SUPPLEMENT 5

ALFRED NOBEL UNIVERSITY

STUDY PROGRAMME MANAGEMENT (Master's degree)

COURSE CATALOGUE

2025-2026 academic year

Dnipro 2026

TABLE OF CONTENT

Mandatory Courses 3
STRATEGIC MANAGEMENT 3
COMPANY FINANCIAL MANAGEMENT 7
COMPREHENSIVE TRAINING IN MANAGEMENT AND LEADERSHIP SKILLS 11
BUSINESS PROCESS MODELING 16
INFORMATION SYSTEMS IN ENTERPRISE MANAGEMENT 20
INTERNATIONAL MANAGEMENT 23
PROJECT MANAGEMENT 27
LOGISTICS MANAGEMENT 30
ACADEMIC FOREIGN LANGUAGE 34
WORK PLACEMENT 39
PRE-GRADUATION INTERNSHIP 43
Elective Courses 47
PSYCHOLOGY OF THE NEGOTIATION PROCESS 47
LABORATORY OF INNOVATIONS, IDEAS AND STARTUPS 51
PRACTICAL STYLISTICS OF THE UKRAINIAN LANGUAGE 55
PRACTICAL PSYCHOLOGY: POST-TRAUMATIC STRESS RECOVERY TECHNIQUES 59
MODERN TRENDS IN HR MANAGEMENT 65
MANAGEMENT OF FOREIGN ECONOMIC ACTIVITY 68
INNOVATION MANAGEMENT 71
ORGANIZATIONAL MANAGEMENT 74
HYBRID AND REMOTE TEAM MANAGEMENT 77
ORGANIZATION AND TECHNIQUE OF FOREIGN ECONOMIC OPERATIONS 82
UN SUSTAINABLE DEVELOPMENT GOALS 85
RESEARCH METHODOLOGY AND ORGANIZATION 88
HR ADMINISTRATION 92
TALENT MANAGEMENT 95
Structure of the Management Study Programme (Master's degree) 99

Mandatory Courses

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	1 / 14 weeks	7 / mandatory	Volodymyr Momot, Doctor of Science (Economics), Full Professor	180 hours (28 h. lectures, 28 h. practical classes, 124 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, strategy development	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 validity in relation to real organisational and strategic management tasks.	Problem-based lectures, problem-solving exercises	Explanation of problem-solving process and reasoning (CAS), final examination (FAS)
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, including 40 points for the final module control (test) and 60 points for work during the semester.
60 points for work in the semester:
10 points for an individual assignment (presentation);
50 points for practical activities (5 sessions × 10 points, including tests, Scrum-cases, and Excel calculation models).
Assessment criteria:
a) Individual presentation:
9–10 points: The student demonstrates an excellent understanding of the material. Uses current tax legislation, analytical databases (YouControl, Opendatabot), and digital tools. The work reflects the author's own point of view and is professionally designed.
6–8 points: Good mastery of the content. Modern information sources were used. There are minor design flaws in the task.
3–5 points: Logical structure, but the ideas lack clarity or consistency in analyzing tax norms.
1–2 points: Poorly structured task with major omissions in the tax context.
b) Practical activities (5 sessions × 10 points): For each session, the student receives points based on the completion of tests, cases, and calculations:
81–100% (9–10 pts): Excellent mastery of material. Accurate tax calculations in MS Excel (VAT, PIT), precise verification of fiscal documents (receipts), and effective counterparty screening via E-cabinet.
51–80% (6–8 pts): Good understanding, but minor inaccuracies in Excel formulas or digital service operations are noticed.
21–50% (3–5 pts): Basic understanding with significant gaps in the practical application of reporting rules or data analysis.
1–20% (1–2 pts): High error rate, lack of understanding of the material's context or digital tools.

c) Final module test: The criteria are specified in the test card. It includes theoretical questions and situational 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. Porter, M. E. (2008). *Competitive advantage: Creating and sustaining superior performance* (2nd ed.). Free Press. 592 p.

3. 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.

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

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

Recommended reading

1. Ansoff, H. I., & McDonnell, E. J. (1990). *Implanting strategic management* (2nd ed.). Prentice Hall. 520 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. Kolesnyk, H. M. (2021). *Upravlinski rishennia v menedzhmenti* [Management decisions in management]. Tsentr uchbovoi literatury. 256 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

COMPANY FINANCIAL MANAGEMENT				
The course aims to provide Master's students with an advanced system of theoretical knowledge and applied skills in corporate financial strategy, financial modelling in Excel, risk assessment, and effective management decision-making based on big data analysis (specifically utilising the *YouControl* system).				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	1 / 14 weeks	4 / Mandatory	Viktoriia Varenyk PhD (Economics), 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) Critically evaluate and select financial instruments and analytical models for company management.			Lectures, discussions, testing	Assessment of testing results and participation in discussions (CAS); Final Examination: Practical modeling task (FAS)
2) Analyse and structure complex financial problems and justify effective management decisions.			Discussion of practical case studies, preparation of solutions and analytical memos based on case results.	Assessment of the analytical memo based on case-study results (CAS); Final Examination: Practical modeling task (FAS)
3) Design and organise integrated financial management systems.			Lectures, development of analytical financial models (budgets) in Excel.	Assessment of the correctness of the Excel budgetary model (CAS); Final Examination: Practical modeling task (FAS)
4) Optimise the company's capital structure and predict the impact of financial leverage on the weighted average cost of capital (WACC).			Lectures, practical work on building calculation models (WACC, leverage) in Excel.	Assessment of the correctness of the Excel calculation model (CAS); Final Examination: Practical modeling task (FAS)
5) Synthesise financial data using specialised software (*YouControl*) to assess the real financial state of a business.			Working with the *YouControl* platform (data collection) and subsequent development of analytical models in Excel.	Assessment of the analytical memo and Excel model based on *YouControl* data (CAS); Final Examination: Practical modeling task (FAS)

6) Formulate strategic and tactical financial plans, ensuring rational allocation of resources.	Lectures, discussions, development of financial forecasting models in Excel.	Assessment of the correctness of the Excel forecasting model (CAS); Final Examination: Practical modeling task (FAS)
7) Demonstrate a high level of self-management during research and the preparation of reports within limited deadlines.	Independent work on cases, testing, individual consultations.	Assessment of timely completion of tests and analytical models (CAS); Final Examination: Practical modeling task (FAS)

Assessment

The final grade is given on a 100-point scale, including 60 points for the work in the semester (CAS) and 40 points for the final examination (FAS).
60 points for the work in the semester (CAS):
15 points — participation in discussions;
18 points — current testing;
15 points — presentation of financial forecasting models (Excel);
12 points — mid-term control paper.
Assessment Criteria:
a) Participation in discussions (Max: 15 points)
13–15 points: The student actively participates in all discussions, demonstrates excellent mastery of the material, and successfully argues his/her position using advanced professional financial terminology.
9–12 points: The student participates in most discussions, demonstrates a good understanding of the material, but uses financial terminology with minor inaccuracies.
5–8 points: The student is passive in discussions, demonstrates only a basic understanding of the material, and has significant gaps in financial logic.
1–4 points: The student rarely participates, makes numerous mistakes, and shows little to no understanding of the context.
b) Current testing (Max: 18 points)
Knowledge assessment is conducted via computerised testing on the university's official platform for the course's topics. Test variants are generated automatically by the system through the random selection of questions.
The platform grades each test on a 100-point scale (reflecting the percentage of correct answers). The student's results for each test are automatically converted and accumulated throughout the semester. The maximum total score for all completed tests in the semester is 18 points.
The conversion of test results into syllabus points is carried out according to the performance level:
90%–100% of correct answers – the student receives the maximum points allocated for the test;
75%–89% of correct answers – the student receives 80% of the maximum points allocated for the test;
60%–74% of correct answers – the student receives 70% of the maximum points allocated for the test;
35%–59% of correct answers – the student receives 50% of the maximum points allocated for the test;
less than 35% of correct answers – the test is considered failed (0 points).
c) Presentation of financial forecasting models in Excel
13–15 points: The student demonstrates excellent understanding of financial modelling, mastery of Excel functions, and depth of analysis. The model reflects the author's own point of view and is designed according to requirements.

9–12 points: The student understands the material well and demonstrates a good mastery of the content. Modern information sources (e.g., *YouControl*) were used. There are minor technical violations in the Excel model.
5–8 points: The structure of the model is somewhat logical, but ideas and forecasts may not always be clearly expressed. The task lacks coherence and accuracy in some areas.
1–4 points: The model is poorly structured, inaccurate, and contains major omissions or calculation errors.
d) Mid-term control paper
10–12 points: Flawless completion of a comprehensive task: accurate calculation of liquidity, profitability, and cost of capital ratios based on the provided data; correct interpretation of the results.
6–9 points: The task is completed, but there are inaccuracies in calculations or errors in the classification of expenses or assets.
1–5 points: Gross errors in analytical calculations; inability to link financial statement data for conducting an analysis.
e) Final Examination
The criteria for the examination are written in the exam card.

Content

Topic 1. The Essence of Corporate Finance Management
Topic 2. Asset Management
Topic 3. Capital Management
Topic 4. Cash Flow Management
Topic 5. Profit Management
Topic 6. Financial Reporting: Structure, Content, and Sources
Topic 7. Financial Analysis: Liquidity, Profitability, and Debt Load
Topic 8. Internal Financial Forecasting and Planning
Topic 9. Corporate Financial Risk Management

Literature

Compulsory Reading

1. Berk, J., & DeMarzo, P. (2023). *Corporate Finance* (6th ed.). Pearson. 1200 p.
2. Brealey, R., Myers, S., & Allen, F. (2022). *Principles of Corporate Finance* (14th ed.). McGraw-Hill Education. 1024 p. https://studylib.net/doc/27826781/principles-of-corporate-finance
3. Brigham, E., & Houston, J. (2022). *Fundamentals of Financial Management* (16th ed.). Cengage Learning. 864 p. ISBN: 9780357710005
4. Damodaran, A. (2024). *Applied Corporate Finance* (5th ed.). Wiley / Damodaran Online. 700 p. https://share.google/uVHdCUA28lAZeoDrC
5. Krupka, M., Kovaliuk, O., Kovalenko, V., et al. (2019). *Finansovyi menedzhment* [Financial management] (M. Krupka, Ed.). Ivan Franko National University of Lviv. 440 p. https://econom.lnu.edu.ua/wp-content/uploads/2021/02/Finansovyy-menedzhment-1.pdf
6. Vakhovych, I. (2023). *Finansovyi menedzhment: mahisterskyi kurs* [Financial management: Master's course] (3rd ed.). Nadstyr'ia. 640 p.
7. Verlanov, Y. (2021). *Finansovyi menedzhment* [Financial management] (2nd ed.). Petro Mohyla Black Sea State University Publishing House. 336 p.
8. Vernimmen, P., Quiry, P., & Fur, Y. (2022). *Corporate Finance: Theory and Practice* (6th ed.). Wiley. 1040 p.

Recommended reading

1. Aranchii, V., Tomilin, O., & Dorohan-Pysarenko, L. (2021). *Finansovyi menedzhment* [Financial management]: Textbook. PDAU. 300 p. https://fpk.in.ua/images/biblioteka/4bac_finan/Navch.posib._Finansovyy-menedzhment-2021r.pdf
2. *Finansovyi menedzhment: navchalnyi posibnyk u skhemakh i tablytsiakh* [Financial management: textbook in diagrams and tables]. Lviv State University of Internal Affairs. 2022. 224 p. https://www.researchgate.net/publication/367023192_Finansovij_menedzment_navcalnij_posibnik_-_Sevcenko_NV_Melnik_SI_VIDANIJ

3. Zhyhalkevych, Zh., & Kamianska, O. (2022). *Finansovyi menedzhment* [Financial management]: Textbook for Master's degree students in specialty 073 "Management". Igor Sikorsky Kyiv Polytechnic Institute. 214 p. https://ela.kpi.ua/server/api/core/bitstreams/ca819830-66f0-4152-9e27-1eb3651fe9fc/content

Web-resources

1. *Amortyzatsiia osnovnykh zasobiv* [Depreciation of fixed assets]. (2017). *Official website*. https://i.factor.ua/ukr/journals/nibu/2017/november/issue-94/article-32188.html

2. *Analizuiemo finansovu zvitnist: yak diznatysia pro stan pidpryiemstva* [Analyzing financial statements: how to learn about the state of the enterprise]. (2023). *Official website*. https://news.dtkt.ua/accounting/reposts/86254

3. Baziura, O. (2024). *Formuvannia ta analiz finansovoi zvitnosti: pidsumky roku dlia biznesu* [Formation and analysis of financial reporting: year-end results for business]. *Official website*. https://www.finmap.online/ua/blog/year-end-financial-review-guide

4. *Chomu neobkhidno vyvchaty finansovyi menedzhment?* [Why is it necessary to study financial management?]. (2022). *Official website*. https://finacademy.net/ua/materials/article/chto-takoe-finansovuj-menedgment

5. *Formula tochky bezzbytkovosti: yak rozrakhuvaty pokaznyk?* [Breakeven point formula: how to calculate the indicator?]. (2023). *Official website*. https://online.novaposhta.education/blog/formula-tochki-bezzbitkovosti-yak-rozrahuvati-pokaznik

6. Konoplianikova, N. (2023). *Holovni finansovi zvity kompanii ta yak ikh vesty za mizhnarodnymy standartamy* [Main financial reports of the company and how to maintain them according to international standards]. *Official website*. https://laba.ua/blog/3664-golovni-finansovi-zviti-kompaniji

7. Levytska, S., & Panchuk, I. (2013). *Orhanizatsiia finansovoi diialnosti pidpryiemstva yak obiekta bukhhalterskoho obliku* [Organization of financial activity of the enterprise as an object of accounting]. *Official website*. https://ecj.oa.edu.ua/articles/2013/n23/67.pdf

8. Onyshchenko, V. (2023). *Zvit pro rukh hroshovykh koshtiv* [Statement of cash flows]. *Official website*. https://buhplatforma.com.ua/article/7086-zvt-pro-ruh-groshovih-koshtv

9. *Orhanizatsiia finansovoho obliku: etapy, dokumenty ta zalucheni fakhivtsi* [Organization of financial accounting: stages, documents, and involved specialists]. (2022). *Official website*. https://finacademy.net/ua/materials/article/organizaciya-finansovogo-obliku

10. *Rol finansovoho menedzhera v upravlinni efektyvnistiu kompanii* [The role of the financial manager in company performance management]. (2021). *Official website*. https://finacademy.net/ua/webinars/thanks-free-webinars?video=353731242

11. *Statutnyi kapital pidpryiemstva* [Share capital of the enterprise]. (2023). *Official website*. https://buhplatforma.com.ua/article/7256-statutniy-kaptal-pdprimstva

12. Verbovetska, S. (2011). *Formuvannia tsentriv vidpovidalnosti v systemi biudzhetuvannia pidpryiemstva* [Formation of responsibility centers in the enterprise budgeting system]. *Official website*. https://journals.khnu.km.ua/vestnik/pdf/ekon/2011_3_3/046-049.pdf

13. *Vidminnosti mizh funktsiiamy holovbukha i findyrektora* [Differences between the functions of a chief accountant and a financial director]. (2022). *Official website*. https://community.uteka.ua/ua/publication/profession-20-moya-profesiya-62-razlichiya-mezhdu-funkciyami-glavbuxa-i-findirektora

14. YouControl. *Official website*. https://youcontrol.com.ua/

COMPREHENSIVE TRAINING IN MANAGEMENT AND LEADERSHIP SKILLS				
The course aims to develop students' practical management and leadership skills required for effective team and organisational leadership, strategic decision-making, the development of corporate culture, and the enhancement of communication and interpersonal skills, as well as to foster an understanding of the principles and methods of communication in professional and academic contexts and support continuous self-development.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	1 / 14 weeks	3 / mandatory	Hanna Mytrofanova Doctor of Science (Economics), Full Professor	90 hours (12 h. lectures, 12 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) Demonstrate advanced knowledge of key theories and concepts of management, leadership, and corporate culture, critically analyse strategies and methods for developing managerial and leadership competencies.			Lecture, work in small groups	Presentation in small groups (CAS), final test and case study (FAS)
2) Apply methodological approaches to the design, development, and improvement of corporate culture in organisations.			Problem lecture, case study	Presentation of the case study (CAS), final test and case study (FAS)
3) Make effective managerial decisions under conditions of uncertainty, complexity, and dynamic change.			Problem lecture, problem situations	Problem solving (CAS), final test and case study (FAS)
4) Develop and critically adapt a personal leadership style to diverse teams, organisational contexts, and situations.			Problem lecture, case study, problem situations	Presentation of the case study, problem solving (CAS), final test and case study (FAS)
5) Integrate modern communication and motivation techniques to ensure effective team management and performance.			Business game, case study	Participation in the business game, presentation of the case study (CAS), final test and case study (FAS)
6) Design and deliver training sessions and workshops aimed at developing managerial and leadership competencies of employees.			Business game, case study, trainings	Participation in the business game, presentation of the case study, evaluation of the results of trainings

		(CAS), case study (FAS)
7) Demonstrate advanced self-management and time management skills, particularly in complex and high-pressure environments.	Case study, business game	Testing, presentation of the case study, participation in a business game (CAS), case study (FAS)
8) Assess and develop managerial and leadership competencies within teams using appropriate tools and methods.	Business game, case study	Participation in the business game, presentation of the case study (CAS), final test and case study (FAS)
9) Engage effectively with diverse stakeholder groups to achieve shared organisational goals.	Work in small groups, business game	Presentation of the results of work in small groups, participation in a business game (CAS), final test and case study (FAS)
10) Present and justify arguments persuasively in discussions, based on ethical principles and social responsibility.	Business game, case study	Participation in the business game, presentation of the case study (CAS), case study (FAS)

Assessment

The final grade is given on a 100-point scale, including 40 points for the final test and 60 points for the work in the semester.
60 points for work in the semester:
30 points for case study reports, presentations and participation in business simulations;
10 points for solving problem-based tasks;
20 points for the assessment of training outcomes.
Assessment criteria:
a) case study reports, presentations and participation in business simulations
90–100%: The student actively contributes to group work, demonstrates initiative, and formulates well-reasoned arguments. The work reflects the student's own perspective and includes elements of originality. The student demonstrates excellent use of relevant data and examples. The student presents a clear and logical sequence of actions when analysing situations and applies appropriate analytical methods consistently and effectively.
75–89%: The student actively participates in group work and demonstrates a good understanding of the issue under discussion. The student provides well-argued responses and uses relevant data and examples. The student demonstrates a generally clear sequence of actions in analysing situations and applies analytical methods in most cases.
60–74%: The student shows limited participation in group work. The student provides partially developed arguments and uses insufficient supporting data. The student demonstrates an incomplete or inconsistent sequence of actions when analysing situations.
1–59%: The student demonstrates a lack of understanding of the problem or question. Important information is missing, or irrelevant information is provided. The student fails to demonstrate a logical sequence of actions when analysing the situation. Parts of the work do not address the task requirements.

b) solving problem-based tasks
90–100%: The student demonstrates a deep understanding of the problem and accurately identifies all key aspects. The solution is fully correct, logically structured and well justified. The student applies appropriate analytical tools and methods effectively. The answer demonstrates originality, critical thinking and clear reasoning. Conclusions are well-grounded and fully supported by evidence or calculations.
75–89%: The student demonstrates a good understanding of the problem. The solution is generally correct with minor inaccuracies or omissions. The student applies relevant methods of analysis, but the justification may be partially incomplete. The reasoning is clear, though not always fully detailed.
Conclusions are mostly supported by arguments or data.
60–74%: The student demonstrates a partial understanding of the problem. The solution contains errors or lacks completeness. Analytical methods are applied inconsistently or with limited accuracy.
The reasoning is weak or insufficiently developed. Conclusions are general and only partially supported.
1–59%: The student demonstrates a lack of understanding of the problem. The solution is incorrect, incomplete or irrelevant. No appropriate analytical methods are applied. Reasoning is absent or not logically structured. Conclusions are missing or unrelated to the task.
c) the assessment of training outcomes
90–100%: The student demonstrates a high level of engagement and active participation in training activities. The student clearly applies acquired knowledge, skills and competencies in practical tasks. The performance shows a high degree of reflection, self-assessment and critical thinking. The student effectively integrates theory with practice and demonstrates measurable improvement in competencies. Training outcomes are fully achieved and well justified through evidence of performance.
75–89%: The student actively participates in training sessions and demonstrates good engagement. The acquired knowledge and skills are applied correctly in most practical tasks. The student shows adequate reflection and partial self-assessment of learning outcomes. The connection between theory and practice is generally clear, with minor gaps. Training outcomes are achieved at a good level with minor inconsistencies.
60–74%: The student participates in training activities but shows limited engagement. Application of knowledge and skills is partial or inconsistent. Reflection and self-assessment are superficial or incomplete. The link between theory and practice is weak or unclear. Training outcomes are achieved only at a basic level.
1–59%: The student demonstrates minimal or no participation in training activities. There is little or no application of acquired knowledge and skills. Reflection and self-assessment are absent. No clear connection between theory and practice is demonstrated. Training outcomes are not achieved or are irrelevant to the objectives.
d) test papers
The criteria for the test assignment are written on the test card.

Content

Topic 1. Fundamentals of Management and Leadership
Topic 2. Effective communication in management
Topic 3. Teamwork and motivation
Topic 4. Decision-making and strategic thinking
Topic 5. Improving corporate culture
Topic 6. Leader's self-development

Literature

Compulsory reading

1. Balanovska, T., Mykhailichenko, M., & Troian, A. (2020). *Suchasni tekhnolohii upravlinnia personalom: navchalnyi posibnyk* [Modern technologies of personnel management: a study guide]. FOP Yamchynskyi O. V. 466 p.

2. Gutmann, M. (Ed.) (2019). *Historians on Leadership and Strategy: Case Studies From Antiquity to Modernity*. Springer. 282 p.

3. Moshok, H. Ye., Fedorenko, V. L., Kovalenko, O. V. (2020). *Menedzhment orhanizatsii: teoriia ta praktyka* [Management of Organization: Theory and Practice]. Kyiv: Lira.

Recommended reading

1. Armstrong, M. (2007). *Handbook of Employee Reward Management and Practice* (2nd ed.). Kogan Page. 548 p.

2. Armstrong, M., & Taylor, S. (2014). *Armstrong's Handbook of Human Resource Management Practice*. Kogan Page.

3. Boyatzis, R. E. (1982). *The competent manager: A model for effective performance*. Wiley.

4. Covey, S. (2017). *Vos'ma zvychka. Vid efektyvnosti do velychi* [The 8th Habit: From Effectiveness to Greatness]. Kyiv: Klub Simeinoho Dozvillia. 496 p.

5. Delery, J. E., & Doty, D. H. (1996). Modes of theorizing in strategic human resource management: Test of universalistic, contingency, and configurational performance predictions. *Academy of Management Journal*, 39, (pp. 802–835).

6. Gordon, J. R. (2001). *Organizational Behavior: A Diagnostic Approach* (7th ed.). Prentice Hall.

7. Griffin, R. W. (2013). *Organizational Behavior: Managing People and Organizations* (11th ed.). Cengage Learning. 624 p.

8. Heneman, H., Judge, T., & Kammeyer-Mueller, J. (2021). Staffing Organizations (10th ed.). *McGraw Hill*. 784 p.

9. Hlukhyy, A. O., Yevtushenko, O. A., & Mytrofanova, H. Ya. (2026). *Svitovi tendentsii u formuvanni personalu orhanizatsii* [Global trends in personnel formation of organizations]. *Akademichnyi ohliad* [Academic Review], 2.

10. Kaplunov, D. (2019). *Yak pysaty komertsiinu propozytsiiu* [How to Write a Commercial Proposal]. Kyiv: Fabula. 352 p.

11. Lepak, D. P., & Snell, S. A. (2002). Examining the human resource architecture: The relationships among human capital, employment, and human resource configurations. *Journal of Management*, 28(4), (pp. 517–543).

12. Martin, R., Riel, D. (2019). *Tekhnika ukhvalennia rishen. Yak lidery robliat vybir* [The Decision-Making Technique: How Leaders Make Choices]. Kyiv: Nash Format. 248 p.

13. Mytrofanova, H. Ya., Luhovyi, M. D., & Musiienko, K. A. (2025). Tsyfrovi instrumenty upravlinnia orhanizatsiieiu ta proiektamy: mizhnarodni tendentsii ta innovatsii [Digital tools for organization and project management: international trends and innovations]. *Zhurnal z menedzhmentu, ekonomiky ta tekhnolohii* [Journal of Management, Economics and Technology], 2, 80–96.

14. Mytrofanova, H., Yevtushenko, O., Hlukhyy, A., & Luhovyi, M. (2024). Metodolohichni zasady vprovadzhennya shtuchnoho intelektu u systemu menedzhmentu orhanizatsij [Methodological principles of implementation of artificial intelligence in the organization management system]. *Akademichnyi ohliad* [Academic Review], 2. Retrieved from https://ir.duan.edu.ua/items/ef5d4aa8-a316-4b25-b1bf-7e90f4c44927

15. Nikolaou, I., & Oostrom, J. (Eds.). (2023). Employee Recruitment and Selection: A Contemporary Perspectives [Electronic edition]. *Routledge.* 342 p.

16. Noe, R. A., Hollenbeck, J. R., Gerhart, B., & Wright, P. M. (2016). *Fundamentals of Human Resource Management*. McGraw-Hill Education.

17. Nonaka, I. (1991). The knowledge-creating company. *Harvard Business Review*, 69(6), (pp. 165–174).

18. Shcherbak, V. H., Kovalenko, M. Yu. (2017). *Motyvatsiinyi menedzhment v suchasnykh umovakh pidpryiemnytstva v Ukraini* [Motivational Management in Modern Business Conditions in Ukraine]. *Visnyk Kyivskoho natsionalnoho universytetu tekhnolohii ta dyzainu. Seriia: Ekonomichni nauky*, (pp. 99–112).

19. Shkura, I., & Mytrofanova, H. (2022). Evolyutsiya kontseptsiyi korporatyvnoyi sotsial′noyi vidpovidal′nosti: vid vytokiv do oriyentatsiyi na stvorennya spil′nykh tsinnostey v konteksti stiykoho rozvytku [The evolution of the concept of corporate social responsibility: from the origins to the orientation towards the creation of shared values in the context of sustainable development]. *Yevropeys'kyy vektor*

ekonomichnoho rozvytku [European vector of economic development], 2(33), 106–116. https://doi.org/10.32342/2074-5362-2022-2-33-9

Web-resources

1. Alfred Nobel University Institutional Repository. (n.d.). Official website. https://ir.duan.edu.ua/home

2. Alfred Nobel University Electronic Library. (n.d.). Official website. https://lib.duan.edu.ua/uk/

3. Harvard Business Review. (n.d.). Official website. https://hbr.org

BUSINESS PROCESS MODELING				
The course aims to develop advanced professional competencies in designing, analysing and optimising an enterprise's business process architecture. The course aims to master the methodology for systematically describing organisational activities and to gain practical skills in specialised software (*app.diagrams.net*, *Bizagi Modeler*) to develop digital models that support effective decision-making under uncertain conditions.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	2 / 11 weeks	3 / Mandatory	Viktoriia Varenyk PhD (Economics), Associate Professor	90 hours (12 h. lectures, 12 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) Critically evaluate and select modeling methodologies and analytical tools for process management under uncertain conditions.			Interactive lectures, discussions, comparative analysis of modeling notations	Testing; participation in discussions (CAS); Final Examination: Theoretical block (FAS).
2) Diagnose organisational problems by developing 'AS-IS' models and identifying bottlenecks in value creation chains.			Case studies, collaborative brainstorming using online whiteboards (*FigJam* / *Miro*).	Practical case study solving with presentation of findings (CAS).
3) Design the digital architecture of business processes and create logically correct algorithms in the *app.diagrams.net* environment.			Small group workshops on business process algorithm construction in the *app.diagrams.net*	Assessment of the correctness of the graphical model (CAS); Final Examination: Practical modelling task (FAS)
4) Develop process reengineering projects ('TO-BE' models) as a basis for implementing innovative entrepreneurial ideas.			Group project work, brainstorming sessions in small groups	Presentation of the model project (CAS)
5) Justify management decisions regarding process transformation, considering ethical norms, legal requirements and social responsibility.			Case-based learning, role-playing, discussions	Assessment of decision-making reasoning during the project presentation (CAS)

6) Utilise professional software (*app.diagrams.net*) and information systems to automate process modeling and analysis tasks.	Hands-on labs (practical modeling), software-based workshops	Evaluation of practical tasks performed in specialized software (CAS); Final Examination: Practical software skills validation (FAS)
7) Plan and allocate information, financial and human resources for a department through resource parameterisation within the business process model.	Lectures, development of resource maps in small groups, workflow simulation in Trello	Defence of the report on resource allocation and process time metrics (CAS)

Assessment

The final grade is based on a 100-point scale, including 60 points for the work in the semester (CAS) and 40 points for the final examination (FAS).
60 points for Continuous Assessment (CAS):
18 points — participation in discussions and teamwork (includes activity during practical sessions, work with Miro/FigJam online whiteboards, and expressive arguments);
15 points — current testing (automated tests on modeling notations and BPMN 2.0 syntax);
15 points — presentation of team/individual projects (defense of developed 'TO-BE' models and business process reengineering plans);
12 points — mid-term control paper (a comprehensive review of theoretical knowledge and the ability to construct logical diagrams prior to the final exam).
Assessment Criteria:
a) Participation in Discussions and Teamwork (Maximum – 18 points)
Evaluated based on the cumulative results of performance during each practical session:
15–18 points: The student demonstrates fluent mastery of terminology, takes a leading or active role in the team, consistently proposes constructive solutions during brainstorming sessions on *FigJam* / *Miro* boards, and clearly argues their point of view.
10–14 points: The student participates in discussions and work in *Miro* but displays low initiative, occasionally makes mistakes in interpreting modeling standards, or heavily relies on the work of other team members.
1–9 points: Fragmentary or passive participation in group work, weak knowledge of graphical notation elements and an inability to justify the process logic.
b) Current Testing (Maximum – 15 points)
Evaluated automatically on the learning management platform based on the results of express tests taken throughout the semester (specifically focusing on knowledge of BPMN 2.0 symbols and syntax):
13–15 points (81–100% of correct answers): The student demonstrates flawless mastery of the theoretical foundations of modeling notations.
8–12 points (51–80% of correct answers): The student generally understands the rules of modeling but makes occasional errors in complex elements (e.g., specific event types, specialised gateways).
1–7 points (up to 50% of correct answers): Unsatisfactory level of knowledge regarding theoretical material and graphical symbology.
c) Project Presentations (Maximum – 15 points)
13–15 points: The project is executed professionally using *app.diagrams.net* or *Bizagi*. The student clearly justifies the proposed process changes, demonstrates a ‘unique author's perspective,’ and delivers high-quality visualization.

9–12 points: The project structure is logical, but the presentation contains technical flaws (e.g., not all resource types are accounted for) or the student lacks confidence during the defence.
1–8 points: The process map contains logical gaps; the argumentation for process improvement is weak or entirely missing.
d) Mid-term Control Paper (Maximum – 12 points)
10–12 points: Flawless execution of a complex task: constructing a process algorithm using various types of events and gateways, alongside accurate identification of process owners and participants.
6–9 points: The task is completed, but there are minor violations of modeling syntax (e.g., incorrect application of intermediate events).
1–5 points: Major errors in process architecture; inability to translate a textual description into a graphical workflow model.
e) Final Examination (Maximum – 40 points / FAS)
The criteria for the examination are written in the exam card.

Content

Topic 1. Theoretical Foundations and the Concept of Business Process Management
Topic 2. Architecture and Systematic Description of Business Processes
Topic 3. Methodologies and Graphical Standards for Modelling
Topic 4. Information Gathering Technology and AS-IS Model Development
Topic 5. State Analysis and Diagnostics of Problem Areas
Topic 6. Process Optimization: From Cost Calculation to the TO-BE Model

Literature

Compulsory Reading

1. Benedict, T., Kirchmer, M., Scharsig, M., Franz, P., et al. (2019). *BPM CBOK Version 4.0: Guide to the Business Process Management Common Body of Knowledge*. Association of Business Process Management Professionals (ABPMP). 464 p. https://www.researchgate.net/publication/340950650_BPM_CBOK_Version_40_Guide_to_the_Business_Process_Management_Common_Body_Of_Knowledge

2. Dumas, M., La Rosa, M., Mendling, J., & Reijers, H. (2023). *Fundamentals of Business Process Management* (3rd ed.). Springer. 643 p. https://share.google/3VhrFGZp2nQhgBpwD

3. Kozyr, S., Sliesariev, V., Us, S., & Khomiak, T. (2022). *Modeliuvannia ta reinzhynirynh biznes-protsesiv* [Modeling and reengineering of business processes]: Textbook. NTU "DP". 162 p.

4. Pistunov, I. (2021). *Modeliuvannia biznes protsesiv* [Business process modeling] (Electronic edition). NTU "DP". 130 p. http://pistunovi.inf.ua/MOD_BIZ_IIPOU.pdf

Recommended reading

1. Biznes-protsesy: poniattia, vydy ta pryklady [Business processes: concepts, types, and examples]. Edilo. https://edilo.com.ua/blog/biznes-proczesy-ponyattya-vydy-ta-pryklady/

2. Klasyfikatsiia biznes-protsesiv – yaki vony buvaiut? [Classification of business processes – what are they?]. Todo.ltd. https://todo.ltd/blog/klasyfikacziya-biznes-proczesiv-yaki-von/

3. Kolomiiets, V. (2024). *Shcho take BPMN-diahrama i navishcho vona potribna z prykladamy* [What is a BPMN diagram and why it is needed with examples]. iampm. https://iampm.club/ua/blog/shho-take-bpmn-diagrama-i-navishho-vona-potribna-z-prikladami-2/

4. Modeliuvannia ta optymizatsiia biznes-protsesiv na pidpryiemstvi [Modeling and optimization of business processes at the enterprise]. Edilo. https://edilo.com.ua/blog/modelyuvannya-ta-optymizacziya-biznes-proczesiv-na-pidpryyemstvi/

5. Notatsii dlia biznes-protsesiv: vydy, perevahy ta nedoliky [Notations for business processes: types, advantages, and disadvantages]. Todo.ltd. https://todo.ltd/blog/notacziyi-dlya-biznes-proczesiv-vydy-perevagy-ta-nedoliky/

6. Rozhko, V., & Khlystun, A. (2023). *Modeliuvannia biznes-protsesiv u suchasnomu biznes-seredovyshchi* [Modeling of business processes in the modern business environment]. *Problems of Economy*, No. 4 (58), pp. 159-164. https://www.problecon.com/export_pdf/problems-of-economy-2023-4_0-pages-159_164.pdf

7. Vanner, C. (2024). *A Quick Guide to BPMN: Business Process Model and Notation*. https://www.bizagi.com/en/blog/guide-to-bpmn

8. Vizualizatsiia biznes-protsesiv: yak korystuvatys blok-skhemamy [Business process visualization: how to use flowcharts]. (2019). Manageable. https://manageable.com.ua/vizualizatsiya-biznes-protsesiv-yak-korystuvatys-blok-shemamy/

9. What is a Business Process Architecture (BPA). Eficio. https://eficio.ca/en/blog/what-is-a-business-process-architecture-bpa/

10. Zosym, M. (2023). *Blok-skhema (Flowchart)* [Flowchart]. https://www.maxzosim.com/blok-skhema/

Web-resources

1. BPMN 2.0 | A simple, 5-minute introduction. (2022). *Official website*. https://www.youtube.com/watch?v=Uk6WaW9QWn8

2. Camunda. Yak pochaty modeliuvaty v BPMN 2.0. [How to start modeling in BPMN 2.0]. (2023). *Official website*. https://www.youtube.com/watch?v=BNZqNa7NEwU

3. Diagrams.net (Draw.io). (n.d.). *Official website*. https://app.diagrams.net

4. Draw.io. Diahramy: Instruktsiia ta opys funktsionalu. [Draw.io. Diagrams: Instructions and functional description]. (2023). *Official website*. https://www.youtube.com/watch?v=PThiWVFWmXA

5. Drawio dlia skladannia blok skhem alhorytmiv. [Drawio for creating algorithm flowcharts]. (2022). *Official website*. https://www.youtube.com/watch?v=UeLk_WvgBS

6. FigJam. (n.d.). *Official website*. https://www.figma.com/figjam/

7. Miro. (n.d.). *Official website*. https://www.miro.com

8. Opys osnovnoho protsesu prodazhiv v notatsii BPMN. [Description of the main sales process in BPMN notation]. (2023). *Official website*. https://www.youtube.com/watch?v=P4L4ArsR8Kk

9. Ryzhkova, Y. Modeliuvannia biznes-protsesiv u notatsii BPMN. [Business process modeling in BPMN notation]. (2023). *Official website*. https://www.youtube.com/watch?v=9ckX8X830kE

10. Trello. (n.d.). *Official website*. https://trello.com

11. Vebinar Biznes-shkoly UKU. Modeliuvannia biznes-protsesiv sohodni: z choho pochaty? [UCU Business School webinar. Business process modeling today: where to start?]. (2023). *Official website*. https://www.youtube.com/watch?v=zE_aqYmW3_o&t=2561s

12. Vse pro BPMN 2.0: Yak chytaty ta stvoriuvaty diahramy. [Everything about BPMN 2.0: How to read and create diagrams]. (2023). *Official website*. https://www.youtube.com/watch?v=AP90xZ-CEqg

INFORMATION SYSTEMS IN ENTERPRISE MANAGEMENT				
The course aims to develop advanced knowledge and practical skills in the use, integration and management of enterprise information systems, including work with databases, digital platforms and analytical tools to support managerial decision-making, optimize business processes and enhance organisational performance.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	1/14 weeks	3 / mandatory	Valeriia Pysarkova Ph.D (Economics)	90 hours (12 h. lectures, 12 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) Critically analyse and apply scientific, methodological and analytical tools for managing enterprise information systems in complex and uncertain environments.			Lectures, case study analysis, analytical workshops	Case study reports, analytical tasks (CAS)
2) Identify organisational problems and justify managerial decisions using information systems and digital tools.			Lectures, problem-based learning, practical tasks	Problem-solving tasks, practical assignments (CAS)
3) Design integrated enterprise management systems based on the effective use of information systems.			Lectures, system design workshops, project-based learning	System design projects, project reports (CAS)
4) Develop and evaluate projects related to the implementation and improvement of enterprise information systems.			Lectures, BI tools labs, project-based learning	Dashboard projects, practical information technology tasks (CAS)
5) Analyse and apply specialised software and enterprise information systems to solve complex managerial problems and support decision-making processes.			Lectures, database workshops, hands-on labs	Database tasks, practical lab assignments (CAS)
6) Evaluate, plan and organise information, methodological and technological support of enterprise activities using modern information systems.			Lectures, strategic planning workshops, individual assignments	Individual assignments, strategic planning tasks (CAS)
Assessment				
The final grade is given on a 100-point scale. 100 points for the work in the semester: 45 points for practical tasks and work with information systems and databases; 35 points for case study analysis and project tasks; 20 points for presentations. Assessment criteria:				

a) practical tasks and work with information systems and databases
38–45 points: The student demonstrates a high level of performance in practical tasks, effectively uses enterprise information systems, databases and digital tools, correctly applies analytical methods and provides well-justified managerial solutions and results.
30–37 points: The tasks are generally completed correctly with a good level of system usage and data analysis, though some minor inaccuracies may be present.
18–29 points: The tasks are partially completed, demonstrate limited use of information systems and insufficient justification of results.
1–17 points: The tasks are poorly completed, incomplete or not submitted.
b) case study analysis and project tasks
30–35 points: The student demonstrates excellent analytical and project-management skills, correctly identifies enterprise problems, develops well-structured project solutions and provides justified managerial decisions.
22–29 points: The student demonstrates a good understanding of the case and project tasks, though some inaccuracies or insufficient analytical depth may be present.
13–21 points: A basic understanding of the problem is demonstrated with limited analysis and weak project development.
1–12 points: Weak analysis, incomplete or incorrect project solutions, inability to justify managerial decisions.
c) presentations
17–20 points: The student demonstrates excellent understanding of the material, depth of analysis and professional presentation skills. The presentation is logically structured, visually clear and reflects independent thinking and effective use of digital tools.
13–16 points: The student demonstrates a good understanding of the topic with minor inaccuracies in structure or presentation.
7–12 points: The structure is somewhat logical, though ideas are not always clearly expressed or sufficiently justified.
1–6 points: The presentation is poorly structured and contains significant errors.

Content

Topic 1. Classification of information systems: ERP, CRM, SCM, HRM. Typology of information systems
Topic 2. Information systems in human resource management
Topic 3. Information systems in financial management
Topic 4. Information systems in supply chain management (SCM)
Topic 5. User roles and access management in enterprise information systems
Topic 6. Implementation and evaluation of information systems

Literature

Compulsory reading

1. Dubnytskyi, V. I., Naumenko, N. Yu., Ovcharenko, O. V., & Pysarkova, V. R. (2020). *Informatsiinyi menedzhment* [Information management]. Dnipro: DVNZ UDKhTU. 405 p.
2. Baltzan, P. (2024). *Business driven information systems* (9th ed.). McGraw-Hill. 672 p.
3. Baley, I., & Veldkamp, L. (2025). *The data economy: tools and applications*. Princeton University Press. 320 p.
4. Azarova, A. O., Yurchuk, N. P., Nikiforova, L. O., & Shyian, A. A. (2024). *Informatsiini systemy i tekhnolohii. Chastyna 2* [Information systems and technologies. Part 2]. Vinnytsia: VNTU. 160 p.

Recommended reading

1. Hryhorkiv, V. S., et al. (2021). *Korporatyvni informatsiini systemy* [Corporate information systems]. Chernivtsi: Yurii Fedkovych National University: Ruta. 151 p.
2. Kravchenko, I. V., & Mykytenko, V. I. (2022). *Informatsiini tekhnolohii* [Information technologies]. Kyiv: KPI im. Ihoria Sikorskoho. 447 p.
3. Zelinska, O. V., Potapova, N. A., & Volontyr, L. O. (2020). *Informatsiini systemy ta tekhnolohii v haluzi* [Information systems and technologies in the industry]. Vinnytsia: VNAU. 263 p.

4. Sharda, R., Delen, D., & Turban, E. (2024). *Business intelligence, analytics, and data science: a managerial perspective* (5th ed.). Pearson. 832 p..

5. Pysarkova, V. (2025). *Formuvannia innovatsiinoho potentsialu startapiv na osnovi informatsiino-analitychnykh platform* [Formation of innovative potential of startups based on information-analytical platforms]. *Ekonomika ta suspilstvo* [Economy and Society], 80. DOI: 10.32782/2524-0072/2025-80-116

6. Nesterenko, O. V. (2019). *Informatsiini systemy upravlinnia pidpryiemstvamy* [Enterprise management information systems]. Kyiv: UkrNTS RIT. 134 p.

Web-resources

1. Vpravno. (n.d.). *Demo version of the information system*. *Official website*. https://demo.vpravno.com.ua/uk/

2. Google. (n.d.). *Google Workspace accessibility guide*. *Official website*. https://support.google.com/a/answer/1631886

3. Google. (n.d.). *Getting started with Google Sheets*. *Official website*. https://www.youtube.com/watch?v=oCYT63b_m88

5. Microsoft. (n.d.). *Power BI*. Official website. https://powerbi.microsoft.com

6. Tableau. (n.d.). *Tableau data visualization*. Official website. https://www.tableau.com

7. Google. (n.d.). *Looker Studio*. Official website. https://lookerstudio.google.com

8. Oracle. (n.d.). *Enterprise resource planning (ERP)*. Official website. https://www.oracle.com/erp

9. SAP. (n.d.). *SAP ERP and business solutions*. Official website. https://www.sap.com

10. IBM. (n.d.). *Business analytics and AI solutions*. Official website. https://www.ibm.com/analytics

11. Kaggle. (n.d.). *Data science and analytics platform*. Official website. https://www.kaggle.com

12. Statista. (n.d.). *Statistics and market data*. Official website. https://www.statista.com

13. Salesforce. (n.d.). *Official website.* https://www.salesforce.com

14. Odoo. (n.d.). *Official website.* https://www.odoo.com

INTERNATIONAL MANAGEMENT				
The course aims to develop a system of theoretical knowledge and practical skills in managing international cooperation, enabling students to effectively implement managerial functions in companies: planning, organisation, communication, motivation, leadership and control.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	2 / 11weeks	3 / mandatory	Hanna Mytrofanova Doctor of Science (Economics), Full Professor	90 hours (12 h. lectures, 12 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) Implement modern methods and tools to address key technological, financial, trade and investment challenges in international corporations.			Interactive lecture, panel discussion	Participation in discussions (CAS), final test and case study (FAS)
2) Integrate contemporary international management tools in the context of Ukrainian companies.			Problem lecture, case study	Presentation of the case study (CAS), final test and case study (FAS)
3) Design and manage effective international teams in diverse and multicultural environments.			Lecture, practical task	Evaluation of student reports (CAS), final test (FAS)
4) Implement modern motivation strategies and practices in a multicultural context.			Problem lecture, case study, conducting a research project	Presentation of the case study, presentation of the results of the research project (CAS), final test and case study (FAS)
5) Develop and promote corporate social responsibility (CSR) strategies in international corporations.			Lecture, case study, work in small groups	Presentation of the case study, presentation of the results of work in small groups (CAS), final test and case study (FAS)
6) Apply analytical methods and key performance indicators to evaluate organisational processes and respond to dynamic changes.			Problem lecture, case study,	Presentation of the case study, presentation of the

	conducting a research project	results of the research project (CAS), case study (FAS)
7) Use appropriate methodological approaches to assess organisational effectiveness and support organisational design. Analyse and compare different types of organisations, identifying their strengths and weaknesses.	Lecture, conducting a research project	Presentation of the results of the research project (CAS), case study (FAS)
8) Demonstrate awareness of global and national economic changes, and engage in lifelong learning, including the ability to support the learning of others.	Case study	Presentation of the case study (CAS), case study (FAS)
9) Conduct independent research using academic, statistical and digital sources in the field of management.	Conducting a research project	Presentation of the results of the research project (CAS), case study (FAS)
Assessment		
The final grade is given on a 100-point scale, including 40 points for the test and case study; 60 points for the work in the semester. 60 points for work in the semester: 30 points for case study reports, presentations; 30 points for the assessment of results of the research project. a) case study reports, presentations 90–100%: The student actively contributes to group work, demonstrates initiative and formulates well-reasoned arguments. The work reflects the student's own perspective and includes elements of originality. The student demonstrates excellent use of relevant international data, examples and case materials. The student presents a clear and logical sequence of actions when analysing international business situations and applies appropriate analytical tools consistently and effectively. 75–89%: The student actively participates in group work and demonstrates a good understanding of international management issues. The student provides well-argued responses and uses relevant examples. The student demonstrates a generally clear sequence of actions in analysing situations and applies analytical methods in most cases. 60–74%: The student shows limited participation in group work. The student provides partially developed arguments and uses insufficient supporting data. The student demonstrates an incomplete or inconsistent sequence of actions when analysing international business situations. 1–59%: The student demonstrates a lack of understanding of the problem or question. Important information is missing, or irrelevant information is provided. The student fails to demonstrate a logical sequence of actions when analysing the situation. Parts of the work do not address the task requirements. b) assessment of the results of the research project 90–100%: The student demonstrates a high level of independence in conducting the research project. The research is well-structured, methodologically sound and clearly presented. The student applies appropriate research methods and analytical tools effectively. The findings are original, well-justified and supported by relevant data and sources. The student demonstrates critical thinking, draws well-grounded conclusions and clearly links theory with practice, particularly in the context of international management. 75–89%: The student demonstrates a good level of independence in conducting the research project. The structure and methodology are generally appropriate, with minor inconsistencies.		

The student applies relevant methods of analysis, though justification may be partially incomplete. The findings are supported by data, but originality or depth may be limited. Conclusions are generally clear and relevant.
60–74%: The student demonstrates a basic level of independence. The research project has structural or methodological weaknesses. The use of analytical tools is limited or inconsistent. The findings are insufficiently supported by data or lack depth. Conclusions are general and only partially justified.
1–59%: The student demonstrates a lack of independence and understanding of the research task. The project is poorly structured and lacks a clear methodology. Analytical methods are not applied appropriately. The findings are unsupported, irrelevant or incorrect. Conclusions are missing or not related to the research objectives.
c) test
The criteria for the test assignment are written on the test card.

Content

Topic 1. Introduction to international management
Topic 2. Globalisation and the international business environment. ESG principles.
Topic 3. Intercultural specifics of doing international business. Experience in organising management in different countries.
Topic 4. Strategies of international companies.
Topic 5. Decision-making in international companies. Ethics and social responsibility in international corporations
Topic 6. Organisational design and development of international companies.
Topic 7. Human resource management in international corporations.
Topic 8. Modern typologies of organisations.
Topic 9. International experience in quality management.

Literature

Compulsory reading

1. Hlukha, H. Ya., et al. (2018). *Mizhnarodnyi menedzhment* [International management]. Dnipro: Alfred Nobel University. 70 p.

2. Krysovatyi, A. I., Zvarych, R. Ye., Bahlei, R. R., et al. (2024). *Mizhnarodnyi menedzhment* [International management] (A. Krysovatyi & R. Zvarych, Eds.) [Electronic edition]. Ternopil: ZUNU. 511 p.

3. Kuzmin, O. Ye., et al. (2019). *Mizhnarodnyi menedzhment* [International management]. Lviv: Rastr-7. 200 p.

4. Luthans, F., Doh, J. P., & Gaur, A. S. (2023). *International Management: Culture, Strategy, and Behavior* (12th ed.) [International student edition]. McGraw-Hill Education. 619 p.

5. Selishcheva, A. V. (2024). *Mizhnarodnyi menedzhment* [International management]. Zaporizhzhia: Zaporizhzhia National University. 108 p.

Recommended reading

1. Bardas, A., et al. (2016). *Mizhnarodnyi menedzhment ta lohistyka* [International management and logistics]. Dnipro: Herda. 294 p.

2. Deresky, H., & Miller, S. R. (2023). *International Management: Managing Across Borders and Cultures: Text and Cases* (10th ed., Global ed.). Pearson Education Limited.

3. Hlukhyy, A. O., Yevtushenko, O. A., & Mytrofanova, H. Ya. (2026). *Svitovi tendentsii u formuvanni personalu orhanizatsii* [Global trends in personnel formation of organizations]. *Akademichnyi ohliad* [Academic Review], 2 (in press).

4. Kim, W. C., & Mauborgne, R. (2015). *Blue Ocean Strategy: How to Create Uncontested Market Space and Make the Competition Irrelevant* (Expanded ed.). Harvard Business Review Press. 320 p.

5. Mead, R., & Andrews, T. G. (2009). *International Management* (4th ed.). Wiley-Blackwell. 486 p.

6. Meshko, N. P., et al. (2018). *Mizhnarodnyi menedzhment: suchasni teorii ta praktyky* [International management: modern theories and practices] (N. P. Meshko, Ed.). Dnipro: Litohraf. 375 p.

7. Mytrofanova, H. Ya., Luhovyi, M. D., & Musiienko, K. A. (2025). Tsyfrovi instrumenty upravlinnia orhanizatsiieiu ta proiektamy: mizhnarodni tendentsii ta innovatsii [Digital tools for

organization and project management: international trends and innovations]. *Zhurnal z menedzhmentu, ekonomiky ta tekhnolohii* [Journal of Management, Economics and Technology], 2, 80–96.

8. Shkura, I., & Mytrofanova, H. (2022). Evolyutsiya kontseptsiyi korporatyvnoyi sotsial′noyi vidpovidal′nosti: vid vytokiv do oriyentatsiyi na stvorennya spil′nykh tsinnostey v konteksti stiykoho rozvytku [The evolution of the concept of corporate social responsibility: from the origins to the orientation towards the creation of shared values in the context of sustainable development]. *Yevropeys'kyy vektor ekonomichnoho rozvytku* [European vector of economic development], 2(33), 106–116. https://doi.org/10.32342/2074-5362-2022-2-33-9

PROJECT MANAGEMENT				
The course aims to develop a comprehensive understanding of the theory and practice of project management, as well as to build competencies in planning, organising, implementing and controlling projects, taking into account modern methodologies and tools.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	2 / 11weeks	4 / mandatory	Valeriia Pysarkova Ph.D (Economics)	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) Design effective management systems for organisations.			Lecture, work in small groups	Test, presentation of the case study, presentation of the results of the research project (CAS), final test (FAS)
2) Justify, manage and implement projects, as well as generate entrepreneurial ideas.			Lecture, case study, conducting a research project	Presentation of the case study, presentation of the results of the research project (CAS), final test (FAS)
3) Demonstrate the ability to delegate authority and lead an organisation or organisational unit.			Lecture, practical task, case study, conducting a research project	Evaluation of student reports (CAS), final test (FAS)
4) Demonstrate leadership skills, work effectively in a team, interact with people and influence behaviour to achieve professional objectives.			Lecture, case study, problem situations, case study, conducting a research project	Presentation of the case study, presentation of the results of the research project (CAS), final test (FAS)
5) Ensure personal professional development and effectively manage own time.			Lecture. work in small groups	Presentation of the results of work in small groups (CAS), final test (FAS)

6) Present and justify personal viewpoints in discussions based on ethical principles and social responsibility.	Lecture Case study Conducting a research project	Presentation of the case study, presentation of the results of the research project (CAS), final test (FAS)

Assessment

The final grade is given on a 100-point scale, including 40 points for the test; 60 points for the work in the semester. Additionally: Successful completion of the *'Management in Product IT'* module (*Genesis* IT company) may substitute for the course examination assessment (final test). Reassessment or retaking of specific topics may be allowed where necessary.

60 points for work in the semester:

20 points for case study reports, presentations;

40 points for the assessment of results of the research project.

a) case study reports, presentations

90–100%: The student actively contributes to group work, demonstrates initiative and formulates well-reasoned arguments. The work reflects the student's own perspective and includes elements of originality. The student demonstrates excellent use of relevant project management tools, methods and case materials. The student presents a clear and logical sequence of actions when analysing project-related situations and applies appropriate project management methodologies consistently and effectively.

75–89%: The student actively participates in group work and demonstrates a good understanding of project management principles. The student provides well-argued responses and uses relevant examples and tools. The student demonstrates a generally clear sequence of actions in analysing situations and applies project management methods in most cases.

60–74%: The student shows limited participation in group work. The student provides partially developed arguments and uses insufficient supporting data. The student demonstrates an incomplete or inconsistent sequence of actions when analysing project situations.

1–59%: The student demonstrates a lack of understanding of the problem or task. Important information is missing, or irrelevant information is provided. The student fails to demonstrate a logical sequence of actions when analysing the situation. Parts of the work do not address the task requirements.

b) assessment of the results of the research project

90–100%: The student demonstrates a high level of independence in conducting the research project. The project is well-structured, methodologically sound and clearly presented. The student applies appropriate research and project management methods effectively. The findings are original, well-justified and supported by relevant data. The student demonstrates critical thinking, draws well-grounded conclusions and clearly links theory with practical project management applications.

75–89%: The student demonstrates a good level of independence. The structure and methodology are generally appropriate, with minor inconsistencies. Analytical and project management methods are applied correctly, though justification may be partially incomplete. The findings are supported by data, but depth or originality may be limited.

60–74%: The student demonstrates a basic level of independence. The project has structural or methodological weaknesses. The application of tools and methods is limited or inconsistent. The findings lack depth and are insufficiently supported.

1–59%: The student demonstrates a lack of independence and understanding of the research task. The project is poorly structured and lacks a clear methodology. Analytical and project management methods are not applied appropriately. The findings are unsupported or irrelevant.

c) test

The criteria for the test assignment are written on the test card.

Content
Topic 1. General characteristics of project management Topic 2. Project participants Topic 3. Justification of the feasibility of the project Topic 4. The main forms of the organisational structure of the project Topic 5. General approaches to project planning Topic 6. Project structuring. grid and calendar planning of the project Topic 7. Planning of costs, budget, time and schedule of the project Topic 8. Project implementation control Topic 9. Risk management in projects Topic 10. Project quality management
Literature
Compulsory reading 1. Mykytiuk, P. P., Brych, V. Ya., Mykytiuk, Yu. I., & Trush, I. M. (2021). *Upravlinnia proiektamy* [Project Management]. Ternopil. 416 p. 2. Mytrofanova, H. Ya., & Yevtushenko, O. A. (2024). *Proiektnyi menedzhment: praktykum* [Project Management: Practical Course] [Electronic edition]. Dnipro: Alfred Nobel University. 92 p. 3. Project Management Institute. (2021). *A Guide to the Project Management Body of Knowledge (PMBOK® Guide)* (7th ed.) [Electronic edition]. Retrieved from https://pmiukraine.org/pmbok7/
Recommended reading 1. Azarenkova, H. M., & Piskunov, R. O. (2015). *Proektnyi analiz (u skhemakh ta prykladakh)* [Project Analysis (in Schemes and Examples)]. Kyiv: UBS NBU. 338 p. 2. Bohuslavska, O. H. (2015). *Formuvannia proektnoi komandy* [Project Team Formation]. Zaporizhzhia: ZDIA. 49 p. 3. Khadzhyradieva, S. K., & Obushna, N. I. (2018). *Proektnyi analiz ta pryiniattia rishen* [Project Analysis and Decision-Making]. Kyiv: Karavella. 270 p. 4. Mytrofanova, H. Ya., Luhovyi, M. D., & Musiienko, K. A. (2025). Tsyfrovi instrumenty upravlinnia orhanizatsiieiu ta proiektamy: mizhnarodni tendentsii ta innovatsii [Digital tools for organization and project management: international trends and innovations]. *Zhurnal z menedzhmentu, ekonomiky ta tekhnolohii* [Journal of Management, Economics and Technology], 2, 80–96. 5. Petrenko, N. O., Kustrich, L. O., & Homeniuk, M. O. (2017). *Upravlinnia proiektamy* [Project Management]. Kyiv: TsUL. 242 p. 6. Popova, N. V. (2016). *Proektnyi analiz* [Project Analysis]. Kharkiv: KhNADU. 163 p. 7. Rach, V. A., Rossoshanska, O. V., & Medvedieva, O. M. (2010). *Upravlinnia proiektamy: praktychni aspekty realizatsii stratehii rehionalnoho rozvytku* [Project Management: Practical Aspects of Implementing Regional Development Strategies]. Kyiv: K.I.S. 276 p. 8. Shyshmarova, L. O. (2015). *Upravlinnia proiektamy* [Project Management]. Kharkiv: KhNEU im. S. Kuznetsia. 135 p. 9. DeMarco, T., & Lister, T. (2013). *Peopleware: Productive Projects and Teams* (3rd ed.). Addison-Wesley. 10. Sutherland, J. (2014). *Scrum: The Art of Doing Twice the Work in Half the Time*. Crown Business.

LOGISTICS MANAGEMENT				
The course aims to equip future specialists with a system of knowledge and an understanding of the conceptual approaches and methodological foundations of logistics management, an awareness of the essence and features of logistics as a modern concept of effective management, and practical skills and abilities to make sound logistics management decisions at the strategic, tactical and operational levels, using the principles and methods of logistics management in the process of managing an enterprise to increase its sustainability, coordinate actions and resolve conflict situations.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	1/14 weeks	3 / mandatory	Zhanna Piskova, PhD (Economics), Associate Professor	90 hours (12 h. lectures, 12 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) Critically rethink and select logistic management concepts (Lean, Agile, Leagile) to build strategic supply chain resilience under conditions of uncertainty.			Problem-based lecture-discussion: comparison of concepts (Agile vs. Lean). Seminar-conference	Participation in discussion, critical essay: ‘Selecting a Supply Chain Management Concept in Volatile Conditions’ (CAS)
2) Identify systemic problems in the organisation's logistical activities, structure them and justify solutions based on systems analysis methodology.			Case-study: analysis of systemic failures in real corporations. Application of systems analysis methods	Structured report: ‘Diagnostic Map of Logistical Problems of Enterprise X’ (CAS)
3) Make and ethically justify management decisions in logistics, considering international standards, principles of social responsibility and ‘green’ logistics			Role-play: Board of Directors meeting. Discussion of logistician codes of ethics	Situational task: justifying a decision considering ESG criteria (CAS)
4) Apply specialised software (ERP, WMS, TMS systems) and modern information technologies (Blockchain, IoT) for the digitalisation of logistical processes.			Practical workshop: business process modelling in ERP/SCM systems	Express test in specialized software; defence of the created digital supply chain model (CAS)
5) Design and implement comprehensive logistics system support (informational, methodological, material and financial) by			Development of a comprehensive	Public defence of the project: ‘Resource Support Strategy for

developing strategic plans for supply chain development.	support plan for a logistics unit	a Logistics Network' (CAS)
6) Form a system for accounting, control and audit of logistical activities using modern analytical tools for KPI monitoring.	Research: conducting a simulated logistics audit. Working with KPI dashboards	Participation in discussion, analytical note based on the results of a warehouse or transport subsystem audit (CAS)
7) Organise the work of a logistics department, effectively delegate authority and manage the unit in accordance with professional standards.	Management exercises on delegation of authority and building the department's organisational structure	Modelling the organisational structure of a logistics department (CAS)
8) Motivate personnel of logistics units, apply psychological management technologies and ensure human resource development in a changing environment.	Development of a KPI-based motivation system for various categories of personnel	Case defence on developing a key personnel retention program in a crisis (CAS)
9) Create and organise effective communications with representatives of other professional groups (IT, finance, production experts) in internal and international environments.	Cross-functional debates between 'logisticians', 'financiers', and 'marketers'	Communication effectiveness assessment during group presentations (CAS)

Assessment

The final grade is assigned on a 100-point scale, including 40 points for the test and 60 points for the work in the semester.
60 points for semester work:
20 points — individual assignment and strategic supply chain essays;
20 points — practical tasks, specialized software modeling (ERP, WMS, TMS), and KPI dashboard audits;
20 points — participation in discussions, board meetings, and cross-functional debates.
Assessment criteria
a) Individual assignment
16–20 points: the student completed the work correctly, demonstrates deep understanding of the material. All detailed conclusions are made
11–15 points: the student completed the work, but there are inaccuracies that do not affect the final result. Generalised conclusions are made
6–10 points: the student demonstrates insufficient understanding of the material. The task is partially completed. Partial conclusions are made
1–5 points: the student demonstrates lack of knowledge of the material. The task is not completed, conclusions are absent
b) Participation in discussions
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 understanding of the material but with some inaccuracies.
21–50%: Basic understanding with significant gaps.

1–20%: Many errors, minimal or no understanding.
c) test papers
The criteria for test assignment are written in the test card.

Content

Topic 1. The essence of logistics management in the modern economy.
Topic 2. Methodological foundations of logistics management.
Topic 3. The concept of supply chain management.
Topic 4. Organisation of the logistics management system.
Topic 5. Accounting, control and audit of the logistics activities of the enterprise.
Topic 6. Organisation of the work of the logistics department. professional skills (competences) and professional standards (logistician, logistics manager).

Literature

Compulsory reading

1. Krykavskyi, Ye., Pokhylchenko, O., & Fertch, M. (2019). *Lohistyka ta upravlinnia lantsiuhamy postavok: navchalnyi posibnyk* [Logistics and supply chain management: textbook]. Lviv Polytechnic Publishing House. 848 p.

2. Mykhalitska, N. Ya., & Veresklya, M. R. (2020). *Lohistychnyi menedzhment: navchalnyi posibnyk* [Logistics management: textbook]. Lviv State University of Internal Affairs. 440 p.

3. Smerichevska, S. V., Kostiuchenko, L. V., & Sokolova, O. Ye. (2022). *Osnovy lohistyky ta upravlinnia lantsiuhamy postachannia: metodychni rekomendatsii* [Fundamentals of logistics and supply chain management: methodological guidelines]. National Aviation University. 62 p.

4. Grant, D. B., Trautrims, A., & Wong, C. Y. (2023). *Sustainable logistics and supply chain management: Principles and practices for sustainable operations and management* (3rd ed.). Kogan Page.

5. Frazelle, E. (2024). *World-class warehousing and material handling* (3rd ed.). McGraw Hill.

Recommended reading

1. Kuzmenko, A. V., & Pylniev, V. H. (2017). *Lohistychnyi menedzhment: obgruntuvannia poniattia ta osnovni pryntsypy* [Logistics management: concept and principles]. Bulletin of Classic Private University, 5.

2. Nekhai, V. V. (2018). *Synerhiia skladovykh lohistychnoi systemy ta marketynhu* [Synergy of logistics system components and marketing]. Bulletin of SNAU, 8(77), 51–55.

3. Piskova, Zh. (2025). *Transformatsiyni zminy v lohistytsi: otsinka vplyvu heopolitychnykh ta klimatychnykh chynnykiv na stiykist' lantsyuhiv postachan'* [Transformational changes in logistics: assessing the impact of geopolitical and climatic factors on the sustainability of supply chains]. Review of transport economics and management. Vol 14(30). pp. 45-52. https://pte.ust.edu.ua/article/view/345079

4. Smerichevska, S. V., & Naumenko, O. P. (2017). *Logistics risks in strategic supply chain management of aviation services.* In Innovative Potential of Socio-Economic Systems (pp. 53–56). Baltija Publishing.

5. Sokhetska, A. V. (2020). *Lohistychnyi menedzhment yak instrument zabezpechennia efektyvnoi diialnosti pidpryiemstva* [Logistics management as a tool for ensuring enterprise efficiency]. Scientific Notes of V. I. Vernadsky TNU, 31(70), 2.

6. Christopher, M. (2023). *Logistics & Supply Chain Management* (6th ed.). Pearson.

7. Berk, J., & DeMarzo, P. (2023). *Corporate Finance* (6th ed.). Pearson.

Web-resources

1. Verkhovna Rada of Ukraine. (n.d.). *Official legislative portal*. https://zakon.rada.gov.ua

TradeMaster Group. (n.d.). Logistics and retail analytics platform. *Official website.* https://trademaster.ua

2. GS1 Ukraine. (n.d.). *Official website.* https://gs1ua.org

3. Ministry for Communities, Territories and Infrastructure Development of Ukraine. (n.d.). Transport infrastructure data and maps.*Official website.* https://mtu.gov.ua

4. Cabinet of Ministers of Ukraine. (n.d.). *Official website.* https://www.kmu.gov.ua

5. Gartner Supply Chain Practice (2026). *Top Trends in Supply Chain Technology*. https://www.gartner.com/en/supply-chain

6. DHL Resilience360 (Everstream Analytics). *Annual Risk Report 2025*. https://www.everstream.ai/

7. World Bank. *The Logistics Performance Index (LPI) 2023/2024*. https://lpi.worldbank.org/
8. Council of Supply Chain Management Professionals (CSCMP). *State of Logistics Report 2024*. https://cscmp.org/

ACADEMIC FOREIGN LANGUAGE				
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 specialising in Management. It focuses on developing skills for fluent and correct communication across a wide range of academic and professional situations, with an emphasis on pragmatic, professional and intercultural communication, mastering monologues and dialogues within socio-political, general economic and specialised 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, 3/ 16 weeks	6 / Mandatory	Maryna Dolzhenko, PhD in Pedagogy, Svitlana Kozhushko, Doctor of Sciences (Pedagogy), Full Professor	180 hours (48 h. practical classes, 132 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) Demonstrate skills in academic, professional and intercultural communication, as well as international cooperation, presenting results of scientific research in the field of management in a foreign language in both oral and written forms and possessing a level of English language proficiency sufficient for successful communication in professional and social spheres.			Completing tasks for self-directed learning, reading various types of periodicals, analysing information from specialised 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)
2) Analyse verbal and video texts of upper-intermediate professional complexity, where authors express specific attitudes and viewpoints and recognise a wide range of specialised terminology and abbreviations within the professional field.			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)
3) Search, process, analyse and contextualize a significant volume of scientific information from diverse sources; interpret			Writing abstracts, reviews, literature surveys, or essays on	Assessment of written assignments, oral questioning,

research findings in a foreign language in both written and oral forms to participate in extensive conversations and discussions regarding the interpretation of business phenomena and contemporary global management issues.	professional topics; testing of speaking and writing skills; short reports (presentations) followed by discussions to identify and analyse the viewpoints of all participants	presentation evaluation, written work review, oral interview (CAS)
4) Critically evaluate, competently analyse, interpret and annotate scientific research and economic articles in a foreign language in both written and oral forms while recognising the value of a subjective position within the information space and account for the specifics of its perception by the interlocutors.	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; summarising and synthesising 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)
5) Communicate the results of scientific inquiry and research through clear, detailed descriptions and presentations on a wide range of professional topics, and effectively develop and support arguments using advanced communicative strategies in a foreign language to engage and persuade the audience.	Preparation and delivery of a presentation, researching a topic, designing visual aids, and presenting findings orally to the audience	Presentation evaluation, peer assessment (CAS)
6) Adapt to and act within new and unconventional situations; generate innovative ideas for solving professional, scientific and practical problems while recognising the importance of appropriate behaviour within a multicultural environment, taking into account the national and cultural characteristics of representatives from diverse backgrounds.	Brainstorming, pair work and small group work, role-plays, Internet research	Assessment of interactional skills (pair/ group work), speech skills evaluation (CAS)
Assessment		
Final grade as a result of 100% continuous assessment (CAS): 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 (Max: 20 points):		

17–20 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.
13–16 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.
9–12 points: Participation is fragmentary and superficial (lacks proper argumentation and justification). The student demonstrates significant inaccuracies, a limited vocabulary, and noticeable grammatical errors.
5–8 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.
1–4 points: Minimal participation, lack of understanding, or failure to engage in academic discussions.
b) Participation in role-plays/case studies (Max: 20 points):
17–20 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, uses a wide range of vocabulary, and employs complex grammatical structures, and fully completes all assigned team tasks.
13–16 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 with minor inaccuracies.
9–12 points: Participation is fragmentary and superficial. The student demonstrates significant inaccuracies, a limited vocabulary, and gross grammatical errors. Team tasks are partially completed.
5–8 points: The student partially masters the role; participation is limited. Numerous errors hinder effective interaction.
1–4 points: Does not participate in completing team tasks; lacks role engagement.
c) Written assignments: summary/abstract / essay (Max: 20 points):
17–20 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 errors are permitted.
13–16 points: The text generally follows established standards with the use of language clichés. The structure is sufficiently clear, though not all task requirements are fully addressed. Adequate vocabulary and grammar.
9–12 points: The text deviates from established standards; there are inaccuracies in the use of language or insufficient linking words. Many task requirements are not addressed.
5–8 points: The text fails to meet established standards and lacks logical structure. Most task requirements are ignored. Critical grammatical and stylistic errors occur frequently.
1–4 points: The text is extremely limited, plagiarized, or fails to address the prompt.
d) Research project presentation (Max: 10 points):
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 organised and classified, leading to highly persuasive conclusions. Speech is virtually error-free.
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. Occasional linguistic errors occur but do not interfere with the overall clarity.

5–6 points: The student demonstrates satisfactory oral proficiency with partial adherence to the presentation structure. The relevance of the topic is insufficiently justified. Results are not fully systematised.
1–4 points: Presentation structure is not followed, and the topic is not disclosed. Numerous grammatical and lexical errors significantly hinder communication.
e) Final test (Max: 30 points): 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. Managing Invention and Innovation
Topic 4. Research Paper: Planning, Thinking and Interacting
Topic 5. Organising and Presenting Ideas
Topic 6. Hedging, Argumentation and Controversies
Topic 7. Academic Integrity and Ethics of Attribution
Topic 8. Management of Professional Information Sources and Multimedia Presentation of Research Results

Literature

Compulsory reading

1. Bailey, S. (2015). *Academic Writing. A Handbook for International Students*. Fourth edition. Routledge, 284 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. Mohelnytska, L. F. (2022). *Anhliiska mova dlia mahistriv: navchalnyi posibnyk* [English for Master Students: Study Guide]. Zhytomyr Polytechnic. 77 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

WORK PLACEMENT				
The work placement aims to consolidate and deepen the theoretical knowledge obtained by students through studying a certain cycle of theoretical courses, as well as to develop their practical skills and professional competencies in the field of enterprise management under conditions of uncertainty.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Coordinator**	**Student workload**
Ukrainian	2 / 4 weeks	6 / mandatory	Zhanna Piskova, PhD (Economics), 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) Differentiate between the stages of management concept evolution and the organisational structure of the placement host, critically evaluating their alignment with modern management principles.			Observation and interviews with management; analysis of statutory documents	Express report on organisational structure and management style (CAS)
2) Structure and interpret financial statement data (BS, P&L, Cashflow) to identify company development trends and prepare an analytical framework.			Database management: analysis of real financial reports (Forms No. 1-4); using Excel for calculations	Construction of a comparative table of financial indicators (CAS)
3) Analyse macro-environment factors through PEST analysis tools and the micro-environment through target audience segmentation.			Information gathering on political and economic industry trends (Desk Research)	Completed PEST analysis matrix with commentary (CAS)
4) Conduct a SWOT analysis of the company, synthesising internal and external audit results to determine strategic priorities.			Market segmentation: customer base analysis; conducting a SWOT session	Analytical report on the company's SWOT profile (CAS)
5) Develop and justify job descriptions and a Responsibility Assignment Matrix (RACI) for management units, considering psychological aspects of personnel management.			Communication training: participation in meetings; development of a responsibility matrix	Defence of the developed job description and RACI matrix (CAS)
6) Critically evaluate the effectiveness of HR policy and the decision-making control system within a department over the past 3-5 years.			Audit of task execution, personnel turnover analysis, study of the motivation system	Analytical note identifying deficiencies in the control and

		motivation system (CAS)
7) Generate creative proposals for improving the management mechanism and executive work planning under conditions of uncertainty.	Creative Problem Solving (CPS) method, scenario planning	Report section containing innovative proposals and their justification (CAS)
8) Design effective communication networks and motivation systems to achieve collective departmental goals.	Communication audit (analysis of information flows), development of KPI cards	Draft scheme of internal departmental communications and a motivation action plan (CAS)
9) Formulate an enterprise potential development plan, demonstrating the ability to operate in an international environment while adhering to ethical standards.	Problem-solving method: developing a case study for improving the control system	Public defence of the placement report; evaluation of the ethicality and social responsibility of decisions (CAS)

Assessment

The final grade is given on a 100-point scale. 100 points across the following components:
Practice Diary – 20 points:
- Regularity and completeness of entries – 8 points
- Correspondence of entries to the placement content – 6 points
- Reflection on personal professional activity – 6 points

Internship Report – 50 points:
- Description of the host organisation and management processes – 10 points
- Analytical section (problems identified, solutions proposed, conclusions) — 20 points
- Completed practical assignments – 10 points
- Generalisation and conclusions – 10 points

Public Defence of the Report – 30 points:
- Logic and structure of the presentation – 10 points
- Reasoned responses to committee questions – 10 points
- Demonstration of a well-founded professional position – 10 points

Assessment criteria:
a) Practice Diary
17–20 points: Entries are systematic, complete and well-structured. They reflect a critical and analytical approach to observed management processes and contain well-founded reflections on personal professional development.
11–16 points: Entries are fairly consistent and informative. Reflection is present but lacks analytical depth in certain areas.
6–10 points: Entries are incomplete or insufficiently detailed. Reflection is superficial.
1–5 points: Entries are missing, irregular or do not reflect placement content.
b) Internship Report
41–50 points: The report demonstrates excellent analytical depth, structured reasoning and evidence-based recommendations. The student demonstrates a high level of mastery and independence; the work reflects original analytical insights.
31–40 points: The report is well-structured and demonstrates a good understanding of the host organisation. Some recommendations may lack depth or supporting evidence.
21–30 points: The report has adequate structure but exhibits gaps in analysis or argumentation.

1–20 points: The report is poorly structured, lacks analytical content, and/or contains significant inaccuracies.
c) Public Defence
25–30 points: The defence is conducted confidently and fluently. The student demonstrates excellent mastery of the report content and successfully argues a well-founded professional position.
16–24 points: The student demonstrates a sound understanding of placement outcomes, but some answers lack precision or depth.
6–15 points: Basic understanding is evident but with significant gaps in argumentation.
1–5 points: Major weaknesses in presentation and responses; limited understanding of professional outcomes.

Content

Topic 1. Company Management
Familiarise yourself with the evolution of the concept of enterprise management; modern principles of enterprise management; identify the general management functions of an enterprise and provide their characteristics; explain the classification of types of organisational management structures, as well as the essence and development of corporate governance in Ukraine. Provide proposals for improving the enterprise management mechanism.
Topic 2. Company Analytical Database
Familiarise yourself with the company's information support for analytical activities (Balance Sheet (Form No. 1), Statement of Financial Results (Form No. 2), Cash Flow Statement (Form No. 3), Statement of Equity (Form No. 4), Notes to the Annual Financial Statements (Form No. 5 with appendices), (Balance Sheet (BS); (P&L); (Cash Flow)). Identify opportunities for conducting predictive and prescriptive analysis of the company.
Topic 3. Analysis of the Company's External Environment
Familiarise yourself with the methodology of conducting PEST analysis as a tool designed to identify political and legal (Policy), economic (Economy), social and socio-cultural (Society), and technological (Technology) factors of the external environment that may affect the company's strategy.
Conduct a PEST analysis of the company's external environment. Provide proposals for improving the company's management mechanism.
Topic 4. Analysis of the Company's Internal Environment
Familiarise yourself with the components of the company's microenvironment, such as suppliers, intermediaries, competitors and consumers. Identify the target audience using various segmentation criteria: place of residence, social class, income, marital status, gender, age, lifestyle, personality type, occupation, education, readiness to purchase, loyalty to the company, etc.
Familiarise yourself with the methodology of conducting SWOT analysis as the final stage of summarising the results of internal and external environment analysis. Conduct a SWOT analysis of the company.
Topic 5. Organisation of Management Units' Work
Familiarise yourself with the structure, functions and internal communications of the company's main management units, their functional responsibilities and employees' rights. Study the theoretical foundations of personnel management, the purpose, objectives and mechanism for implementing HR policy.
Present the organisational structure of the unit, job descriptions of the manager and employees, and a responsibility matrix. Analyse the activities of the company's management units over the past 3-5 years. Draw appropriate conclusions.
Topic 6. Proposals for Improving Certain Aspects of Management Activity within an Organisational Unit

Familiarise yourself with issues related to the formation and effective use of the enterprise's potential. Develop possible solutions to general problem situations, justify them, analyse the current system for monitoring the implementation of managerial decisions and assignments of the unit manager, and provide proposals for their improvement. Study the planning system of the unit manager's work and identify opportunities for its enhancement.

Literature

Compulsory reading

1. Alkema, V. H., & Kyrychenko, O. S. (2023). *Menedzhment orhanizatsii: navchalnyi posibnyk.* Kn. 1 [Management of organizations: textbook. Book 1]. KROK University. 276 p.

2. Nazarchuk, T. V., & Kosiiuk, O. M. (2024). *Menedzhment orhanizatsii* [Management of organizations]. Tsentr uchbovoi literatury. 492 p.

3. Kuzmin, O. Ye., & Melnyk, O. H. (2021). *Menedzhment orhanizatsii: navch. posib.* [Management of organizations: textbook]. Lvivska Politekhnika. 412 p.

4. Danylyshyn, B. M., & Krysovatyi, A. I. (2022). *Stratehichnyi menedzhment: navch. posib.* [Strategic management: textbook]. KNEU. 384 p.

5. Kolisnyk, H. M. (2021). *Upravlinski rishennia v menedzhmenti: navch. posib.* [Management decisions in management: textbook]. Tsentr uchbovoi literatury. 256 p.

6. Fedulova, L. I. (2023). *Suchasnyi menedzhment: kontseptsii, modeli, instrumenty* [Modern management: concepts, models, tools]. KNEU. 320 p.

Recommended reading

1. Robbins, S. P., & Coulter, M. (2021). *Management* (15th ed.). Pearson. 720 p.

2. Mintzberg, H. (2020). *Managing* (2nd ed.). Berrett-Koehler Publishers. 356 p.

4. Drucker, P. F. (2017). *The Effective Executive: The Definitive Guide to Getting the Right Things Done*. HarperBusiness. 208 p.

5. Kotter, J. P. (2012). *Leading Change*. Harvard Business Review Press. 208 p.

6. Luthans, F., Youssef-Morgan, C. M., & Avolio, B. J. (2015). *Psychological Capital and Beyond*. Oxford University Press. 392 p.

7. Law of Ukraine "On Higher Education". (2014, July 1). Verkhovna Rada of Ukraine. https://zakon.rada.gov.ua/laws/show/1556-18

Web-resources

1. Alfred Nobel University. (n.d.). *Official website*. https://duan.edu.ua

2. Ministry of Education and Science of Ukraine. (n.d.). *Official website*. https://mon.gov.ua

3. European Foundation for Management Development. (n.d.). *Official website*. https://efmdglobal.org

4. National Agency for Higher Education Quality Assurance. (n.d.). *Official website*. https://naqa.gov.ua

PRE-GRADUATION INTERNSHIP				
The pre-graduation internship aims to generalise and improve the acquired knowledge, practical skills and abilities, master professional experience and readiness for independent work, as well as collect materials for the practical component of the Master's thesis.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Coordinator**	**Student workload**
Ukrainian	3 / 4 weeks	6 / mandatory	Zhanna Piskova, PhD (Economics), Associate Professor	180 hours (180 h. work at the enterprise)
Learning outcomes On completion of the Pre-Graduation Internship, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) Decompose the organisational structure of the internship host, determine its type, and analyse the relevance of the mission, vision and strategic goals to its current market position			Desk research, interview with the HR Director, cognitive modelling of the mission	Corporate values audit report and a graphical organisational chart (CAS)
2) Systematise information from constitutional documents (Statute, memoranda) to define the competencies of governing bodies and the legal boundaries of decision-making			Working with the company's legal framework, Statute analysis, content analysis of documents	Analytical report on the distribution of powers among management bodies (CAS)
3) Structure and interpret financial and economic indicators (BS, P&L, Cashflow) in accordance with the research object of the Master's thesis			Financial analysis, horizontal and vertical analysis of financial statements in Excel	Calculation tables of profitability, liquidity and business activity indicators (CAS)
4) Critically evaluate the production and financial potential of the company, identifying imbalances between resources and strategic development plans			Benchmarking, GAP analysis (comparison of planned vs. actual budget execution)	Conclusion on the level of strategic budget indicators fulfilment (CAS)
5) Economically justify cause-and-effect relationships between the company's internal problems and destabilising external environmental factors			Ishikawa diagram method (cause-and-effect analysis), SWOT/PEST synthesis	Construction of a diagram showing the impact of external factors on internal efficiency (CAS)
6) Conduct an expert assessment of the efficiency of the company's departments to optimise operational processes			Observation of business processes, audit of departmental KPIs	Operational risk map and identification of bottlenecks in departmental operations (CAS)
7) Construct a model of a modernised organisational management structure capable of adapting to changes in the long term			Organisational design, scenario method, modelling of changes	Management structure modernisation project (part of the internship report) (CAS)
8) Generate innovative management decisions and strategic plans to increase the			Brainstorming, decision-making	Action plan for improving operational

company's operational efficiency based on conducted research	method (decision matrix)	efficiency (presentation) (CAS)
9) Synthesise practical research results into scientific and applied proposals that form the basis of the practical section of the Master's thesis	Writing report sections, consultations with the academic supervisor, reflection	Final internship report and feedback from the company supervisor (CAS)

Assessment

The final grade is given on a 100-point scale. 100 points across the following components:
Practice Diary – 20 points:
- Regularity and completeness of entries – 8 points
- Correspondence of entries to the internship content – 6 points
- Reflection on personal professional activity – 6 points

Internship Report – 50 points:
- Description of the host organisation and management processes – 10 points
- Analytical section (problems identified, solutions proposed, conclusions) – 20 points
- Completed practical assignments – 10 points
- Generalisation and conclusions – 10 points

Public Defence of the Report – 30 points:
- Logic and structure of the presentation – 10 points
- Reasoned responses to committee questions – 10 points
- Demonstration of a well-founded professional position – 10 points

Assessment criteria:
a) Practice Diary
17–20 points: Entries are systematic, complete and well-structured. They reflect a critical and analytical approach to observed management processes and contain well-founded reflections on personal professional development.
11–16 points: Entries are fairly consistent and informative. Reflection is present but lacks analytical depth in certain areas.
6–10 points: Entries are incomplete or insufficiently detailed. Reflection is superficial.
1–5 points: Entries are missing, irregular or do not reflect internship content.
b) Internship Report
41–50 points: The report demonstrates excellent analytical depth, structured reasoning and evidence-based recommendations. The student demonstrates a high level of mastery and independence; the work reflects original analytical insights.
31–40 points: The report is well-structured and demonstrates a good understanding of the host organisation. Some recommendations may lack depth or supporting evidence.
21–30 points: The report has adequate structure but exhibits gaps in analysis or argumentation.
1–20 points: The report is poorly structured, lacks analytical content, and/or contains significant inaccuracies.
c) Public Defence
25–30 points: The defence is conducted confidently and fluently. The student demonstrates excellent mastery of the report content and successfully argues a well-founded professional position.
16–24 points: The student demonstrates a sound understanding of internship outcomes, but some answers lack precision or depth.
6–15 points: Basic understanding is evident but with significant gaps in argumentation.
1–5 points: Major weaknesses in presentation and responses; limited understanding of professional outcomes.

Content

Topic 1. Organisational Structure of the Organisation. Mission, Vision and Values of the Company, Its Traditions and Achievements

Familiarise yourself with: the legal regulation of the company's activities; the general characteristics of the enterprise (date of establishment, place of operation, organisational and legal form, subordination, historical stages of development); the organisational structure of the company (determine its type), organisational and structural units, and changes that have occurred in them during the period of activity; the general characteristics of the company's image, the presence of clearly defined mission, vision, values, goals, objectives and strategies, size, level of specialisation, and opportunities for diversification; targeted assessment of production potential (if available).
Provide: proposals for improving (modernising) the company's organisational structure based on the pre-graduation internship host.
Topic 2. Founding Documents of the Company
Familiarise yourself with the company's founding documents: the charter (model charter), founding agreement, regulations, memorandum.
Analyse the information that can be found in the founding documents: company name; type of company (LLC, JSC, etc.); company participants; the main governing body of the enterprise (including its competencies, business management mechanisms and decision-making procedures); charter capital (amount and shares of each founder); company property (what belongs to the company and the procedure for its use); profit and loss distribution procedures; the procedure for making amendments to the company's documents.
Topic 3. Evaluation of Key Financial and Economic Indicators of the Company's Activities
Familiarise yourself with the available information base for analysing the company.
Analyse: key performance indicators of the company in accordance with the research subject.
Critically assess the current practice of the company's financial and economic activities in relation to the research subject and conduct an in-depth analysis of the collected practical materials characterising the object of study within the scope of the thesis topic.
Determine the interconnection between internal problems of the company and its external challenges. Provide economic justification for the shortcomings identified during the analysis.
Topic 4. Proposals for Improving the Efficiency of the Company's Activities
Examine your own managerial and economic findings identified during the evaluation of the company's key financial and economic indicators.
Substantiate proposals for solving the identified problems. Present methods proposed for improving the company's management activities.

Literature

Compulsory reading

1. Alkema, V. H., & Kyrychenko, O. S. (2023). *Menedzhment orhanizatsii: navchalnyi posibnyk.* Kn. 1 [Management of organizations: textbook. Book 1]. KROK University. 276 p.

2. Nazarchuk, T. V., & Kosiiuk, O. M. (2024). *Menedzhment orhanizatsii* [Management of organizations]. Tsentr uchbovoi literatury. 492 p.

3. Kuzmin, O. Ye., & Melnyk, O. H. (2021). *Menedzhment orhanizatsii: navch. posib.* [Management of organizations: textbook]. Lvivska Politekhnika. 412 p.

4. Danylyshyn, B. M., & Krysovatyi, A. I. (2022). *Stratehichnyi menedzhment: navch. posib.* [Strategic management: textbook]. KNEU. 384 p.

5. Kolisnyk, H. M. (2021). *Upravlinski rishennia v menedzhmenti: navch. posib.* [Management decisions in management: textbook]. Tsentr uchbovoi literatury. 256 p.

6. Fedulova, L. I. (2023). *Suchasnyi menedzhment: kontseptsii, modeli, instrumenty* [Modern management: concepts, models, tools]. KNEU. 320 p.

Recommended reading

1. Robbins, S. P., & Coulter, M. (2021). *Management* (15th ed.). Pearson. 720 p.

2. Mintzberg, H. (2020). *Managing* (2nd ed.). Berrett-Koehler Publishers. 356 p.

4. Drucker, P. F. (2017). *The Effective Executive: The Definitive Guide to Getting the Right Things Done*. HarperBusiness. 208 p.

5. Varenyk, V., & Piskova, Zh. (2026). Modelyuvannya biznes-protsesiv ta analiz finansovykh potokiv u ryteyli: statystychni pidkhody ta optymizatsiya upravlinnya [Business process modeling and

financial flow analysis in retail: statistical approaches and management optimization]. *European Vector of Economic Development*, 1, 29-47. DOI 10.32342/3041-2153-2026-1-40-2

6. Varenyk, V., Piskova, Zh., Kravtsov, R., & Nedelko, A. (2025). Intehratsiia informatsiinykh system upravlinnia, finansovoho modeliuvannia ta statystychnoho analizu v optymizatsii biznes-protsesiv ryteilu [Integration of information management systems, financial modeling, and statistical analysis in the optimization of retail business processes]. *Review of Transport Economics and Management*, 14(30), 184–193. https://pte.ust.edu.ua/article/view/344831/339750

7. Varenyk, V., & Piskova, Zh. (2025). Agile organisations in the BANI era: Case studies of companies utilising Scrum. *Development Management*, *24(2)*, 8–19. https://doi.org/10.63341/devt/2.2025.08

8. Varenyk, V., & Piskova, Zh. (2025). Implementation of Scrum methodology elements in the educational process in Ukraine: New horizons for the development of communication competences [Vprovadzhennia elementiv metodolohii Scrum v osvitnomu protsesi v Ukraini: novi horyzonty dlia navchannia ta rozvytku]. *Pedahohichni nauky* [Pedagogical Sciences], 28(1), 14–24. https://doi.org/10.33989/2524-2474.2025.1.14

9. Law of Ukraine "On Higher Education". (2014, July 1). Verkhovna Rada of Ukraine. https://zakon.rada.gov.ua/laws/show/1556-18

Web-resources

1. Alfred Nobel University. (n.d.). *Official website*. https://duan.edu.ua
2. Ministry of Education and Science of Ukraine. (n.d.). *Official website*. https://mon.gov.ua
3. European Foundation for Management Development. (n.d.). *Official website*. https://efmdglobal.org
4. National Agency for Higher Education Quality Assurance. (n.d.). *Official website*. https://naqa.gov.ua

Elective Courses

PSYCHOLOGY OF THE NEGOTIATION PROCESS				
The course aims to develop students' ability to apply psychological knowledge and techniques in negotiation processes, including understanding cognitive, emotional and communicative mechanisms of interaction, managing conflicts, making ethical decisions, and effectively presenting and justifying positions in professional and intercultural contexts.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	1/14 weeks	4 / elective	Inesa Harkusha, PhD (Social Communications), 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) Search, analyse and critically evaluate psychological information related to negotiation processes using modern information and communication technologies		Interactive lectures, guided research tasks, digital resource analysis; analysis of scientific sources on negotiation psychology; work with databases and online materials; mini-research tasks on negotiation strategies		Analytical tasks, literature review assignments, participation in discussions (CAS)
2) Effectively present and justify negotiation positions, participate in professional discussions, and communicate arguments clearly in oral and written forms		Case-based learning, role-play, simulation exercises; negotiation simulations (business, conflict, intercultural cases); group discussions and debates; preparation of negotiation briefs and presentations		Participation in simulations and discussions, presentation tasks, communication performance (CAS) simulation-based final negotiation case, presentation of position with justification
3) Identify and resolve ethical dilemmas in negotiation processes based on legal norms, ethical principles and professional standards		Problem-based learning, ethical case analysis; analysis of ethical dilemmas in negotiations; discussion of professional codes and standards; situational tasks (pressure, manipulation, conflict of interest)		Case analysis, ethical decision-making tasks, participation in discussions (CAS) written case analysis of an ethical negotiation dilemma with justification of decisions
4) Demonstrate readiness for continuous professional development and self-improvement in negotiation psychology and related fields		Reflective learning, self-directed learning, coaching elements; reflective journals on negotiation experience; self-assessment of communication skills; personal development planning		Reflective diary, self-assessment tasks, learning portfolio (CAS) integrated reflective portfolio (professional development trajectory +

		self-analysis of negotiation competencies); test tasks on theoretical foundations of negotiation psychology + short analytical task (source-based interpretation)

Assessment

The final grade is given on a 100-point scale, including 60 points for continuous assessment (CAS) and 40 points for the final test (FAS):
20 points — practical tasks, negotiation simulations and participation in role-play activities;
20 points — case analysis and analytical assignments on negotiation processes;
20 points — individual or group project (development of negotiation strategy / psychological model of effective negotiation with presentation);
40 points — test tasks on theoretical foundations of psychology of negotiations, situational (case-based) analysis, and reflective/analytical tasks.
Assessment criteria:
a) Continuous assessment (CAS) — 60 points:
48–60 points: The student demonstrates a high level of engagement in all types of activities. Successfully applies psychological principles of negotiation in simulations and practical tasks. Analytical assignments are well-structured, critical and evidence-based. The project is coherent, professionally oriented and demonstrates strong ability to design effective negotiation strategies with justified conclusions.
36–47 points: Good level of understanding and regular participation. Practical application is mostly correct, though some inconsistencies or limited depth in analysis may be present. The project is completed, but argumentation or originality may be partially limited.
24–35 points: Basic understanding of negotiation psychology. Participation is irregular. Practical and analytical tasks show gaps in reasoning or incomplete justification. The project lacks coherence or full applicability.
12–23 points: Low level of engagement. Tasks are partially completed or poorly structured. Significant difficulties in applying psychological concepts in negotiation contexts.
0–11 points: No meaningful participation or tasks not completed.
b) Final assessment / Test tasks — 40 points:
32–40 points: The student demonstrates comprehensive knowledge of negotiation psychology, successfully completes test tasks, provides well-reasoned case analysis, and shows strong reflective and ethical decision-making in negotiation contexts.
24–31 points: Good understanding with minor inaccuracies. The student is able to apply knowledge in practical situations, but analysis may lack depth or full justification.
16–23 points: Basic understanding with noticeable gaps. Application of knowledge is inconsistent, and reasoning is only partially supported.
8–15 points: Limited understanding. Significant errors in test tasks and weak or superficial case analysis.
1–7 points: Minimal understanding, fragmented answers, lack of coherence in responses.
0 points: No completion of final assessment tasks.

Content

Module 1. Rhetoric. Speech culture and language activity
Topic 1. The Culture of Speech as a Factor in Universal Culture
Topic 2. Dialogue and Its Principles
Topic 3. Techniques and Tactics of Argumentation in the Negotiation Process
Topic 4. The Emotional Aspect and Emotional Intelligence in the Negotiation Process
Module 2. Mediation, Business Negotiations, and High-Stakes Negotiations
Topic 5. Negotiations – a Collaborative Process

Topic 6. Psychological Aspects of the Negotiation Process.
Topic 7. Negotiation and Manipulation
Topic 8. Mediation and Negotiation in Extreme Conditions
Topic 9. Crisis Negotiations: The Psychological Aspects of Terrorism

Literature

Compulsory reading

1. Bystrytskyi, Ye., Zymovets, R., & Proleiev, S. (2020). Komunikatsiia i kultura v hlobalnomu sviti [Communication and culture in the global world]. Dukh i Litera. 416 p.

2. Velychko, K. Yu. (2024). Biznes-perehovory: konspekt lektsii z dystsypliny dlia zdobuvachiv pershoho (bakalavrskoho) rivnia vyshchoi osvity usikh spetsialnostei [Business negotiations: lecture notes]. DBTU. 96 p. https://repo.btu.kharkov.ua/bitstream/123456789/57924/1/KL_Byznes_peregovory_2024.pdf

3. Voloshenko, M., & Azarkina, O. (2021). Psykholohiia profesiinoho spilkuvannia [Psychology of professional communication]. Oldi-Plus. 280 p. https://www.yakaboo.ua/ua/psihologija-profesijnogo-spilkuvannja.html

4. Harkusha, I. V. (2019). Rytorychna kultura movlennia suchasnoho fakhivtsia-psykholoha [Rhetorical culture of speech of a modern psychologist]. Alfred Nobel University. 144 p.

5. Heorhiieva, Ye. (2021). Psykholohiia efektyvnosti perehovornoho protsesu [Psychology of negotiation effectiveness]. Mykolaiv. https://dspace.mnau.edu.ua/jspui/bitstream/123456789/7023/1/ychast_conf_2020-21.pdf

6. Kemp, J. (2019). Spershu skazhy "NI" [Never split the difference]. Nash Format. 256 p. https://www.yakaboo.ua/ua/spershu-skazhi-ni-instrumenti-profesijnogo-peregovornika.html

7. Hlovyuk, I. V., Lapkin, A. V., Mazur, M. R., Nor, V. T., Torbas, O. O., Tumaniants, A. R., & Tsuvina, T. A. (2022). Perehovory i mediatsiia u kryminalnomu provadzhenni [Negotiation and mediation in criminal proceedings]. Lviv: LNU. 328 p.

8. Rakhlis, V. L. (2021). Perehovory i mediatsiia: pidruchnyk dlia profesiinoho perehovirnyka [Negotiation and mediation]. 2nd ed. 344 p.

9. Stone, D., Patton, B., & Heen, S. (2019). Skladni rozmovy. Yak obhovoriuvaty te, shcho khvyliuie naibilsh [Difficult conversations]. Vivat. 272 p. https://www.yakaboo.ua/ua/skladni-rozmovi-jak-obgovorjuvati-te-scho-hviljue-najbil-she.html

10. Barker, A. (2019). Improve Your Communication Skills: How to Build Trust, Be Heard and Communicate with Confidence. Kogan Page. 176 p.

11. Goulston, M. (2017). Talking to Crazy: How to Deal with the Irrational and Impossible People in Your Life. AMACOM. 289 p.

Recommended reading

1. Verba-Sydor, O. B. (Ed.). (2021). Alternatyvni sposoby vyrishennia tsyvilnykh sporiv za zakonodavstvom Ukrainy [Alternative dispute resolution]. Lviv State University of Internal Affairs. 416 p.

2. Harkusha, I. V., & Kryzhanovskyi, A. Ye. (2021). Komunikatyvni kompetentsii maibutnikh fakhivtsiv. In Modeliuvannia kompetentnisnoi profesiinoi osvity (pp. 183–197). Alfred Nobel University.

3. Harkusha, I. V., & Vasylieva, A. Yu. (2022). Komunikatyvni bariery hromadian Ukrainy. Visnyk universytetu imeni Alfreda Nobelia, 2(24), 98–107.

4. Zhygilii, Ye. (2019). Maister dzvinka [Phone call mastery]. Monolit. 376 p.

5. Katsavec, R. S. (2021). Oratorske mystetstvo [Oratory skills]. Alerta. 250 p.

6. King, L., & Gilbert, B. (2019). Yak rozmovliaty bud-z-kym, bud-koly i bud-de [How to talk to anyone]. Monolit. 208 p.

7. Voss, C., & Raz, T. (2019). Nikoly ne ydit na kompromis [Never split the difference]. Nash Format. 264 p.

8. Roberts, E. (2021). Liderstvo v chasy viiny [Leadership in wartime]. KM-BUKS. 216 p.

9. Romanenskyi, M. (2021). Perehovory z delfinamy [Negotiations with dolphins]. Fabula. 176 p.

10. Ross, J. (2019). Perehovory u styli Trampa [Trump-style negotiation]. KM-BUKS. 240 p.

11. Martin, S., Cialdini, R., & Goldstein, N. (2019). Tak! 60 sekretiv iz nauky perekonannia [Yes! 60 secrets of persuasion]. Book Chef. 304 p.

12. Sharov, O. M. (2019). Ekonomichna dyplomatiia: osnovy, problemy ta perspektyvy [Economic diplomacy]. NISD. 560 p.

13. Malhotra, D. (2008). Psychological Influence in Negotiation. Harvard Business School. 90 p.

14. Gates, S. (2022). The Negotiation Book. Wiley. 272 p.

15. Wheeler, M. (2019). The Art of Negotiation. Brilliance Audio. 320 p.

16. Gelfand, M. J., & Brett, J. M. (2004). The Handbook of Negotiation and Culture. Stanford University Press. 479 p.

17. Aquilar, F., & Galluccio, M. (2008). Psychological Processes in International Negotiations. 171 p.

18. Khamlichi, N., & Benahmed, N. (2024). Decisions and negotiations in business. International Journal of 16. Trade and Management, 1(3), 51–60. https://doi.org/10.34874/PRSM.ijtm-vol1iss3.1342

19. Lee, V. (2020). The negotiator's assembly line. Victoria University of Wellington. https://doi.org/10.26686/wgtn.17142347.v1

20. Goulston, M. (2015). Just Listen. AMACOM. 256 p.

21. Stone, D., Patton, B., & Heen, S. (2019). Difficult Conversations. Penguin Books. 315 p.

Web-resources

1. De Dreu, C. K. W., Beersma, B., Steinel, W., & Van Kleef, G. A. (2007). The psychology of negotiation: Principles and basic processes [Electronic resource]. ResearchGate. Available at: https://www.researchgate.net/publication/232513754_The_psychology_of_negotiation_Principles_and_basic_processes

2. Vorng, P. (2025). The psychology of negotiation and conflict resolution: Building consensus through communication and empathy [Electronic resource]. Global Jurist. Available at: https://www.researchgate.net/publication/396395716_THE_PSYCHOLOGY_OF_NEGOTIATION_AND_CONFLICT_RESOLUTION_BUILDING_CONSENSUS_THROUGH_COMMUNICATION_AND_EMPATHY

3. Prassa, K., & Stalikas, A. (2020). Towards a better understanding of negotiation: Basic principles, historical perspective and the role of emotions [Electronic resource]. Psychology Journal. Available at: https://www.scirp.org/journal/paperinformation?paperid=97750

4. Inayaturrahmah, R., Barkah, C. S., & Novel, N. J. A. (2022). Analysis the role of negotiation as communication skills in conflict management [Electronic resource]. Jurnal Bisnis Teori dan Implementasi. Available at: https://www.researchgate.net/publication/368469487_ANALYSIS_THE_ROLE_OF_NEGOTIATION_AS_COMMUNICATION_SKILLS_IN_CONFLICT_MANAGEMENT

5. Siagian, E. I., Nurkarim, M. C., & Maharani, N. (2024). Persuasive communication in business negotiations: strategies and techniques [Electronic resource]. Ilomata International Journal of Social Science. Available at: https://www.researchgate.net/publication/381544476_Persuasive_Communication_in_Business_Negotiations_Strategies_and_Techniques

6. The Psychology of Negotiation: Power and Confidence. https://ubedit.com.ua/per

7. Course Negotiations The ability to negotiate effectively, defend your position, and resist pressure. https://ubedit.com.ua/perk

8. Negotiations: How Not to Settle for Less. https://prometheus.org.ua/prometheus-plus/negotiations-3/

9 LISTEN TO OUR PODCAST. Why Your BATNA is the Key to Negotiation Planning with George Siedel, Ep #361 https://negotiations.ninja/podcast/why-your-batna-is-the-key-to-negotiation-planning-with-george-siedel-ep-361/

LABORATORY OF INNOVATIONS, IDEAS AND STARTUPS				
The course aims to develop students' competencies in creating and advancing innovative projects and startups based on creative thinking, entrepreneurial initiative and modern technological solutions. It provides an understanding of the processes of generating innovative ideas and transforming them into commercially viable projects. The course is designed to prepare students for launching their own startups through practical, laboratory-based learning, incorporating real-life cases and project-based activities within an innovation lab environment.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	1/14 weeks	4 / elective	Inna Strelchenko Doctor of Science (Economics), Full Professor	120 hours (10 h. lectures, 22 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) Evaluate and apply problem-oriented approaches, identify customer pain points, and develop Unique Value Propositions (UVP) and Lean Canvases for startups.			Lectures, case study analysis	Class participation and discussions, case study reports (CAS)
2) Analyse market dynamics, conduct target audience identification, and evaluate startup lifecycles within competitive environments.			Lectures, case study analysis	Class participation and discussions, case study reports (CAS)
3) Design comprehensive business models using the Business Model Canvas methodology and calculate financial plans and startup budgets.			Lectures, seminars, discussions, case study analysis	Class participation and discussions, case study reports (CAS)
4) Identify sources of startup financing, including venture capital, grants, and crowdfunding, and assess associated financial risks.			Lectures, discussions, case study analysis, self-directed work	Class participation and discussions, case study reports (CAS)
5) Develop a Minimum Viable Product (MVP), execute hypothesis testing, and collect customer feedback based on UX/UI design principles.			Lectures, discussions, leadership workshops	Class participation and discussions, teamwork evaluation (CAS)
6) Navigate legal aspects of startup creation, including business structuring, IP protection, and trademark registration procedures.			Lectures, discussions, role-playing and simulations	Class participation and discussions, teamwork evaluation (CAS)

7) Formulate Go-to-Market strategies, digital marketing plans, and PR/media relations campaigns tailored for emerging tech ventures.	Lectures, discussions, leadership workshops	Class participation and discussions, teamwork evaluation (CAS)
8) Perform functional leadership roles within a startup team, establishing efficient agile workflows and collaborative decision-making processes.	Lectures, role-playing and simulations, leadership workshops	Teamwork evaluation, class discussions and peer assessment (CAS)
9) Incorporate ethical, moral, and sustainable (ESG) principles into the core value proposition and operational strategy of a startup venture.	Lectures, role-playing and leadership workshops	Teamwork evaluation, class discussions (CAS)
10) Prepare and deliver professional startup pitch decks to investors and venture capital boards.	Lectures, seminars, discussions, business case analysis	Participation in the discussion (CAS)
11) Plan and execute business scaling strategies, market expansion frameworks, and growth-hacking models for long-term venture sustainability.	Lectures, seminars, discussions, business case analysis	Participation in the discussion (CAS)

Assessment

The final grade is given on a 100-point scale, including 60 points for continuous assessment (CAS) and 40 points for the final test (FAS):
40 points — individual/team startup project, MVP prototype, and pitch deck presentation;
20 points — active participation in incubator discussions, risk analyses, and peer evaluations;
40 points — final test (theoretical foundations of venture management, innovation economics, and startup scaling).
Assessment criteria:
a) Startup Project & Pitch Deck (Max: 40 points):
33–40 points: The student has completed the startup project correctly and demonstrates a deep understanding of venture mechanics. Comprehensive and detailed market research, viable unit economics, and a fully developed MVP/prototype are presented. The pitch presentation is delivered with high professionalism.
27–32 points: The task is completed with minor inaccuracies that do not affect the overall project viability. Generalised financial and market conclusions are provided. The pitch presentation has been delivered successfully.
15–26 points: The student demonstrates insufficient understanding of the startup's core mechanics. The project is completed partially or lacks structural coherence. Presentation materials are incomplete.
7–14 points: The project contains significant structural errors, and conclusions are absent. Presentation materials are missing.
1–6 points: The project is not completed, and core entrepreneurial tasks are omitted.
0 points: No project submitted.
b) Participation in Discussions & Teamwork (Max: 20 points):
81–100% (17–20 pts): The student actively engages in incubator discussions, demonstrates excellent mastery of startup methodologies, and successfully defends analytical arguments during brainstorming sessions.
51–80% (11–16 pts): The student demonstrates a good understanding of lab materials, though minor engagement gaps or minor inaccuracies in risk evaluation are noticed.

21–50% (5–10 pts): Basic understanding of discussions with significant gaps, passive participation in team problem-solving.
1–20% (1–4 pts): Minimal or no participation in collaborative incubator activities.
c) Final Test (Max: 40 points):
32–40 points: The student demonstrates comprehensive knowledge of innovation management, startup lifecycles, and venture financing, successfully completing test tasks and situational case studies.
24–31 points: Good theoretical understanding with minor inaccuracies in applying concepts to practical venture scenarios.
16–23 points: Basic understanding with noticeable gaps in venture economics and innovation theory.
8–15 points: Limited understanding, significant errors in test execution.
1–7 points: Minimal understanding, fragmented responses.
0 points: No completion of the final test tasks.

Content

CONTENT MODULE 1. GENERATION AND DEVELOPMENT OF BUSINESS IDEAS
Topic 1. Startup as a type of business.
Topic 2. Problem-oriented approach in startups: identifying customer pain points.
Topics 3–4. Market analysis and target audience identification.
Topic 5. Development of a unique value proposition (UVP).
Topic 6. Preparation of a Lean Canvas for a startup.
CONTENT MODULE 2. BUSINESS MODEL AND FINANCING
Topics 7–8. Startup lifecycle.
Topic 9. Business model development using the Business Model Canvas methodology.
Topics 10–11. Sources of startup financing: venture capital, grants, crowdfunding.
Topic 12. Development of a financial plan and startup budget.
CONTENT MODULE 3. PROTOTYPE AND MVP DEVELOPMENT
Topic 13. Development of a minimum viable product (MVP).
Topic 14. Hypothesis testing and customer feedback collection.
Topic 15. UX/UI design as a component of a successful startup.
CONTENT MODULE 4. LEGAL ASPECTS OF STARTUP CREATION
Topic 16. Legal aspects of startup creation.
Topic 17. Trademark registration.
CONTENT MODULE 5. MARKETING AND GO-TO-MARKET STRATEGY. PRESENTATION AND SCALING
Topics 18–19. Development of a marketing strategy for a startup.
Topic 20. PR and media relations for startups.
Topics 21–22. Preparation and delivery of a startup pitch to investors.
Topics 23–24. Business scaling: entering new markets.

Literature

Compulsory reading

1. Strelchenko, I., Pysarkova, V., Arakelova, I. (2025). Sotsialno-oriientovani startapy v Ukraini ta sviti: tendentsii i skladnoshchi realizatsii [Socially-oriented startups in Ukraine and the world: trends and implementation challenges]. *Scientific Bulletin of the Odessa National Economic University*, 6 (331), 17-26. DOI: 10.32680/2409-9260-2025-6-331-17-26.

2. Strelchenko, I., Pysarkova, V., Tereschenko, P. (2025). Mekhanizmy stymuliuvannia startap-aktyvnosti cherez rehionalni klastery v systemi innovatsiinoho rozvytku [Mechanisms for stimulating startup activity through regional clusters in the system of innovative development]. *Review of transport economics and management*, *14* (30), 34-44. DOI: 10.15802/rtem2025/344966.

3. Lidow, D. (2022). *The Entrepreneurs: The Relentless Quest for Value*. New York, NY: Columbia University Press. URL: https://principus.si/2023/12/05/derek-lidow-the-entrepreneurs-the-relentless-quest-for-value/.

4. Gupta, A., George, G., & Fewer, T. J. (2024). *Venture Meets Mission: Aligning People, Purpose, and Profit to Innovate and Transform Society*. Stanford University Press.

5. Mills, K. G. (2024). *Fintech, Small Business & the American Dream* (2nd ed.). Boston, MA: Palgrave Macmillan. URL: https://www.hbs.edu/faculty/Pages/item.aspx?num=66328.

6. Gobela, V. V., & Leskiv, H. Z. (2024). Menedzhment startapiv [Startup management]. Lvivskyi derzhavnyi universytet vnutrishnikh sprav. URL: https://dspace.lvduvs.edu.ua/bitstream/1234567890/8616/1/menedzStartup_Maket.pdf

7. Yastremska, O. M. (2022). Innovatsiine pidpryiemnytstvo ta upravlinnia startap proiektamy [Innovative entrepreneurship and startup project management]. KhNEU.

8. Hnatenko, I. A. (2023). Osoblyvosti formuvannia ta rozvytku startapiv [Features of startup formation and development]. Ekonomika i upravlinnia, 152–153.

Recommended reading

1. Blank, S. Four Steps to the Epiphany: Successful Strategies for Startups That Win. K & S Ranch, 2005.

2. Isenberg, D. Worthless, Impossible, and Stupid: How Contrarian Entrepreneurs Create and Capture Extraordinary Value. Harvard Business Review Press, 2013.

3. Collins, J. Good to Great: Why Some Companies Make the Leap and Others Don't. HarperBusiness, 2001.

4. Strelchenko, I., Shevchenko, V., Hamzah, O., Lysenko, A. Vdoskonalennia internet-marketynhovoi stratehii po prosuvanniu tovariv pidpryiemstva v umovakh viiskovoho stanu [Improvement of internet marketing strategy for promoting enterprise products under martial law]. International Scientific Journal "Internauka". Series: Economic Sciences, 7. DOI: 10.25313/2520-2294-2025-7-11235.

5. Strelchenko I., et al. (2025). *Informatsiinyi biznes ta internet-marketynh: navchalnyi posibnyk* [Information business and internet marketing: a study guide] (S. Kolodynskyi & T. Mishustina, Eds.) [Electronic edition]. Condor 480 p.

6. Strelchenko I., Hamzah, O. (2025). *Marketynhovi doslidzhennia: praktykum* [Marketing research: a textbook]. [Electronic edition]. Alfred Nobel University. 68 p.

Web-resources

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

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

PRACTICAL STYLISTICS OF THE UKRAINIAN LANGUAGE				
The course aims to help students master the norms of the modern Ukrainian language, acquire knowledge of the fundamentals of practical stylistics, and develop the ability and skills to select stylistic resources according to the communicative situation, use language means in compliance with the etiquette norms of written and oral communication, and demonstrate a proficient command of the rich expressive means of the Ukrainian literary language in accordance with the purpose, intent, conditions and sphere of communication.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	2 / 14 weeks	4 / elective	Olena Turchak, Candidate of Science, 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) Characterise the theoretical foundations of stylistics as a linguistic discipline and apply stylistic principles in professional communication.			Lectures, tutorials, discussions on stylistic norms and system structures	Written and oral assignments, text creation on a relevant topic (CAS)
2) Analyse phonostylistic phenomena, expressive sound instrumentation, and euphonic features of the Ukrainian language.			Lectures, practical workshops on phonetic analysis and speech rhythm	Practical stylistic tasks, oral presentation (CAS)
3) Examine and utilise lexical stylistic resources, expressive potential of synonyms, antonyms, archaisms, and neologisms.			Lectures, case-study analysis, vocabulary and stylistic drills	Individual case analysis, practical stylistic tasks (CAS)
4) Evaluate and apply the stylistic functions of phraseological units, idioms, and expressive phraseology in various text types.			Lectures, practical tutorials, phraseological analysis workshops	Written assignments, phraseological editing tasks (CAS)
5) Apply stylistic means of word formation to create expressive, neologistic, and functionally appropriate lexical items.			Lectures, seminars, morphological and word-formation workshops	Scenario-based assignments, practical exercises (CAS)
6) Analyse and differentiate the stylistic potential of morphological categories (parts of speech, grammatical forms) in oral and written discourse.			Lectures, case-study analysis, text correction practice	Individual case study, practical editing assignments (CAS)
7) Exploit syntactic stylistic resources (word order, syntactic structures, connection types) to enhance text expressiveness and coherence.			Lectures, tutorials, syntactic analysis and text restructuring tasks	Written assignments, syntax editing reports (CAS)
8) Identify, classify, and employ stylistic figures, tropes, and rhetorical devices to achieve desired pragmatic and aesthetic effects.			Lectures, practical workshops on text styling and rhetorical analysis	Final test (comprehensive assessment of phonostylistics,

		morphology, syntax, and stylistic figures) (CAS)

Assessment

The final grade is given on a 100-point scale:
20 points — active participation in seminars, discussions, and oral presentations;
20 points — practical stylistics assignments, text editing, and stylistic analysis tasks;
20 points — student reports, individual case studies, and multimedia presentations;
40 points — final credit test (comprehensive practical assessment of phonostylistics, morphology, syntax, and stylistic figures).
Assessment criteria:
a) Seminars & Discussions (Max: 20 points):
17–20 points: The student actively engages in seminar discussions, demonstrates excellent mastery of stylistic norms, and successfully defends analytical arguments using professional linguistic terminology.
13–16 points: The student demonstrates a good understanding of seminar materials, though minor engagement gaps or slight inaccuracies in applying stylistic rules are noticed.
9–12 points: Basic understanding of discussions with significant gaps, passive participation in classroom tasks.
1–8 points: Minimal or no participation in collaborative seminar activities.
0 points: No participation.
b) Practical Stylistics & Editing Tasks (Max: 20 points):
17–20 points: The student completes practical text editing and stylisation assignments correctly and demonstrates deep analytical skills. Error correction and stylistic choices are accurate and fully justified.
13–16 points: Practical tasks are completed with minor inaccuracies that do not affect the overall text quality. Generalised stylistic justifications are provided.
9–12 points: The student demonstrates insufficient understanding of stylistic norms; practical tasks are completed partially or lack structural coherence.
1–8 points: Practical assignments contain significant structural and stylistic errors, or are largely incomplete.
0 points: Tasks not completed.
c) Reports & Presentations (Max: 20 points):
17–20 points: The student delivers well-structured oral reports with professional multimedia support. Analytical depth, clear argumentation, and precise linguistic examples are presented.
13–16 points: Reports and presentations are successfully delivered, though minor structural or visual flaws may be present.
9–12 points: Reports show partial understanding of the topic, with superficial analysis and incomplete multimedia materials.
1–8 points: Major weaknesses in presentation structure and delivery; lack of proper linguistic argumentation.
0 points: No presentation submitted.
d) Final Credit Test (Max: 40 points):
32–40 points: The student demonstrates comprehensive practical knowledge of phonostylistics, lexical stylistics, morphology, syntax, and stylistic figures, successfully completing all test tasks and practical case studies.
24–31 points: Good theoretical and practical understanding with minor inaccuracies in applying stylistic concepts.
16–23 points: Basic understanding with noticeable gaps in functional styles and text editing theory.
8–15 points: Limited understanding, significant errors in test execution.
1–7 points: Minimal understanding, fragmented responses.
0 points: No completion of the final test tasks.

Content
Topic 1. Stylistics as a Linguistic Discipline Topic 2. Phonostylistics Topic 3. Lexical Stylistics Topic 4. Stylistics of Phraseological Units Topic 5. Stylistic Means of Word Formation Topic 6. Stylistic Means of Morphology Topic 7. Stylistic Means of Syntax Topic 8. Stylistic Figures and Devices
Literature
Compulsory reading 1. Kapeliushnyi, A. O. (2007). *Praktychna stylistyka ukrainskoi movy: navchalnyi posibnyk* [Practical stylistics of the Ukrainian language: textbook] (2nd revised ed.). PAIS. 400 p.
Recommended reading 1. Volkotrub, H. Y. (2009). *Praktychna stylistyka ukrainskoi movy: navchalnyi posibnyk* [Practical stylistics of the Ukrainian language: textbook]. Pidruchnyky i posibnyky. 256 p. 2. Holubovska, I. V. (2010). *Praktychna stylistyka ukrainskoi movy: navchalno-metodychnyi posibnyk dlia samostiinoi roboty studentiv nefilolohichnykh spetsialnostei (dennoi ta zaochnoi form navchannia)* [Practical stylistics of the Ukrainian language: teaching and methodological manual for independent work of students of non-philological specialties (full-time and part-time study)]. Zhytomyr Ivan Franko State University Publishing House. 124 p. 3. Dudyk, P. S. (2005). *Stylistyka ukrainskoi movy: navchalnyi posibnyk* [Stylistics of the Ukrainian language: textbook]. Akademiia. 368 p. 4. Ponomariv, O. D. (2000). *Stylistyka suchasnoi ukrainskoi movy* [Stylistics of the modern Ukrainian language]. Navchalna knyha – Bohdan. 248 p. 5. Popovych, A. S., & Marchuk, L. M. (Eds.). (2017). *Stylistyka ukrainskoi movy: navchalno-metodychnyi posibnyk* [Stylistics of the Ukrainian language: teaching and methodological manual]. Kamianets-Podilskyi Ivan Ohienko National University. 172 p. 6. Kolomiiets, I. I. (Ed.). (2019). *Stylistyka ukrainskoi movy (Teoretychni osnovy stylistyky. Khudozhno-vyrazovi zasoby movlennia): navchalno-metodychnyi posibnyk dlia studentiv-filolohiv zakladiv vyshchoi osvity* [Stylistics of the Ukrainian language (Theoretical foundations of stylistics. Artistic and expressive means of speech): teaching and methodological manual for philology students of higher education institutions]. Vizavi. 240 p. 7. Babych, N. D. (1990). *Osnovy kultury movlennia* [Fundamentals of speech culture]. 432 p. 8. Volkotrub, H. (2012). *Praktychna stylistyka ukrainskoi movy: navchalnyi posibnyk* [Practical stylistics of the Ukrainian language: textbook]. Pidruchnyky i posibnyky. 208 p. 9. Hrytsenko, T. B. (2005). *Ukrainska mova ta kultura movlennia* [Ukrainian language and speech culture]. Tsentr navchalnoi literatury. 536 p. 10. Kapeliushnyi, A. O. (2009). *Redahuvannia v zasobakh masovoi informatsii: navchalnyi posibnyk* [Editing in mass media: textbook]. PAIS. 304 p. 11. Kolomiiets, I. I. (2019). *Stylistyka ukrainskoi movy (Teoretychni osnovy stylistyky. Khudozhno-vyrazovi zasoby movlennia)* [Stylistics of the Ukrainian language (Theoretical foundations of stylistics. Artistic and expressive means of speech)]. Vizavi. 240 p. 12. Babych, N. D. (Ed.). (2014). *Kultura fakhovoho movlennia: navchalnyi posibnyk* [Professional speech culture: textbook]. Knyhy – XXI. 556 p. 13. Matsko, L. I., & Kravets, L. V. (2007). *Kultura ukrainskoi fakhovoi movy: navchalnyi posibnyk* [Culture of the Ukrainian professional language: textbook]. Akademvydav. 360 p. 14. Matsko, L., Sydorenko, O., & Matsko, O. (2003). *Stylistyka ukrainskoi movy: pidruchnyk dlia studentiv filolohichnykh spetsialnostei vyshchykh navchalnykh zakladiv* [Stylistics of the Ukrainian language: textbook for students of philological specialties of higher education institutions]. Vyshcha shkola. 465 p. 14. Ponomariv, O. D. (2000). *Stylistyka suchasnoi ukrainskoi movy* [Stylistics of the modern Ukrainian language]. Navchalna knyha – Bohdan. 248 p. 15. Semenoh, O. H. (2012). *Kultura naukovoi movy: navchalnyi posibnyk* [Academic language culture: textbook]. Akademiia. 215 p.

Web-resources

1. Koval, A. P. *Praktychna stylistyka ukrainskoi movy* [Practical stylistics of the Ukrainian language]. Electronic resource. Available at: https://shron.chtyvo.org.ua/.../Praktychna_stylistyka_suchasnoi_ukrainskoi_mo

2. Shulzhuk, N. *Stylistyka suchasnoi ukrainskoi literaturnoi movy* [Stylistics of the modern Ukrainian literary language]. Electronic resource. Available at: https://lib.oa.edu.ua/files/.../metodychka_Shulzhuk.pdf

3. *Ukrainskyi pravopys* [Ukrainian orthography]. Electronic resource. Available at: https://mon.gov.ua/storage/app/media/zagalna%20serednya/%202019.pdf

PRACTICAL PSYCHOLOGY: POST-TRAUMATIC STRESS RECOVERY TECHNIQUES				
The course aims to provide students with theoretical knowledge and practical skills in the field of trauma psychology and recovery from traumatic stress, with a focus on evidence-based psychological assessment, intervention and support. It is designed to develop competencies in analysing trauma-related conditions, planning and implementing psychological assistance, and designing psychoprophylactic, psychotherapeutic and rehabilitation programmes for individuals and groups in crisis situations.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	2/14 weeks	4 / elective	Inesa Harkusha, PhD (Social Communications), 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) Search, analyse and critically evaluate scientific and applied sources on trauma, PTSD and recovery using modern digital tools.		Interactive lectures (theoretical foundations of trauma and PTSD); guided work with scientific databases and digital resources; analysis of international guidelines (trauma-informed care, WHO protocols); independent research tasks (literature review, source comparison)		Analytical tasks, source review, participation in discussions (CAS)
2) Assess psychological states after traumatic experiences and make informed predictions regarding personal recovery and adaptation.		Case study analysis (trauma, PTSD, crisis conditions); practical exercises on symptom identification and assessment; group discussions (interpretation of psychological states); work with diagnostic frameworks (trauma response models)		Case analysis, diagnostic tasks, participation in discussions (CAS) integrated case task (assessment, psychological prognosis)
3) Design and implement evidence-based psychological interventions (counselling, training, rehabilitation techniques) for individuals and groups affected by traumatic stress.		Workshops on intervention techniques (CBT elements, stabilisation methods); practical training sessions (application of psychological techniques); project-based learning (development of intervention programs); group work (design of counselling and rehabilitation strategies)		Practical assignments, development of intervention elements, group work (CAS) project defence (design and justification of psychological intervention programme)
4) Plan and provide psychological support for individuals in crisis situations using		Role-playing (psychological support in crisis situations); simulation of counselling sessions practical exercises (psychological first		Participation in simulations, practical performance, reflective tasks (CAS) situational task (development

scientifically grounded approaches.	aid, stabilisation techniques); supervision-style discussions (analysis of intervention strategies)	of a psychological support plan)
5) Develop and adapt psychoprophylaxis, psychotherapy and psychocorrection programmes tailored to different client groups affected by trauma.	Project-based learning (development of psychoprophylaxis programs); workshops (adaptation of interventions for different populations); case studies (different client groups: civilians); group discussions (evaluation of programme effectiveness)	Group assignments, programme adaptation tasks, participation in workshops (CAS), presentation and defence of an adapted psychocorrection / prevention programme, test / analytical task requiring use and justification of scientific sources

Assessment

The final grade is given on a 100-point scale. Continuous assessment (CAS) — 100 points:
20 points — practical tasks and participation in stress-management exercises;
20 points — case analysis and analytical assignments;
20 points — individual or group project (development of stress recovery strategies / programme with presentation);
40 points - test tasks (theoretical foundations of traumatic stress and recovery); situational (case-based) analysis; reflective/analytical task focused on decision-making under stress and ethical aspects.
Assessment criteria:
a) Continuous assessment — 60 points
48–60 points: The student demonstrates a high level of engagement and consistently applies psychological techniques in practical tasks. Analytical assignments are well-structured, evidence-based and show critical thinking. The project is coherent, relevant to professional (economic/international) contexts and includes justified recommendations. 36–47 points: The student shows good understanding and regular participation. Practical application and analysis are generally correct, though may lack depth or consistency. The project is complete but may contain minor weaknesses in argumentation or originality.
24–35 points: The student demonstrates a basic level of understanding. Participation is irregular, and practical or analytical tasks contain gaps or insufficient justification. The project shows limited coherence or applicability. 1
2–23 points: Low level of engagement. Tasks are incomplete or poorly structured, with significant inaccuracies and weak application of psychological concepts.
0–11 points: The student does not complete the required tasks or demonstrates a lack of understanding.
b) test tasks (theoretical foundations of traumatic stress and recovery)—40 points
32–40 points: The student demonstrates a comprehensive understanding of traumatic stress and recovery techniques, successfully completes test tasks, provides well-reasoned situational analysis, and demonstrates strong reflective and ethical thinking.
24–31 points: Good understanding of the material with minor inaccuracies. The student is able to apply knowledge in practical situations, though depth of analysis may be limited.
16–23 points: Basic understanding with noticeable gaps. Application of knowledge is inconsistent, and reasoning is only partially justified.
8–15 points: Limited understanding with significant errors in test results and weak situational analysis.
1–7 points: Minimal understanding, fragmented answers, lack of coherence.
0 points: The student does not complete the final assessment tasks.
c) Criteria for awarding credit (pass/fail decision)
Pass: The student has obtained at least 60 points in total, demonstrates basic competence in

applying psychological techniques for recovery from traumatic stress, and is able to analyse and respond to stress-related situations in professional contexts.
Fail: The student has obtained less than 60 points, demonstrates insufficient understanding of key concepts and inability to apply psychological techniques in practical or situational tasks.

Content

Module 1. Stress and the psychology of traumatic situations
Topic 1. Stress in a historical context
Topic 2. Stress and Happiness
Topic 3. Characteristics of Psychological Stress
Topic 4. Political and religious beliefs
Topic 5. Psychological Trauma: Concepts and Types of Traumatic Situations
Module 2. Post-traumatic stress disorder (PTSD) and recovery techniques
Topic 6. Post-traumatic stress disorder as a result of a traumatic event
Topic 7. Human psychological responses to traumatic life events. The relationship between the concepts of stress, trauma, and post-traumatic stress disorder.
Topic 8. Characteristics of psychotherapeutic work with clients who have experienced a traumatic event. Approaches to psychotherapy in working with clients who have experienced a traumatic event
Topic 9. Emergency psychological assistance in extreme situations

Literature

Compulsory reading

1. 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]. Vivat. 664 p.

2. Biuzen, T. (2021). Mapa dumok. Dokladnyi posibnyk iz vyvchennia i zastosuvannia naipotuzhnishoho instrumenta myslennia u sviti [Mind Map: The Ultimate Thinking Tool]. Vydavnytstvo Staroho Leva. 224 p.

3. World Health Organization (2021). Vazhlyvi navychky v periody stresu: iliustrovane kerivnytstvo [Doing What Matters in Times of Stress: An Illustrated Guide]. WHO Regional Office for Europe. 127 p.

4. Haba, I. (2025). Kohnityvno-povedinkova terapiia u systemi suchasnykh pidkhodiv roboty z psykhotravmoiu [Cognitive-behavioural therapy in modern approaches to trauma]. Osobystist ta navkolyshnie seredovyshche, 4(1), 94–100. DOI: 10.31652/2786-6033-2025-4(1)-94-100

5. Hrandt, V. V. (2023). Psykholohiia travmuiuchykh sytuatsii [Psychology of Traumatic Situations]. Zaporizhzhia: ZNU. 110 p.

6. Omelchenko, Ya. M., Kisarchuk, Z. H., Hurlieva, T. S., & et al. (2023). Zastosuvannia psykhoterapevtychnykh tekhnolohii u nadanni dopomohy postrazhdalym z proiavamy PTSD [Application of psychotherapeutic technologies in PTSD support]. Instytut psykholohii im. H. S. Kostiuka. 256 p.

7. Musii, O. S., Pinchuk, I. Ya., Khaustova, O. O., et al. (2014). Innovatsiini pidkhody do orhanizatsii medyko-psykholohichnoi dopomohy PTSD [Innovative approaches to PTSD care]. Kyiv. 32 p.

8. Miuller, M. (2014). Yakshcho vy perezhyly psykhotravmuiuchu podiiu [If You Have Experienced Trauma]. Svichado. 120 p.

9. Overchenko, A. I. (2014). Psykholohiia travmuiuchykh sytuatsii [Psychology of Traumatic Situations]. Kyiv: Nats. akad. vnutr. sprav. 177 p.

10. Romanovska, D. D., & Ilashchuk, O. V. (Eds.). (2014). Profilaktyka PTSD: psykholohichni aspekty [Prevention of PTSD]. Chernivtsi: Tekhnodruk. 133 p.

11. Kisarchuk, Z. H. (Ed.). (2015). Psykholohichna dopomoha postrazhdalym [Psychological support for trauma victims]. Lohos. 206 p.

12. Herman, J. (2015). Psykholohichna travma ta shliakh do vyduzhannia [Trauma and Recovery]. Vydavnytstvo Staroho Leva. 416 p.

13. Fedotova, S. (2024). Suchasni metody psykhoterapii pry roboti z psykhotravmoiu [Modern psychotherapy methods in trauma work]. Problemy ekstremalnoi ta kryzovoi psykholohii, 2(8), 91–99. DOI: 10.52363/dcpp-2024.2.9

14. Grace, J. J., Kinsella, E. L., Muldoon, O. T., & Fortune, D. G. (2015). Posttraumatic growth following acquired brain injury: A systematic review and meta-analysis. Frontiers in Psychology, 6. DOI: 10.3389/fpsyg.2015.01162

15. Linden, M., & Rutkowski, K. (Eds.). (2013). Hurting Memories and Beneficial Forgetting. Elsevier. 240 p.

16. Nuttman-Shwartz, O., & Regev, I. (2017). Life in a continuous traumatic situation. Cambridge University Press.

17. Schwartz, A., Maiberger, B., & Shapiro, R. (2018). EMDR Therapy and Somatic Psychology. W. W. Norton. 384 p.

18. Schwartz, A., & Thai, L. (2025). The Polyvagal Theory Workbook for Trauma. New Harbinger Publications. 184 p.

PESI Publishing (2025). The Complete Trauma Treatment Guide. 372 p.

19. Van der Kolk, B. A., McFarlane, A. C., & Weisaeth, L. (Eds.). (2014). Traumatic Stress. The Guilford Press. 596 p.

20. 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

Recommended reading

1. Harkusha, I. V. (2016). Kharakterystyka psykhichnykh staniv yak reaktsii na ekstremalnu sytuatsiiu [Mental states as reactions to extreme situations]. Danubius University Proceedings, 71–75.

2. Harkusha, I., & Riabukha, N. (2022). Tryvozhnist yak indyvidualna vlastyvist osobystosti [Anxiety as a personality trait]. International Science Group Conference.

3. Harkusha, I. V., & Dubinskyi, S. V. (2023). Osoblyvosti zhyttievoi sytuatsii vymushenykh pereselentsiv [Life situation of internally displaced persons]. Alfred Nobel University Journal, 1(25), 131–140.

4. Harkusha, I. V., & Dubinskyi, S. V. (2023). Faktory adaptatsii ta tryvozhnist bizhentsiv [Adaptation and anxiety of refugees]. Alfred Nobel University Journal, 2(26), 110–121.

5. Harkusha, I. V., & Dubinskyi, S. V. (2021). Problema zhyttievoi kryzy osobystosti [Life crisis problem]. Alfred Nobel University Journal, 1(23), 49–59.

6. Harkusha, I. V., & Kaiko, V. I. (2019). Determinanty stiikosti do boiovoho stresu [Determinants of combat stress resilience]. Alfred Nobel University Journal, 1(17), 61–70.

7. Harkusha, I. V., & Kaiko, V. I. (2017). Zhyttieva perspektyva osobystosti [Life perspective of personality]. Kherson State University Journal, 33–39.

8. Harkusha, I. V., Kaiko, V. I., & Matsiievska, S. M. (2020). Stress resistance as a psychological feature of the military. Annali d'Italia, 5(2), 49–54.

9. Harkusha, I. V., & Kaiko, V. I. (2018). Emotsiina sfera pislia ekstremalnykh sytuatsii [Emotional sphere after extreme events]. Baltija Publishing.

10. Hotsuliak, N. Ye. (2015). Psykholohichna travma: analiz ta shliakhy podolannia [Psychological trauma: analysis and coping]. National Academy Journal, 1(74).

11. Vlad, S. P. (2018). Dytyacha psykhotravma [Childhood trauma]. Shkilnyi svit. 112 p.

12. Katolyk, H. V., & Korniienko, I. O. (2003). Tekhnohenni katastrofy: psykholohichna dopomoha [Technogenic disasters]. Chervona Kalyna. 124 p.

13. Korniienko, I., Katolyk, H., et al. (2005). Skryvdzena dytyna [Abused child]. Romus-Polihraf. 303 p.

14. Mykhailov, B. V., et al. (2014). Posttravmatychni stresovi rozlady [PTSD]. KhMAPO. 223 p.

15. Muzychenko, I. V. (2017). Psykholohichna travma: analiz problem [Psychological trauma]. Lviv University.

16. Panok, V. H. (1999). Metodychni pidkhody do dopomohy [Methodological approaches to support]. Kyiv. 106 p.

17. Tytarenko, T. M. (Ed.). (2011). Profilaktyka porushen adaptatsii molodi [Prevention of maladaptation]. Milenium. 271 p.

18. Kisarchuk, Z. H. (Ed.). (2015). Psykholohichna dopomoha postrazhdalym [Psychological support]. Lohos. 206 p.

19. Herman, J. (2015). Psykholohichna travma ta shliakh do vyduzhannia [Trauma and Recovery]. 416 p.

20. Acharya, K., & Muldoon, O. T. (2015). Why "I" became a combatant. Terrorism and Political Violence, 29, 1006–1025.

21. Van der Kolk, B. (2015). The Body Keeps the Score. Penguin. 464 p.

22. Becker, J. C., & Tausch, N. (2017). Dynamic model of collective action. European Review of Social Psychology, 26, 43–92.

23. Bradshaw, D., & Muldoon, O. T. (2019). Social cure and identity. British Journal of Social Psychology, 59(1), 209–226.

24. Perry, B. D., & Winfrey, O. (2022). What Happened to You? Bluebird. 272 p.

25. Cruwys, T., Haslam, S. A., et al. (2014). Social identification and depression. Journal of Affective Disorders, 159, 139–146.

Web-resources

1. Library of Alfred Nobel University. URL: https://lib.duan.edu.ua/uk/
2. V. Vernadsky Library. http://w.w.w.nbuv.gov.ua/
3. Maksymovych Library. Taras Shevchenko National University of Kyiv. http://www.library.univ.kiev.ua/eng/title4.php3
4. I.I. Mechnikov Odessa National University Library. http://lib.onu.edu.ua/
5. Odessa National Scientific Library. http://w.w.w.ognb.odessa.ua/
6. APA PsycNet resources from the American Psychological Association (access to journals and books). https://psycnet.apa.org/home
7. Google Scholar access to academic articles, dissertations, and research papers. https://scholar.google.com/
8. Journal of Psychology Research (Bulletin of Dnipropetrovsk University. Series: Psychology). https://www.dnu.dp.ua/visnik/fpsih/16
9. Personality and Environmental Issues (Mykhailo Kotsyubynsky Vinnytsia State Pedagogical University). https://intranet.vspu.edu.ua/pei/index.php/journal/issue/archive
10. PubMed a database of biomedical and psychological research. https://pubmed.ncbi.nlm.nih.gov/
11. ResearchGate a platform for sharing scientific articles and communication among researchers. https://www.researchgate.net/
12. Scopus a multidisciplinary database for searching scientific articles. https://www.scopus.com/home.uri

SpringerLink scientific articles and books on psychology. https://link.springer.com/

13. European Commission. (n.d.). Official website. https://education.ec.europa.eu
14. European Commission. (n.d.). European Education Area. https://education.ec.europa.eu/about-eea
15. Erasmus+. (n.d.). Official website. https://erasmus-plus.ec.europa.eu
16. LearningApps. (n.d.). Official website. https://learningapps.org
17. Ministry of Education and Science of Ukraine. (n.d.). Official website. https://mon.gov.ua
18. National Library of Ukraine named after V. I. Vernadskyi. (n.d.). Official website. http://www.nbuv.gov.ua
19. OECD. (n.d.). Official website. https://www.oecd.org/education
20. State Statistics Service of Ukraine. (n.d.). Official website. http://www.ukrstat.gov.ua
21. UNESCO. (n.d.). Official website. https://www.unesco.org/en/education
22. Verkhovna Rada of Ukraine. (n.d.). Official website. https://zakon.rada.gov.ua
23. BULLETIN OF THE UKRAINIAN CRIMINAL LAW ASSOCIATION: An Electronic Academic Journal
24. European Society for Traumatic Stress Studies (ESTSS). https://estss.org/
25. European Journal of Psychotraumatology (Open Access Journal). https://www.tandfonline.com/journals/zept20
26. EMDR Europe Association. https://www.emdr-europe.org/
27. Council of Europe – Mental Health & Trauma Resources. https://www.coe.int/en/web/kyiv
28. European Institute of Psychotraumatology and Stress Management (IEP, Italy). https://www.psicotraumatologia.org/en/iep-european-institute-of-psychotraumatology-and-stress-management/

29. European Journal of Psychiatry. https://www.elsevier.es/en-revista-european-journal-psychiatry-431-estadisticas-trauma-personality-disorders-in-danish-S0213616325000382
30. https://beckinstitute.org/beck-institute-on-demand-training/?gad_source=1&gad_campaignid=21745981344&gclid=CjwKCAjwnZfPBhAGEiwAzg-VzPXJ4fchEAlkKChl9WX-kpCiSFiOo9DRatXqzMmwvP_GpAYDfuW5ORoC4eUQAvD_BwE
31. International Society for Traumatic Stress Studies (ISTSS). https://istss.org/

MODERN TRENDS IN HR MANAGEMENT				
The course aims to develop students' comprehensive theoretical knowledge and practical skills in contemporary human resource management trends, including the formation and implementation of HR policy in the context of digitalisation and dynamic business environments, the application of modern approaches to talent acquisition, selection, onboarding, performance evaluation and personnel development, and the strategic use of human capital to enhance organisational competitiveness				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	1 / 14 weeks	3 / elective	Olena Lytvynenko, PhD in Economics, Associate Professor	90 hours (20 h. lectures, 10 h. practical classes, 60 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, and final assessment FAS)**
1) Design and justify entrepreneurial HR projects, integrating contemporary trends in talent management and demonstrating strategic initiative and creative problem-solving in human capital development.			Lectures, problem-based learning, case study analysis, and discussion	Testing, case study presentation (CAS)
2) Evaluate HR management challenges and apply evidence-based decision-making frameworks in ambiguous organisational situations, accounting for legislative requirements, ethical considerations and social responsibility.			Problem-based lectures, case study analysis, situational problem analysis, problem-solving exercises	Problem-based situation resolution, case study analysis (CAS)
3) Plan and implement comprehensive HR resource provisioning – encompassing informational, methodological, financial and staffing dimensions – for an organisation or its structural subdivision.			Case studies, practical assignments, problem-solving exercises, and skills practice	Evaluation of practical assignments, problem-solving tasks (CAS)
4) Organise and conduct effective professional communications within diverse work teams, across functional groups and in international HR contexts, adapting communicative register to audience and purpose.			Discussions, small-group work, case studies	Class participation in discussions, small-group presentations (CAS)
5) Assess personal professional development trajectories and develop a structured self-management and career-			Problem-based lectures, individual	Individual assignment evaluation, research project report (CAS)

planning strategy aligned with contemporary HR market demands.	research projects, skills practice exercises	
6) Analyse organisational delegation structures and apply leadership instruments to manage HR units, optimising authority distribution, team accountability and operational performance.	Case studies, small-group work, problem-based situations	Group work evaluation, oral questioning (CAS)

Assessment

The final grade is given on a 100-point scale assessed across two content modules and multiple diagnostic forms.
100 points total across content modules and diagnostic forms:
Content Module 1 – 50 points:
Topic 1, discussion participation, oral responses – 4 pts
Topic 2, case study presentation, discussion participation – 6 pts
Topic 3, problem-based situation resolution, oral responses – 6 pts
Topic 4, small-group presentation, discussion participation – 8 pts
Topic 5, small-group presentation, peer evaluation of reports – 8 pts
Topic 6, case study presentation, problem-based situation resolution – 8 pts
Module Control Assessment (case study analysis, presentation) – 10 pts
Content Module 2 – 50 points:
Topic 7, discussion participation, oral responses – 8 pts
Topic 8, case study presentation, peer evaluation of student reports – 8 pts
Topic 9, problem-based situation resolution, small-group presentation – 8 pts
Topic 10, research project presentation, discussion participation – 11 pts
Module Control Assessment (project presentation, case study analysis) – 15 pts
Total for practical class performance – 100 points
Academic Integrity Policy
During the course, students must comply with academic integrity principles as defined by the Law of Ukraine *'On Education.'* Academic integrity is defined as a set of ethical principles and legally established rules that participants in the educational process must follow during study, teaching and research activities in order to ensure confidence in learning outcomes and scholarly achievements. Requirements include: independent completion of all learning tasks and assessment activities (with individual accommodations for students with special educational needs); citation of information sources in research work; avoidance of plagiarism in all written assignments. Violations may be referred to the Commission on Academic Integrity for review.
Classroom Conduct Policy
1) Ethical and respectful conduct towards the lecturers and fellow students at all times during classes.
2) Adherence to norms of interaction agreed upon by the group and the lecturer.
3) Completion of all course tasks directed at achieving the defined learning outcomes.
4) Punctual attendance; tardiness is not permitted.
5) In the event of an excused absence, students must notify the lecturer prior to the start of class via Google Classroom.

Content

Module 1
Topic 1. Contemporary Competencies of the HR Manager in the Context of Digitalisation and VUCA Environments
Topic 2. Organisational HR Policy: Modern Approaches and Trends
Topic 3. Modern Technologies of External and Internal Recruitment (Digital Recruiting, Social Recruiting, AI)

Topic 4. HR Analytics and Data-Driven Managerial Decision-Making
Topic 5. Personnel Adaptation and Onboarding: Contemporary Practices
Topic 6. Personnel Learning and Development: Modern Methods, Upskilling and Reskilling
Module 2
Topic 7. Contemporary Performance Evaluation Instruments (KPI, OKR, 360°, Performance Management)
Topic 8. Corporate Culture and Employee Experience as Instruments of Modern HR Systems
Topic 9. Employer Brand and HR Marketing in the Competition for Talent
Topic 10. Management of Personnel Development and Internal Mobility
Topic 11. Management of Personnel Release Processes
Topic 12. Effectiveness of Human Resource Management

Literature

Compulsory reading

1. Dessler, G. (2020). *Human resource management* (16th ed.). Pearson. 720 p.
2. Stone, R. J. (2017). *Human resource management* (9th ed.). Wiley. 720 p.
3. Balabanova, L. V., & Sardak, O. V. (2017). *Upravlinnia personalom* [Personnel management]. Tsentr uchbovoi literatury. 486 p.
4. Zbpytska, T. P., Savchenko, H. O., & Tatarievska, M. S. (2013). *Upravlinnia rozvytkom personalu* [Personnel development management]. Atlant. 427 p.

Recommended reading

1. Cascio, W. F., & Boudreau, J. W. (2016). *Investing in people: Financial impact of human resource initiatives* (3rd ed.). Pearson FT Press.
2. Ulrich, D., Younger, J., Brockbank, W., & Ulrich, M. D. (2012). *HR from the outside in: Six competencies for the future of human resources*. McGraw-Hill.
3. Lynova, I. V. (2021). Tsyfrova transformatsiia HR-menedzhmentu: tendentsii ta perspektyvy rozvytku [Digital transformation of HR management: Trends and development prospects]. *Ekonomika ta upravlinnia pidpryiemstvamy, 1*(52), 78–84.
4. Boudreau, J. W., & Cascio, W. F. (2017). Human capital analytics: Why are we not there yet? *Journal of Organizational Effectiveness: People and Performance, 4*(2), 119–126.

Web-resources

1. Society for Human Resource Management. (n.d.). *Official website*. https://www.shrm.org
2. Chartered Institute of Personnel and Development. (n.d.). *Official website*. https://www.cipd.org
3. LinkedIn Talent Solutions. (n.d.). *Global Talent Trends reports*. https://business.linkedin.com/talent-solutions/resources
4. Deloitte Insights. (n.d.). *Human Capital Trends*. https://www2.deloitte.com/us/en/insights/focus/human-capital-trends.html
5. McKinsey & Company. (n.d.). *People and organizational performance*. https://www.mckinsey.com/capabilities/people-and-organizational-performance/our-insights

MANAGEMENT OF FOREIGN ECONOMIC ACTIVITY

The course aims to develop advanced knowledge and practical skills in managing foreign economic activity of enterprises, including strategic analysis of international markets, development and implementation of foreign market entry strategies, application of modern management tools, and evaluation of economic, legal and financial aspects of international operations. The course also focuses on risk management, cross-cultural communication, and data-driven decision-making in complex and dynamic global business environments to enhance the competitiveness and sustainability of enterprises.

Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	1/14 weeks	4 / elective	Valeriia Pysarkova Ph.D (Economics)	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 functional areas of foreign economic activity and evaluate their role in enterprise management.	Lectures, case study analysis, problem-based learning	Case study reports, problem-solving tasks (CAS)
2) Design organisational structures and business processes for the effective management of foreign economic activity.	Lectures, strategic planning workshops, system design workshops	Strategic planning assignments, system design tasks (CAS)
3) Apply and evaluate management methods and tools to ensure the efficiency of foreign economic activity in international markets.	Lectures, project-based learning, group work	Project development tasks, project reports (CAS)
4) Assess legal, social and economic impacts of foreign economic activity of enterprises in a global environment.	Lectures, analytical workshops, practical tasks	Analytical tasks, practical assignments (CAS)

Assessment

The final grade is given on a 100-point scale.
100 points for the work in the semester:
35 points for analytical reports;
40 points for project work;
25 points for presentations.
Assessment criteria:
a) analytical reports
30–35 points: The student demonstrates a high level of analytical skills, conducts in-depth analysis of foreign economic activity, correctly applies methods of international market, financial and risk analysis, and provides well-justified conclusions and recommendations.
22–29 points: The report is generally well-prepared with a good level of analysis, though some inaccuracies or insufficient justification may be present.

13–21 points: The report demonstrates a basic level of analysis with limited depth and weak justification of conclusions.
1–12 points: The report is poorly prepared, lacks analytical reasoning and contains significant errors.
b) project work
34–40 points: The student develops a comprehensive and well-structured project (for example, a foreign market entry strategy or international business development plan), demonstrates strong analytical and strategic thinking, and provides feasible and well-justified managerial solutions.
26–33 points: The project is generally well-developed and logically structured, though some elements lack depth, analytical support or strategic justification.
16–25 points: The project is partially developed, demonstrates limited analysis and contains weak strategic justification.
1–15 points: The project is incomplete, poorly structured or lacks logical consistency and practical justification.
c) presentations
21–25 points: The student delivers a clear, logically structured and professional presentation, demonstrates deep understanding of the material, effectively justifies managerial decisions and confidently presents analytical results.
16–20 points: The presentation is generally clear and understandable, though minor inaccuracies or structural weaknesses may be present.
10–15 points: The presentation lacks sufficient clarity, logical structure or detailed explanation of key ideas.
1–9 points: The presentation is poorly structured, unclear and contains significant errors.

Content

Topic 1. Management of foreign economic activity: essence and strategic role
Topic 2. Global business environment and international market analysis
Topic 3. Strategies for entering foreign markets
Topic 4. International marketing and competitive positioning
Topic 5. Legal and financial aspects of foreign economic activity
Topic 6. Risk management in foreign economic activity
Topic 7. Cross-cultural communication and international negotiations
Topic 8. Strategic development of foreign economic activity

Literature

Compulsory reading

1. Hill, C. W. L. (2023). *International business: Competing in the global marketplace* (14th ed.). New York: McGraw-Hill. 704 p.
2. Daniels, J. D., Radebaugh, L. H., & Sullivan, D. P. (2022). *International business: Environments and operations* (17th ed.). Harlow: Pearson. 656 p.
3. Cavusgil, S. T., Knight, G., & Riesenberger, J. R. (2020). *International business: The new realities* (5th ed.). Harlow: Pearson. 720 p.
4. Verno, V. A., & Kurylo, L. I. (2021). Upravlinnia zovnishnoekonomichnoiu diialnistiu pidpryiemstva [Management of foreign economic activity of the enterprise]. Kyiv: Kondor. 312 p.

Recommended reading

1. Griffin, R. W., & Pustay, M. W. (2020). *International business: A managerial perspective* (9th ed.). Boston: Pearson. 672 p.
2. Peng, M. W. (2021). *Global business* (5th ed.). Boston: Cengage Learning. 624 p.
3. Krugman, P., Obstfeld, M., & Melitz, M. (2018). *International economics: Theory and policy* (11th ed.). Boston: Pearson. 800 p.
4. Dikan, V. L., & Tokmakova, I. V. (2020). *Zovnishnoekonomichna diialnist pidpryiemstva* [Foreign economic activity of the enterprise]. Kharkiv: UkrDUZT. 256 p.

Web-resources

1. World Trade Organization. (n.d.). *Official website*. https://www.wto.org
2. United Nations Conference on Trade and Development (UNCTAD). (n.d.). *Official website*. https://unctad.org

3. International Monetary Fund. (n.d.). *Official website*. https://www.imf.org
4. World Bank. (n.d.). *Official website*. https://www.worldbank.org
5. European Commission. (n.d.). *Trade policy*. https://ec.europa.eu/trade
6. Ministry of Economy of Ukraine. (n.d.). *Foreign economic activity*. https://www.me.gov.ua
7. State Customs Service of Ukraine. (n.d.). *Official website*. https://customs.gov.ua
8. National Bank of Ukraine. (n.d.). *Currency regulation and foreign operations*. https://bank.gov.ua
9. OECD. (n.d.). *International trade and global economy*. https://www.oecd.org

INNOVATION MANAGEMENT				
The course aims to develop advanced knowledge and practical skills in innovation management, including the identification of innovation opportunities, development and implementation of innovation strategies, management of innovation projects, and evaluation of innovation performance to enhance the competitiveness and sustainable development of enterprises.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	1/14 weeks	3 / elective	Valeriia Pysarkova Ph.D (Economics)	90 hours (12 h. lectures, 12 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) Analyse innovation challenges and opportunities in organisations and justify effective managerial decisions.			Lectures, case study analysis, problem-based learning	Case study reports, problem-solving tasks (CAS)
2) Design and develop innovation management systems at strategic and operational levels.			Lectures, strategic planning workshops, innovation design sessions	Strategic assignments, innovation system design tasks (CAS)
3) Develop and manage innovation projects, including the generation and implementation of innovative business ideas.			Lectures, project-based learning, group work	Innovation project development, project reports, teamwork evaluation (CAS)
4) Evaluate, plan and organise informational, methodological and financial support for innovation activities in enterprises.			Lectures, analytical workshops, practical tasks	Analytical tasks, practical assignments (CAS)
Assessment				
The final grade is given on a 100-point scale. 100 points for work in the semester: 40 points for project work; 35 points for analytical reports; 25 points for presentations. Assessment criteria: a) project work 34–40 points: The student develops a comprehensive and well-structured innovation project, demonstrates strong analytical and creative thinking, applies innovation management tools effectively and provides feasible and well-justified solutions. 26–33 points: The project is generally well-developed and logically structured, though some elements lack depth, analytical support or practical justification. 16–25 points: The project is partially developed, demonstrates limited analysis and contains weak justification of proposed solutions. 1–15 points: The project is incomplete, poorly structured or lacks logical consistency and practical justification.				

b) analytical reports
30–35 points: The student demonstrates a high level of analytical skills, conducts in-depth analysis of innovation processes, correctly applies analytical methods and provides well-justified conclusions and recommendations.
22–29 points: The report is generally well-prepared with a good level of analysis, though some inaccuracies or insufficient argumentation may be present.
13–21 points: The report demonstrates a basic level of analysis with limited depth and weak justification of conclusions.
1–12 points: The report is poorly prepared, lacks analytical reasoning and contains significant conceptual or methodological errors.
c) presentations
21–25 points: The student demonstrates excellent understanding of the material, depth of analysis and professional presentation skills. Ideas are presented clearly, logically and creatively with evidence of independent thinking.
16–20 points: The student demonstrates a good understanding of the topic with minor inaccuracies in structure or presentation.
10–15 points: The structure is somewhat logical, though ideas are not always clearly expressed or sufficiently justified.
1–9 points: The presentation is poorly structured and contains significant errors.

Content

Topic 1. Essence and key aspects of innovation management
Topic 2. Types of organisational structures and methods of organising innovation processes in enterprises
Topic 3. Management of enterprise innovation development
Topic 4. Innovation project management
Topic 5. Risk management in innovation activities
Topic 6. Evaluation of innovation performance

Literature

Compulsory reading

1. Schilling, M. A. (2023). *Strategic management of technological innovation* (7th ed.). McGraw-Hill. 560 p.
2. Tidd, J., & Bessant, J. (2024). *Managing innovation: integrating technological, market and organizational change* (8th ed.). Wiley. 640 p.
3. Buniak, N. M. (2022). *Innovatsiinyi menedzhment* [Innovation management]. Lutsk: Lesya Ukrainka Volyn National University. 132 p.
4. Zakharchenko, V. I., Kovtunenko, K. V., & Laptieva, V. V. (2024). *Innovatsiino-investytsiinyi menedzhment* [Innovation and investment management]. Sumy: Universytetska knyha. 148 p.
5. Melnyk, L. H., & Karintseva, O. I. (Eds.). (2023). *Ekonomika ta biznes-innovatsii* [Economics and business innovations]. Sumy: Universytetska knyha. 702 p.

Recommended reading

1. Kopytko, M. I., & Blaha, N. V. (2022). *Upravlinnia innovatsiiamy ta investytsiiamy* [Management of innovations and investments]. Lviv: Lviv State University of Internal Affairs. 296 p.
2. Gupta, A., George, G., & Fewer, T. J. (2024). *Venture meets mission: Aligning people, purpose, and profit to innovate and transform society*. Stanford: Stanford University Press. 280 p.
3. Boiko, M. I. (2020). *Upravlinnia innovatsiinoiu diialnistiu* [Management of innovation activity]. Lviv: Ivan Franko National University of Lviv. 298 p.
4. Morozov, V. V. (2020). *Innovatsiinyi menedzhment* [Innovation management]. Dnipro: DNU. 310 p.
5. Chorna, N. P. (2022). *Analitychnyi instrumentarii upravlinnia innovatsiiamy* [Analytical tools of innovation management]. Ternopil: FOP Osadtsa Yu. V. 214 p.
6. Bodin, L. (2025). *Atomic scaling: How small teams create huge growth*. London: Entrepreneur Press. 300 p.
7. Yaroshenko, I. H. (2020). *Upravlinnia innovatsiinymy protsesamy* [Management of innovation processes]. Lviv: Lviv Polytechnic National University. 310 p.

Web-resources

1. HYPE Innovation. (n.d.). *Official website.* https://www.hypeinnovation.com/resources
2. Viima. (n.d.). *Official website.* https://www.viima.com/resources
3. Open Innovation. (n.d.). *Official website.* https://openinnovation.eu
4. World Intellectual Property Organization. (n.d.). *Official website.* https://www.wipo.int
5. OECD. (n.d.). *Official website.* https://www.oecd.org

ORGANIZATIONAL MANAGEMENT				
The course aims to develop systems thinking and to provide students with advanced theoretical knowledge and practical skills in managing functional subsystems and elements of an organisation's internal environment at all stages of its life cycle.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	1 / 14 weeks	3 / elective	Zhanna Piskova, PhD (Economics), Associate Professor	90 hours (12 h. lectures, 12 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) Demonstrate advanced knowledge of the development of organisational theory, its methodological foundations, key concepts, categories and place within the system of social sciences; critically analyse the laws, patterns and trends of organisational development, including types, structures and the interaction between internal and external environments.			Lecture, work in small groups, case study	Presentation in small groups, test and case study (CAS)
2) Evaluate modern analytical methods and management tools to assess organisational performance, analyse and compare different types of organisations and structures, identify factors influencing organisational culture and image, and develop well-grounded solutions for organisational design and transformation in dynamic environments.			Problem lecture, case study	Presentation of the case study, final test and case study (CAS)
3) Communicate effectively in professional contexts, works productively in teams (including multidisciplinary environments), present well-reasoned arguments			Discussions, case study	Oral participation, discussions, case study (CAS)
4) Demonstrate responsibility in decision-making and task prioritisation.			Problem lecture, case study, problem situations	Presentation of the case study, problem solving (CAS)
Assessment				
The final grade is given on a 100-point scale for the work in the semester. 100 points for work in the semester: 30 points for oral participation, discussions, small group work; 30 points for testing and problem solving; 40 points case studies and presentations. Assessment criteria: a) Oral participation, discussions, small group work				

90–100%: The student actively participates in discussions and group work, demonstrates leadership, initiative and critical thinking. Provides well-reasoned and structured arguments, effectively collaborates with others and contributes to decision-making.
75–89%: The student actively participates and demonstrates a good understanding of organisational management issues. Arguments are generally clear and relevant. The student contributes to teamwork and discussions, though with minor inconsistencies.
60–74%: The student demonstrates limited participation. Responses are partially developed and insufficiently justified. Engagement in discussions and teamwork is inconsistent.
1–59%: The student demonstrates a lack of understanding of the topics. Participation is minimal or irrelevant. Responses are unclear or incorrect. The student does not contribute to group work.
b) problem solving
90–100%: The student demonstrates a high level of theoretical knowledge and analytical thinking. Correctly completes tests and effectively solves problems using appropriate methods. Explanations are clear, logical and well-justified.
75–89%: The student demonstrates a good level of knowledge. Test results are mostly correct. Problem-solving is appropriate, though explanations may lack depth or completeness.
60–74%: The student demonstrates a basic level of knowledge. Test results contain errors. Problem-solving is limited or inconsistent. Explanations are incomplete.
1–59%: The student demonstrates insufficient knowledge. Test results are incorrect or incomplete. Problem-solving is absent or incorrect. Explanations are missing or irrelevant.
c) case study presentations
90–100%: The student presents comprehensive and well-structured analysis of organisational situations. Demonstrates critical thinking, originality and the ability to apply theory to practice. Uses relevant examples and provides well-grounded conclusions and recommendations.
75–89%: The student provides a clear and structured presentation with a good level of analysis. Uses relevant examples, though depth and originality may be limited.
60–74%: The student presents a basic analysis with limited structure and insufficient supporting arguments. The application of theory is weak.
1–59%: The presentation is unclear, incomplete, or irrelevant. The student fails to analyse the case or apply theoretical concepts.

Content

Topic 1. Theoretical foundations of the organisation's management
Topic 2. System model of organisation management
Topic 3. Evolution of the organisation. Change management
Topic 4. Organisational mechanism of organisation management
Topic 5. Organisational design
Topic 6. Management of efficiency and effectiveness
Topic 7. Typologies of organisations
Topic 8. Leadership in the organisation
Topic 9. Talent management
Topic 10. Communications in management
Topic 11. Making management decisions of the organisation
Topic 12. Quality management

Literature

Compulsory reading

1. Alkema, V. H., & Kyrychenko, O. S. (2023). *Menedzhment orhanizatsii* [Management of organizations]. Kyiv: University of Economics and Law “KROK”. 276 p.
2. Buniak, N. M. (2023). *Menedzhment orhanizatsii* [Management of organizations]. Lutsk: Volyn National University named after Lesya Ukrainka. 192 p.
3. Moshok, H. Ye., Fedorenko, V. L., Kovalenko, O. V. (2020). *Menedzhment orhanizatsii: teoriia ta praktyka* [Management of Organization: Theory and Practice]. Kyiv: Lira.

4. Nazarchuk, T. V., & Kosiiuk, O. M. (2018). *Menedzhment orhanizatsii* [Management of organizations]. Kyiv: Tsentr uchbovoi literatury. 560 p.

Recommended reading

1. Adizes, I. (2018). *Upravlinnia zhyttievym tsyklom korporatsii* [Corporate Life Cycle Management]. Klub Simeinoho Dozvillia. 496 p.
2. Armstrong, M. (2007). *Handbook of Employee Reward Management and Practice* (2nd ed.). Kogan Page. 548 p.
3. Boyatzis, R. E. (1982). *The competent manager: A model for effective performance*. Wiley.
4. Covey, S. (2017). *Vos'ma zvychka. Vid efektyvnosti do velychí* [The 8th Habit: From Effectiveness to Greatness]. Kyiv: Klub Simeinoho Dozvillia. 496 p.
5. Dovhan, L. E., Malyk, I. P., Mokhonko, H. A., & Shkrobot, M. V. (2017). *Management of organizations* (for master's students in Management and Administration). Kyiv: KPI named after Igor Sikorsky. 271 p.
6. Griffin, R. W. (2013). *Organizational Behavior: Managing People and Organizations* (11th ed.). Cengage Learning. 624 p.
7. Jones, G. R. (2010). *Organizational Theory, Design, and Change: Text and Cases* (6th ed.). Pearson Prentice Hall.
8. Kryshtopa, O., & Burdym, H. (2018). *10 uspishnykh kompanii: Nova yakist pidpryiemnytstva v Ukraini* [10 successful companies: A new quality of entrepreneurship in Ukraine]. Discursus. 160 p.
9. Lancaster, D. (2017). *Lean Leadership: The Path to Continuous Improvement of Your Business*. K. Fund. 240 p.
10. Martin, R., & Riel, D. (2019). *Decision-making techniques: How leaders make choices*. Nash Format. 248 p.
11. Martin, R., Riel, D. (2019). *Tekhnika ukhvalennia rishen. Yak lidery robliat vybir* [The Gutmann, M. (Ed.) (2019). *Historians on Leadership and Strategy: Case Studies From Antiquity to Modernity*. Springer. 282 p. Decision-Making Technique: How Leaders Make Choices]. Kyiv: Nash Format. 248 p.
12. Mytrofanova, H. Ya., Luhovyi, M. D., & Musiienko, K. A. (2025). Tsyfrovi instrumenty upravlinnia orhanizatsiieiu ta proiektamy: mizhnarodni tendentsii ta innovatsii [Digital tools for organization and project management: international trends and innovations]. *Zhurnal z menedzhmentu, ekonomiky ta tekhnolohii* [Journal of Management, Economics and Technology], 2, 80–96.
13. Mytrofanova, H., Yevtushenko, O., Hlukhyy, A., & Luhovyi, M. (2024). Metodolohichni zasady vprovadzhennya shtuchnoho intelektu u systemu menedzhmentu orhanizatsij [Methodological principles of implementation of artificial intelligence in the organization management system]. *Akademichnyi ohliad* [Academic Review], 2. Retrieved from https://ir.duan.edu.ua/items/ef5d4aa8-a316-4b25-b1bf-7e90f4c44927
14. Scott, W. R., & Davis, G. F. (2007). *Organizations and Organizing: Rational, Natural, and Open System Perspectives*. Pearson Prentice Hall.
15. Shkura, I., & Mytrofanova, H. (2022). Evolyutsiya kontseptsiyi korporatyvnoyi sotsial′noyi vidpovidal′nosti: vid vytokiv do oriyentatsiyi na stvorennya spil′nykh tsinnostey v konteksti stiykoho rozvytku [The evolution of the concept of corporate social responsibility: from the origins to the orientation towards the creation of shared values in the context of sustainable development]. *Yevropeys'kyy vektor ekonomichnoho rozvytku* [European vector of economic development], 2(33), 106–116. https://doi.org/10.32342/2074-5362-2022-2-33-9
16. Tolbert, P. S., & Hall, R. H. (2009). *Organizations: Structures, Processes, and Outcomes*. Pearson Prentice Hall.

Web-resources

1. LigaBusinessInform. (n.d.). Official website. https://www.liga.net
2. Normative Acts of Ukraine. (n.d.). Official legal database. https://www.legal.com.ua/cgi-bin/matrix.cgi/pravo.html

<table>
<tr><td colspan="5">HYBRID AND REMOTE TEAM MANAGEMENT</td></tr>
<tr><td colspan="5">The course aims to provide students with a comprehensive system of theoretical knowledge and practical skills necessary for designing and effectively managing teams in hybrid and remote work formats. The course focuses on mastering digital collaboration tools, implementing agile methodologies (Scrum, OKR), building a sustainable corporate culture, ensuring employee well-being, and developing adaptive leadership to make effective decisions in a dynamic business environment (BANI world).</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</td><td>2 / 14 weeks</td><td>4 / Elective</td><td>Viktoriia Varenyk PhD (Economics), Associate Professor</td><td>120 hours (18 h. lectures, 14 h. practical classes, 88 h. self-directed learning)</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) Develop and justify projects for transforming business models into hybrid formats, generating innovative ideas to improve efficiency.</td><td>Lectures, presentations, analysis of global ratings and statistics on remote work trends</td><td>Assessment of the presentation regarding the strategy or transformation project (CAS); Final assessment work (CAS)</td></tr>
<tr><td colspan="3">2) Make and justify management decisions in the BANI world, considering ethical aspects and the leader's social responsibility.</td><td>Testing, interactive work in small groups on the Miro board (brainstorming and decision modelling).</td><td>Results of testing and assessment of contribution to the teamwork on Miro (CAS); Final assessment work (CAS)</td></tr>
<tr><td colspan="3">3) Organise effective communications in distributed teams using modern digital tools and building trust.</td><td>Lectures, group discussions of practical case studies of international companies, collaborative work on the Miro board.</td><td>Assessment of the analytical memo or report based on the results of case analysis (CAS); Final assessment work (CAS)</td></tr>
<tr><td colspan="3">4) Ensure personal professional development and effectively plan time in a remote environment, preventing burnout.</td><td>Practical sessions using time trackers, testing, discussions on work-life balance.</td><td>Assessment of the individual self-management plan and test results (CAS); Final assessment work (CAS)</td></tr>
<tr><td colspan="3">5) Delegate authority and implement agile methodologies (Scrum, OKR) to manage unit performance</td><td>Analysis of Agile and OKR implementation cases in famous foreign companies, practical</td><td>Assessment of the developed OKR model or Scrum artifacts for the team (CAS); Final</td></tr>
</table>

	goal setting on the *Miro* board.	assessment work (CAS)
6) Plan human resources and methodical support for remote work, forming a sustainable corporate culture and a Well-being environment.	Analysis of employee engagement statistics, solving case studies on motivation and adaptation in hybrid teams.	Assessment of the case-study solution regarding corporate culture and well-being support (CAS); Final assessment work (CAS)

Assessment

The final grade is based on a cumulative system and is given on a 100-point scale. It includes points for work during the semester (80 points) and for the final assessment (20 points).
Distribution of points:
36 points – project presentation on *Miro* (defence of developed hybrid work models, OKR cards and team agreements);
44 points – continuous work in practical classes: testing, participation in professional discussions, solving case studies on Scrum transformation and remote team management;
20 points – final assessment progress test.
Assessment criteria:
a) Project presentation on *Miro*
29–36 points: The student demonstrates an excellent understanding of hybrid team specifics and mastery of *Miro* tools. The work contains elements of novelty, reflects the author's own point of view, and is designed professionally.
19–28 points: The student understands the material well and uses modern virtual collaboration tools. There are minor violations in the project's logic or visualisation.
10–18 points: The structure is logical, but the ideas lack clarity, consistency or depth in management mechanism development.
1–9 points: The task is poorly structured, contains significant errors in understanding remote work models, or key project stages are missing.
b) Testing, discussions and continuous tasks
81–100%: The student demonstrates high accuracy in tests and actively argues their position during discussions, providing constructive solutions for case studies.
51–80%: Tests are completed with minor inaccuracies. The student participates in discussions but occasionally makes mistakes in interpreting concepts (e.g., OKR or BANI world).
21–50%: Basic understanding of topics, low activity in group discussions, significant errors in test assignments.
1–20%: Superficial knowledge, lack of argumentation during discussions, unsatisfactory test results.
c) Final assessment work
The criteria are written on the test card.

Content

Topic 1. Fundamentals of Hybrid and Remote Work
Topic 2. Hybrid Models and Managing the Teams of the Future
Topic 3. Fundamental Principles and Communication Tools in Remote Teams
Topic 4. Advanced Communication and Building Trust in Distributed Teams
Topic 5. The Role and Tasks of a Manager in Modern Conditions
Topic 6. Performance and Execution Management in Distributed Teams
Topic 7. Agile Methodologies for Hybrid Teams
Topic 8. Collaboration Tools and Time Management in Hybrid Teams
Topic 9. Strategic Leadership and Building a Sustainable Culture in Hybrid Teams: Well-being, Adaptability, and Future Challenges

Literature

Compulsory Reading

1. Biloborodko, K. (2024). *Lensioni navyvorit, abo Metody pobudovy vysokoproduktyvnoi komandy* [Lencioni inside out, or Methods of building a high-performance team]. *Official website*. https://dou.ua/lenta/columns/methods-of-building-highly-productive-team/

2. Kisno, Syawal Gultom, Saut Purba, Darwin, Sumaryanto & Sherly (2022) Agile Methodology in Educational Leadership: Scrum. *Proceedings of the 7th Annual International Seminar on Transformative Education and Educational Leadership,* AISTEEL 2022. Retrieved from https://eudl.eu/pdf/10.4108/eai.20-9-2022.2324591 doi:10.4108/eai.20-9-2022.2324591

3. Korostashovets, A. (2023). *Hibrydna viddalena robota: Maibutnie hnuchkoho pidkhodu do roboty* [Hybrid remote work: The future of an agile approach to work]. *Official website*. https://worksection.com/ua/blog/hybrid-remote-work.html

4. Kryva M. & Lysko A.-M. (2024) Implementation of the eduscrum methodology in the educational process of higher education institutions. *Innovative pedagogy*, vol. 72, 134 – 137. Retrieved from http://www.innovpedagogy.od.ua/archives/2024/72/27.pdf doi: https://doi.org/10.32782/2663-6085/2024/72.25

5. Lencioni, P. (2012). *The Five Dysfunctions of a Team: A Leadership Fable*. Jossey-Bass. 229 p.

6. Miro Guide for Remote Collaboration**.** *Comprehensive resources for hybrid teamwork and visual strategy. Official website*. https://miro.com/remote-collaboration-tools/guide-to-remote-work/

7. Perry, K. (2024). *Hibrydna chy viddalena robota: Yaka model roboty krashcha?* [Hybrid vs. remote work: Which work model is better?]. *Official website*. https://undetectable.ai/blog/uk/гібридна-vs-віддалена-робота/

8. *Rozpodileni ta viddaleni komandy: pliusy i minusy* [Distributed and remote teams: pros and cons]. (2023). *Official website*. https://etcetera.kiev.ua/uk/blog/rozpodileni-ta-viddaleni-komandy-plyusy-j-minusy/

9. *Skram — tse efektyvne upravlinnia proektamy* [Scrum is effective project management]. (2025). *Official website*. https://brainrain.com.ua/uk/scrum-upravlinnya-proektom/

10. Varenyk, V., & Piskova, Zh. (2025). *Hnuchki orhanizatsii v epokhu BANI: keis-stadi kompanii, shcho vykorystovuiut Scrum* [Agile organisations in the BANI era: Case studies of companies utilising Scrum]. *Development Management*, 24(2), 8-19. https://doi.org/10.63341/devt/2.2025.08

11. Varenyk, V., & Piskova, Zh. (2025). *Vprovadzhennia elementiv metodolohii Scrum v osvitnomu protsesi v Ukraini: novi horyzonty dlia navchannia ta rozvytku* [Implementation of Scrum methodology elements in the educational process in Ukraine: New horizons for the development of communication competences]. *Pedagogical Sciences*, 28(1), 14-24. https://doi.org/10.33989/2524-2474.2025.1.14

Recommended reading

1. 5 bazovykh pravyl komunikatsii u viddalenykh komandakh [5 basic rules of communication in remote teams]. (2024). *Official website*. https://etcetera.kiev.ua/uk/blog/5-bazovyh-pravyl-komunikacziyi-u-viddalenyh-komandah/

2. 5 pravyl, yak zrobyty onlain-zustrich dynamichnoiu i tsikavoiu dlia kozhnoho [5 rules to make an online meeting dynamic and interesting for everyone]. (2025). *Official website*. https://brainrain.com.ua/uk/zoom/

3. 8 Typiv Modelei Komunikatsii ta Yikh Vidminnosti [8 Types of Communication Models and Their Differences]. (2025). *Official website*. https://www.chanty.com/blog/uk/communication-models-uk/

4. 9 porad, yak provodyty zustrichi v hibrydnomu formati [9 tips on how to conduct meetings in a hybrid format]. (2023). *Official website*. https://ispace.ua/blog/9-porad-yak-provoditi-zustrichi-v-gibridnomu-formati/

5. Adaptyvne liderstvo – What is it? [Adaptive leadership – What is it?]. (2024). *Official website*. https://www.myroniuk.com/adaptiveleadership/

6. Aliamina, O. (2024). *Yak buty liderom u sviti, shcho postiino zminiuietsia?* [How to be a leader in a constantly changing world?]. *Official website*. https://aliamina.com/leadership-in-changing-world.html

7. Baskoro, G., Sarwono, E., Handajani, E. T., & Hendriana, D. (2024). Graduate study with online education in the post-pandemic era: An experiential case study. In *International conference on engineering management and sustainable innovative technology* (pp. 165-180). National Institute of Technology Malang. doi: 10.18502/kss.v9i10.15723

8. Best Project Management Software Of 2026. (2026). *Official website*. https://www.forbes.com/advisor/l/top-project-management-software-en/

9. Bushuyev, S., Tykchonovych, J., Chernysh, O., Sukhonos, N., & Khalilov, A. (2024). Creative principles for managing innovation projects in BANI environment. *Management of Development of Complex Systems*, 57, 6-11. doi: 10.32347/2412-9933.2024.57.6-11

10. Chukwurah, E., & Aderemi, S. (2024). Elevating team performance with Scrum: insights from successful U.S. technology companies. *Engineering Science & Technology Journal*, 5(4), 1357-1371. https://doi.org/10.51594/estj.v5i4.1038

11. Communication channel pros and cons: best methods to communicate with our virtual colleagues. (2023). *Official website*. https://www.collaborationsuperpowers.com/221-communication-channels-pros-and-cons/

12. Creating a Hybrid Work Culture Is Hard. Here's How to Do It Right. (2024). *Official website*. https://learn.g2.com/hybrid-work-culture

13. Digital workplace KPIs: How to measure employee experience among distributed teams. (2022). *Official website*. https://www.hivestreaming.com/resources/digital-workplace-kpis

14. Dzhogola, A. (2024). *Kryzova komunikatsiia: praktychni porady dlia uspishnoho spilkuvannia z kolehamy* [Crisis communication: practical tips for successful communication with colleagues]. *Official website*. https://www.linkedin.com/pulse/кризова-комунікація-практичні-поради-для-успішного-з-dzhogola-oxwae/

15. Kadia, N. (2024). *Adaptyvni lidery rozumiiut, shcho rishennia, pryiniati vchora, mozhut ne vidpovidaty sohodnishnim realiiam* [Adaptive leaders understand that decisions made yesterday may not fit today's realities]. *Official website*. https://life.nv.ua/ukr/blogs/adaptivne-liderstvo-visim-klyuchovih-principiv-50450049.html

16. Kanban vs Scrum: povne porivniannia hnuchkykh metodolohii rozrobky PZ [Kanban vs Scrum: a full comparison of agile software development methodologies]. (2025). *Official website*. https://wezom.com.ua/ua/blog/kanban-vs-scrum-povne-porivnyannya-gnuchkih-metodologiy-rozrobki-pz

17. Kininmonth, C. (2022). *Pat Lencioni's team building activities to grow stronger organisations*. *Official website*. https://thegrowthfaculty.com/articles/teambuilding

18. Kliuchovi pokaznyky efektyvnosti (KPI) dlia upravlinnia efektyvnistiu viddalenykh komand [Key Performance Indicators (KPI) for managing the performance of remote teams]. (2024). *Official website*. https://bscdesigner.com/remote-employees.htm

19. Korotka istoriia Trello [A brief history of Trello]. (2025). *Official website*. https://trello.com/uk/about

20. KPI dlia viddalenoi komandy rozrobnykiv: yak vymiriaty efektyvnist vashykh viddalenykh inzheneriv [KPIs for remote development teams: how to measure the effectiveness of your remote engineers]. (2024). *Official website*. https://timspark.com/blog/kpis-for-remote-development-team/

21. Liderstvo v chasy viiny: yak vesty za soboiu v umovakh nevyznachenosti? [Leadership in times of war: how to lead in conditions of uncertainty?]. (2025). *Official website*. https://uculeadership.com.ua/blog/liderstvo-v-chasy-vijny-yak-vesty-za-soboyu-v-umovah-nevyznachenosti/

22. Musiiko, S. (2023). *Yak rozvyvaty komandu v umovakh nevyznachenosti?* [How to develop a team in conditions of uncertainty?]. *Official website*. https://squad.ua/blog/

23. Nicoletti, L. (2023). *Model Tuckman.png* [Tuckman Model]. *Wikimedia Commons*. https://commons.wikimedia.org/wiki/File:Modelo_de_Tuckman.png

24. Piat modelei dlia rozuminnia dynamiky komandy [Five models for understanding team dynamics]. (2024). *Official website*. https://ukrayinska.libretexts.org/

25. Shcho take instrumenty komunikatsii i yak vony dopomahaiut vyzhyty u suchasnomu robochomu dni [What are communication tools and how they help survive in a modern workday]. (2025). *Official website*. https://www.chanty.com/blog/uk/tools-of-communication-uk/

26. Shcho take KPI: yak vymiriuvaty rezultatyvnist i shcho dlia tsoho potribno [What is KPI: how to measure performance and what is needed for it]. (2024). *Official website*. https://hurma.work/blog/shho-take-kpi-klyuchovi-pokazniki-efektivnosti/

27. Timbildinh na viddalenii roboti: chomu vazhlyvo, shchob komanda pochuvata sebe komandoiu [Team building in remote work: why it's important for a team to feel like a team]. (2024). *Official website*. https://greyhunter.co/uk/blog/timbilding-na-udalenke

28. Trello: shcho tse take ta yak nym korystuvatysia [Trello: what it is and how to use it]. (2024). *Official website*. https://hostiq.ua/blog/ukr/what-is-trello-2/

29. Vnutrishni komunikatsii: 5 sposobiv pokrashchyty informatsiinyi potik v kompanii [Internal communications: 5 ways to improve information flow in the company]. (2023). *Official website*. https://hurma.work/blog/vnutrishni-komunikacziyi-5-sposobiv-pokrashhiti-informaczijnij-potik-v-kompaniyi/

30. Westbrooks, E. (2023). *Return to Work Management: How to Manage a Hybrid Team*. *Official website*. https://www.wrike.com/return-to-work-guide/return-to-work-management/

31. What is Hybrid Culture, its Benefits and Challenges? (2023). *Official website*. https://www.profit.co/blog/employee-engagement/what-is-hybrid-culture-its-benefits-and-challenges/

32. Yak motyvuvaty komandu v umovakh nevyznachenosti [How to motivate a team in conditions of uncertainty]. (2026). *Official website*. https://drukarnia.com.ua/articles/yak-motivuvati-komandu-v-umovakh-neviznachenosti-QwFov

33. Yak zberekhty efektyvnist viddalenoi komunikatsii u komandi? [How to maintain the effectiveness of remote communication in a team?]. (2023). *Official website*. https://budni.robota.ua/hr/yak-zberegti-efektivnist-viddalenoyi-komunikatsiyi-u-komandi

34. Yak zminyvatymetsia robota u 2025 rotsi: formaty, modeli, trendy [How work will change in 2025: formats, models, trends]. (2025). *Official website*. https://hub.kyivstar.ua/articles/yak-zminyuvatimetsya-robota-u-2025-roczi-formati-modeli-trendi

35. Znaiomstvo z Microsoft Teams [Introduction to Microsoft Teams]. (2025). *Official website*. https://support.microsoft.com/uk-ua/office/знайомство-з-microsoft-teams-59b4cf2f-84ef-4a41-860a-37d3b9af09d3

Web-resource

1. Building Strong Company Culture in a Hybrid World: Lessons from Industry Leaders. (2025). *Official website*. https://www.linkedin.com/pulse/building-strong-company-culture-hybrid-world-lessons-caqgf/

2. Chernushenko, A. (2023). *Metodolohiia Scrum, shcho dopomozhe orhanizuvaty robotu komandy ta pidvyshchyty yii produktyvnist* [Scrum methodology that will help organize team work and increase its productivity]. *Official website*. https://web-promo.ua/ua/blog/metodologiya-scrum-sho-dopomozhe-organizuvati-robotu-komandi-ta-pidvishiti-yiyi-produktivnist/

3. Hall, J. (2024). *5 Steps to Fixing Company Culture in a Hybrid World*. *Official website*. https://www.poppulo.com/blog/5-steps-to-fixing-company-culture-in-a-hybrid-world

4. Hybrid Workplace Strategy: How to Build A Successful Hybrid Work Environment. (2023). *Official website*. https://www.elia.io/blog/hybrid-workplace-strategy

5. Kushniruk, M. (2022). *Kultura Well-being: navishcho ta yak upravliaty blahopoluchchiam spivrobitnykiv* [Well-being culture: why and how to manage employee well-being]. *Official website*. https://peopleforce.io/uk/blog/kultura-well-being

6. Revitalizing Culture in the World of Hybrid Work. (2022). *Official website*. https://hbr.org/2022/11/revitalizing-culture-in-the-world-of-hybrid-work

7. Schwaber, K., & Sutherland, J. (2020). *Posibnyk zi skramu* [The Scrum Guide]. *Official website*. https://scrumguides.org/docs/scrumguide/v2020/2020-Scrum-Guide-Ukrainian.pdf

8. Scrum For Hybrid Teams. (2025). *Official website*. https://www.meegle.com/en_us/topics/scrum-framework/scrum-for-hybrid-teams

9. Stallings, B. (2024). *The ultimate Agile meetings toolkit for hybrid teams*. *Official website*. https://lucid.co/blog/hybrid-teams-toolkit-for-agile-meetings

ORGANIZATION AND TECHNIQUE OF FOREIGN ECONOMIC OPERATIONS				
The course aims to develop advanced knowledge and practical skills in the organisation and technique of foreign economic operations, including the preparation and processing of foreign trade documentation, application of international trade rules, organisation of logistics and customs procedures, and management of international payments and settlements in a global business environment.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	2/11 weeks	4 / elective	Valeriia Pysarkova Ph.D (Economics)	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 functional areas of foreign economic operations and evaluate their role in enterprise activity.			Lectures, case study analysis, problem-based learning	Case study reports, problem-solving tasks (CAS)
2) Design organisational structures and business processes for the effective implementation of foreign economic operations.			Lectures, process design workshops, practical tasks	Process design assignments, practical tasks (CAS)
3) Apply and evaluate management methods and practical tools for organising and executing foreign economic operations.			Lectures, simulation exercises	Simulation tasks, role-play evaluation, problem-solving tasks (CAS)
4) Assess legal, economic and social aspects and impacts of foreign economic operations in an international context.			Lectures, analytical workshops, document preparation tasks	Analytical tasks, documentation assignments (CAS)
Assessment				
The final grade is given on a 100-point scale. 100 points for the work in the semester: 50 points for documentation and practical tasks; 25 points for operational cases and simulations; 25 points for presentations. Assessment criteria: a) documentation and practical tasks 42–50 points: The student demonstrates a high level of practical skills in preparing and processing foreign economic documentation (contracts, invoices, transport, customs and payment documents), correctly performs operational tasks and applies international trade rules and procedures. The work is accurate, complete and complies with international standards (Incoterms, customs and payment requirements).				

34–41 points: The tasks are generally completed correctly with a good level of practical application, though minor inaccuracies in documentation or procedures may be present.
21–33 points: The tasks are partially completed, contain noticeable errors in documentation or demonstrate limited understanding of foreign economic procedures.
1–20 points: The tasks are poorly completed, incorrect, incomplete or not submitted.
b) operational cases and simulations
21–25 points: The student demonstrates excellent practical and analytical skills in organising foreign economic operations, correctly performs procedures in simulated situations and provides well-justified managerial solutions.
16–20 points: The student demonstrates a good understanding of operational processes and simulation tasks, though some inaccuracies may be present.
10–15 points: A basic understanding of procedures is demonstrated with limited practical application and weak justification.
1–9 points: Weak performance, incorrect or incomplete execution of operational tasks and simulations.
c) presentations
21–25 points: The student delivers a clear, logically structured and professional presentation, demonstrates deep understanding of foreign economic operations and effectively explains procedures, documentation and managerial decisions.
16–20 points: The presentation is generally clear and understandable, though minor inaccuracies or structural weaknesses may be present.
10–15 points: The presentation lacks sufficient clarity, logical structure or detailed explanation of procedures.
1–9 points: The presentation is poorly structured and contains significant errors.

Content

Topic 1. Essence and organisation of foreign economic operations
Topic 2. Legal regulation of foreign economic operations
Topic 3. Foreign trade contracts and their structure
Topic 4. Incoterms and international delivery terms
Topic 5. Documentation of foreign economic operations
Topic 6. Customs procedures and regulation
Topic 7. International payments and financial settlements
Topic 8. Organisation of logistics and transportation in foreign trade

Literature

Compulsory reading

1. Dikan, V. L., & Tokmakova, I. V. (2020). *Zovnishnoekonomichna diialnist pidpryiemstva* [Foreign economic activity of the enterprise]. Kharkiv: UkrDUZT. 256 p.
2. Carbaugh, R. J. (2019). *International economics*. Boston: Cengage Learning. 560 p.
3. Cavusgil, S. T., Knight, G., & Riesenberger, J. R. (2020). *International business: The new realities* (5th ed.). Harlow: Pearson. 720 p.
4. Verno, V. A., & Kurylo, L. I. (2021). Upravlinnia zovnishnoekonomichnoiu diialnistiu pidpryiemstva [Management of foreign economic activity of the enterprise]. Kyiv: Kondor. 312 p.
5. Hobela, V. V. (2021). *Upravlinnia zovnishnoekonomichnoiu diialnistiu* [Management of foreign economic activity]. Lviv: Lviv State University of Internal Affairs. 244 p.

Recommended reading

1. Hill, C. W. L. (2023). *International business: Competing in the global marketplace* (14th ed.). New York: McGraw-Hill. 704 p.
2. Daniels, J. D., Radebaugh, L. H., & Sullivan, D. P. (2021). *International business: Environments and operations*. Harlow: Pearson. 656 p.
3. Krugman, P., Obstfeld, M., & Melitz, M. (2018). *International economics: Theory and policy* (11th ed.). Boston: Pearson. 800 p.
4. Incoterms 2020 by the International Chamber of Commerce. (2020). *Incoterms rules*. Paris: ICC Publishing.

Web-resources

1. World Trade Organization. (n.d.). *Official website*. https://www.wto.org
2. United Nations Conference on Trade and Development (UNCTAD). (n.d.). *Official website*. https://unctad.org
3. International Monetary Fund. (n.d.). *Official website*. https://www.imf.org
4. World Bank. (n.d.). *Official website*. https://www.worldbank.org
5. European Commission. (n.d.). *Trade policy*. https://ec.europa.eu/trade
6. Ministry of Economy of Ukraine. (n.d.). *Foreign economic activity*. https://www.me.gov.ua
7. International Chamber of Commerce. (n.d.). *Official website.* https://iccwbo.org
8. National Bank of Ukraine. (n.d.). *Currency regulation and foreign operations*. https://bank.gov.ua

UN SUSTAINABLE DEVELOPMENT GOALS				
The course aims to develop a progressive management worldview based on the integration of 17 global goals into the strategic architecture of the business to ensure its long-term viability; to master the tools of ESG management, ethical leadership and circular economy, which allow future leaders to transform social and environmental challenges into new market opportunities, minimise non-financial risks and create shared value for shareholders, communities and the environment in the face of global turbulence.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	2 / 11 weeks	3 / Elective	Zoia Pestovska, PhD (Economics), Associate Professor	90 hours (12 hrs. lectures, 12 hrs. tutorials, 66 hrs. self-study time)
Learning outcomes On the 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 evaluate the impact of global challenges on business strategies and identify opportunities for integrating the SDGs into corporate governance.			Interactive lectures, case studies, group discussions	Participation in seminars and discussions, analytical report (CAS)
2) Develop and implement sustainable business models based on circular economy principles and ethical supply chain management.			Project-based learning, business simulations, workshops on sustainable value chain mapping	Presentation of a group project (developing a sustainable business model for a startup) (CAS)
3) Apply international reporting standards (e.g., GRI, SASB) to measure and communicate the non-financial performance of an organisation.			Analysis of real-world sustainability reports, role-playing games (stakeholder negotiations), testing	Individual assignment, problem-solving tasks, case-study solving assessment, testing (CAS)
Assessment				
The final grade is given on a 100-point scale, including: 40 points for an individual assignment (strategic context and choice of priorities (10 points); calculation and analytical block (15 points); creative task (10 points); risk assessment (5 points)); 60 points for examples of problem situations and audience involvement in their solution, testing, solving analytical problems. Assessment criteria: a) Individual assignment: 36–40 points — the work demonstrates a deep synthesis of theory and practice; the student completed the task and proposed innovative solutions; the calculations are impeccable; the creative task has high applied value; international standards are used.				

28–35 points — the work is completed in full, the student understands the logic of the SDGs and ESG, the calculations are correct, but may contain minor inaccuracies, the creative task is interesting, although there is a lack of detail, the logic of the presentation is clear and consistent.
20–27 points — all main sections are completed, but the work is descriptive in nature; the student correctly chose the SDGs, but the connection with the company's profit is poorly substantiated; there are errors in the calculations; the creative task is standard, without original ideas.
10–19 points — the work is completed partially or superficially, there are no calculations, the student confuses concepts; the creative task has signs of greenwashing or copied from open sources without their own processing.
0–9 points — the work does not meet the requirements of the Master's level, there is no analytical component, the tasks are completed only fragmentarily, a complete lack of understanding of the principles of sustainable development in management is demonstrated.
b) Work in the semester (evaluation criteria for each practical lesson (0–10 points)):
9–10 points — the student demonstrates a deep understanding of the topic, offers a critical analysis of cases, uses professional terminology, actively participates in discussions and shows leadership qualities in group work.
7–8 points — the student fully understands the material, correctly solves practical problems, actively participates in the work and demonstrates logical reasoning, although their analysis may be less deep and lack independent conclusions.
5–6 points — the student is oriented in the topic, but responds mainly according to the template, performs standard tasks without their own initiative, participates in discussions episodically, there are minor errors in calculations.
3–4 points — demonstrates only fragmentary knowledge, there are difficulties with operating terminology, work in the lesson is passive, practical tasks are not completed in full or with significant errors.
1–2 points — attendance at the lesson without active participation, the student is unable to explain the basic principles, tasks are not completed or completed chaotically.
0 points — the student did not show up for class or completely refused to complete any tasks without valid reasons.

Content

Topic 1. Philosophy of sustainable development as a new business paradigm
Topic 2. Strategic management and ESG factors
Topic 3. Environmental management and circular economy
Topic 4. Social vector of management and human capital
Topic 5. Sustainable marketing and communications
Topic 6. Non-financial reporting and performance assessment

Literature

Compulsory reading

1. Van Tulder, R. (2019). *Business & The Sustainable Development Goals*. RSM. 123 p. https://rsm.nl/positive-change/business-sdgs-framework

2. United Nations. (2025). *The Sustainable Development Goals Report 2025* [Electronic edition]. https://unstats.un.org/sdgs/report/2025/

3. Climate Disclosure Standards Board (CDSB). (2022). *Integrated Reporting and the SDGs* [Electronic edition]. 45 p. https://www.ifrs.org/content/dam/ifrs/groups/cdsb/cdsb-framework-2022.pdf

Recommended reading

1. Ministry of Economy of Ukraine. (n.d.). *Natsionalna dopovid Tsili staloho rozvytku: Ukraina* [National report Sustainable Development Goals: Ukraine]. https://me.gov.ua/Documents/Detail?lang=uk-UA&id=6f446a44-9bba-41b0-8642-8db3593e696e&title=NatsionalnaDopovid-tsiliStalogoRozvitku-Ukraina-

2. SDG Transformation Center. (n.d.). *Official website*. https://sdgtransformationcenter.org

3. Diia.Biznes. (n.d.). *Hid zi staloho rozvytku dlia MSB* [Sustainable development guide for SMEs]. https://business.diia.gov.ua/entrepreneur-handbook/item/cili_stalogo_rozvitku

4. PwC & UN Global Compact. (2016). *Navigating the SDGs: A Business Guide to Engaging with the Global Goals*. 96 p. https://globalcompact.at/wp-content/uploads/2020/08/PwC-sdg-guide.pdf

5. Global Compact. (2015). *SDG Compass: The Guide for Business Action on the SDGs*. 30 p. https://www.globalcompact.de/migrated_files/wAssets/docs/Nachhaltigkeits-CSR-Management/SDG_compass_guide_2015.pdf

6. Pestovska, Z. (2026) Foreign policy subjectivity of hub cities: tools for sustainable development and green investment in Europe. Stalyi rozvytok ekonomiky, 1(58), 842–848. DOI: 10.32782/2308-1988/2026-58-112

7. Pestovska, Z. (2025) Scrum-metodyka u mizhdystsyplinarnykh keisakh: perehovory shchodo ekoinnovatsii v konteksti staloho rozvytku [Scrum methodology in interdisciplinary cases: negotiations on eco-innovation in the context of sustainable development]. Uspikhy i dosiahnennia u nautsi, 5(15), 919–935. DOI: 10.52058/3041-1254-2025-5(15)-919-934

8.Vovk M., Varenyk V., Pestovska Z., Atamas P., Atamas O., Shevchenko V. (2021) Measuring the Influence of Environmental Policy on Economic Development of the Countries: EU-28 Scope. Ekonomický časopis/journal of economics, Volume 69, No. 5, p. 516. https://www.sav.sk/?lang=en&doc=journal-list&part=list_articles&journal_issue_no=11116315. (Web of Science)

Web-resources

1. SDG Academy Library. (n.d.). *Official website*. https://sdgacademy.org

2. IntechOpen SDG Hub. (n.d.). *Official website*. https://intechopen.com/sdg-hub

3. MHP. (n.d.). *Zvit MKhP* [MHP Report]. https://mhp.com.ua/uk/sustainable-development

4. DTEK. (n.d.). *Zvit DTEK* [DTEK Report]. https://dtek.com/sustainable-development/

5. UN Global Compact Ukraine. (n.d.). *Hlobalnyi dohovir OON v Ukraini* [UN Global Compact in Ukraine]. https://globalcompact.org.ua

6. State Statistics Service of Ukraine. (n.d.). *Portal Tsili staloho rozvytku v Ukraini* [Sustainable Development Goals in Ukraine Portal]. https://sdg.ukrstat.gov.ua

7. UNDP Ukraine. (n.d.). *Biznes i Tsili staloho rozvytku* [Business and Sustainable Development Goals]. https://www.undp.org/uk/ukraine/publications

8. GRI Standards (Global Reporting Initiative). (n.d.). *Official website*. https://globalreporting.org/standards

9. UN Global Compact & KPMG. (n.d.). *The SDG Industry Matrix*. https://unglobalcompact.org/library/3111

10. Ellen MacArthur Foundation. (n.d.). *Circular Economy*. https://www.ellenmacarthurfoundation.org/topics/plastics/overview?gad_source=1&gad_campaignid=18069611647&gbraid=0AAAACb4JAeUtIBS8rCXohrPGFeYZW6U7&gclid=CjwKCAjwhqfPBhBWEiwAZo196p0w3VJpCJYAbpMMt-UsFaHmvGj6GViw0mKl4RTarZWNxKxT-k22zhoCF_sQAvD_BwE

11. World Bank Open Data. (n.d.). *Sustainable Development Goals (SDGs)*. https://datatopics.worldbank.org/sdgs/

12. International Labour Organization (ILO). (n.d.). *Decent Work & SDGs*. https://ilo.org/global/topics/sdg-2030

13. European Commission. (n.d.). *Corporate Sustainability Reporting*. https://kohtas.com/eu-deforestation-regulation.html?gad_source=1&gad_campaignid=21646711159&gbraid=0AAAAACZkqp18XMzA8Bns72LYHb81dju4d&gclid=CjwKCAjwhqfPBhBWEiwAZo196iPa_Jt9G_jj9TMOJjZZtlL3gRzERRXsRkoR_ZkQGofQDiW0os8-JBoCUA8QAvD_BwE

14. Sustainable Finance Hub (UNDP). (n.d.). *Official website*. https://sdgfinance.undp.org

15. Gapminder (Hans Rosling). (n.d.). *Official website*. https://gapminder.org/tools

16. Library of Alfred Nobel University. (n.d.). *Official website*. https://lib.duan.edu.ua/uk/

17. Repository of Alfred Nobel University. (n.d.). *Official website*. https://ir.duan.edu.ua/home

RESEARCH METHODOLOGY AND ORGANIZATION				
The course aims to develop the knowledge and skills necessary for planning, conducting and implementing the results of scientific research among second-level (Master's) students.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	2 / 11weeks	3 / elective	Hanna Mytrofanova Doctor of Science (Economics), Full Professor	90 hours (12 h. lectures, 12 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) Critically analyse knowledge of the patterns of scientific development; select the fundamentals of research methodology; demonstrate knowledge of the main methods of scientific and economic research.			Interactive lectures, case-based learning, guided literature review, problem-based learning	Analysis of scientific articles, literature review assignments, oral presentations, and participation in discussions (CAS)
2) Formulate the aims and objectives of scientific and economic research; work effectively with academic and professional literature sources; select, analyse, and synthesise scientific information; conduct economic research using appropriate methods; present and formalise the results of scientific research; analyse experimental and empirical data; draw well-grounded conclusions and develop practical recommendations.			Lecture, problem-based learning, case studies, guided literature review, research tasks, practical data analysis exercises	Research assignments, literature review papers, data analysis tasks, written reports, project work, written tests (CAS)
3) Demonstrate the ability to participate in discussions, debates and round tables; express and justify personal viewpoints clearly; communicate research results in English through presentations, reports and academic writing; conduct professional and business correspondence effectively.			Seminars, discussions, debates, presentations, group work, role-playing.	Oral presentations, participation in discussions, written assignments (reports, essays), peer assessment (CAS)
4) Independently select appropriate methods and techniques for research and data analysis; demonstrate a commitment to continuous professional development; apply knowledge to design research algorithms and make decisions based on statistical analysis results.			Independent study, project-based learning, research projects, reflective learning, supervised individual work	Research projects, individual assignments, reflective reports, portfolio assessment, evaluation of independent work (CAS)
Assessment				
The final grade is given on a 100-point scale for the work in the semester, including: 40 points for current assessment:				

15 points for analysis of scientific articles, literature review assignments, oral presentations and participation in discussions; 15 points for research assignments, data analysis tasks, written reports and written tests; 10 points for written assignments (reports, essays), peer assessment and participation in discussions. 60 points for the assessment of the research project. Assessment criteria: a) Analysis of scientific articles, literature review assignments, oral presentations and participation in discussions: 90–100%: The student actively participates in discussions and demonstrates a deep understanding of scientific sources. The student critically analyses and synthesises information from academic literature, presents well-structured viewpoints and demonstrates originality. Oral presentations are clear, logical and professionally delivered. 75–89%: The student actively participates in discussions and demonstrates a good understanding of scientific sources. The student analyses and summarises information with generally well-structured arguments. Presentations are clear, though minor inaccuracies may be present. 60–74%: The student demonstrates limited participation in discussions. The analysis of scientific sources is superficial or incomplete. Arguments are weak or insufficiently supported. Presentations lack clarity or structure. 1–59%: The student demonstrates a lack of understanding of scientific sources. Analysis is absent or incorrect. Participation in discussions is minimal or irrelevant. Presentations are unclear or do not meet the task requirements. b) Research assignments, data analysis tasks, written reports and written tests: 90–100%: The student demonstrates a strong understanding of research methods and applies them effectively. Tasks are completed accurately and independently, with appropriate use of data analysis tools. Written reports are well-structured, clear and logically justified. The student demonstrates critical thinking and provides well-grounded conclusions. 75–89%: The student demonstrates a good understanding of research methods. Tasks are generally correct, with minor errors. Data analysis is appropriate, though justification may be partially incomplete. Reports are clear and structured. 60–74%: The student demonstrates a basic understanding of research methods. Tasks contain errors or lack completeness. Data analysis is limited or inconsistent. Reports are insufficiently structured or justified. 1–59%: The student demonstrates a lack of understanding of research methods. Tasks are incorrect or incomplete. Data analysis is absent or inappropriate. Reports lack structure and do not meet requirements. c) Research projects, individual assignments, reflective reports, portfolio assessment and evaluation of independent work: 90–100%: The student demonstrates a high level of independence and responsibility. The work is comprehensive, well-structured and methodologically sound. The student effectively integrates theory and practice, demonstrates critical reflection, and provides original and well-justified conclusions. The portfolio reflects consistent progress and professional development. 75–89%: The student demonstrates a good level of independence. The work is generally well-structured, with minor methodological or logical inconsistencies. Reflection and conclusions are relevant but may lack depth. 60–74%: The student demonstrates a limited level of independence. The work has structural or methodological weaknesses. Reflection is superficial, and conclusions are only partially justified. 1–59%: The student demonstrates a lack of independence and responsibility. The work is incomplete, poorly structured or methodologically incorrect. Reflection is absent, unsupported or irrelevant.
Content
Topic 1. Selection and justification of the topic of scientific research

Topic 2. Fundamentals of research methodology
Topic 3. Basic methods of scientific research and their characteristics
Topic 4. Registration of the results of scientific research. The concept of scientific activity, its types. Forms of organisation of research activity.
Topic 5. Information support of scientific research
Topic 6. Registration of scientific work and transfer of information

Literature

Compulsory reading

1. Danylian, O. H., & Dzoban, O. P. (2019). *Metodolohiia naukovykh doslidzhen* [Methodology of scientific research]. Kharkiv: Pravo. 368 p.

2. Dobronravova, I. S., Rudenko, O. V., Sydorenko, L. I., et al. (2018). *Metodolohiia ta orhanizatsiia naukovykh doslidzhen* [Methodology and organization of scientific research] (I. S. Dobronravova & O. V. Rudenko, Eds.). Kyiv: Kyiv University Publishing Centre. 607 p.

3. Dzoban, O. P. (2025). *Metodolohiia, orhanizatsiia ta tekhnolohiia naukovykh doslidzhen* [Methodology, organization and technology of scientific research]. Kyiv; Odesa: Feniks. 284 p.

4. Thomas, C. G. (2021). *Research Methodology and Scientific Writing*. Springer.

Recommended reading

1. Birta, H. O., & Burhu, Yu. H. (2014). *Metodolohiia i orhanizatsiia naukovykh doslidzhen* [Methodology and organization of scientific research]. Kyiv: Tsentr uchbovoi literatury. 142 p.

2. Chmylenko, F. O., & Zhuk, L. P. (2014). *Metodolohiia ta orhanizatsiia naukovykh doslidzhen* [Methodology and organization of scientific research]. Dnipro: DNU. 48 p.

3. Hlukhyy, A. O., Yevtushenko, O. A., & Mytrofanova, H. Ya. (2026). *Svitovi tendentsii u formuvanni personalu orhanizatsii* [Global trends in personnel formation of organizations]. *Akademichnyi ohliad* [Academic Review], 2.

4. Mytrofanova, H. Ya., Luhovyi, M. D., & Musiienko, K. A. (2025). Tsyfrovi instrumenty upravlinnia orhanizatsiieiu ta proiektamy: mizhnarodni tendentsii ta innovatsii [Digital tools for organization and project management: international trends and innovations]. *Zhurnal z menedzhmentu, ekonomiky ta tekhnolohii* [Journal of Management, Economics and Technology], 2, 80–96.

5. Mytrofanova, H., Yevtushenko, O., Hlukhyy, A., & Luhovyi, M. (2024). Metodolohichni zasady vprovadzhennya shtuchnoho intelektu u systemu menedzhmentu orhanizatsij [Methodological principles of implementation of artificial intelligence in the organization management system]. *Akademichnyi ohliad* [Academic Review], 2. Retrieved from https://ir.duan.edu.ua/items/ef5d4aa8-a316-4b25-b1bf-7e90f4c44927

6. Moroz, V., Buka, S., Moroz, S., Trush, O., & Moroz, O. (2024). *Methodology of Organization of Scientific Research: Manual in Two Parts. Part 1: Theoretical and Methodological Basics of Organization of Scientific Research*. Lviv: Novyi Svit–2000. 128 p.

7. National Academy of Sciences of Ukraine. (2019). *Ukrainskyi pravopys* [Ukrainian orthography]. Kyiv: Naukova dumka. 392 p.

8. Plotnytska, I. (2022). *Osnovy naukovoho movlennia* [Fundamentals of academic writing]. Kyiv: Tsentr uchbovoi literatury. 252 p.

9. Prathapan, K. (2019). *Research Methodology for Scientific Research*. Springer.

Shkura, I., & Mytrofanova, H. (2022). Evolyutsiya kontseptsiyi korporatyvnoyi sotsial′noyi vidpovidal′nosti: vid vytokiv do oriyentatsiyi na stvorennya spil′nykh tsinnostey v konteksti stiykoho rozvytku [The evolution of the concept of corporate social responsibility: from the origins to the orientation towards the creation of shared values in the context of sustainable development]. *Yevropeys'kyy vektor ekonomichnoho rozvytku* [European vector of economic development], 2(33), 106–116. https://doi.org/10.32342/2074-5362-2022-2-33-9

10. Vazhynskyi, S. E., & Shcherbak, T. I. (2016). *Metodyka ta orhanizatsiia naukovykh doslidzhen* [Methods and organization of scientific research]. Sumy: Sumy State Pedagogical University. 260 p.

Web-resources

1. *Academic Review* (n.d.). Official journal website. http://acadrev.duan.edu.ua/index.php/uk/avtoram-ukr/vymohy-do-oformlennia-statei

2. State Statistics Service of Ukraine (n.d.). Official website. http://www.ukrstat.gov.ua/

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

HR ADMINISTRATION				
The course aims to develop a comprehensive understanding of the theory and practice of personnel administration, as well as to provide students with systematised knowledge of documentation processes and the legal aspects of personnel work as an integral part of human resource management.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	3 / 5weeks	3 / elective	Hanna Mytrofanova Doctor of Science (Economics), Full Professor	90 hours (12 h. lectures, 12 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 modern methods of personnel document management, including the creation, systematisation and maintenance of HR documentation in compliance with legal requirements.			Lecture, practical task, business game	Evaluation of the results of practical work, presentation of the case study, participation in a business game (CAS)
2) Develop and design internal regulatory and organisational documents related to HR processes, including recruitment, appraisal, transfer and termination of employment.			Lecture, practical task, business game	Evaluation of the results of practical work, presentation of the case study, participation in a business game (CAS)
3) Examine proper organisation of personnel records (orders, employment records, personal files) and compliance with national standards and labour legislation.			Lecture, practical task, case study .	Evaluation of the results of practical work, presentation of the case study (CAS)
4) Analyse and resolve labour-related issues and conflicts using appropriate legal and regulatory frameworks, including the calculation of employee entitlements.			Lecture, practical task, case study .	Evaluation of the results of practical work, presentation of the case study (CAS)
5) Demonstrate effective communication, decision-making, and teamwork skills, including the ability to plan, delegate and coordinate HR activities.			Business game, case study	Participation in a business game, presentation of the case study (CAS)
6) Implement principles of professional ethics, legal responsibility and respect for human rights in personnel administration.			Business game, case study	Participation in a business game, presentation of the case study (CAS)
Assessment				
The final grade is given on a 100-point scale for the work in the semester: 25 points for participation in business games. 35 points for practical work including problem solving.				

40 points for presentations of case studies, and group work results.
a) participation in business games
90–100%: The student actively participates in business simulations related to personnel administration. Demonstrates a deep understanding of HR documentation, labour legislation and personnel procedures. Provides well-reasoned and legally grounded responses, shows initiative and effectively contributes to solving tasks. Communicates clearly and professionally.
75–89%: The student actively participates in group work and demonstrates a good understanding of personnel administration processes. Responses are generally correct and supported by relevant HR documentation. The student contributes to group tasks, though with minor inconsistencies.
60–74%: The student demonstrates limited participation in group work. Responses are partially correct but lack sufficient justification or reference to legislation. Engagement in business simulations is inconsistent.
1–59%: The student demonstrates low or no participation. Responses are incorrect, irrelevant or lack understanding of personnel administration processes. The student does not contribute effectively to group work.
b) practical work including problem solving
90–100%: The student accurately completes practical tasks related to personnel documentation (orders, employment records, personal files, etc.). Correctly applies labour legislation and HR documentation. Solutions are well-structured, justified and legally compliant. Demonstrates strong analytical and practical skills.
75–89%: The student demonstrates a good level of performance in practical tasks. Documentation is generally correct, with minor errors. The student applies relevant legal norms, though justification may be partially incomplete.
60–74%: The student demonstrates a basic level of performance. Tasks contain errors or are incomplete. Application of labour legislation is limited or inconsistent. Problem-solving lacks depth.
1–59%: The student demonstrates a lack of understanding of practical tasks. Documentation is incorrect or missing. The student fails to apply labour legislation and cannot solve practical personnel situations.
c) presentations of case studies and group work results
90–100%: The student delivers clear, well-structured and professional presentations on personnel administration topics. Demonstrates deep analysis of HR processes, documentation and legal aspects. Effectively integrates theory and practice, uses relevant examples and provides justified conclusions. Communication is confident and logically structured.
75–89%: The student delivers structured presentations with a good understanding of personnel administration topics. Analysis is generally correct, though may lack depth or detailed justification. Minor inconsistencies in delivery may be present.
60–74%: The student delivers presentations with limited structure and clarity. Analysis is superficial, and arguments are weak or insufficiently supported.
1–59%: The student delivers unclear or incomplete presentations. The content lacks relevance, structure or understanding of personnel administration. The student fails to meet task requirements.

Content

Topic 1. Methodological and practical principles of personnel administration
Topic 2. Basics of personnel record keeping. Regulatory and legal regulation of personnel work
Topic 3. Development, approval and amendments to the staffing list
Topic 4. Administration of employment and regulation of internal labour regulations
Topic 5. Administration of annual vacations and business trips of employees
Topic 6. Termination of employment relations and administration of dismissal of employees
Topic 7. Administration of transfer of employees and reduction of the number of personnel
Topic 8. Maintenance and accounting of employment books
Topic 9. Administration of personnel certification
Topic 10. Procedure for appointment and documentation of pension and awards
Topic 11. Resolution of labour disputes

Literature

Compulsory reading

1. Petiukh, V. M., Rudakova, S. H., Shchetinina, L. V., et al. (2018). *Kadrove administruvannia* [Personnel administration]. Kyiv: KNEU. 339 p.

2. Mytrofanova, H. Ya., & Yevtushenko, O. A. (2025). *Kadrove administruvannia: praktykum. Navchalnyi posibnyk* [Personnel administration: workshop. Study guide] [Electronic edition]. Dnipro: Universytet imeni Alfreda Nobelia. 85 p.

Recommended reading

1. Verkhovna Rada of Ukraine. (1996). Konstytutsiia Ukrainy [Constitution of Ukraine].

2. Verkhovna Rada of Ukraine. (1971). Kodeks zakoniv pro pratsiu Ukrainy [Labour Code of Ukraine].

3. Law of Ukraine. (1993). Pro kolektyvni dohovory i uhody [On collective agreements and contracts] No. 3356-XII.

4. Law of Ukraine. (1996). Pro vidpustky [On leave] No. 504/96-BP.

5. Law of Ukraine. (1998). Pro poriadok vyrishennia kolektyvnykh trudovykh sporiv (konfliktiv) [On the procedure for resolving collective labour disputes (conflicts)] No. 137/98-BP.

6. Law of Ukraine. (2024). *Pro vnesennia zmin do deiakykh zakonodavchykh aktiv Ukrainy shchodo okremykh pytan prokhodzhennia viiskovoi sluzhby, mobilizatsii ta viiskovoho obliku* [On amendments to certain legislative acts of Ukraine regarding specific issues of military service, mobilization, and military registration] No. 3633-IX.

7. Resolution of the Cabinet of Ministers of Ukraine. (2024). *Deiaki pytannia broniuvannia viiskovozoboviazanykh pid chas voiennoho stanu* [Certain issues of reservation of persons liable for military service during martial law] No. 650.

8. Law of Ukraine. (2024). *Pro vnesennia zmin do Kodeksu Ukrainy pro administratyvni pravoporushennia shchodo udoskonalennia vidpovidalnosti za porushennia pravyl viiskovoho obliku ta zakonodavstva pro oboronu, mobilizatsiinu pidhotovku ta mobilizatsiiu* [On amendments to the Code of Ukraine on Administrative Offenses regarding improvement of liability for violations of military registration rules and legislation on defense, mobilization training, and mobilization] No. 3696-IX.

9. National Classification of Ukraine. (2010). Klasyfikator profesii DK 003:2010 [Classifier of professions]. Kyiv: Sotsinform. 746 p.

10. Cabinet of Ministers of Ukraine. (2003). Resolution Pro zatverdzhennia spyskiv vyrobnytstv, robit, profesii, posad i pokaznykiv, zainiatist v yakykh daie pravo na pensiiu za vikom na pilhovykh umovakh [On approval of lists of industries, works, professions, positions and indicators granting the right to early retirement] No. 36.

11. Ministry of Labour of Ukraine, Ministry of Justice of Ukraine, Ministry of Social Protection of Population of Ukraine. (1993). Instruktsiia pro poriadok vedennia trudovykh knyzhok na pidpryiemstvakh, v ustanovakh i orhanizatsiiakh [Instruction on maintaining employment record books] No. 58.

12. Lopushnyak, G., Overchuk, V., Ukraynets, L., Rudakova, S., & Kabachenko, D. (2020). Innovative forms of employment under the conditions of labor market transformation. International Journal of Economics and Business Administration, VIII(3), 139–149.

Web-resources

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

2. *Kadrovyk UA* (n.d.). Professional journal website. https://www.kadrovik.ua/

3. *Kadrova praktyka* (n.d.). Professional journal website. https://journals.ua/prof/kadrova-praktyka

TALENT MANAGEMENT				
The course aims to develop a comprehensive understanding of theoretical and applied aspects of talent management, including enhancing employee engagement and performance. It focuses on building competencies in effective talent identification, development and retention, as well as in designing and implementing talent management strategies to achieve organisational goals.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	3 / 5 weeks	3 / elective	Olena Lytvynenko, PhD in Economics, Associate Professor	90 hours (12 h. lectures, 12 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) Analyse and evaluate modern concepts, models and approaches to talent management and employee motivation within the organisational management system.			Lecture, work in small groups	Oral answers to questions, presentation in small groups (CAS)
2) Design and implement integrated talent management systems, including talent identification, development, engagement and retention.			Lecture, case study	Presentation of the case study (CAS)
3) Apply advanced tools and approaches to enhance employee motivation, performance and talent potential in organisations.			Lecture, practical task	Evaluation of student reports (CAS)
4) Build, lead and develop high-performing teams, fostering collaboration and effective communication in multicultural environments.			Case study, problem situations	Presentation of the case study, problem solving (CAS)
5) Make strategic and operational decisions in talent management, prioritise tasks and operate effectively under conditions of change and uncertainty.			Problem Lecture, problem Solving	Explanation of problem solving (CAS)
6) Conduct independent research in talent management, critically analyse data and sources, and demonstrate commitment to continuous professional and organisational development.			Lecture, case study, work in small groups	Presentation of the case study, presentation of the results of work in small groups (CAS)
Assessment				
The final grade is given on a 100-point scale for the work in the semester: 20 points for oral answers, 40 points for problem solving and explanation of solutions 40 points for presentations (case studies, individual tasks and group work results) a) oral answers, problem solving and explanation of solutions				

90–100%: The student demonstrates a high level of knowledge and analytical thinking. Test results are accurate. Problem-solving is logical, well-structured and clearly explained. The student effectively applies appropriate methods and justifies solutions.
75–89%: The student demonstrates a good level of knowledge. Test results are generally correct, with minor errors. Problem-solving is appropriate, though explanations may lack depth or completeness.
60–74%: The student demonstrates a basic level of knowledge. Test results contain errors. Problem-solving approaches are limited or inconsistently applied. Explanations are incomplete.
1–59%: The student demonstrates a lack of understanding of the material. Test results are incorrect or incomplete. Problem-solving is absent or incorrect. Explanations are missing or irrelevant.
b) problem solving and explanation of solutions
90–100%: The student demonstrates a high level of practical skills. Tasks are completed accurately, independently and in accordance with requirements. Reports are well-structured, clear and logically justified. The student effectively applies theoretical knowledge in practice.
75–89%: The student demonstrates a good level of practical performance. Tasks are generally correct, with minor errors. Reports are structured and understandable, though some aspects may lack depth.
60–74%: The student demonstrates a basic level of practical skills. Tasks contain errors or are incomplete. Reports lack structure or sufficient justification.
1–59%: The student demonstrates a lack of practical skills. Tasks are incorrect or not completed. Reports are poorly structured or missing and do not meet the requirements.
c) Presentations of case studies, individual and group tasks
90–100%: The student delivers well-structured, clear and professional presentations. Demonstrates deep analysis, critical thinking and originality. Effectively integrates theory and practice, uses relevant examples and provides well-grounded conclusions. The essay is logically structured and analytically strong.
75–89%: The student delivers clear and structured presentations with a good level of analysis. Content is relevant, though may lack depth or originality. The essay is well-organised but may contain minor inconsistencies.
60–74%: The student delivers presentations with limited clarity or structure. Analysis is superficial, and arguments are insufficiently supported. The essay lacks depth and coherence.
1–59%: The student delivers unclear or incomplete presentations. Content is poorly structured, lacks analysis or is irrelevant. The essay does not meet academic requirements or is missing.

Content

Topic 1. Introduction to talent management.
Topic 2. Strategic planning and analysis of talent and skills needs of personnel.
Topic 3. Methods and strategies of recruitment. Evaluation of candidates and selection of the best applicants.
Topic 4. Development and retention of talents.
Topic 5. The system of management of labour motivation of subordinates
Topic 6. Methods for evaluating the work and skills of personnel.
Topic 7. Technology for evaluating positions and forming grades.
Topic 8. Culture of organisation and influence on talent. Ethics and social responsibility of business in the context of talent management.
Topic 9. Development of leadership qualities in managers and employees.
Topic 10. Diversity Management and Inclusion.

Literature

Compulsory reading

1. Balanovska, T., Mykhailichenko, M., & Troian, A. (2020). *Suchasni tekhnolohii upravlinnia personalom: navchalnyi posibnyk* [Modern technologies of personnel management: a study guide]. FOP Yamchynskyi O. V. 466 p.

2. Gutmann, M. (Ed.) (2019). *Historians on Leadership and Strategy: Case Studies From Antiquity to Modernity*. Springer. 282 p.

3. Moshok, H. Ye., Fedorenko, V. L., Kovalenko, O. V. (2020). *Menedzhment orhanizatsii: teoriia ta praktyka* [Management of Organization: Theory and Practice]. Kyiv: Lira.

4. Lawler, E., et al. (2017). Motyvatsiinyi menedzhment: teoretychnyi aspekt [Motivational management: theoretical aspect]. Kyiv. 160 p.

5. Scott, J., & Reynolds, D. (Eds.). (2022). The Handbook of Selection: Theory and Practice (2nd ed.). *Wiley-Blackwell*. 612 p.

6. Barton, D., Carey, D., & Charan, R. (2018). *Talent Wins: The New Playbook for Putting People First*. Harvard Business Review Press.

5. Nikolaou, I., & Oostrom, J. (Eds.). (2023). Employee Recruitment and Selection: A Contemporary Perspectives [Electronic edition]. *Routledge.* 342 p.

Recommended reading

1. Michaels, E., Handfield-Jones, H., & Axelrod, B. (2001). *The War for Talent*. Harvard Business School Press.

2. Armstrong, M. (2007). *Handbook of Employee Reward Management and Practice* (2nd ed.). Kogan Page Ltd. 548 p.

3. Fuehrer, V. (1994). Total reward strategy: A prescription for organizational survival. *Compensation & Benefits Review*, 26(1), 44–53.

4. Gagné, M. (Ed.). (2014). *The Oxford Handbook of Work Engagement, Motivation, and Self-Determination Theory*. Oxford University Press. 465 p.

5. Gomez-Mejia, L. R., & Balkin, D. B. (1992). *Compensation, Organizational Strategy, and Firm Performance*. South-Western Publishing.

6. Griffin, R. W. (2013). *Organizational Behavior: Managing People and Organizations* (11th ed.). Cengage Learning. 624 p.

7. Hamel, M. C. (2008). Compensation guide. In *A Manual on Compensation Practice and Theory*.

8. Heneman, R. (2007). *Implementing Total Rewards Strategies*. SHRM Foundation.

9. Herzberg, F. (2017). *Motivation to Work*. Routledge.

10. Hlukhyy, A. O., Yevtushenko, O. A., & Mytrofanova, H. Ya. (2026). Svitovi tendentsii u formuvanni personalu orhanizatsii [Global trends in personnel formation of organizations]. *Akademichnyi ohliad* [Academic Review], 2 .

11. Kolot, A. M. (2002). Motyvatsiia personalu [Personnel motivation]. KNEU.

12. Maslow, A. H. (1954). *Motivation and Personality*. Harper & Row.

13. McPheat, S. (2013). *Personal Confidence & Motivation*. Bookboon. 56 p.

14. Mytrofanova, H., & Yevtushenko, O. (2023). Strukturni skladovi profesiynoyi motyvatsiyi maybutnikh menedzheriv u konteksti formuvannya suchasnoho kerivnyka-lidera [Structural components of professional motivation of future managers in the context of the formation of a modern manager-leader]. *Yevropeys'kyy vektor ekonomichnoho rozvytku* [European vector of economic development], 1(34), 45–56.

15. Mytrofanova, H., Yevtushenko, O., & Hlukhyy, A. (2023). Rol' motyvatsiy dosyahnennya uspikhu u protsesi profesijnoho stanovlennya potentsijnykh kerivnykiv-lideriv [The role of achievement success motivation in the process of professional formation of potential manager-leaders]. *Yevropeys'kyy vektor ekonomichnoho rozvytku* [European vector of economic development], 2(35), 84–100. https://eurodev.duan.edu.ua/images/PDF/2023/2/9.pdf

16. Milkovich, G. T., & Newman, J. M. (2010). *Compensation* (10th ed.). McGraw-Hill/Irwin.

17. Nikolaou, I., & Oostrom, J. (Eds.). (2023). Employee Recruitment and Selection: A Contemporary Perspectives [Electronic edition]. *Routledge.* 342 p.

18. Porter, L. W., Bigley, G., & Steers, R. M. (2002). *Motivation and Work Behavior* (7th ed.). McGraw-Hill/Irwin.

19. Prokhorovska, S., Ostroverkhov, V., & Zaporozhan, L. (2018). Vynahoroda za pratsiu v motyvatsii personalu v sferi publichnoho upravlinnia [Remuneration in personnel motivation in public administration]. *Rehionalni aspekty rozvytku produktyvnykh syl Ukrainy*, 22, 92–97.

20. Rogers, S., & Marcotte, S. (2010). *Communicating Total Rewards: How-To Series for the HR Professional*. WorldatWork Press.

21. Vroom, V. H. (1964). *Work and Motivation*. John Wiley & Sons.

Web-resources

1. Alfred Nobel University Institutional Repository. (n.d.). Official website. https://ir.duan.edu.ua/home
2. Alfred Nobel University Electronic Library. (n.d.). Official website. https://lib.duan.edu.ua/uk/
3. Harvard Business Review. (n.d.). Official website. https://hbr.org

Structure of the Management Study Programme (Master's degree)

Semesters

	1	2	3
Teaching Units (Courses), 35 ECTS* Mandatory			
Courses of Professional Training	19	13	3
TOTAL	19	13	3
Teaching Units (Courses) 25 ECTS Elective**			
Courses of General Training	4	4	0
Courses of Professional Training	7	7	3
TOTAL	11	11	3
Internship 12 ECTS	-	Work Placement 6	Pre-Graduation Internship 6
Master's Thesis 18 ECTS	-		Master's Thesis 18

TOTAL	Mandatory	Elective	Internship	Master's Thesis
	35	25	12	18

*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.