kliuchnyk, R. M. (2024). *Arkhitektura yevropeiskoi bezpeky: novi vyklyky ta zahrozy: navchalnyi posibnyk* [Architecture of European security: new challenges and threats]. Dnipro: Alfred Nobel University. 297 p.

7. Kliuchnyk, R. (2019). Natural and socio-cultural factors in country image formation. *Journal of Modern Economic Research, 1(3),* 17–28.

8. Sajadi, D. (2026). The Role of Economic Diplomacy in Shaping Global Trade Agreements: A Review of the Literature. *Eurasian Journal of Management & Social Sciences - Open Access, 6*(2), 11-19. https://doi.org/10.23918/ejmss.V6i2p11

Recommended reading

1. Kedem, A., & Neiger, M. (2024). Journalists' Ideological Branding: Bridging Professional and Personal Branding on Twitter. Journalism Practice, 18(9), 2172–2190. https://doi.org/10.1080/17512786.2024.2313141

2. Chopenko, D. (2026). Economic diplomacy in the context of great power competition for influence over global trade systems. *Zdobutky ekonomiky: perspektyvy ta innovatsii, (27).* https://doi.org/10.5281/zenodo.18681590

3. Niyitunga, E. B, & Ragolane, M. (2024). Beijing consensus diplomacy: A promoter or threat to Africa's pathway to sustainable development. *Journal of Infrastructure, Policy and Development. 8(10):* 7425. https://doi.org/10.24294/jipd.v8i10.7425

4. Porlezza, C. (2019). Accuracy in Journalism. In: Oxford Research Encyclopedia of Communication. . Oxford University Press. ISBN 9780190228613 doi: 10.1093/acrefore/9780190228613.013.773

5. Oloo, D. (2025). Mapping the discourse of power: Diplomatic actors on X (formerly Twitter). *Journal of Communication and Public Relations*, 4(1), 1–18.

6. Mariotti, S. & Meacci, S. (2026). Africa in the global economy: development challenges and investment opportunities for Europe. *Journal of Industrial and Business Economics*, *53*, 115–141.
https://doi.org/10.1007/s40812-025-00377-w

7. Calvo, D., Cano-Orón, L., & Morales-i-Gras, J. (2025). Unstoppable Implementation. Technological Imaginaries on Artificial Intelligence in Southern European Journalism. Journalism Practice, 19(10), 2209–2229. https://doi.org/10.1080/17512786.2025.2522471

Web-resources

1. World Bank (n.d.). *Official website*. https://data.worldbank.org/
2. Statista (n.d.). *Official website*. https://www.statista.com/
3. The United Nations (n.d.). *Official website*. https://www.un.org/en
4. Eurostat. *Official website*. Available at: https://ec.europa.eu/eurostat

ECONOMIC DEVELOPMENT

The course aims to develop in the students a systematic and critical understanding of the modern theoretical and methodological foundations of the economic development of national economies in the context of globalization processes and international economic integration. The course is aimed at in-depth understanding of the patterns and factors of economic growth and development, analysis of the behavior of economic entities in a dynamic and uncertain global environment, as well as the study of modern international experience in implementing integration models and development strategies. Special attention is paid to the formation of the ability to comprehensively analyze the transformations of the world economy, assess the effectiveness of economic policy, identify structural imbalances and development risks, as well as justify management decisions at the macro and meso levels. Within the discipline, students master modern analytical tools for studying global markets, integration processes and socio-economic changes, which allows them to form scientifically sound conclusions and proposals in the context of the transformation of the world economy.

Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian, English	2 /11 weeks	4 / elective	Viktoriia Sokolova, PhD, Associate Professor	120 h. (18 h. lectures, 14 h. seminars/practical, 88 h. self-directed learning)

Learning outcomes On completion of the course, students will be able to:	**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) analyze and evaluate the activities of global firms, including multinational corporations and strategic alliances, to assess their competitive positions, sources of competitive advantage, and implications for global economic development.	Lecture, seminars, discussions, independent work	Participation in discussion, essay, presentation (CAS)
2) analyze regulatory and policy documents, critically evaluate analytical reports and reference materials, conduct applied research using relevant economic data, and prepare evidence-based analytical materials on economic development issues.	Lectures, practical classes, discussions, independent work, case analysis	Presentation, participation in discussion, testing (CAS)
3) develop, apply, and evaluate analytical models to identify and assess global economic imbalances and threats to sustainable development, and formulate evidence-based solutions to address the identified challenges.	Seminars, independent work, individual assignment (essay)	Essay, presentation, participation in discussion, testing (CAS)
4) evaluate alternative courses of action in international economic relations under conditions of uncertainty and changing economic requirements, and justify decisions aimed at achieving economic objectives and improving performance in a dynamic global environment.	Working with databases on the Internet, self-study, individual assignment (essay)	Essay, presentation (CAS)
5) analyze the social dimension of global economic development and evaluate and integrate social responsibility principles into the strategies and	Working with databases on the Internet, lectures,	Essay, presentation, participation in

activities of enterprises and other actors in international economic relations.	practical classes, self-study, individual assignment (essay)	discussion, testing (CAS)

Assessment

The results of the continuous assessment of students' knowledge are included as components of the overall (final) assessment of knowledge of students. The assessment of the student's level of work in practical (seminar) classes is carried out within 100 points:
20 points for individual assignment (presentation);
20 points for computer testing;
60 points for participation in discussions, answers to questions. writing an essay.
Assessment criteria:
a) individual task (presentation)
16–20 points: The student demonstrates excellent understanding of the material, mastery of the content, depth of search. The student uses modern scientific and information literature, databases. The work contains elements of novelty and reflects the author's own point of view. The work is formatted in accordance with the requirements.
11–15 points: The student understands the material well, demonstrates good mastery of the content and depth of search. Modern information sources were used to perform the work. There are minor violations of the requirements in the design of the work.
6–10 points: The student generally correctly answers the questions posed, but demonstrates superficial processing of the content, small depth of search. The student does not give a broad explanation of all questions. There are significant violations of the requirements for the design of the essay.
1–5 points: The student demonstrates some understanding of the material. The student does not give detailed explanations of all aspects of the problem formulated in the individual task. The work is not formatted properly. The individual task is returned for revision.
b) computer testing
The number of points for computer testing is determined by multiplying the maximum number of points provided by the technology map for the study of the course for a specific type of test by the specific weight of correct answers from the total number of questions included in the test.
c) participation in discussions
For participating in the discussion, the student will receive points from the total number specified in the course map for this type of assessment:
81–100%: The discussion is conducted correctly. The student demonstrates excellent mastery of the educational material, expresses and successfully argues their position.
61–80%: The student expresses the correct positions, but some arguments are not sufficient. Minor errors are made in the statements.
31–60%: The student generally understands the essence of the issue correctly, but cannot provide arguments in favor of one or another point of view. Knowledge of the subject of discussion is superficial
1–30%: The student demonstrates a fragmentary understanding of the subject of discussion. Makes erroneous judgments that are corrected after participating in the discussion.

Content

Topic 1. Economic development as an economic category
Topic 2. Main factors of economic growth. Models and theories of economic development.
Topic 3. Investment and innovation component of economic development
Topic 4. Formation and ensuring sustainable economic development in the conditions of globalization
Topic 5. Indicators of the level of socio-economic development of countries of the world
Topic 6. Specifics of the development of countries in Europe and Asia
Topic 7. Features of the economic development of Ukraine in modern conditions
Topic 8. Strategy of socio-economic development of developing countries

Literature

Compulsory reading

1. *Ekonomika ta biznes-innovatsiyi: pidruchnyk* [Economics and business innovations: textbook] / edited by Dr. of Economics, Prof. L.G. Melnyk, Dr. of Economics, Prof. O. I. Karintseva. (2023). Sumy: University Book, 702 p. Retrieved from https://essuir.sumdu.edu.ua/bitstream-download/123456789/91523/1/Business_Innovation_2023.pdf;jsessionid=3FF1431104E235B950279B85A21757F5.

2. Vdovenko, N.M., Bogach L.V., Geraimovych, V.L., Kvasha, K.S., Pavlenko, M.M. (2017). *Hlobal'na ekonomika: Navchal'nyy posibnyk* [Global Economy: Textbook]. K.: NUBiP of Ukraine. 319p.

3. Narayevsky, S.V., Redko, K.Yu. (2021). *Ekonomika zarubizhnykh krayin: konspekt lektsiy: Navchal'nyy posibnyk dlya studentiv Spetsial'nosti 051 "Ekonomika"* [Economy of Foreign Countries: Lecture Notes: Textbook for Students of the Specialties 051 "Economics"]. Igor Sikorsky Kyiv Polytechnic Institute. 104 p. Retrieved from https://ela.kpi.ua/server/api/core/bitstreams/701f22f7-785c-44ed-bc07-f28458e3eab2/content.

4. *Hlobal'na ekonomika: navch. posib. dlya studentiv zi spetsial'nostey "Ekonomika", "Marketynh", "Oblik i opodatkuvannya"* [Global Economy: Textbook for Students of the Specialties "Economics", "Marketing", "Accounting and Taxation"]. Edited by Prof. S. I. Arkhiereev. (2018). Kharkiv: Ivanchenko I. S. Publishing House, 192 p.

Recommended reading

1. Baldwin, Richard. (2022). Global supply chains and economic transformation. *Journal of Economic Perspectives*. DOI: https://doi.org/10.1257/jep.36.3.3.

2. Antràs, Pol. (2022). Global value chains in the post-COVID era. *Annual Review of Economics*. DOI: https://doi.org/10.1146/annurev-economics-051520-015214.

3. Evenett, Simon J. (2023). Protectionism and global trade dynamics. *World Economy*. DOI: https://doi.org/10.1111/twec.13345.

4. Prushkivska, E.V. (2015). *Vzayemozv"zok sektoral'noyi struktury ekonomiky ta stadiy ekonomichnoho rozvytku* [The relationship between the sectoral structure of the economy and stages of economic development]. Globalization. Economic development: collection of scientific works of the MIDMU “KPU”. Melitopol: KPU Publishing House. Issue 8 (1). P. 70-80.31.

5. *Teoretyko-metodolohichni aspekty rozvytku suchasnoyi ekonomichnoyi systemyUkrayiny v umovakh hlobalizatsiyi: monohrafiya* [Theoretical and methodological aspects of the development of the modern economic system of Ukraine in the context of globalization: monograph]. Edited by Yu. I. Pylypenko, E. V. Prushkivska (2018). Zaporizhzhia: ZNTU. P. 195-206.

6. Rokocha, V.V., Odyghaylo, B.M., Terekhov, V.I. (2017). *Heoekonomika ta hlobal'ni stratehiyi ukrayins'koho biznesu (antykryzovyy aspekt): navchal'nyy posibnyk* [Geoeconomics and global strategies of Ukrainian business (anti-crisis aspect): textbook]. K.: University of Economics and Law "KROK". 352 p. Retrieved from https://library.krok.edu.ua/media/library/category/navchalni-posibniki/rokocha_0001.pdf.

7. *Torhovel'ni viyny suchasnosti ta yikh vplyv na ekonomichne zrostannya i rozvytok u sviti ta Ukrayini* [Modern trade wars and their impact on economic growth and development in the world and Ukraine]. Scientific editor V. Yurchyshyn (2019). Kyiv: Zapovit. 90 p.

Web-resources

1. Central Intelligence Agency. The World Factbook. *Official website*. https://www.cia.gov/library/publications/the-world-factbook/geos/up.html#top.

2. Derzhavna sluzhba statystyky Ukrainy [State Statistics Service of Ukraine]. (n.d.). *Official website*. http://www.ukrstat.gov.ua.

3. Natsional′nyy bank Ukrayiny [National Bank of Ukraine]. *Official website*. https://bank.gov.ua/.

4. International Monetary Fund. *Official website*. https://www.imf.org/external/index.htm.

5. The World Bank. *Official website*. https://www.worldbank.org/.

6. United Nations. *Official website*. https://www.un.org/.

7. World Trade Organisation. *Official website*. https://www.wto.org/.

ANALYSIS OF GLOBAL MARKET TRENDS

The course aims to develop a system of knowledge about the main factors and trends of international economic life in the modern world, including political, ecological, and cultural ones. It also aims to equip students with analytical skills for understanding global economic processes and evaluating their impact on national economies and international development.

Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian, English	2 /11 weeks	4 / elective	Alisa Mahdich, PhD, Associate Professor	120 h. (18 h. lectures, 14 h. seminars/practical, 88 h. self-directed learning)

Learning outcomes On completion of the course, students will be able to:	**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) Make well-reasoned decisions on global market trends and international economic issues under conditions of uncertainty and dynamic market requirements.	Lectures, case studies, discussions, simulations, problem-based learning	Case study report, participation, written assignment, test (CAS)
2) Analyze regulatory and policy frameworks, critically evaluate analytical reports, effectively use official and reference materials, and professionally prepare applied analytical outputs on global market trends.	Lectures, report analysis, discussions, individual tasks, writing exercises	Analytical report, written test, assignment, presentation (CAS)
3) Develop and examine adaptive models for identifying and mitigating global market imbalances and risks, and propose evidence-based solutions based on analytical research.	Lectures, data analysis, group work, research tasks, workshops	Group project, research paper, practical assignment, presentation (CAS)
4) Monitor, analyze, and assess the performance of global firms (corporations, strategic alliances, consortia, syndicates, trusts, etc.) in order to identify their competitive positions and advantages in international markets.	Lectures, case studies, discussions, market analysis, group work	Report, presentation, assignment, class participation (CAS)
5) Understand the social dimension of global economic development and integrate principles of corporate social responsibility into the analysis of global market trends and international business activities.	Lectures, report analysis, discussions, case studies, self-reflection	Essay, case study analysis, class participation, presentation (CAS)

Assessment

The final grade is given on a 100-point scale, including:
a) 40 points for case study analysis;
b) 40 points for an individual assignment (presentation);
c) 20 points for discussions
Assessment criteria:

a) Case Study Analysis (40 points)
30-40 points (Excellent)
Comprehensive and in-depth analysis of the case
Clear identification of key economic issues and influencing factors
Well-justified application of international economic theories
Logical structure, strong arguments, and practical recommendations
Effective use of relevant data and sources
20-29 points (Good)
Generally sound analysis of the case
Main issues identified, but lacking depth
Partial or limited application of theory
Conclusions are present but not fully substantiated
Limited use of data and evidence
10-19 points (Satisfactory)
Superficial analysis
Problems identified only partially or unclearly
Weak connection to theoretical concepts
Conclusions are descriptive rather than analytical
Minimal use of data
0-9 points (Unsatisfactory)
Lack of proper analysis or major misunderstandings
Failure to identify key issues
No logical structure
No justified conclusions

b) Individual Assignment (Presentation) (40 points)
30-40 points (Excellent)
Clear structure (introduction, main part, conclusions) and logical flow
Strong understanding of the topic with critical analysis
Well-developed arguments supported by relevant data and examples
High-quality visual materials (clear, professional, not overloaded)
Confident delivery, clear speech, effective engagement with the audience
20-29 points (Good)
Generally clear structure, minor issues with logics
Good understanding of the topic, but limited depth of analysis
Arguments are present but not fully substantiated
Visual materials are adequate but may lack clarity or consistency
Delivery is clear, but with limited engagement or confidence
10-19 points (Satisfactory)
Weak or inconsistent structure
Basic understanding of the topic
Mostly descriptive content with limited analysis
Visual materials are simplistic or overloaded

Delivery lacks clarity or confidence
0-9 points (Unsatisfactory)
No clear structure
Poor understanding of the topic
Lack of analysis and argumentation
Poor or missing visual materials
Unclear or ineffective delivery

c) Discussions (20 points)
15-20 points (Excellent)
Active and consistent participation
Demonstrates strong understanding of topics discussed
Provides critical insights and reasoned opinions
Engages constructively with peers and responds to others
10-14 points (Good)
Regular participation
Shows good understanding of the material
Contributions are relevant but not always analytical
Some interaction with peers
5-9 points (Satisfactory)
Irregular participation
Limited understanding of the topics
Contributions are basic or descriptive
Minimal engagement in discussion
0-4 points (Unsatisfactory)
No or almost no participation
Lack of understanding
No meaningful contributions

Content

Topic 1. Globalization and its impact on market development
Topic 2. Key drivers of global market trends
Topic 3. International trade dynamics and market integration
Topic 4. Digital transformation and global markets
Topic 5. Global financial markets and investment flows
Topic 6. Competitive strategies of multinational corporations
Topic 7. Emerging markets and their role in the global economy
Topic 8. Global supply chains and logistics trends
Topic 9. Risk analysis and uncertainty in global markets
Topic 10. Sustainable development and ESG trends in global markets

Literature

Compulsory reading

1. Rodrik, D. (2025) The New Global Economic Order. Available at: https://drodrik.scholars.harvard.edu/sites/g/files/omnuum7106/files/2025-08/The%20New%20Global%20Order%20--%20complete%20book.pdf

2. Aral, S., Li, H. and Zuo, R. (2026) *The rise of AI search: implications for information markets and human judgement at scale*. Available at: https://arxiv.org/abs/2602.13415

3. Roy, A., Shukla, A. and Tripathi, A. (2025) *Trends in open access academic outputs of state agricultural universities in India*. Available at: https://arxiv.org/abs/2503.18506

4. Haustein, S., Schares, E., Alperin, J.P., Hare, M., Butler, L.A. and Schönfelder, N. (2024) *Estimating global article processing charges paid to publishers*. Available at: https://arxiv.org/abs/2407.16551

5. Kozii, N. and Didkivska, K. (2025) *Analysis of the financial technology market and global economic trends*. Available at: https://eco-science.net/wp-content/uploads/2025/03/3.25._topic_Nataliia-Kozii-Karyna-Didkivska-82-93.pdf

6. Bondarenko, T. (2025) *Trends and gaps in agricultural commodity prices: global market models*. Available at: https://bank.gov.ua/admin_uploads/article/2025-02_WP_Bondarenko.pdf?v=14

7. Hrytsyshyn, A. and Mikhel, R. (2024) *Global trends of cryptocurrency payments in the tourism industry*. Available at: https://geography.lnu.edu.ua/wp-content/uploads/2025/01/Hrytsyshyn-A.-Mikhel-R.-Global-trends-of-cryptocurrency-payments-in-tourism-industry_2024_st.pdf

Recommended reading

1. Carls, S.K. (2026) *Global Economic Markets and Financial Growth Trends in Early 2026: A Positive Outlook*. Global E-Journal of Social Scientific Research, 2(1). Available at: https://www.researchgate.net/publication/401477111_GLOBAL_ECONOMIC_MARKETS_AND_FINANCIAL_GROWTH_TRENDS_IN_EARLY_2026_A_POSITIVE_OUTLOOK (Accessed: 27 April 2026).

2. Beridze, T., Sesadze, N. and Ablotia, K. (2025) *Financial Markets and Global Trends of Their Development*. European Journal of Humanities and Social Sciences, No. 3. Available at: https://www.researchgate.net/publication/393168368_Financial_Markets_and_Global_Trends_of_Their_Development (Accessed: 27 April 2026).

3. Sara (2025) *The Changing Landscape of Global Economics: A Comprehensive Review*. Academic Society Journal. Available at: https://academicsociety.org/educationpolicy/wp-content/uploads/sites/9/2025/11/DEF_2025_2.pdf (Accessed: 27 April 2026).

4. Tabash, M.I. et al. (2025) *Ripples of Global Fear: Transmission of Investor Sentiment and Financial Stress to GCC Sectoral Stock Volatility*. Economies, 13(11), 313. Available at: https://www.mdpi.com/2227-7099/13/11/313 (Accessed: 27 April 2026).

5. Arsić, M., Brdar, I. and Vujko, A. (2026) *AI-Augmented Authenticity: Multimodal Artificial Intelligence and Trust Formation in Cultural Consumer Evaluation*. World, 7(2), 30. Available at: https://www.mdpi.com/2673-4060/7/2/30 (Accessed: 27 April 2026).

Web-resources

1. International Monetary Fund (2026) World Economic Outlook, April 2026: Global Economy in the Shadow of War. Available at: https://www.imf.org/en/publications/weo

2. Organisation for Economic Co-operation and Development (2026) OECD Economic Outlook, Interim Report March 2026. Available at: https://www.oecd.org/en/publications/oecd-economic-outlook-interim-report-march-2026_d4623013-en.html

3. World Bank (2025) Global Economic Prospects, June 2025. Available at: https://thedocs.worldbank.org/en/doc/8bf0b62ec6bcb886d97295ad930059e9-0050012025/original/GEP-June-2025.pdf

4. International Monetary Fund (2024) Coordinated Direct Investment Survey 2024 Results. Available at: https://www.imf.org/en/data

5. Stanford Institute for Human-Centered Artificial Intelligence (2025) Artificial Intelligence Index Report 2025. Available at: https://arxiv.org/abs/2504.07139

6. World Bank (2024) Global growth prospects and policy challenges (working paper). Available at: https://www.scribd.com/document/792743988/Global-growth-prospects-and-policy-challenges

7. United Nations (2024) World Economic Situation and Prospects 2024. Available at: https://www.un.org/development/desa/dpad/publication/world-economic-situation-and-prospects-2024/

8. World Trade Organization (2024) World Trade Statistical Review 2024. Available at: https://www.wto.org/english/res_e/statis_e/wts2024_e/wts2024_e.pdf

9. European Central Bank (2025) Economic Bulletin (selected issues 2025). Available at: https://www.ecb.europa.eu/pub/economic-bulletin/html/index.en.html

10. McKinsey & Company (2024) Global Institute Report: The State of AI and Global Economy. Available at: https://www.mckinsey.com/capabilities/mckinsey-digital/our-insights

11. World Economic Forum (2025) Global Risks Report 2025. Available at: https://www.weforum.org/reports/global-risks-report-2025/

INTERNSHIP (WORK PLACEMENT)				
The Work Placement aims to develop students' systemic professional knowledge and practical skills in analyzing and evaluating enterprise activities within a modern market environment, particularly in the field of foreign economic activity. It also aims to provide experience in applying theoretical knowledge to solve real managerial and economic problems. The outcome of the internship is the development of the ability to conduct comprehensive economic analysis, make informed managerial decisions, and design practical measures to enhance the competitiveness of the enterprise in both domestic and international markets.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian, English	2 /11 weeks	6 / Mandatory	Alisa Mahdich, PhD, Associate Professor Elvina Lymonova, PhD, Associate Professor	180 hours (180 h. work at the enterprise)
Learning outcomes On completion of the Work Placement, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) demonstrate responsibility for professional self-development during the internship, recognizing the importance of lifelong learning, and show adaptability, tolerance, and openness to innovation in a real work environment.			Self-study activity, work at the enterprise	Internship report, presentation, feedback from the company (CAS)
2) apply self-analysis and self-management skills in the workplace, communicate effectively with representatives of different professional and cultural backgrounds, and demonstrate respect for diversity and multicultural teamwork during practical activities.			Work at the enterprise, internet search	Internship report, presentation (CAS)
3) apply modern theories and methods to solve practical tasks encountered during the internship in areas such as international trade, capital flows, financial relations, labor mobility, and technology transfer.			Self-study activity, writing a report, preparing presentation Work at the enterprise	Internship report, presentation (CAS)
4) select and effectively use analytical tools to assess the current state and development prospects of specific segments of international markets, applying them to real company data and tasks during the internship			Self-study activity, writing a report, preparing presentation Work at the enterprise	Internship report, feedback from the company (CAS)
5) apply the theories, principles, and practical tools of international monetary, financial, and credit relations to real tasks during the internship, including analysis of financial operations, currency transactions, and			Writing a report, preparing presentation	Internship report, presentation (CAS)

international settlements within the organization.		

Assessment

The results of each work placement are evaluated separately by the final grade.
The final grade is determined by 100% continuous assessment, broken down as follows:
20% – Feedback from the company
40% – Report
40% – Presentation
Detailed information on the distribution of points for evaluating the internship report and presentation is provided in the working curriculum of the work placement.

Contents

Topic1. Evaluation of regulatory compliance in domestic and international contexts
(harmonization with EU/global standards, labor safety and corporate governance requirements)
Topic 2. Strategic and competitive analysis of the enterprise
(Porter's Five Forces, PESTEL, benchmarking, competitive positioning)
Topic 3. Business model and organizational structure optimization
(Business Model Canvas, value creation, efficiency of management structure)
Topic 4. Strategic management of foreign economic activity and international contracts
(export strategies, market entry modes, Incoterms optimization, risk allocation)
Topic 5. Supply chain and logistics efficiency analysis
(cost optimization, resilience, global supply chain risks and disruptions)
Topic 6. Financial diagnostics, performance modeling, and risk management
(advanced indicators: ROI, ROA, EBITDA, financial stability, scenario analysis, risk assessment)
Topic 7. Digital transformation, sustainability (ESG), and strategy development
(innovation, automation, ESG principles, SWOT analysis, development of integrated improvement strategy)

Literature

Compulsory reading

1. Ministry of Economy of Ukraine. (2024). Export Strategy of Ukraine [Експортна стратегія України]. Retrieved from https://www.me.gov.ua
2. State Statistics Service of Ukraine. (2024). Foreign Economic Activity of Ukraine [Зовнішньоекономічна діяльність України]. Retrieved from https://www.ukrstat.gov.ua
3. National Bank of Ukraine. (2024). Financial Stability Report [Звіт про фінансову стабільність]. Retrieved from https://bank.gov.ua
4. Razumkov Centre. (2025). Economic Development of Ukraine: Current Trends [Економічний розвиток України: сучасні тенденції]. Retrieved from https://razumkov.org.ua
5. Diia.Business. (2024). How to Increase Enterprise Efficiency [Як підвищити ефективність підприємства]. Retrieved from https://business.diia.gov.ua
6. Prometheus. (2024). Business Management: Modern Approaches [Управління бізнесом: сучасні підходи]. Retrieved from https://prometheus.org.ua
7. VoxUkraine. (2024). Analysis of Ukraine's Economy and Business Environment [Аналіз економіки України та бізнес-середовища]. Retrieved from https://voxukraine.org
8. YouControl. (2025). Analytics of Ukrainian Enterprises [Аналітика підприємств України]. Retrieved from https://youcontrol.com.ua
9. LIGA.Business. (2024). Market and Competition in Ukraine [Ринок та конкуренція в Україні]. Retrieved from https://biz.liga.net
10. Economic Pravda. (2024). Business, Export and Entrepreneurship in Ukraine [Бізнес, експорт та підприємництво в Україні]. Retrieved from https://www.epravda.com.ua

Recommended reading

1. Nebrat, V., Kudlasevych, O., Didkivska, L., Suprun, N. (2024). Pidpryyemnytstvo v Ukrayini [Entrepreneurship in Ukraine]. Instytut ekonomiky ta prohnozuvannya NAN Ukrayiny [Institute for Economics and Forecasting NAS of Ukraine]. Retrieved from https://www.researchgate.net/publication/377315311_Pidpriemnictvo_v_Ukraini_2312

2. Arhat, Ya. P. (2025). Pidpryyemnyts′ka diyal′nist′ v Ukrayini: vplyv zakonodavchykh zmin [Entrepreneurial activity in Ukraine: the impact of legislative changes]. Naukovyy visnyk Uzhhorods′koho natsional′noho universytetu. Seriya: Pravo [Scientific Bulletin of Uzhhorod National University. Series: Law]. No. 89. P. 232–233. Retrieved from https://visnyk-pravo.uzhnu.edu.ua/article/view/335812

3. Panchenko, A. V., Chepil, H. P. (2024). Rozvytok pidpryyemnytstva v Ukrayini v umovakh suchasnykh vyklykiv [Development of entrepreneurship in Ukraine under modern challenges]. Scientia Fructuosa. No. 157. Retrieved from https://journals.knute.edu.ua/scientia-fructuosa/article/download/2173/1997/2201

4. Samodai, V., Mashyna, Yu., Zhylnikov, O. (2024). Osoblyvosti finansuvannya pidpryyemstv v umovakh voyennoho stanu [Features of enterprise financing under martial law]. Ekonomika ta suspil′stvo [Economy and Society]. No. 59. Retrieved from https://economyandsociety.in.ua/index.php/journal/issue/view/59

5. Kubanov, R., Makatora, D., Prusov, D. (2024). Resursozberezhennya na pidpryyemstvakh v umovakh nestabil′noho seredovyshcha [Resource saving at enterprises in an unstable environment]. Ekonomika ta suspil′stvo [Economy and Society]. No. 59. Retrieved from https://economyandsociety.in.ua/index.php/journal/issue/view/59

6. Andrushkevych, N. V., Telepenko, O. V., Taranenko, A. A. (2024). Ekonomichnyy potentsial sil′s′kohospodars′kykh pidpryyemstv [Economic potential of agricultural enterprises]. Pidpryyemnytstvo i torhivlya [Entrepreneurship and Trade]. Issue 42. Retrieved from https://journals-lute.lviv.ua/index.php/pidpr-torgi/issue/view/139

7. Havryliuk, O. M. (2024). Instrumenty efektyvizatsiyi diyal′nosti pidpryyemstv [Tools for improving enterprise efficiency]. Pidpryyemnytstvo i torhivlya [Entrepreneurship and Trade]. Issue 42. Retrieved from https://journals-lute.lviv.ua/index.php/pidpr-torgi/issue/view/139

8. Barkov, I. S. (2025). Otsinka faktoriv vyboru brendu pidpryyemstv [Assessment of factors influencing enterprise brand choice]. Pidpryyemnytstvo i torhivlya [Entrepreneurship and Trade]. Issue 46. Retrieved from https://journals-lute.lviv.ua/index.php/pidpr-torgi/issue/current

9. Basii, N. F., Dainovskyi, Yu. A., Semak, B. B., Yakhvak, D. M. (2025). Marketynhova diyal′nist′ pidpryyemstv v umovakh nestabil′nosti [Marketing activities of enterprises under instability]. Pidpryyemnytstvo i torhivlya [Entrepreneurship and Trade]. Issue 46. Retrieved from https://journals-lute.lviv.ua/index.php/pidpr-torgi/issue/current

10. Horvat, T. Yu., Luhosh, L. M., Ihnatko, Ya. V. (2025). Finansova stiykist′ pidpryyemstv u kryzovykh umovakh [Financial stability of enterprises in crisis conditions]. Pidpryyemnytstvo i torhivlya [Entrepreneurship and Trade]. Issue 46. Retrieved from https://journals-lute.lviv.ua/index.php/pidpr-torgi/issue/current

Web-resources

1. *Constitution of Ukraine.* (1996, June 28). Verkhovna Rada of Ukraine. https://zakon.rada.gov.ua/laws/show/254к/96-вр.

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4. *Podatkovyi kodeks Ukrainy* [Tax Code of Ukraine]. (2010). Retrieved from https://zakon.rada.gov.ua/laws/show/2755-17.

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<table>
<tr><td colspan="5">PRE-GRADUATION INTERNSHIP</td></tr>
<tr><td colspan="5">The Pre-Graduation Internship aims to develop students' professional ability to make independent decisions concerning an enterprise's international activities; develop practical skills in their chosen field; deepen their knowledge of modern foreign economic activity technologies; familiarise them with the current regulatory framework; reduce the time required for graduates to adapt to their first professional positions; and enable them to collect primary data from enterprises for use in their theses.</td></tr>
<tr><td>Language of teaching</td><td>Semester / Duration</td><td>ECTS credits / Type of course (mandatory, elective)</td><td>Course Coordinator</td><td>Student workload</td></tr>
<tr><td>Ukrainian
English</td><td>3 / 5 weeks</td><td>3 / Mandatory</td><td>Elvina Lymonova, PhD, Associate Professor
Alisa Mahdich, PhD, Associate Professor</td><td>150 hours (150 h. work at the enterprise)</td></tr>
<tr><td colspan="3">Learning outcomes
On completion of the Pre-Graduation Internship, students will be able to:</td><td>Teaching methods, teaching and learning activities</td><td>Forms of assessment (continuous assessment CAS, final assessment FAS)</td></tr>
<tr><td colspan="3">1) apply and adapt advanced professional communication strategies in the field of international economic relations, communicating effectively in oral and written forms in a foreign language or languages with professional stakeholders and presenting complex economic information clearly and persuasively.</td><td>Self-study activity, work at the enterprise</td><td>Internship report, presentation (CAS)</td></tr>
<tr><td colspan="3">2) analyze complex professional problems arising in international economic activities, critically evaluate alternative courses of action under conditions of uncertainty, and justify evidence-based decisions in line with organizational objectives and the requirements of the international business environment.</td><td>Work at the enterprise, internet search</td><td>Internship report, presentation (CAS)</td></tr>
<tr><td colspan="3">3) develop and implement plans for complex professional tasks, taking into account their scope, complexity, resource requirements, and potential risks, and critically evaluate the results against established objectives and performance criteria.</td><td>Work at the enterprise, self-study activity</td><td>Internship report, presentation (CAS)</td></tr>
<tr><td colspan="3">4) critically analyze and evaluate the activities of enterprises operating in international markets, including multinational corporations and strategic alliances, to assess their competitive positions, sources of competitive advantage, and performance, and formulate recommendations for improving their international business activities.</td><td>Work at the enterprise, self-study activity</td><td>Internship report, feedback from the company (CAS)</td></tr>
</table>

5) analyze and interpret changes in international market conditions under the influence of economic, political, technological, and other uncertain factors, evaluate their implications, and develop evidence-based forecasts and recommendations concerning global market trends.	Self-study activity, writing a report, preparing presentation	Internship report, (CAS)
6) conduct and synthesize individual applied research related to international economic relations, critically interpret the findings, prepare a comprehensive internship report and research presentation, and communicate research results in accordance with academic integrity principles and relevant academic and professional standards.	Discussion, writing a report, preparing presentation	Internship report, feedback from the company. presentation (CAS)

Assessment

The results of each work placement are evaluated separately by the final grade.
The final grade is determined by 100% continuous assessment, broken down as follows:
20% – Feedback from the company
40% – Report
40% – Presentation
Detailed information on the distribution of points for evaluating the internship report and presentation is provided in the working curriculum of the re-graduation internship.

Contents

Topic 1. The internal environment of the enterprise in the context of foreign economic activity:

the resource potential of the enterprise for entering international markets, export readiness, organizational structure of foreign economic activity, personnel support.

Topic 2. Information support for the analysis of foreign economic activity of the enterprise: data sources for the analysis of foreign economic activity: customs statistics, contracts, foreign markets, methods of collecting and verifying information.

Topic 3. Analysis of the effectiveness of foreign economic activity of the enterprise: assessment of export and import volumes, geographical structure, foreign exchange earnings, profitability of foreign economic activity operations.

Topic 4. Critical assessment of the practice of foreign economic activity at the enterprise: analysis of risks: currency, logistical, political, regulatory, identification of barriers to entry into international markets.

Topic 5. Research of the international market in the context of the enterprise's activities: analysis of foreign markets, competitors, demand, trade regimes, selection of target countries and segments.

Topic 6. Individual task: strategy for the development of foreign economic activity of the enterprise: development of an export or import strategy, coordination with the topic of the qualification work.

Topic 7. Directions for increasing the efficiency of foreign economic activity of the enterprise: optimization tools: diversification of markets, digitalization of foreign economic activity, logistics solutions, international marketing.

Topic 8. Formation of conclusions and recommendations for the development of foreign economic activity: generalization of the results of the analysis, substantiation of practical recommendations for increasing competitiveness in international markets.

Literature

Compulsory reading

1. Fedulova, S., Zadoia, A., Mahdich, A., Lymonova, E., Zadoia, O., & Kliuchnyk, R. (2025). *Europe's competitiveness in the new global economy* (A. Zadoia & S. Fedulova, Eds.) [Electronic edition]. Alfred Nobel University. 241 p.

2. Pugach, A.M., Demchuk, N.I., Dovgal, O.V., Kryuchko, L.S., Tyaglo, N.V. (2018). *Innovatsiynyy rozvytok pidpryyemstva: navch.posib* [Innovative development of the enterprise: a textbook]. 348 p. Retrieved from https://dspace.mnau.edu.ua/jspui/bitstream/123456789/3097/1/%D0%86%D0%BD%D0%BD%D0%BE%D0%B2%D0%B0%D1%86%D1%96%D0%B9%D0%BD%D0%B8%D0%B9%20%D1%80%D0%BE%D0%B7%D0%B2%D0%B8%D1%82%D0%BE%D0%BA.pdf.

3. Hobela, V.V. (2021). *Upravlinnya zovnishn'oekonomichnoyu diyal'nistyu & Management of Foreign Economic Activity: navchal'nyy posibnyk* [Management of Foreign Economic Activity & Management of Foreign Economic Activity: textbook]. Lviv: Lviv State University of Economic and Social Sciences. 244 p. Retrieved from https://dspace.lvduvs.edu.ua/bitstream/1234567890/3732/1/%D0%B3%D0%BE%D0%B1%D0%B5%D0%BB%D0%B0_21-05-21.pdf/.

4. Mazaraki, A.A., Mel′nyk, T.M., Honcharenko O.V. (2021). *Mizhnarodna ekonomichna diyal'nist' Ukrayiny: pidruchnyk* [International economic activity of Ukraine: textbook]. Kyiv: Kyiv. National Trade and Economics University. 704 p. Retrieved from http://doi.org/10.31617/p.knute.2018-597.

5. Ekonomika ta biznes-innovatsiyi: pidruchnyk [Economics and business innovations: textbook] / edited by Dr. of Economics, Prof. L.G. Melnyk, Dr. of Economics, Prof. O. I. Karintseva. (2023). Sumy: University Book, 702 p. Retrieved from https://essuir.sumdu.edu.ua/bitstream-download/123456789/91523/1/Business_Innovation_2023.pdf;jsessionid=3FF1431104E235B950279B85A21757F5**….**

6. Levchenko, Ya., Shevchenko, I., & Dmytriieva, O. (2019). *Economy and business: Course book*. Kharkiv: FOP Brovin O. V. 128 p.

Recommended reading

1. Richard Baldwin (2022).*Globotics Upheaval: Globalisation, Robotics and the Future of Work.* Retrieved from https://www.researchgate.net/publication/341801554_Richard_Baldwin_The_Globotics_Upheaval_Globalisation_Robotics_and_the_Future_of_Work

2. Rohach, O., Kos′mina, E. (2019). *Transnatsional'ni korporatsiyi ta eksport novykh industrial'nykh krayin Aziyi* [Transnational corporations and exports of new industrial countries of Asia]. Kyiv: Center for Educational Literature. 256 p.

3. Lyehostayeva, O. (2020). *Tendentsiyi rozvytku zovnishn'oekonomichnoyi diyal'nosti pidpryyemstv Ukrayiny* [Trends in the development of foreign economic activity of Ukrainian enterprises]. *Naukovyy pohlyad: ekonomika ta upravlinnya* [Scientific view: economics and management]. No. 2. P. 28–32.

4. Bondarenko, N. (2020). *Rozvytok zovnishn'oekonomichnoyi diyal'nosti ukrayins'kykh pidpryyemstv v umovakh hlobalizatsiyi ekonomiky* [Development of foreign economic activity of Ukrainian enterprises in the context of economic globalization]. *Sotsial'na ekonomika* [Social economy]. No. 59. P. 105–117.

5. Hufbauer, Gary Clyde, Hogan, Megan. (2023). WTO dispute settlement: reform proposals and challenges. *Journal of International Economic Law*. Vol. 26(2). P. 231–250. DOI: https://doi.org/10.1093/jiel/jgad012.

Web-resources

1. *Constitution of Ukraine*. (1996, June 28). Verkhovna Rada of Ukraine. https://zakon.rada.gov.ua/laws/show/254к/96-вр.

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9. World Trade Organisation. *Official website*. https://www.wto.org/

Structure of the International Economic Relations Study Programme (Master's degree)

Semesters

	1	2	3
Teaching Units (Courses), 39 ECTS* Mandatory			
Courses of Professional Training	10	0	0
Courses of Professional Training	16	9	4
TOTAL	26	9	4
Teaching Units (Courses) 23 ECTS Elective**			
Courses of General Training	0	4	0
Courses of Professional Training	4	11	4
TOTAL	4	15	4
Internship 11 ECTS	-	Work Placement 6	Pre-Graduation Internship 5
Master's Thesis 17 ECTS	-		Master's Thesis 17

TOTAL	Mandatory	Elective	Internship	Master's Thesis
	39	23	11	17

*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.