SUPPLEMENT 5

ALFRED NOBEL UNIVERSITY

STUDY PROGRAMME MANAGEMENT (Bachelor's degree)

COURSE CATALOGUE

2025-2026 academic year

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MANDATORY COURSES

UKRAINIAN IDENTITY: HISTORY, CULTURE				
The course aims to form an understanding of the main patterns of Ukraine's development in the context of the world historical process, the cultural and artistic heritage of Ukrainians, and the formation and development of Ukrainian national identity; and to provide scientific sources and scientific tools relevant for modern education.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	1 / 14 weeks	3 / mandatory	Yana Halkina, PhD (Philology), Associate Professor	90 hours (16 h. lectures, 14 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, final assessment FAS)**
1) Demonstrate knowledge of their rights and responsibilities as members of society, recognize the values of civil society and the rule of law, and appreciate their importance for preserving national identity and cultural diversity.			Lectures, seminars, case study analysis, historical workshop	Class participation and discussions, case study reports (CAS), comprehensive test (CAS)
2) Preserve moral, cultural, and scientific values, contribute to the advancement of society, and respect and understand Ukrainian identity.			Lectures, seminars, historical workshop, student presentations	Class participation and discussions, workshop participation, presentation(CAS), comprehensive test (CAS)
3) Search for, collect, and analyze information on the history and culture of Ukraine.			Lectures, guided inquiry, case study analysis	Class participation, guided inquiry participation, case study reports, (CAS), comprehensive test (CAS)
4) Demonstrate the ability to organize and manage their own learning activities in the course ‘Ukrainian Identity: History, Culture’.			Seminars, discussions, brainstorming	Participation in the discussion and brainstorming (CAS), self-directed learning report (CAS), comprehensive test (CAS)
5) Demonstrate skills in communication, leadership and teamwork while studying the course ‘Ukrainian Identity: History, Culture.’			Seminars, discussions,open inquiry, group project work	Participation in the discussion and in open inquiry CAS), group project presentation (CAS), peer assessment (CAS), comprehensive test (CAS)
6) Analyze learning situations and course-related tasks in the ‘Ukrainian Identity: History, Culture’			Seminars, case study analysis	Class participation and discussions, case study reports (CAS),

course, and communicate effectively to solve them.		comprehensive test (CAS)
7) Act as a patriot of Ukraine, supported by a solid academic foundation in Ukrainian history, culture and national identity.	Seminars, workshops of media literacy	Class participation and discussions presentation(CAS), comprehensive test (CAS)

Assessment

35 points – for work in seminars (active participation, case study reports, group project presentation): 7 seminars, 5 points each
35 points – for self-directed work (concise answers to questions, abstract report/essay, media literacy analysis report): 7 tasks, 5 points each
30 points – Comprehensive test (CAS)
Assessment criteria:
a) Seminar work and b) Self-directed work
Excellent (5): The topic of the question/task is fully learned, demonstrating a high level of mastery of the material, interdisciplinary connections, and connections with previous topics. A wide range of educational and scientific literature is used. The answer/presentation is logical and detailed, with fluent use of terminology and clear critical thinking. The student actively participates in lessons, group project presentations, and discussions.
Good (4): The topic is mainly covered with an average level of mastery and a necessary source base. The applicant demonstrates historical awareness and confident knowledge of facts. Activity in lessons and presentations is moderate. Individual inaccuracies in terms or dates are permissible.
Satisfactory (3): The topic is only partially covered (more than 50%) and uses a minimum number of sources. The candidate is generally familiar with the material, though factual/logical errors occur. Needs prompting with questions to analyze phenomena or complete task presentations.
Unsatisfactory (2): The topic is not covered. Theoretical and historical knowledge is superficial; analysis does not demonstrate understanding of concepts. Serious factual and logical errors are present.
c) Test assignment
The criteria for the test assignment are specified directly on the test card (CAS).

Content

Topic 1. National identity as a way of self-identification.
Topic 2. Ukraine in the Middle Ages.
Topic 3. The phenomenon of Cossacks in the history of Ukraine and the modern Ukrainian picture of the world.
Topic 4. Ukrainian intelligentsia, its role in public life and national revival.
Topic 5. Ukrainian culture in the structure of Ukrainian identity.
Topic 6. Ukrainian art as a component of cultural achievement.
Topic 7. Ukrainian mentality.

Literature

Compulsory reading

1. Brusakova, O. V., Hrechenko, V. A., & Maliutina, O. K. (2023). *Istoriia Ukrainy (navchalnyi posibnyk)* [History of Ukraine (study guide)]. Universytetska knyha. 386 p.
2. Bushyn, M. I., & Hurzhii, O. I. (Eds.). (2016). *Istoriia Ukrainy: Pidruchnyk dlia studentiv neistorychnykh spetsialnostei vyshchykh navchalnykh zakladiv* [History of Ukraine: A textbook for students of non-history specialties in higher education institutions]. Cherkasy State Technological University. 664 p. https://repo.knmu.edu.ua/items/898d7469-8965-45e4-a0a7-518a31ed09a8
3. Kulyk, V. (2024). National identity in time of war: Ukraine after the Russian aggressions of 2014 and 2022. *Problems of Post-Communism, 71*(4), 296–308. DOI: 10.1080/10758216.2023.2224571
4. Law of Ukraine No. 2834-IX. On the basic principles of state policy in the sphere of asserting Ukrainian national and civic identity. (2022, December 13). Verkhovna Rada of Ukraine. https://zakon.rada.gov.ua/laws/show/2834-20#Text

5. Palko, O., & Férez Gil, M. (Eds.). (2023). *Ukraine's many faces: Land, people, and culture revisited*. transcript Verlag. 402 p.
6. Plokhy, S. (2023). *The Russo-Ukrainian war: The return of history*. W. W. Norton. 416 p.
7. Sharova, T. M., Kolomoiets, H. A., & Malechko, T. A. (2024). Formuvannia ukrainskoi natsionalnoi identychnosti: zasoby ta tsinnisni oriientyry [Formation of Ukrainian national identity: Means and value orientations]. *Problemy osvity, 1*(100), 328–347 [Electronic edition]. DOI: 10.52256/2710-3986.1-100.2024.22
8. Smolii, V. A. (Ed.). (2021). *Entsyklopediia istorii Ukrainy: Dodatkovyi tom. Kn. 1: A–Ya* [Encyclopedia of the history of Ukraine: Supplementary volume. Book 1: A–Z]. Naukova dumka. 773 p. https://resource.history.org.ua/item/0016509
9. Udovychenko, L. (2022). The problem of cultural and national identity and ways to solve it in the New Ukrainian School. *Pedagogical Education: Theory and Practice. Psychology. Pedagogy*, *1*(37), 138–151 [Electronic edition]. DOI: 10.28925/2311-2409.2022.3710

Recommended reading

1. Kuzio, T. (2024). Ukrainian versus pan-Russian identities: The roots of Russia's invasion of Ukraine. *Studies in Ethnicity and Nationalism, 24*(3), 234–257. DOI: 10.1111/sena.12422
2. Vermenych, Ya. V. (2024). *Ukrainsko-rosiiske pohranychchia u prostori konfliktu identychnostei v istorii ta suchasnosti* [Ukrainian-Russian borderland in the space of identity conflict in history and the present] (V. A. Smolii, Ed.) [Electronic edition]. Institute of History of Ukraine, National Academy of Sciences of Ukraine. 331 p. http://resource.history.org.ua/cgi-bin/eiu/history.exe?C21COM=2&I21DBN=ELIB&P21DBN=ELIB&Image_file_name=book/0018161.pdf&IMAGE_FILE_DOWNLOAD=0
3. Vermenych, Ya. V. (2025). *Ukraina: istorychnyi prostir identychnosti* [Ukraine: The historical space of identity] (V. A. Smolii, Ed.). Institute of History of Ukraine, National Academy of Sciences of Ukraine. 667 p.

Web-resources

1. Harvard Ukrainian Research Institute. (n.d.). *Official website*. https://huri.harvard.edu
2. National Historical Library of Ukraine. (n.d.). *Official website*. https://nibu.kyiv.ua
3. Smolii, V. A. (Ed.). (n.d.). *Entsyklopediia istorii Ukrainy* [Encyclopedia of the history of Ukraine]. Institute of History of Ukraine, National Academy of Sciences of Ukraine. http://resource.history.org.ua/cgi-bin/eiu/history.exe?C21COM=F&I21DBN=EIU&P21DBN=EIU
4. Ukrainian Institute. (n.d.). *Official website*. https://ui.org.ua
5. Ukrainian Institute of National Memory. (n.d.). *Official website*. https://uinp.gov.ua
6. Verkhovna Rada of Ukraine. (n.d.). *Official website*. https://www.rada.gov.ua

UKRAINIAN IDENTITY: BUSINESS UKRAINIAN LANGUAGE

The course aims to develop students' high culture of professional speech within official-business and scientific styles, develop appropriate communicative abilities in the field of professional communication in speech and writing, practice skills for proficiency in different kinds of language activities, study professional terminology as the basis of professional broadcast, master the technique of drafting official documents, and master the spelling and stylistic norms of the modern Ukrainian language for professional communication.

Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	2 / 14 weeks	1 / mandatory	Olena Turchak, PhD, Associate Professor	90 hours (14 h. lectures, 16 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, final assessment FAS)**
1) know one's rights and responsibilities as a member of society, and to be aware of the values of civil society, the rule of law, and human and citizens' rights and freedoms in Ukraine.	Lectures, tutorials, discussion, role-playing and simulations	Teamwork evaluation, class discussions and peer assessment (CAS)
2) preserve moral, cultural, and scientific values and contribute to the advancement of society.	Lectures, tutorials, discussion, self-study activity	Class participation and discussions, case study reports (CAS), comprehensive test (CAS)
3) communicate effectively in oral and written form in the Ukrainian language for professional context.	Lectures, tutorials, workshops on principles and techniques of oral and written text production in the Ukrainian language	Written and oral assignments, text creation on a relevant topic (CAS), comprehensive test (CAS)

Assessment

The final grade is given on a 100-point scale:
20% Participation in discussions and role-playing/simulations
20% Practical skills assessment (written and oral assignments, text creation, case study reports)
60% Comprehensive test (CAS) / Mid-term evaluation
Assessment criteria:
1. Participation in Discussions – 10 points:
9–10 points: The student actively participates in all discussions, demonstrates an excellent understanding of the course material, and presents well-reasoned, evidence-based arguments.
7–8 points: The student participates in discussions regularly, demonstrates a good understanding of the course material, and makes only minor inaccuracies.
4–6 points: The student participates occasionally, and the responses demonstrate only a basic understanding of the material.
1–3 points: Participation is minimal, and the responses contain significant errors.
2. Student Reports Assessment – 5 points
5 points: The report is comprehensive, well-structured, relevant to the topic, and supported by up-to-date sources.

4 points: The report is well prepared, with only minor shortcomings.
2–3 points: The topic is only partially covered, and the report contains errors or formatting deficiencies.
1 point: The report is superficial, and the topic is insufficiently developed.
3. Practical Skills Assessment – 10 points
9–10 points: Practical tasks are completed correctly, and the student demonstrates a high level of practical competence.
7–8 points: Most tasks are completed correctly, with only minor errors.
4–6 points: Tasks are only partially completed correctly, and several significant errors are present.
1–3 points: Practical skills are insufficiently developed.
4. Tests – 5 points
5 points: 90–100% of the answers are correct.
4 points: 75–89% of the answers are correct.
3 points: 60–74% of the answers are correct.
1–2 points: 35–59% of the answers are correct.
5. Presentation Assessment (Oral, Multimedia) – 10 points
9–10 points: The presentation fully meets the requirements, is logical, informative, well-designed, and delivered confidently and convincingly.
7–8 points: The presentation is informative and well prepared, with only minor shortcomings.
4–6 points: The topic is only partially covered, and the presentation contains deficiencies in content, design, or delivery.
3 points: The presentation does not meet most of the required criteria.
6. Mid-term Assessment – 60 points
(Multiple-choice tests and practical skills assessment)
54–60 points: Excellent command of the course material; practical tasks are completed correctly.
42–53 points: Good level of knowledge; only minor errors are made.
24–41 points: Satisfactory level of knowledge, but with significant deficiencies.
1–23 points: Unsatisfactory level of knowledge and practical skills.

Content

Topic 1. Standard language as the basis of business and professional communication. Stylistic differentiation of the Ukrainian literary language
Topic 2. Features of Ukrainian orthography in professional communication and its importance for the correct preparation of official documents
Topic 3. Features of the lexical system of the Ukrainian literary language in professional communication
Topic 4. Ukrainian phraseology and its role in professional communication. Ukrainian lexicography. Word formation in business language
Topic 5. Ukrainian morphology. The role of morphological means in official documents
Topic 6. Syntactic features of professional communication
Topic 7. Features of Ukrainian punctuation in official documents
Topic 8. Features of oral professional communication

Literature

Compulsory reading

1. Katsavets, R. S. (2022). *Dilova ukrainska mova za novym pravopysom* [Business Ukrainian language under the new orthography]. Alerta. 306 p.
2. Naumova, T. M., & Shchepka, O. A. (2025). *Dilova ukrainska mova (navchalnyi posibnyk)* [Business Ukrainian language (study guide)]. Pryazovskyi State Technical University. 118 p.
3. Plotnytska, I. M. (2026). *Dilova ukrainska mova (navchalnyi posibnyk)* [Business Ukrainian language (study guide)] (5th ed.). SBA Print. 260 p.
4. Turchak, O. M. (2018). *Dilova ukrainska mova: Zbirnyk zavdan dlia praktychnykh zaniat, samostiinoi roboty ta kontroliu znan* [Business Ukrainian language: A collection of tasks for practical classes, independent work, and knowledge assessment] [Electronic edition]. Alfred Nobel University. 100 p.

5. Vozniuk, H. L., Bulyk-Verkhola, S. Z., Vasylyshyn, I. P., Hnatiuk, M. V., Mentynska, I. B., & Shmylyk, I. D. (2023). *Ukrainska mova za profesiinym spriamuvanniam: Navchalnyi posibnyk-praktykum* [Ukrainian language for professional purposes: A study guide and workbook]. Lviv Polytechnic Publishing House. 328 p.

Recommended reading

Law of Ukraine No. 2704-VIII. On ensuring the functioning of the Ukrainian language as the state language. (2019, April 25). Verkhovna Rada of Ukraine. https://zakon.rada.gov.ua/laws/show/2704-19

Pidhurska, V. Yu., & Holubovska, I. V. (2022). *Ukrainska mova za profesiinym spriamuvanniam (navchalnyi posibnyk)* [Ukrainian language for professional purposes (study guide)] [Electronic edition]. Zhytomyr Ivan Franko State University. 192 p. https://vpu29.rv.ua/wp-content/uploads/2025/02/Pidgurska.pdf

Shevchuk, S. V., & Klymenko, I. V. (2017). *Ukrainska mova za profesiinym spriamuvanniam* [Ukrainian language for professional purposes]. Alerta. 640 p.

Zubkov, M. H. (2023). *Normy y kultura ukrainskoi movy* [Norms and culture of the Ukrainian language] (4th ed.). Shkola. 544 p.

Web-resources

1. National Commission on State Language Standards. (n.d.). *Official Ukrainian spelling*. Retrieved September 28, 2026, from https://mova.gov.ua/diyalnist-i-proyekti/termini/pravopys-ukrainskoi-movy

2. *Ukrainskyi pravopys* [Ukrainian orthography]. (2019). Naukova dumka. https://mon.gov.ua/static-objects/mon/sites/1/zagalna%20serednya/Pravopys.2019/ukr.pravopys-2019.pdf

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

FOREIGN LANGUAGE				
The course aims to develop students' foreign language communicative competence in use, which will contribute to their effective functioning in the cultural diversity of educational and professional environments. Particular emphasis is placed on deepening knowledge of a foreign language and improving speech skills and developing language skills acquired in secondary school, as well as preparing students to master foreign language communication skills and abilities in the field of future professional activity. The main goal of foreign language teaching is achieved through more specific competences: acquiring skills of practical foreign language proficiency in various types of speech activities within the scope of topics determined by professional needs (B1+ and higher); retrieving information from foreign sources; using oral monologue and dialogue speech within the framework of everyday, socio-political, and general economic topics; making presentations on general issues.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
English	1, 2 / 28 weeks	12 / Mandatory	Neliia Blynova, PhD in Philology, Associate Professor; Maryna Dolzhenko, PhD in Pedagogy, Associate Professor	360 hours (196 h. practical classes, 164 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) Have a command of the grammatical structures necessary for the flexible expression of relevant concepts, as well as for understanding and creating a wide range of texts in both general and professional contexts			Practical classes, presentation, project, independent work, writing essays/ stories/ reports, testing	Assessment of skills, oral responses, assessment of presentation and project, review of written assignments, test completion (CAS), comprehensive test (CAS)
2) Use foreign syntactic structures, enabling them to recognize and create a wide range of texts related to personal life and professional activities			Practical classes, presentation, project, writing essays/ stories/ reports, testing	Assessment of skills, oral responses, assessment of presentation and project, review of written assignments, test completion (CAS), comprehensive test (CAS)
3) Possess a sufficient vocabulary to effectively solve professional tasks and overcome challenges in both general and professional spheres using the English language			Practical classes, presentation, role play, Internet search, writing essays/ stories/ reports	Assessment of presentation and role play, review of written assignments (CAS), comprehensive test (CAS)
4) Comprehend relevant written and audio authentic texts based on vocabulary and grammar covered in the course			Practical classes, discussion, group work/ pair work, testing	Assessment of skills, oral responses, test completion (CAS),

		comprehensive test (CAS)
5) Demonstrate an understanding of the intercultural nuances of the parties involved in the collaboration and is skilled at preventing intercultural conflicts	Practical classes, discussion, presentation, group work/ pair work	Assessment of presentation, group work/ pair work, peer assessment (CAS)
6) Possess developed functional communicative competence in English, enabling effective functioning in diverse cultural, academic, and professional environments	Practical classes, completion of individual projects	Assessment of speaking skills and projects (CAS)
7) Possess strong intercultural communication skills, including active listening, critical thinking, negotiation, and presentation abilities	Practical classes, group work/ pair work, role play	Assessment of group work/ pair work, role play (CAS)

Assessment

The final grade is based on a 100-point scale and is calculated as a result of continuous assessment throughout the semester.
The assessment includes the following components:
20 points for individual presentation;
20 points for participation in discussions;
20 points for written assignments (essay, story, report etc.);
40 points for achievement/ final tests
Assessment criteria
a) Individual presentation
The student is assessed according to the following criteria:
16–20 points: The student demonstrates excellent understanding of the material. The presentation is well-structured, coherent, and fully meets the task requirements. A wide range of relevant vocabulary and grammatical structures is used accurately. Arguments are clear, well-developed, and supported with appropriate examples. The speech is fluent, with little to no errors.
11–15 points: The student demonstrates a good understanding of the material. The presentation is generally well-structured and meets most of the task requirements. The student uses an adequate range of vocabulary and grammatical structures relevant to the topic. Some arguments may lack depth or clarity. Minor grammatical or lexical errors are present but do not significantly hinder communication.
6–10 points: The student demonstrates a satisfactory understanding of the material. The presentation is partially structured and only partly meets the task requirements. The student uses a limited range of vocabulary and grammatical structures. Some ideas are insufficiently developed. Errors are noticeable and may hinder effective communication.
1–5 points: The student demonstrates a poor understanding of the material. The presentation is incomplete or does not meet the task requirements. The use of vocabulary and grammar is very limited or inappropriate. There is little logical structure, and frequent errors significantly hinder communication.
b) Participation in discussions
Students receive points based on their level of participation in class discussions:
81–100%: The student actively participates in discussions, demonstrates excellent knowledge of the material, and confidently expresses and justifies their opinions.
51–80%: The student demonstrates a good understanding of the material and participates in discussions, though some inaccuracies or lack of depth may be present.
21–50%: The student shows a basic understanding of the material but participates inconsistently or with significant gaps.
1–20%: The student demonstrates little to no understanding of the material and rarely participates in discussions.
c) Written assignment

5 points: The text is fully coherent and follows the required structure. The student demonstrates a wide range of vocabulary and sophisticated grammar. The topic is fully disclosed with persuasive arguments. Practically error-free.
4 points: The text is well-organized and the topic is clearly disclosed. The student uses a sufficient range of vocabulary and structures. Minor grammatical or spelling errors are present but do not interfere with the message.
3 points: The structure is incomplete or inconsistent. The analysis/story is superficial with limited argumentation. The student demonstrates narrow vocabulary and significant errors that occasionally hinder understanding.
1–2 points: The assignment does not follow the required format. The topic is not disclosed, and ideas are disconnected. Frequent gross errors in grammar and vocabulary significantly hinder comprehension.
d) Test
The test includes tasks on vocabulary, grammar, reading, listening, and writing. The criteria for the test assignment are written on the test card. The final score for the test is determined based on the percentage of correct answers.

Content

Topic 1. Appearance and Style
Topic 2. Science and Technologies
Topic 3. Sport and Healthy Eating
Topic 4. Travels
Topic 5. Personal Qualities
Topic 6. Relationships, Conflicts, and Problems
Topic 7. TV, News, Art, and Games
Topic 8. Money, Payments, and Trading

Literature

Compulsory reading

1. Brayshaw, D., Hastings, B., Edwards, L., Bright, C., Fricker, R., Sosnowska, J. (2020). High Note 3 (B1+|/B2). Pearson.
2. Evans, V. (2020). Round-up. Harlow, Essex: Longman. 208 p.

Recommended reading

1. Capel, A., & Sharp, W. (2018). Objective First. Cambridge University Press.
2. Dooley, J., & Evans, V. (2019). Grammarway 3. Express Publishing.
3. Hewings, M. (2023). Advanced Grammar in Use. Cambridge University Press.
4. McCarthy, M. (2021). English Vocabulary in Use. Cambridge University Press. 309 p.
5. Murphy, R. (2019). English Grammar in Use (5th ed.). Cambridge University Press.
6. Pavich, J. (2018). Cambridge International AS Level English General Paper Coursebook (5th ed.). Cambridge University Press.
7. Prodromou, L. (2018). Grammar and Vocabulary for First Certificate. Longman.
8. Redman, S. (2018). English Vocabulary in Use. Cambridge University Press. 270 p.
9. Swan, M., & Walter, C. (2017). How English Works (A Grammar Practice Book). Oxford University Press.
10. Vince, M., & Emmerson, P. (2019). English Grammar and Vocabulary. Macmillan.
11. Wyatt, R. (2012). Check your vocabulary for IELTS. Peter Collins Publishing.

Web-resources

1. English with Emma. (n.d.). https://www.youtube.com/channel/UCVBErcpqaokOf4fI5j73K_w
2. LearnEnglish. (n.d.). https://learnenglish.britishcouncil.org
3. TED Talks: Discover ideas worth spreading. (n.d.). https://www.ted.com/talks
4. Test-English. (n.d.). https://test-english.com

INFORMATION AND COMMUNICATION TECHNOLOGIES				
The course aims to develop a modern level of information and computer culture in students, enable them to acquire practical skills in working with modern computer technology, and help them use the latest information technologies to solve various tasks in practical activities in the subject area. Objectives of the course: to help students understand the main patterns and trends in the development of information and communication systems in the context of internationalization and globalization of the world economy. To familiarize them with general methods of forming and supporting information processes. To develop skills and abilities in the use of applied computer systems for preparing, searching, processing and presenting various types of information. To determine criteria for selecting and using information and communication networks and their components in providing communication links. To form a systematic approach to the automated solution of tasks of information support of professional activities. During the study of the course, both general (the ability to abstract thinking, analysis and synthesis; skills in using information and communication technologies; skills in searching, collecting and analyzing information and making decisions, the ability to learn and stay up-to-date; the ability to make informed decisions; the ability to work in a team; interpersonal communication skills; appreciation and respect for diversity and multiculturalism) and special competencies are formed (systematize, synthesize and organize received information; identify problems, formulate conclusions and develop recommendations using innovative approaches, modern technologies and software to solve practical problems in the subject area; use modern information and communication technologies in the field of management; justify the choice and apply information and analytical tools, economic and statistical calculation methods, complex analysis techniques and methods of monitoring the situation in world markets; illustrate and present the results of the assessment, summarize and develop recommendations and measures for adaptation to changes in the international environment).				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	1 / 14 weeks	3 / mandatory	Lyudmila Yarmolenko, senior teacher	90 hours (14 h. lectures, 16 hours of laboratory work, 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, final assessment FAS)**
1) Apply in practice knowledge of the organization and modern information technologies when solving problems in practical activities in the subject area.		Laboratory classes, independent work		Laboratory work reports (CAS), computer-based testing (CAS)
2) Use basic Windows tools fluently.		Lectures, laboratory classes, discussions, independent work		Oral answers to questions. Explanation of the methodology for completing laboratory tasks. Reports on laboratory work. Computer-based testing
3) Know the basic principles and tools for working with Microsoft Office		Lectures, laboratory classes		Oral answers to questions. Explanation of the methodology for

software products to implement applied tasks.		completing laboratory tasks. Reports on laboratory work. Computer-based testing
4) Create, format and print documents in the Microsoft Word text editor environment.	Lectures, laboratory classes, discussions, independent work	Oral answers to questions. Explanation of the methodology for completing laboratory tasks. Reports on laboratory work
5) Create spreadsheets in Microsoft Excel, perform necessary calculations and create diagrams.	Laboratory classes, discussions, independent work	Laboratory work reports, comprehensive test (CAS)
6) Design and manage multi-tabular Microsoft Access database	Lectures, laboratory classes, discussions, independent work	Laboratory work reports, comprehensive test (CAS)
7) Automate work in Microsoft Office using VBA.	Laboratory classes, independent work	Explanation of the methodology for completing laboratory tasks, laboratory work reports (CAS), practical coding assignment (CAS)
8) Know basic information protection techniques and the main components of the Internet, features of hardware and software for connecting to the Internet, and provider evaluation criteria.	Lectures, independent work	Oral answers to questions (CAS), computer-based testing (CAS), presentation on information protection (CAS)
9) Create presentations using MS Power Point.	Laboratory classes, discussions, independent work	Presentation performance/demonstration (CAS), laboratory work reports (CAS)
10) Freely communicate via e-mail and configure programs for work in the global international network.	Laboratory classes, discussions, independent work	Practical demonstration of e-mail and software configuration (CAS), laboratory work reports (CAS)
Assessment		
The final grade is given on a 100-point scale (CAS); the final semester test is carried out as a summary assessment based on 4 practical test assignments conducted during the semester: Test 1 (MS Word formatting) – 20 points Test 2 (MS Excel tables) – 15 points Test 3 (MS Excel calculations & functions) – 30 points Test 4 (MS Access databases) – 35 points Assessment criteria: The performance of 1 test is assessed on a 20-point scale: 18-20 points - the student completed the task qualitatively, correctly identified and applied the necessary formatting tools for Word text and graphic objects. 14-17 points - in general, the student completed the task correctly, but some minor formatting errors were made.		

10-13 points - during the performance of the practical task, the student identified and applied only the basic features of MS Word formatting, without paying attention to the specific features of the text presented in the example.
0-9 points - the practical task was performed incorrectly, the text was only printed, but the main MS Word formatting tools were not used.
The performance of the 2nd test is assessed on a 15-point scale:
13-15 points - the student completed the task qualitatively, correctly identified and applied the necessary tools for constructing MS Excel tables, correctly used formats.
10-12 points - in general, the student completed the task correctly, but some minor errors were made in formatting.
7-9 points - during the performance of the practical task, the student identified and applied only the basic concepts of constructing MS Excel tables, without paying attention to the specific features of electronic tables.
0-6 points - the practical task was completed incorrectly, the tables were only printed, but the main tools for constructing MS Excel tables were not used.
The performance of the 3rd test is assessed on a 30-point scale:
26-30 points - the student completed the task qualitatively, correctly identified and applied the necessary tools for constructing MS Excel tables, correctly performed calculations, and used functions.
22-25 points - in general, the student completed the task correctly, but some minor errors were made in constructing logical functions, there are minor shortcomings in the logic of the solution, or arithmetic calculations.
15-21 points – during the practical task, the student identified and applied only the basic concepts of constructing MS Excel tables, without paying attention to the specific features of constructing complex functions.
0-14 points – the practical task was completed incorrectly, the tables were only printed, but the main tools for constructing MS Excel tables were not used, there are no calculations.
The performance of the 4th test is assessed on a 35-point scale:
30-35 points - the student completed the task qualitatively, correctly identified and applied the necessary tools for constructing MS ACCESS tables, correctly constructed the data schema, queries, forms, and used functions for calculations.
22-29 points - in general, the student completed the task correctly, but some minor errors were made in constructing logical functions, there are minor shortcomings in the logic of the solution or arithmetic calculations.
15-20 points – during the practical task, the student identified and applied only the basic concepts of building MS ACCESS tables, without paying attention to the specific features of building a database.
0-14 points – the practical task was completed incorrectly, the tables were only printed, but the main tools for building MS ACCESS tables were not used, there are no calculations, queries, or forms.

Content

Module 1
Topic 1. Subject, methods and objectives of the discipline. Information systems (IS) and their role in the management of the national economy
Topic 2. Text processing systems. MS Word text editor. Text editing and formatting
Topic 3. Creating tables in the MS Word text editor. Automation of document creation.
Topic 4. Technology for creating presentations using MS PowerPoint
Topic 5. Local area networks. Application of Internet technologies
Topic 6. Spreadsheet data processing systems. MS Excel spreadsheet. Basics of working in the MS Excel spreadsheet environment
Topic 7. Working with functions and formulas in the MS Excel spreadsheet
Topic 8. Creating, editing and formatting charts in the MS Excel environment
Module 2
Topic 9. Working with databases in MS Excel.
Topic 10. Fundamentals of database construction.

Topic 11. Creating, editing and managing a database using a DBMS.
Topic 12. Creating, editing and using queries using the MS Access DBMS as an example.
Topic 13. Developing and using forms using the MS Access DBMS as an example.
Topic 14. Generating reports using the MS Access DBMS as an example.
Topic 15. Using the macro generator.

Literature

Compulsory reading

1. Informatics: Textbook / O.F. Klymenko, N.R. Golovko. – Kyiv: KNEU, 2021. – 579 p. (basic textbook).
2. Information systems and technologies in management, education, and library science / P. I. Orlov, O. Luhansky. — Kharkiv: Publishing house "Prometey-Press", 2022. – 292 p.
3. Information systems and technologies in finance. Textbook / Anilovska G.Ya., Ma-rushko N.S., Stokolosa T.M. — Lviv, Magnolia Publishing House, 2021. – 312 p.
4. Pavlysh V. A., Glinenko L. K., Shakhovska N. B. Fundamentals of information technologies and systems: a textbook. – Lviv: Lviv Polytechnic, 2018. – 620 p.
5. Vyshnia V. B. Information systems and technologies: textbook. – Dnipro: Dnipropetrovsk State University of Internal Affairs, 2021. 279 p.
6. Guzhva V. M. Information systems and technologies in enterprises: Textbook. Kyiv: Eryomina N. V. Banking information systems: Textbook. – Kyiv: KNEU, 2020. – 270 p.
7. Office technologies: a textbook. Trofymenko O.G., Prokop Yu.V., Loginova N.I., – Odesa: Phoenix, 2019. 207 p.

Recommended reading

1. Kholod O.G., Chumak T.V., Chernetsky S.O., Yarmolenko L.I. Information and communication technologies in business. Laboratory practical. Part I: textbook. [Electronic edition] – Dnipro: Alfred Nobel University, 2021. – 120 p.
2. Karimov G.I., Karimov I.K. Modeling and forecasting in management. Computer practical course in MS Excel: a manual. Kamyansk: DSTU, 2023.146 p.
3. Bereza A. M. Fundamentals of creating information systems: Textbook. – Kyiv: KNEU, 2021. – 214 p.
4. Pavlenko L.A. Corporate information systems: Textbook. – Kharkiv: Publishing house “INZHEK”, 2021. – 260 p.
5. Sytnyk V.F. Telecommunications in business: Teaching and methodical manual for independent study of dissertations / V.F. Sytnyk, I. A. Kozak. – K.; KNEU, 2020. – 204 p.

BUSINESS MATHEMATICS				
The course aims to form basic mathematical knowledge for solving problems in professional activities, skills of logical thinking and mathematical analysis of economic problems. Objectives of the course: to develop skills in mathematical research of applied problems, for example, to provide the necessary mathematical training and knowledge for studying other courses in the subject area; to teach how to use the appropriate mathematical apparatus to describe the relationships between economic indicators; to analyze and solve equations that model economic processes; to use mathematical apparatus to predict economic phenomena. During the study of the course, both general (skills in using information and communication technologies; the ability to communicate with representatives of other professional groups of different levels (with experts from other fields of knowledge); knowledge and understanding of the subject area and understanding of professional activity) and special competencies are formed (the ability to identify the peculiarities of the functioning of the environment of international economic relations and models of economic development; the ability to constantly improve the theoretical level of knowledge, generate and effectively use them in practical activities; the ability to analyze theories and mechanisms for the implementation of international monetary, financial and credit relations).				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	1 / 14 weeks	4 / mandatory	Lyudmila Yarmolenko, senior teacher	120 hours (26 h. lectures, 12 h. practical classes, 82 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) Know the apparatus of mathematical modeling as the main method of research, quantitative analysis and forecasting of economic phenomena;		Lecture, practical classes, independent work		Problem solving, testing, modular tests (CAS), final exam (FAS)
2) Use appropriate mathematical tools to describe the relationships between economic indicators;		Lecture, practical classes, independent work		Problem solving, testing, modular tests (CAS), final exam (FAS)
3) Analyze and solve equations that model economic processes;		Lecture, practical classes, independent work		Problem solving, testing, modular tests (CAS), final exam (FAS)
4) Apply mathematical tools to forecast economic phenomena;		Lecture, practical classes, independent work		Problem solving, testing, modular tests (CAS), final exam (FAS)
5) Use methods for finding indefinite integrals, methods for calculating definite integrals, and means of investigating the convergence of improper integrals in economic problems.		Lecture, practical classes, independent work		Problem solving, testing, modular tests (CAS), final exam (FAS)

Assessment
The final grade is given on a 100-point scale, including 60 points for continuous assessment and 40 points for final assessment . 60 points of the continuous assessment consist of: 30 points – module control work No. 1; 30 points – module control work No. 2. 40 points of the final assessment consist of: 10 points - answers to test tasks; 30 points - solving practical problems. Assessment criteria: I. Evaluation of the components of the continuous assessment Module control works (MCW No. 1 - "Linear algebra and analytical geometry", MCW No. 2 - "Differential and integral calculus of a function of one independent variable") consist of testing and solving four practical problems. a) Criteria for evaluating the correctness of answers to tests (six tests): 1 point - for each correct answer. b) Criteria for evaluating the solution of the problem (maximum six points for each problem): 6 points The student demonstrates a deep understanding of the material. Correctly understands the essence of the task. Justifies the choice of the solution method, makes the necessary references to theorems and definitions. There are no errors in logical reasoning, in the choice of formulas. Reasoned conclusions are made. The correct answer is obtained. 5 points The student demonstrates a good understanding of the material. The correct algorithm for solving the problem is selected. But there are no necessary references to the corresponding theorems and statements. The correct answer is obtained. 4 points The student demonstrates a good understanding of the material. The correct algorithm for solving the problem has been chosen. The solution contains no more than two inaccuracies (oversights), which are not the result of ignorance or misunderstanding of the educational material and do not significantly affect the result. 3-2 points The student demonstrates a sufficient understanding of the material. But an irrational solution method has been chosen. The necessary explanations and conclusions are missing, there are errors in mathematical calculations. The problem has not been solved completely or in general form. 1-0 points The student demonstrates insufficient understanding of the material. The solution algorithm is incorrect, there are significant errors in the formulas and mathematical calculations. The wrong answer was received, or the student did not begin to solve the problem at all. II. Evaluation of examination work The examination consists of testing (ten tests) and solving five practical problems. a) Criteria for evaluating the correctness of test answers 1 point for each correct answer. b) Criteria for evaluating the solution of the problem (maximum six points for each problem): 5-6 points The student demonstrates deep knowledge of the material. Correctly understands the essence of the task. Justifies the choice of the solution method, makes the necessary references to theorems and definitions. Mathematical calculations are carried out without errors. The correct answer is obtained. 3-4 points The student demonstrates a good understanding of the material. The correct algorithm for solving the problem is chosen. The necessary references to the relevant theorems and statements are provided. The solution contains no more than two inaccuracies (oversights) that are not a consequence of

ignorance or misunderstanding of the educational material and do not significantly affect the result. The correct answer is obtained.
1-2 points
The student demonstrates sufficient understanding of the material. However, the chosen solution algorithm is not rational, significant errors were made in the choice of formulas or in mathematical calculations. Explanations and conclusions are missing. The problem is not solved completely or in a general form.
0 points
The student did not begin to solve the problem at all.

Content

Module 1
Topic 1. Linear algebra
Topic 2. Vector algebra
Topic 3. Line on the plane
Module 2
Topic 4. Introduction to mathematical analysis
Topic 5. Derivative of a function and its applications
Topic 6. Functions of many independent variables
Module 3
Topic 7. Indefinite integral
Topic 8. Definite integral and its applications

Literature

Compulsory reading

1. Business Math -- Global Edition. Cheryl Cleaves, Jeffrey Noble, Margie Hobbs – Longman (Pearson Education), 2025 – 293 p. (basic textbook).
2. Higher Mathematics for Economists. Vasylchenko I.P. /. – K.: Condor, 2025. – 608 p. (basic textbook).
3. Business Mathematics and Statistical Theory: Textbook. Part 1. [Electronic resource] / O.G. Kholod, I.M. Kozyreva. – Dnipro: Alfred Nobel University, 2022. – 88 p.
4. Klepko V.Yu. Higher Mathematics in Examples and Problems: Textbook / V.Yu. Klepko, V.L. Golets. – K.: TsUL, 2020. – 596. p.
5. Higher and Applied Mathematics: Collection of Problems for Independent Work / O.G. Kholod, G.G. Shvachych, I.M. Kozyreva, etc. – Dnipro: Alfred Nobel University, 2017. – 84 p.
6. Mathematical models in marketing and management. Textbook / V.F. Gamaliy, V.S. Sotnikov, R.I. Zhovnovach, V.A. Vyshnevska, I.V. Nikolaev– Kropyvnytskyi, 2023. – 181 p.

Recommended reading

1. Higher Mathematics Using Information Technologies. Textbook / V.P. Ivashchenko, G.G. Shvachych, V.S. Konovalenkov and others. – Zaporizhzhia: Dyke Pole, 2020. – 426 p.
2. Workshop on the academic discipline “Higher Mathematics for Economists” based on MatLab / S.M. Chistov, A.E. Nikiforov, T.F. Kutsenko and others. – K.: KNEU, 2018. – 190 p.
3. Radulesku T.-L.T., Radulesku V.D., Andreescu T. Problems in real analysis: advanced calculus on the real axias, Springer, 2019.
4. Trench W.F. Introduction to real analysis, Pearson Education, 2018.

BUSINESS MATHEMATICS

The course aims to familiarize students with the basics of the mathematical apparatus necessary for solving theoretical and practical problems of economics, mastering the skills of mathematical research of applied problems, methods of obtaining, grouping and processing experimental data.
Objectives of the course: to develop skills in mathematical research of applied problems, to provide the necessary mathematical training and knowledge for studying other courses in the subject area; to teach how to use the appropriate mathematical apparatus to describe the relationships between economic indicators; to analyze and solve equations that model economic processes; to apply mathematical apparatus to forecast economic phenomena, to use the latest computer technologies and program packages, analytical platforms in applied research for presenting, systematizing and analyzing information.

Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	2 / 14 weeks	4 / mandatory	Lyudmila Yarmolenko, senior teacher	120 hours (18 h. lectures, 14 h. practical classes, 6 hours of laboratory classes, 82 h. self-directed learning)

Learning outcomes On completion of the course, students will be able to:	**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) Apply mathematical tools to forecast economic phenomena; know basic concepts and theorems of the theory of random events; and calculate the probability of random events.	Lecture, tutorials, discussion, practical classes, independent work	Participation in discussions, problem solving, testing, final exam (FAS)
2) Know the types of random variables, methods of their assignment, methods of constructing distribution laws based on experimental data, and perform all necessary calculations related to random variables.	Lectures, tutorials, practical classes, independent work	Problem solving, explanation of relationships, dependencies, testing, module tests (CAS), final exam (FAS)
3) Establish the form of the distribution law in simpler problems and, on this basis, predict the probability of future economic indicators.	Lectures, practical classes, laboratory work, statistical data analysis, problem solving using appropriate software, independent work	Solving problems using appropriate software, analyzing statistical data reports, laboratory work (CAS), module test work (CAS), final exam (FAS)
4) Perform statistical estimation of distribution parameters; use statistical methods to process experimental data and draw statistical conclusions.	Lectures, practical classes, laboratory work, statistical analysis, problem solving using appropriate software; independent work	Solving problems using appropriate software, analyzing statistical data reports, laboratory work (CAS), module test work (CAS), final exam (FAS)

5) Use statistical methods to process experimental data and draws statistical conclusions; use modern information technologies and application software packages in statistical research	Lectures, tutorials, laboratory work, statistical data analysis, problem solving using appropriate software, independent work	Solving problems using appropriate software, analyzing statistics reports, laboratory work (CAS), final exam (FAS)

Assessment

The final grade is given on a 100-point scale, including 60 points for continuous assessment and 40 points for final assessment .
60 points of the continuous assessment consist of:
15 points - module control work No. 1;
15 points - module control work No. 2;
15 points - laboratory work No. 1;
15 points - laboratory work No. 2.
The 40 points of the final assessment consist of:
16 points - testing;
24 points - solving problems.
Assessment criteria:
I. Assessment of the components of the current control
1. Module control work (MCW No. 1 - "Theory of Random Events", MCW No. 2 - "Theory of Random Variables") consists of testing (seven tests) and solving two practical problems.
a) Criteria for evaluating the correctness of test answers
1 point for each correct answer.
b) Criteria for evaluating the solution of the problem:
4 points
The student demonstrates a deep understanding of the material. The correct algorithm for solving the problem is chosen. There are no errors in logical reasoning or the choice of formulas. Reasoned conclusions are drawn. The correct answer is obtained.
3 points
The student demonstrates a good understanding of the material. The correct algorithm for solving the problem is chosen. The necessary references to the relevant theorems and statements are provided. The solution contains no more than two inaccuracies (oversights) that are not the result of ignorance or misunderstanding of the educational material and do not significantly affect the result. The correct answer is obtained.
2 points
The student demonstrates sufficient understanding of the material. However, the chosen solution algorithm is not rational, significant errors are made in the choice of formulas or in mathematical calculations. Explanations and conclusions are missing. The problem is not solved completely or in a general form.
1 point
The student demonstrates poor understanding of the material, An irrational solution method has been chosen. The solution contains significant mathematical errors. The answer is incorrect.
0 points
The student did not begin to solve the problem at all.
2. Laboratory work (LW No. 1 – “Statistical processing of sample data for a discrete random variable”, LW No. 2 – “Statistical processing of sample data for a continuous random variable”).
Laboratory work is performed using modern information packages. In particular, the student can perform calculations using the Microsoft Excel spreadsheet, in the MathCad software environment, or choose any other statistical package. To defend the laboratory work, it is necessary to provide the appropriate file.
Criteria for evaluating the performance and defense of laboratory work:
9-10 points

The student demonstrates a deep understanding of the material, mastery of the content. The information environment for performing the work is correctly selected. There are no errors in the algorithm or use of mathematical functions. When defending the work, the candidate draws the correct conclusions and confidently answers theoretical questions. The work is designed in accordance with the requirements.

7-8 points

The student has a good understanding of the material, demonstrates good command of the content. Modern information sources were used to complete the work. The applicant correctly selects mathematical functions for processing statistical material. There are minor errors in the conclusions, minor violations of the requirements for the design of the work.

5-6 points

The student generally conducts the research of the assigned task correctly, but does not provide the necessary comments on the algorithm. There are no conclusions, there are minor violations of the requirements for design. Some answers to questions during the defense of laboratory work are incorrect.

3-4 points

The student demonstrates sufficient understanding of the theoretical material on the basics of mathematical statistics, but the research algorithm has shortcomings and mathematical errors. The work is not properly designed. A significant part of the answers to the questions during the defense are incorrect. The laboratory work is returned for revision.

1-2 points

The student demonstrates a weak understanding of the theoretical material. The sequence of stages of laboratory work is violated, there are significant errors in the choice of formulas for calculations. A significant part of the conclusions is erroneous. The laboratory work requires further development.

0 points

The student did not submit the laboratory work for defense at all.

II. Evaluation of the examination work

The examination work consists of testing (eight tests) and solving four practical problems.

a) Criteria for evaluating the correctness of test answers

2 points for each correct answer.

b) Criteria for evaluating the solution of the problem

5-6 points

The student demonstrates deep knowledge of the material. Correctly understands the essence of the task. Justifies the choice of the solution method, makes the necessary references to theorems and definitions. Mathematical calculations were performed without errors. The correct answer was obtained.

3-4 points

The student demonstrates a good understanding of the material. The correct algorithm for solving the problem is chosen. The necessary references to the relevant theorems and statements are provided. The solution contains no more than two inaccuracies (oversights) that are not the result of ignorance or misunderstanding of the educational material and do not significantly affect the result. The correct answer is obtained.

1-2 points

The student demonstrates sufficient understanding of the material. However, the chosen solution algorithm is not rational, significant errors were made in the choice of formulas or in mathematical calculations. Explanations and conclusions are missing. The problem is not solved completely or in a general form.

0 points

The student did not begin to solve the problem at all.

Content

Module 1

Topic 1. Basic concepts and theorems of probability theory

Topic 2. Test sequence
Topic 3. Random variables
Topic 4. Limit theorems
Module 2
Topic 5. Basic concepts of mathematical statistics
Topic 6. Statistical estimates
Topic 7. Confidence intervals
Topic 8. Testing statistical hypotheses

Literature

Compulsory reading

1. Business Math -- Global Edition. Cheryl Cleaves, Jeffrey Noble, Margie Hobbs – Longman (Pearson Education), 2025 – 293 p. (basic textbook).
2. Probability theory and mathematical statistics / V.V. Barkovsky, N.V. Barkovskaya, O.K. Lopatin. – K.: TsUL, 2019. – 424 p.
3. Statistics: fundamentals of theory and practical work: Textbook / V.S. Hryhorkiv, O.Yu. Vinnychuk, M.V. Hryhorkiv, L.L. Makhanets. – Chernivtsi: Chernivtsi. National University, 2022. – 304 p.
4. Probability theory and mathematical statistics: Textbook. / D.A. Naiko, O.F. Shevchuk. – Vinnytsia: VNAU, 2020. – 382 p.
5. Fundamentals of probability theory and mathematical statistics: Textbook / I.M. Vasylkiv. – Lviv: Ivan Franko National University of Lviv, 2020. – 184 p.
6. Statistics: Textbook / O.V. Raevneva, I.V. Aksyonova, O.I. Brovko; under the general editorship of Dr. Econ. Sciences, Professor O.V. Raevneva. – Kharkiv: KhNEU named after S. Kuznets, 2019. – 389 p.
7. Probability theory and mathematical statistics. Collection of tasks for independent work / S.B. Vakarchuk, O.G. Kholod, I.M. Kozyreva, L.I. Yarmolenko. – Dnipro.: Alfred Nobel University, 2018
8. Statistics: Lecture notes: Textbook for students of the specialty 051 "Economics" / Igor Sikorsky Kyiv Polytechnic Institute; Compiled by N.L. Kuzminskaya. – Kyiv: Igor Sikorsky Kyiv Polytechnic Institute, 2018. – 162 p.

Recommended reading

1. Probability theory and mathematical statistics: A manual for solving problems / G.I. Karmelyuk. – Kyiv: TsUL, 2019. – 576 p.
2. Gmurman V.E. Fundamentals of probability theory and mathematical statistics. London – New York (electronic version).
3. Higher Mathematics Using Information Technologies. Textbook / V.P. Ivashchenko, G.G. Shvachych, V.S. Konovalenkov and others. – Zaporizhzhia: Dyke Pole, 2020. – 426 p.

BUSINESS ECONOMICS				
The course aims to develop fundamental economic knowledge based on an understanding of the basic economic categories, laws, principles and mechanisms, which will allow students to understand the functioning of a market economy and its individual components.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian, English	1 / 14 weeks	4 / mandatory	Serhii Kuzminov, Doctor of Sciences, Full Professor Elvina Lymonova, PhD, Associate Professor	120 h. (26 h. lectures, 12 h. seminars / practical, 82 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) realise the need for lifelong learning in order to maintain professional competence at a high level		Lecture, seminars, discussions, independent work		Participation in discussion, essay, presentation (CAS)
2) substantiate one's own opinion on the specific conditions for the implementation of forms of economic relations at the mega-, macro-, meso- and micro-levels		Lectures, practical classes, discussions, independent work, case analysis		Presentation, participation in discussion, testing (CAS), final assessment (FAS)
3) carry out a comprehensive analysis of complex economic systems, to compare and contrast their components, to evaluate and argue assessments of the effectiveness of their functioning		Seminars, independent work, individual task (essay)		Essay, presentation, participation in discussion, testing (CAS), final assessment (FAS)
4) select and skillfully apply analytical tools for studying the state and prospects for the development of individual segments of international markets of goods and services using modern knowledge of methods, forms and instruments for regulating market economy		Lectures, practical classes, discussions, independent work, case analysis		Essay, presentation (CAS), final assessment (FAS)
5) communicate freely on professional issues in the native language, orally and in writing, using economic terminology professionally		Lectures, practical classes, discussions, independent work, case analysis		Participation in the discussion, writing an essay, presentation and defense of individual tasks (CAS)
6) study economic phenomena based on an understanding of categories and laws; highlighting and generalizing		Practical classes, case analysis, discussions		Participation in the discussion, writing an essay, presentation and

trends, patterns of the functioning and development of the world economy, taking into account cause-and-effect and spatial-temporal relationships		defense of individual tasks (CAS), final assessment (FAS)

Assessment

The final grade is given on a 100-point scale, including 40 points for final assessment / exam (FAS) and 60 points for continuous assessment (CAS) during the semester.
60 points for work in the semester:
40 points for an individual assignment (presentation, essay, defense of individual tasks);
20 points participation in discussions and case analysis
Assessment criteria:
a) individual assignment (presentation, essay)
31–40 points: The student demonstrates excellent understanding of the material, mastery of the content and depth of search. The student uses modern scientific and information literature and databases. The work contains elements of novelty and reflects the author's own point of view. The work is designed in accordance with the requirements.
21–30 points: The student understands the material well and demonstrates a good mastery of the content and depth of search. Modern information sources were used to perform the task. There are minor violations of the requirements in the design of the task.
11–20 points: The structure is somewhat logical, but the ideas and concepts may not always be clearly or effectively expressed. The task may lack coherence and/or accuracy in certain areas.
1–10 points: The task is poorly structured, disorganised, inaccurate and/or confusingly expressed. There are major omissions.
b) participation in discussions
For participating in the discussion, the student will receive points from the total number specified in the course map for this type of assessment:
81–100%: The discussion is conducted correctly. The student demonstrates excellent mastery of the educational material and expresses and successfully argues his/her position.
51–80%: The student demonstrates an understanding of the educational material, but some inaccuracies are noticed.
21–50%: A basic understanding of the material, but with significant gaps or omissions.
1–20 %: A lot of mistakes, with little to no understanding of the material’s context.
c) exam papers
The criteria for the exam assignment are written on the exam card.

Content

Topic 1. Economics: subject, methods of cognition, use
Topic 2. Needs, resources, production capacity
Topic 3. Division of labor, commodity production, money
Topic 4. Property and its economic role
Topic 5. Mixed economy. economic role of the state
Topic 6. Demand
Topic 7. Supply
Topic 8. The market and the mechanism of achieving equilibrium
Topic 9. Entrepreneurship
Topic 10. Competition and monopoly
Topic 11. Income

Literature

Compulsory reading

1. Sloman J., Garratt D., Guest J., Jones E. Economics for Business. 10th Edition. Harlow: Pearson Education, 2023.
2. McKenzie R., Lee D. Microeconomics for MBAs: The Economic Way of Thinking for Managers. Cambridge University Press, 2022.

3. Baye M., Prince J. Managerial Economics and Business Strategy. 11th Edition. New York: McGraw-Hill Education, 2024.
4. Griffiths A., Wall S. Applied Economics. 14th Edition. Pearson Education, 2023.
5. Lo, A. W. (2019). Adaptive Markets: Financial Evolution at the Speed of Thought. Princeton University Press.

Recommended reading

1. Lipczynski, J., Wilson, J. O. S., & Goddard, J. (2022). Industrial organization: Competition, strategy and policy (6th ed.). Pearson Education.
2. Mankiw, N. G. (2024). Principles of economics (10th ed.). Cengage Learning.
3. Besanko, D., Dranove, D., Shanley, M., & Schaefer, S. (2024). Economics of strategy (9th ed.). Wiley.
4. Grant, R. M. (2022). Contemporary strategy analysis (11th ed.). Wiley.
5. Samuelson, P. A., & Nordhaus, W. D. (2019). Economics (20th ed.). McGraw-Hill Education.

Web-resources

1. Derzhavna sluzhba statystyky Ukrainy [State Statistics Service of Ukraine]. (n.d.). Official website. http://www.ukrstat.gov.ua.
2. Natsional′nyy bank Ukrayiny [National Bank of Ukraine]. (n.d.). Official website. https://bank.gov.ua/
3. International Monetary Fund. (n.d.). Official website. https://www.imf.org/external/index.htm
4. The World Bank. (n.d.). Official website. https://www.worldbank.org/
5. World Trade Organisation. (n.d.). Official website. https://www.wto.org/

BUSINESS FOREIGN LANGUAGE				
The course aims to teach a business foreign language and develop necessary foreign language communicative competence in the areas of professional and situational communication in oral and written forms. The main aim of teaching a foreign language for business is fulfilled through more specific competencies: acquiring skills of practical foreign language proficiency in various types of speech activities in the scope of topics related to professional needs (B2 and above); obtaining the latest professional information from foreign sources; using monologue and dialogic speech within everyday, socio-political, general economic and professional topics; summarization of socio-political and general economic literature in a foreign language; making presentations on professional topics and the results of own research.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
English	3, 4, 5, 6 / 53 weeks	21 / Mandatory	Nelia Blynova, PhD in Philology, Associate Professor; Maryna Dolzhenko, PhD in Pedagogy, Associate Professor; Svitlana Kozhushko, Doctor of Pedagogy, Full Professor	630 hours (268 h. practical classes, 362 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) Use basic terminology in English and have basic structured knowledge in the business sphere due to understanding of extended professional speech (presentations, discussions, etc.) in standard English			Performing self-study tasks, listening to different types of audio and video materials, testing listening skills	Practical skills assessment, oral answers to questions, grading tests (CAS), comprehensive test (CAS)
2) Read and comprehend professional texts in which authors express certain attitudes and points of view, recognizing a wide range of terminology and abbreviations from the professional field			Self-study tasks performance, Internet search, textbook assignments, vocabulary drills, writing essays based on reading, reading skills testing	Practical skills assessment, oral answers to questions, grading written assignments and tests (CAS), comprehensive test (CAS)
3) Apply listening skills such as prediction, listening for specific information and note-taking while listening to a variety of recordings and authentic interviews with business people concerning business environment and relevant business issues			Tutorials, textbook assignments, self-study activities	Practical skills assessment, grading tests (CAS), comprehensive test (CAS)
4) Use the language effectively to communicate on a variety of topics related to studies and profession,			Presentation, project method, case-study	Assessment of presentations,

taking into account English phonetic norms and knowledge of English prescriptive grammar	analysis, writing essays on professional topics, speaking and writing skills testing	projects, case studies, grading written assignments, oral questioning (CAS)
5) Write business correspondence and essays of different types on the business topics processing information from various sources and analyzing it on the basis of writing rules, structure, and language clichés for business correspondence	Writing business letters based on situations, writing essays, testing writing skills	Grading written assignments (CAS)
6) Apply language tools necessary for conducting business negotiations, presenting a company's products and services, and presenting the results of a completed project	Analysis of specific situations (case-study), project method, individual presentations	Assessment of presentations, projects, case studies, speaking skills (CAS)
7) Work actively in a team and communicate with people who are business professionals and with experts from other domains	Analysis of specific situations (case-study), project method, group presentations, Internet search	Assessment of presentations, projects, case studies, speaking skills (CAS)
8) Behave appropriately in a multicultural environment, taking into account national characteristics of representatives of different cultures	Analysis of specific situations (case-study), project method, individual/ group presentations, Internet search	Assessment of presentations, projects, case studies, speaking skills (CAS)

Assessment

The final grade is based on a 100-point scale and is calculated as a result of continuous assessment (CAS) throughout the semester.
The assessment includes the following components:
30 points for presentation/ project;
20 points for participation in discussions/ case studies;
20 points for written assignments (essay/ business correspondence);
30 points for achievement/ final tests
Assessment criteria
a) Presentation/ project
The student is assessed according to the following criteria:
9–10 points: The student demonstrates excellent understanding of the material. The presentation is well-structured, coherent, and fully meets the task requirements. A wide range of relevant vocabulary and grammatical structures is used accurately. Arguments are clear, well-developed, and supported with appropriate examples. The speech is fluent, with little to no errors.
7–8 points: The student demonstrates a good understanding of the material. The presentation is generally well-structured and meets most of the task requirements. The student uses an adequate range of vocabulary and grammatical structures relevant to the topic. Some arguments may lack depth or clarity. Minor grammatical or lexical errors are present but do not significantly hinder communication.
5–6 points: The student demonstrates a satisfactory understanding of the material. The presentation is partially structured and only partly meets the task requirements. The student uses a limited range of vocabulary and grammatical structures. Some ideas are insufficiently developed. Errors are noticeable and may hinder effective communication.
1–4 points: The student demonstrates a poor understanding of the material. The presentation is incomplete or does not meet the task requirements. The use of vocabulary and grammar is very limited

or inappropriate. There is little logical structure, and frequent errors significantly hinder communication.
b) Participation in discussions/ case studies
Students receive points based on their level of participation in class discussions/ case studies:
81–100%: The student actively participates in discussions/ case studies, demonstrates excellent knowledge of the material, and confidently expresses and justifies their opinions. The material on the discussion/ case study is presented in a fluent, independent, logical, thorough and reasonable manner with the use of a wide range of vocabulary and grammatical structures on the topic on the basis of all the provided recommendations and instructions.
51–80%: The student demonstrates a good understanding of the material and participates in discussions/ case studies. The student provides arguments using a sufficient range of vocabulary and grammatical structures on the topic, taking into account the main recommendations and instructions, though some of the arguments lack sufficient depth and language skills, with some minor inaccuracies and mistakes.
21–50%: The student shows a basic understanding of the material but participates inconsistently or with significant gaps. The ideas are presented fragmentarily and superficially (without any arguments or justification) with the use of a narrow range of vocabulary on the topic and with gross grammar mistakes, which leads to significant inaccuracies.
1–20%: The student demonstrates little to no understanding of the material and rarely participates in discussions/ case studies. The ideas are presented with the use of separate phrases (utterances) that are relevant to the topic, but the student demonstrates little vocabulary on the topic and makes many grammar mistakes that hinder full understanding.
c) Written assignment
5 points: The text is fully coherent and follows the required structure. The student demonstrates a wide range of vocabulary and sophisticated grammar. The topic is fully disclosed with persuasive arguments. Practically error-free.
4 points: The text is well-organized and the topic is clearly disclosed. The student uses a sufficient range of vocabulary and structures. Minor grammatical or spelling errors are present but do not interfere with the message.
3 points: The structure is incomplete or inconsistent. The analysis/story is superficial with limited argumentation. The student demonstrates narrow vocabulary and significant errors that occasionally hinder understanding.
1–2 points: The assignment does not follow the required format. The topic is not disclosed, and ideas are disconnected. Frequent gross errors in grammar and vocabulary significantly hinder comprehension.
d) Test
The test includes tasks on vocabulary, grammar, reading, listening, and writing. The criteria for the test assignment are written on the test card. The final score for the test is determined based on the percentage of correct answers.

Contents

Topic 1. Business Opportunities and Factors for Their Identification
Topic 2. Business Environment: Company Goals, Business Strategies, Communication, and Competition
Topic 3. SWOT Analysis as a Key Business Tool
Topic 4. Profitability as a Key Indicator of Financial Success of a Business
Topic 5. Managerial Functions
Topic 6. Staff Motivation
Topic 7. Leader, Leadership and Leadership Styles
Topic 8. Teamwork and Team Building
Topic 9. Product Life Cycle
Topic 10. Marketing Mix
Topic 11. E-commerce and Online Banking

Topic 12. Customer Service
Topic 13. Financial Management
Topic 14. Taxation and Its Role in the Development of Society
Topic 15. Forms of International Business Activity. Mergers and Acquisitions
Topic 16. Globalization and Its Impact on the Modern World

Literature

Compulsory reading

1. Cotton, D., Falvey, D., Kent, S. (2016). Market Leader. Intermediate/ Upper-Intermediate. Business English Flexi Course Book. Pearson.
2. Kozhushko, S., Medynska, S., Miasoid, H. (2020). Handbook on Effective Business English Exam Preparation [Electronic resource]. Dnipro, Alfred Nobel University.
3. Trappe, T., Tullis, G. (2011). Intelligent Business. Advanced. Pearson.

Recommended reading

1. Emmerson, P. (2009). Business Grammar Builder. Macmillan Publishers Limited.
2. Emmerson, P. (2009). Business Vocabulary Builder. Macmillan Publishers Limited.
3. Emmerson, P. (2011). Business English Handbook. Advanced. Macmillan Publishers Limited.
4. Evans, V. (2000). Successful Writing. Upper-Intermediate. Express Publishing.
5. Hewings, M. (2023). Advanced Grammar in Use. Cambridge University Press.
6. Hughes, J., Duckworth, M., & Turner, R. (2019). Business Result. Upper-Intermediate (2nd ed.). Oxford University Press. 156 p.
7. Johnson, C. (2001). Market Leader. Banking and Finance. Longman.
8. Kozhushko, S., Baranova, I. (2013). Business Letter Writing. Dnipropetrovsk, DUEP Press.
9. MacKenzie, I. (2010). English for Business Studies. A course for Business Studies and Economics students (3rd ed.). Cambridge University Press.
10. Mackenzie, I. (2000). Management and Marketing. Pearson Education Limited.
11. Mascull, B. (2018). Business Vocabulary in Use: Upper-Intermediate/ Advanced. (3rd ed.). Cambridge University Press.
12. Pilbeam, A. (2001). Market Leader. International Management. Longman.

Web-resources

1. The Economist. (n.d.) Official website. www.economist.com
2. The Financial Times. (n.d.) Official website. www.ft.com
3. The Harvard Business Review. (n.d.) Official website. https://hbr.org/
4. Econlib. (n.d.). https://www.econlib.org/
5. TED Talks: Discover ideas worth spreading. (n.d.). https://www.ted.com/talks

<table>
<tr><td colspan="5">MICROECONOMICS</td></tr>
<tr><td colspan="5">The course aims to provide students with fundamental knowledge regarding the behavior of economic agents in final goods markets and resource markets, enabling them to prepare for the study of specialized courses within the relevant field of training.</td></tr>
<tr><td>Language of teaching</td><td>Semester / Duration</td><td>ECTS credits / Type of course (mandatory, elective)</td><td>Course Coordinator</td><td>Student workload</td></tr>
<tr><td>Ukrainian, English</td><td>3 /14 weeks</td><td>4 / mandatory</td><td>Oleksandr Zadoia, PhD, Associate Professor</td><td>120 h. (26 h. lectures, 12 h. seminars/practical, 82 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) analyze the impact of market structures and externalities on a firm’s performance, evaluating the economic efficiency of managerial decisions and their social consequences for consumers and society.</td><td>Interactive lectures, case study analysis (focusing on market failures and social responsibility), seminars with group debates on economic policy.</td><td>Analytical essay on a selected market failure case, active participation in classroom discussions (CAS). Theoretical and analytical questions in the final exam (Part 1) (FAS).</td></tr>
<tr><td colspan="3">2) conduct microeconomic research on market actors’ behavior within team projects, demonstrating the ability to collect and interpret data, and present the results of collaborative analytical work.</td><td>Research-based learning, group projects (market research), collaborative workshops, presentations of group findings, peer-reviewing.</td><td>Evaluation of the group project report and oral presentation, peer-assessment of individual contribution to the team (CAS). Evaluation of research synthesis skills in a comprehensive final case study (Part 2) (FAS).</td></tr>
<tr><td colspan="5">Assessment</td></tr>
<tr><td colspan="5">The final grade is assigned on a 100-point scale, including 60 points for continuous assessment and 40 points for the final assessment.
60 – Continuous Assessment (CAS):
10 – individual assignment (essay);
50 – midterm assessment (two tests, 25 points each), which includes:
– 30 – participation in discussions;
– 20 – problem-solving.
40 – Final Assessment (FAS):
Final exam, specifically:
20 – problem-solving;
20 – case study analysis.
Assessment criteria:
a) individual assignment (essay)
9–10 points: The student demonstrates excellent understanding of the material, mastery of the content, depth of search. The applicant uses modern scientific and information literature, databases. The work contains elements of novelty and reflects the author's own point of view. The work is designed in accordance with the requirements.</td></tr>
</table>

7–8 points: The student understands the material well, demonstrates good mastery of the content and depth of search. Modern information sources were used to perform the work. There are minor violations of the requirements in the design of the work.
5–6 points: The student generally correctly answers the questions posed, but demonstrates superficial processing of the content, small depth of search. The applicant does not provide a broad explanation for all questions. There are significant violations of the requirements for the design of the essay.
3–4 points: The student demonstrates a weak understanding of the material, superficial processing of the content; shallow depth of search. The work contains false statements. The work is returned for revision.
1–2 points: The student demonstrates some understanding of the material. The student does not provide detailed explanations of all aspects of the problem formulated in the assignment. The work is not properly formatted. The work is returned for revision.
0 points: The student demonstrates no knowledge or understanding of the issues raised in the assignment. The student demonstrates a fundamental lack of understanding of the topic. Requires a new assignment.
b) participation in discussions
For participating in the discussion, the student receives a percentage of the total points allocated for this type of assessment in the course design map:
81–100%: The discussion is conducted correctly. The student demonstrates excellent mastery of the educational material, expresses and successfully argues their position.
61–80%: The student expresses the correct positions, but some arguments are not sufficient. Minor errors are made in the statements.
41–60%: The student generally correctly understands the essence of the issue but cannot provide arguments in favor of one or another point of view. Knowledge of the subject of discussion is superficial
21–40%: The student demonstrates a fragmentary understanding of the subject of discussion. Makes erroneous judgments that are corrected after participating in the discussion.
1–20%: A lot of mistakes, with little to no understanding of the material's context
0%: The student does not have the knowledge to conduct a discussion.
c) problem-solving
For problem-solving, the student receives a percentage of the total points allocated for this type of assessment in the course design map:
81–100%: The student demonstrates an excellent understanding of the material, uses the correct formulas, and provides insightful conclusions. There are no arithmetic errors. The final answer is correct.
61–80%: The student demonstrates a good understanding of the material, provides a detailed explanation of all steps in the solution, and uses the correct formulas. However, the solution contains arithmetic errors, leading to an incorrect final answer.
41–60%: The student demonstrates a poor understanding of the material and fails to provide a broad explanation of all solution stages. The student uses the correct formulas but does not draw conclusions. Arithmetic errors are present, although the final answer is correct.
21–40%: The student demonstrates a poor understanding of the material, though they use the correct formulas. The solution contains arithmetic errors, and the final answer is incorrect.
1–20%: The student demonstrates some limited understanding of the material but does not provide a comprehensive explanation of the solution stages. The final answer is incorrect.
0%: The student fails to demonstrate any knowledge or understanding of the topic, shows a fundamental misunderstanding of the subject matter, and uses incorrect formulas. The final answer is incorrect.
d) exam papers
The criteria for the exam assignment are written on the exam card.

Content

Topic 1. Subject and method of microeconomics

Topic 2. Theory of consumer choice
Topic 3. Modeling consumer behavior in the goods market
Topic 4. Market demand and its elasticity
Topic 5. Theory of production
Topic 6. Costs and output
Topic 7. Perfectly competitive market
Topic 8. Monopolistic market
Topic 9. Monopolistic competition market
Topic 10. Oligopoly market
Topic 11. Formation of derived demand
Topic 12. Pricing in the resource market
Topic 13. General equilibrium analysis and efficiency

Literature

Compulsory reading

1. Zadoia, A., Zadoia, O. (2024). Microeconomics: textbook [Electronic issue]. Dnipro. Alfred Nobel University. 150 p. Available at: https://ir.duan.edu.ua/items/8182d50f-a70a-442e-be9f-b888b7b6a850
2. Zadoia, A.O., Zadoia, O.A. (2021). Mikroekonomika: navchal′nyy posibnyk [Microeconomics: a textbook. Electronic edition]. Dnipro: Alfred Nobel University. 148 p. Available at: https://ir.duan.edu.ua/items/68aa9e9a-bffc-4084-a7d6-195eb33cc79f
3. Shapiro, D., MacDonald, D., Greenlaw, S. (2022). Principles of Microeconomics 2e. Available at: https://openstax.org/details/books/principles-microeconomics-3e
4. Libby Rittenberg and Tim Tregarthen (2019). Principles of Microeconomics. Available at: https://ocw.mit.edu/ans7870/14/14.01SC/MIT14_01SCF11_rttext.pdf
5. Tuleneva, Yu.V. (2018). Mikroekonomika: rekomendatsiyi do vykonannya rozrakhunkovoyi roboty z dystsypliny «Mikroekonomika» [Microeconomics: recommendations for performing calculation work in the discipline 'Microeconomics'. Electronic resource]: teaching aids for students of the specialty 051 'Economics', specializations 'International Economics', 'Economic Cybernetics', 'Personnel Management and Labor Economics' of the educational degree 'Bachelor' of full-time study. Compiled by Tyuleneva Yu.V. K., 2018. 31 p. Available at: https://ela.kpi.ua/server/api/core/bitstreams/684eeb85-9414-46fb-8beb-b5d766003b25/content

Recommended reading

1. Greenlaw, S., Taylor T. (2014). Principles of Microeconomics. Open Stax. 561 p. Available at: https://assets.openstax.org/oscms-prodcms/media/documents/PrinciplesofMicroeconomics-OP.pdf
2. Hutchinson, E. (2017). Principles of Microeconomics. University of Victoria. 557 p. Available at: https://pressbooks.bccampus.ca/uvicecon103/open/download?type=print_pdf
3. The Economy 2.0. Microeconomics. CORE Econ. Available at: https://books.core-econ.org/the-economy/microeconomics/0-3-contents.html
4. Emerson, P.M. (2019). Intermediate Microeconomics. Oregon State University. 497 p. Available at: https://open.oregonstate.education/intermediatemicroeconomics/open/download?type=print_pdf

Web-resources

1. Statystychnyy dovidnyk Ukrayiny [Statistical Handbook of Ukraine]. Available at: https://stat.gov.ua/uk
2. Natsional′nyy bank Ukrayiny [National Bank of Ukraine]. (n.d.). Official website. Available at: https://bank.gov.ua/
3. International Monetary Fund. (n.d.). Official website. Available at: https://www.imf.org/external/index.htm
4. The World Bank. (n.d.). Official website. Available at: https://www.worldbank.org/
5. OECD. (n.d.). Official website. Available at: https://www.oecd.org/en.html
6. IMPUS. (n.d.). Official website. Available at: https://www.ipums.org/
7. Minfin. (n.d.). Official website. Available at: http://index.minfin.com.ua/bank/stat/count.php
8. Statista. The Statistics Portal. (n.d.). Official website. Available at: https://www.statista.com/markets/

MACROECONOMICS

The course aims to provide students with an understanding of the mechanisms of national economic functioning based on macroeconomic theories, concepts and models substantiated by global and domestic science and proven by economic practice, as well as to develop skills for assessing the macroeconomic situation to make informed decisions at the micro-, macro- and mega-levels.

Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian, English	4 / 14 weeks	4 / mandatory	Oleksandr Zadoia, PhD, Associate Professor	120 h. (26 h. lectures, 12 h. seminars/practical, 82 h. self-directed learning)

Learning outcomes On completion of the course, students will be able to:	**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) analyze the impact of market structures and externalities on a firm's performance, evaluating the economic efficiency of managerial decisions and their social consequences for consumers and society.	Interactive lectures, case study analysis (focusing on market failures and social responsibility), seminars with group debates on economic policy impact.	Analytical essay on a selected macroeconomic issue, active participation in classroom discussions (CAS). Theoretical and analytical questions in the final exam (situational tasks) (FAS).
2) conduct group research on macroeconomic indicators and market trends, demonstrating teamwork skills in collecting, interpreting, and presenting collaborative analytical data.	Project-based learning, research-based learning, team workshops, collaborative data mining using official statistical databases.	Evaluation of the group research project report, oral presentation of findings, peer-assessment of individual contribution to the team (CAS). Assessment of data synthesis and collaborative analysis skills in a comprehensive final task (FAS).

Assessment

The final grade is assigned on a 100-point scale, including 60 points for continuous assessment and 40 points for the final assessment.
60 – Continuous Assessment (CAS):
10 – individual assignment (essay);
50 – midterm assessment (two tests, 25 points each), which includes:
– 30 – participation in discussions;
– 20 – problem-solving.
40 – Final Assessment (FAS):
Final exam, specifically:
20 – problem-solving;
20 – case study analysis.
Assessment criteria:
a) individual assignment (essay)
9–10 points: The student demonstrates excellent understanding of the material, mastery of the content, depth of search. The applicant uses modern scientific and information literature, databases. The work

contains elements of novelty and reflects the author's own point of view. The work is designed in accordance with the requirements.
7–8 points: The student understands the material well, demonstrates good mastery of the content and depth of search. Modern information sources were used to perform the work. There are minor violations of the requirements in the design of the work.
5–6 points: The student generally correctly answers the questions posed, but demonstrates superficial processing of the content, small depth of search. The applicant does not provide a broad explanation for all questions. There are significant violations of the requirements for the design of the essay.
3–4 points: The student demonstrates a weak understanding of the material, superficial processing of the content; shallow depth of search. The work contains false statements. The work is returned for revision.
1–2 points: The student demonstrates some understanding of the material. The student does not provide detailed explanations of all aspects of the problem formulated in the assignment. The work is not properly formatted. The work is returned for revision.
0 points: The student demonstrates no knowledge or understanding of the issues raised in the assignment. The student demonstrates a fundamental lack of understanding of the topic. Requires a new assignment.
b) participation in discussions
For participating in the discussion, the student receives a percentage of the total points allocated for this type of assessment in the course design map:
81–100%: The discussion is conducted correctly. The student demonstrates excellent mastery of the educational material, expresses and successfully argues their position.
61–80%: The student expresses the correct positions, but some arguments are not sufficient. Minor errors are made in the statements.
41–60%: The student generally correctly understands the essence of the issue but cannot provide arguments in favor of one or another point of view. Knowledge of the subject of discussion is superficial
21–40%: The student demonstrates a fragmentary understanding of the subject of discussion. Makes erroneous judgments that are corrected after participating in the discussion.
1–20%: A lot of mistakes, with little to no understanding of the material’s context
0%: The student does not have the knowledge to conduct a discussion.
c) problem-solving
For problem-solving, the student receives a percentage of the total points allocated for this type of assessment in the course design map:
81–100%: The student demonstrates an excellent understanding of the material, uses the correct formulas, and provides insightful conclusions. There are no arithmetic errors. The final answer is correct.
61–80%: The student demonstrates a good understanding of the material, provides a detailed explanation of all steps in the solution, and uses the correct formulas. However, the solution contains arithmetic errors, leading to an incorrect final answer.
41–60%: The student demonstrates a poor understanding of the material and fails to provide a broad explanation of all solution stages. The student uses the correct formulas but does not draw conclusions. Arithmetic errors are present, although the final answer is correct.
21–40%: The student demonstrates a poor understanding of the material, though they use the correct formulas. The solution contains arithmetic errors, and the final answer is incorrect.
1–20%: The student demonstrates some limited understanding of the material but does not provide a comprehensive explanation of the solution stages. The final answer is incorrect.
0%: The student fails to demonstrate any knowledge or understanding of the topic, shows a fundamental misunderstanding of the subject matter, and uses incorrect formulas. The final answer is incorrect.
d) exam papers
The criteria for the exam assignment are written on the exam card.

Content
Topic 1. National economy as a macroeconomic system Topic 2. State as a subject of macroeconomic regulation Topic 3. Indicators of the national economy Topic 4. Dynamics of national production Topic 5. Employment and unemployment Topic 6. Inflation Topic 7. Aggregate demand and aggregate supply Topic 8. General equilibrium theories Topic 9. Financial regulation mechanism Topic 10. Monetary and credit regulation mechanism Topic 11. Foreign economic policy mechanism Topic 12. Social guarantees Topic 13. Economic growth theories
Literature
Compulsory reading
1. Zadoia, A., Petrunia, Yu., Zadoia, O., Petrunia, V. (2025). Macroeconomics: Textbook [Electronic edition]. Dnipro: Alfred Nobel University. 276 p. Available at: https://ir.duan.edu.ua/items/3b301c2e-6d1c-41c6-834a-0377a7819e7d 2. Zadoia, A.O., Petrunia, Yu.E. (2022). Makroekonomika: navchal′nyy posibnyk [Macroeconomics: a textbook. Electronic resource]. Dnipro: Alfred Nobel University. 256 p. Available at: https://ir.duan.edu.ua/items/0286a333-bc37-43aa-962c-2eb79d8781b3 3. Felipe Larraín B. (2020). Macroeconomics. MIT Press Ltd. 296 p. 4. Tulchynska, S.O. (2024). Makroekonomika. Praktykum [Macroeconomics. Workshop. Electronic resource]. Compiled by: S. O. Tulchynska, O. V. Kostyunik, O. S. Solosich. Kyiv: Igor Sikorsky Kyiv Polytechnic Institute. 106 p. Available at: https://ela.kpi.ua/server/api/core/bitstreams/4a1c026b-6daf-4cf5-9dfd-a5b61ad0b620/content 5. Kenny Christianson (2022). Introduction to Macroeconomics. Fourth Edition. Economics Faculty Scholarship. 394 p. Available at: https://orb.binghamton.edu/cgi/viewcontent.cgi?article=1012&context=economics_fac
Recommended reading
1. Terianne Brown and Cynthia Foreman (2022). Macroeconomics. Creative Commons Attribution 4.0 International License. 998 p. Available at: https://pressbooks-dev.oer.hawaii.edu/uhmacroeconomics/open/download?type=print_pdf 2. Zadoia, A. (2024) Innovativeness of the Ukrainian economy on the way to the EU. European Vector of Economic Development. No 1 (36). PP.6-17. https://doi.org/10.32342/2074-5362-2024-1-36-1 3. Zadoia, A., Mahdich, A., Zadoia, O. (2023). Structure of GDP use in EU countries: relationship of Indicators. Věda a perspektivy. No. 3 (22). PP. 35-44. https://doi.org/10.52058/2695-1592-2023-3(22)-35-44 4. Kryuchkova, N.M., Pichugina, Y.V. (2019). Makroekonomika. Praktykum: metodychnyy posibnyk do pidhotovky k seminars′kym (praktychnym) zanyattyam dlya studentiv ekonomichnykh spetsial′nostey [Macroeconomics. Practical course: a methodological guide to preparing for seminar (practical) classes for students of economic specialties]. Odesa: ONU named after I.I. Mechnikov. 55 p. Available at: https://dspace.onu.edu.ua/server/api/core/bitstreams/df1aa50a-db00-4dfc-82ec-e2751fe75c29/content 5. Zadoia, O.A. (2025). Instytutsiyna yakist′ yak determinanta vyboru sotsial′no-ekonomichnoyi modeli: yevropeys′kyy dosvid ta uroky dlya Ukrayiny [Institutional quality as a determinant of the choice of a socio-economic model: European experience and lessons for Ukraine]. Bulletin of Lviv University. Economic Series. Issue 69. http://dx.doi.org/10.30970/ves.2025.69.0.6909
Web-resources
1. Statystychnyy dovidnyk Ukrayiny [Statistical Handbook of Ukraine]. Available at: https://stat.gov.ua/uk 2. Natsional′nyy bank Ukrayiny [National Bank of Ukraine]. Available at: https://bank.gov.ua/ 3. International Monetary Fund. (n.d.). Official website. Available at: https://www.imf.org/external/index.htm 4. The World Bank. (n.d.). Official website. Available at: https://www.worldbank.org/ 5. Minfin. (n.d.). Official website. Available at: http://index.minfin.com.ua/bank/stat/count.php

6. Statista. The Statistics Portal. (n.d.). Official website. Available at: https://www.statista.com/markets/
7. Eurostat. (n.d.). Official website. Available at: https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Main_Page
8. Moody's Investor Service. Available at: http://www.moodys.com

ENGLISH FOR SPECIFIC PURPOSES				
The course aims to provide a comprehensive mastery of professional foreign language fundamentals within the fields of economics and management (covering general, economic, and specialized terminology; grammatical structures typical of professional oral and written discourse; and the distinct features of scientific and journalistic functional styles). This linguistic perspective facilitates practical proficiency in delivering effective English-language presentations and fosters the development of essential communicative competence for professional and situational interaction in both oral and written forms.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
English	7, 8 / 22 weeks	6 / Mandatory	Neliia Blynova, PhD in Philology, Associate Professor; Maryna Dolzhenko, PhD in Pedagogy, Associate Professor	180 hours (66 h. practical classes, 114 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) Gain proficiency in basic English terminology and acquire structured core knowledge of the business sector by understanding extended professional discourse (such as presentations, discussions, etc.) delivered in standard English, comprehend complex business contexts and participate effectively in professional communication			Completing tasks for self-directed learning, listening to various types of audio and video materials, testing listening skills	Assessment of practical skills, oral answers to questions, checking the correctness of completing test tasks (CAS), final test (7th sem, CAS) / final exam (8th sem, FAS)
2) Read and understand texts of an upper-intermediate professional level in which the authors express a certain attitude and point of view, recognizing a wide range of terminology and abbreviations from the professional field, for use in presentations			Self-directed learning assignments, Internet searches, textbook assignments, vocabulary drills, essay writing based on reading, reading skills testing	Assessment of practical skills, oral answers to questions, checking written work, checking the correctness of test tasks (CAS), final test (7th sem, CAS) / final exam (8th sem, FAS)
3) Participate in extended conversations, discussions, and presentations on the interpretation of economic phenomena and problems of the modern global economy, analyzing causes and economic processes, presenting and justifying their views using standard economic scientific tools and a wide range of English language tools			Analysis of specific situations (case study), presentation, writing essays on professional topics, testing speaking and writing skills	Participation in case studies and follow-up activities, presentation evaluation, written work review, oral interview (CAS), final test (7th sem, CAS) / final exam (8th sem, FAS)
4) Know the basic rules, techniques and useful language clichés for creating and conducting presentations in English			Completion of tasks for self-directed learning, Internet	The assessment of professional communication and

	search, individual presentations based on the results of scientific research as part of qualification work	public speaking skills (CAS), final test (7th sem, CAS) / final exam (8th sem, FAS)
5) Make clear, detailed descriptions and presentations on a wide range of academic and professional topics, developing and supporting ideas with relevant examples and using appropriate terminology in English	Analysis of specific situations (case-study), project method, individual presentations	Participation in a case study and follow-up activities, assessment of speaking skills, assessment of a presentation and a project (CAS), final test (7th sem, CAS) / final exam (8th sem, FAS)
6) Know the importance of appropriate behaviour in a multicultural environment, taking into account the national characteristics of representatives of different cultures, and the peculiarities of presentations at the international level	Project method, Internet search	Participation in project work, assessment of interaction skills and speaking skills (CAS), final test (7th sem, CAS) / final exam (8th sem, FAS)

Assessment

Semester 7:
Final grade as a result of 100% continuous assessment:
100% continuous assessment:
20 points for case study;
20 points for business correspondence/ essay;
30 points for presentation/project;
30 points for achievement/ final tests
Semester 8:
100% Final grade as a result of Continuous assessment (60%) and Final exam (40%):
10 points for case study;
15 points for business correspondence/ essay;
20 points for presentation/ project;
15 points for achievement test;
40 points for Final exam (written assignments which include a set of tests and tasks for practical skills assessment) (FAS)
Assessment criteria:
a) case study
9–10 points: The student presents the case material fluently, independently, and logically, providing thorough and well-reasoned arguments. They demonstrate a wide range of lexical items and complex grammatical structures relevant to the topic, strictly following all guidelines for case study analysis.
7–8 points: The student provides sound arguments regarding the case materials, using a sufficient range of vocabulary and grammatical structures. The analysis follows the main recommendations for the task. However, some arguments may lack depth or linguistic precision; occasional minor inaccuracies or insignificant errors are present.
4–6 points: The student presents ideas in a fragmentary and superficial manner, lacking proper argumentation or justification. Significant inaccuracies are present, reflecting a narrow vocabulary and including gross grammatical errors that may affect the quality of the response.

1–3 points: The student demonstrates only partial mastery of the material. Ideas are expressed through isolated phrases or remarks related to the topic. The student shows a minimal vocabulary and makes numerous grammatical errors that significantly hinder overall understanding.
b) business correspondence/ essay
5 points: The letter (essay) adheres to established formal standards. The text is clearly structured with the effective use of language clichés and cohesive devices. The written response is logical, consistent, and well-argued. All task requirements are fully addressed. A wide range of vocabulary and complex grammatical structures related to the topic is demonstrated, though a few minor grammatical or lexico-stylistic errors are permissible.
4 points: The letter (essay) generally follows established standards, incorporating language clichés and linking words. The text is sufficiently structured. Not all task requirements are fully developed; some are only mentioned. A moderate number of grammatical and lexico-stylistic errors are present. The range of vocabulary and grammatical structures used is somewhat limited.
3 points: The letter (essay) deviates from established standards, with inaccuracies in the use of language clichés and insufficient use of cohesive devices. Not all task conditions are met. There is a significant number of grammatical and lexico-stylistic errors, reflecting a very narrow vocabulary related to the topic.
1–2 points: The letter (essay) shows significant deviations from established standards, with substantial inaccuracies in clichés and linking words. Most task requirements are not addressed. A high frequency of grammatical and lexico-stylistic errors is present, and the extremely limited vocabulary significantly hinders the overall understanding of the content.
c) presentation/ project
9–10 points: The student demonstrates excellent understanding of the material, mastery of the content and depth of search. The student uses modern scientific and information literature and databases. The work contains elements of novelty and reflects the author's own point of view. The work is designed in accordance with the requirements.
7–8 points: The student understands the material well and demonstrates a good mastery of the content and depth of search. Modern information sources were used to perform the task. There are minor violations of the requirements in the design of the task.
4–6 points: The structure is somewhat logical, but the ideas and concepts may not always be clearly or effectively expressed. The task may lack coherence and/or accuracy in certain areas.
1–3 points: The task is poorly structured, disorganised, inaccurate and/or confusingly expressed.
d) test papers
The criteria for the test assignment are written on the test card.

Content

Topic 1. Management Levels. Company Structure. Senior Management. Board of Directors
Topic 2. Management Roles and Skills
Topic 3. Management in Multinational Corporations. Mergers and Acquisitions
Topic 4. Selection, Evaluation and Motivation of Personnel in Cultural Diversity
Topic 5. Risk Management in International Business
Topic 6. Crisis Management
Topic 7. Resistance to Change as an Obstacle to Organizational Development
Topic 8. Corporate Responsibility

Literature

Compulsory reading

1. Dolzhenko, M. V., & Medynska, S. I. (2026). Management English for Professional Use = Anhliiska mova dlia menedzhmentu: profesiine spryamuvannia [Electronic resource]. Alfred Nobel University. 142 p.
2. Mackenzie, I. (2000). Management and Marketing. Pearson Education Limited.
3. Trappe, T., & Tullis, G. (2011). Intelligent Business. Advanced. Pearson.

Recommended reading

1. Chivers, B., & Shoolbred, M. (2007). A Student's Guide to Presentations. SAGE Publications. 177 p.
2. Emmerson, P. (2009). Business Grammar Builder. Macmillan Publishers Limited.
3. Emmerson, P. (2009). Business Vocabulary Builder. Macmillan Publishers Limited.

4. Evans, V. (2000). Successful Writing. Express Publishing.
5. Harvard Business Review. (2020). [Selected articles/issues].
6. Hewings, M. (2023). Advanced Grammar in Use. Cambridge University Press.
7. Mascull, B. (2018). Business Vocabulary in Use: Upper-Intermediate/Advanced (3rd ed.). Cambridge University Press.
8. Pilbeam, A. (2001). Market Leader. International Management. Longman.
9. Reynolds, G. (2012). Presentation Zen: Simple Ideas on Presentation Design and Delivery (2nd ed.). New Riders. 314 p.
10. Williams, E. (2008). Presentations in English. Macmillan. 131 p.

Web-resources

1. The Economist. (n.d.). Official website. www.economist.com
2. The Financial Times. (n.d.) Official website. www.ft.com
3. The Harvard Business Review. (n.d.) Official website. https://hbr.org/
4. Econlib. (n.d.). https://www.econlib.org/
5. TED Talks: Discover ideas worth spreading.

FUNDAMENTALS OF CIVIL PROTECTION AND OCCUPATIONAL SAFETY				
The course aims to provide students with fundamental knowledge and practical skills in civil protection and occupational safety, including legal regulations, risk prevention, workplace safety, and emergency response. It focuses on ensuring safe working conditions, protecting human health, and developing the ability to act effectively in normal and emergency situations. The course also promotes responsible behaviour, awareness of safety culture, and the effective use of modern technologies in professional activities.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian, English	2 /14 weeks	3 / Mandatory	Oleksandr Pankov, Lecturer	90 h. (14 h. of lectures, 16 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, final assessment FAS)**
1) Demonstrate understanding of key concepts, principles, and terminology in civil protection and occupational safety		Lectures, seminars, discussions		Oral answers, participation in discussions (CAS), comprehensive test (CAS)
2) Apply national legislation, international standards, and regulatory frameworks related to occupational safety and civil protection.		Lectures, legal document analysis, case studies		Legal analysis tasks, case discussions (CAS), comprehensive test (CAS)
3) Identify workplace hazards and analyse working conditions to ensure safety and prevent occupational risks.		Problem-solving tasks, case study analysis		Case-based assignments, practical tasks (CAS), comprehensive test (CAS)
4) Develop preventive measures and safety strategies to reduce risks, accidents, and occupational diseases.		Lectures, project work, scenario analysis		Individual assignments, project work (CAS), comprehensive test (CAS)
5) Use modern information and communication technologies and technical tools in safety management and risk prevention.		ICT-based tasks, presentations, independent work		Presentations, practical tasks (CAS), comprehensive test (CAS)
6) Demonstrate the ability to act effectively in emergency situations, including providing first aid and following safety procedures.		Simulations, role-playing, practical exercises		Simulation performance, practical skills evaluation (CAS), comprehensive test (CAS)
7) Make informed decisions in professional situations related to safety, considering legal, organizational, and risk factors.		Case analysis, discussions, scenario-based learning		Case-based tasks, participation (CAS), comprehensive test (CAS)
8) Promote a safety culture, demonstrate responsibility, and		Lectures, discussions, group work		Participation in discussions, teamwork

ensure compliance with ethical and professional standards in occupational and social contexts.		evaluation (CAS), comprehensive test (CAS)

Assessment

The final grade is given on a 100-point scale, combining continuous assessment and a final credit assessment (pass/fail).
Continuous assessment (up to 60 points):
10 points – active participation in discussions, debates, and interactive learning activities;
20 points – individual assignments (presentations, analytical tasks on civil protection and occupational safety);
30 points – module tests (written assessments covering course topics).
Final assessment (credit / pass/fail) (up to 40 points):
40 points – final credit test.
Assessment criteria
a) Individual assignments (presentations, analytical tasks):
16–20 points: Excellent understanding of the material; well-structured and clearly presented work; use of relevant and up-to-date sources; evidence of critical thinking and independent analysis.
11–15 points: Good understanding of the material; generally well-structured work; minor inaccuracies or inconsistencies.
6–10 points: Basic understanding; some gaps in logic, structure, or content; limited analysis.
1–5 points: Poorly structured work; significant gaps in understanding; unclear or incorrect content.
b) Participation in discussions and interactive activities (max 10 points):
9–10 points: Active and meaningful participation; well-argued opinions; clear understanding of the material.
6–8 points: Regular participation; general understanding with minor inaccuracies.
3–5 points: Limited participation; basic understanding with noticeable gaps.
1–2 points: Minimal participation; lack of understanding of key concepts.
c) Module tests: Assessment criteria are specified in each test and evaluate the correctness of answers, understanding of key concepts, and the ability to apply knowledge in practical situations.
d) Final credit assessment (pass/fail, max 40 points):
35–40 points (Excellent/Pass): Complete understanding of key concepts; ability to apply knowledge in professional and emergency situations; fluent awareness of safety procedures.
28–34 points (Good/Pass): Sound understanding of the course material with minor non-essential gaps.
24–27 points (Satisfactory/Pass): Basic knowledge of concepts and safety procedures sufficient for minimal passing requirements (60% threshold).
0–23 points (Fail): Inadequate knowledge, inability to demonstrate understanding of essential safety and response actions.

Content

Topic 1. Legal and Regulatory Framework of Occupational Safety in Ukraine
Topic 2. Occupational Safety Management Systems
Topic 3. Working Conditions and Risk Assessment
Topic 4. Psychology of Safety. Occupational Injuries and Professional Diseases
Topic 5. Electrical Safety and Prevention of Occupational Hazards
Topic 6. Legal and Regulatory Framework of Civil Protection
Topic 7. Fire Safety and Emergency Prevention
Topic 8. First Aid and Emergency Response
Topic 9. Safety Measures in Emergency Situations (air raids, chemical hazards, radiation threats)
Topic 10. Civil Protection in Wartime and Crisis Conditions (actions of personnel, safety procedures, behavioral strategies)

Literature

Compulsory reading

1. Levchenko, O. H., Polukarov, O. I., Zatsarnyi, V. V., Polukarov, Yu. O., & Zemlianska, O. V. (2019). Okhorona pratsi ta tsyvilnyi zakhyst [Occupational safety and civil protection]. Igor Sikorsky Kyiv Polytechnic Institute; Osnova. 287 p.
2. Verkhovna Rada Ukrainy. (2012). Kodeks tsyvilnoho zakhystu Ukrainy [Code of civil protection of Ukraine]. https://zakon.rada.gov.ua/laws/show/5403-17
3. European Agency for Safety and Health at Work. (2023). Occupational safety and health in Europe: State and trends report. Publications Office of the European Union.
4. International Labour Organization. (2023). Safety and health at the heart of the future of work: Building on 100 years of experience. ILO.
5. Verkhovna Rada Ukrainy. (1992). Zakon Ukrainy "Pro okhoronu pratsi" [Law of Ukraine "On occupational safety"]. https://zakon.rada.gov.ua/laws/show/2694-12
6. Verkhovna Rada Ukrainy. (1994). Zakon Ukrainy "Pro zabezpechennia sanitarno-epidemiolohichnoho blahopoluchchia naselennia" [Law of Ukraine "On ensuring sanitary and epidemiological well-being of the population"]. https://zakon.rada.gov.ua/laws/show/4004-12
7. Derzhavnyi komitet Ukrainy z pytan tekhnichnoho rehuliuvannia ta spozhyvchoi polityky. (2001). Derzhavnyi klasyfikator nadzvychainykh sytuatsii DK 019:2001 [State classifier of emergencies DK 019:2001].
8. Tkachuk, K. N., Zatsarnyi, V. V., Kashtanov, S. F., et al. (2018). Okhorona pratsi ta promyslova bezpeka [Occupational safety and industrial safety]. Libra. 412 p.
9. Tretiakov, O. V., Zatsarnyi, V. V., & Bezsonnyi, V. L. (2018). Okhorona pratsi: navchalnyi posibnyk z testovym kompleksom [Occupational safety: Study guide with test complex]. Znannia. 350 p.
10. Tretiakova, L. D., & Lytvynenko, H. Ye. (2018). Zasoby indyvidualnoho zakhystu: vyrobnytstvo ta zastosuvannia [Personal protective equipment: Production and application]. Libra. 280 p.
11. World Health Organization. (2022). WHO guidelines on occupational safety and health. WHO.

Recommended reading

1. International Labour Organization. (2021). Guidelines on occupational safety and health management systems (ILO-OSH 2001). ILO.
2. World Health Organization. (2022). Mental health at work: Policy brief. WHO.
3. European Agency for Safety and Health at Work. (2022). Telework and health risks in the context of the COVID-19 pandemic. Publications Office of the European Union.
4. International Federation of Red Cross and Red Crescent Societies. (2023). First aid guidelines. IFRC.
5. International Organization for Standardization. (2018). ISO 45001: Occupational health and safety management systems—Requirements with guidance for use. ISO.
6. Hopkins, A. (2019). Managing major hazards: The lessons of disaster. Allen & Unwin.
7. Reason, J. (2016). Managing the risks of organizational accidents. Routledge.
8. Geller, E. S. (2017). The psychology of safety handbook. CRC Press.

Web-resources

1. International Labour Organization. (n.d.). Occupational safety standards, guidelines, and statistics. https://www.ilo.org
2. World Health Organization. (n.d.). Health and safety guidelines, emergency response, and mental health. https://www.who.int
3. European Agency for Safety and Health at Work. (n.d.). EU policies, workplace safety practices, and risk prevention. https://osha.europa.eu
4. State Emergency Service of Ukraine. (n.d.). Civil protection, emergency response guidelines, and safety instructions. https://dsns.gov.ua
5. Verkhovna Rada of Ukraine. (n.d.). National legislation and regulatory documents. https://zakon.rada.gov.ua

Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	1/14 weeks	4 / mandatory	Zhanna Piskova, PhD (Economics), Associate Professor	120 hours (26 h. lectures, 12 h. practical classes, 82 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) Classify organizations as open systems, considering their life cycle			Interactive lecture, brainstorming method, viewing video case studies of real companies	Express tests, participation in discussion, oral questioning (CAS), situational task in the exam (FAS)
2) Analyze and explain the relationship between strategy and organizational design			Problem-based lecture, concept mapping, work in small groups	Analysis and presentation of case study (in written form) in small groups, oral questioning (CAS)
3) Interpret and adhere to principles of organization theory and academic integrity			Seminar-discussion, ethical coaching, analysis of regulatory documents	Essay on professional ethics, plagiarism check (CAS)
4) Design organizational structures for various business contexts			work in specialized software (Miro, Visio), practical training session	Defense of an individual graphical project (CAS), situational task in the exam (FAS)
5) Analyze and evaluate environmental factors influencing organizational effectiveness			SWOT analysis of the organization, simulation games	Analytical report, participation in discussion (CAS), situational task in the exam (FAS)
6) Compare and evaluate domestic and international organizational models			Comparative analysis (Benchmarking), research presentations on international experience	Presentation of research results (CAS)
7) Participate in a team study			Work in small groups, role-playing games	Peer-assessment of individual contribution to the teamwork, defense of the small group report (CAS)
8) Communicate and justify research findings following professional and ethical standards			Public speaking, peer review	Assessment of presentation quality and responses to questions (CAS)
Assessment				

The final grade is based on a 100-point scale, including 40 points for the final assessment (containing tests and a problem-solving task) and 60 points for continuous assessment.
60 points for continuous assessment:
20 points for an individual graphical project (presentation included).
40 points for participation in discussions.
Assessment Criteria:
a) Individual assignment:
16.0 – 20.0 points: The organizational chart in Miro/Visio is built flawlessly; types of links are detailed; deep understanding of design logic is demonstrated; conclusions are fully justified
11.0 – 15.9 points: The project is completed correctly, but there are minor graphical or formatting inaccuracies. Analytical conclusions are generalized
6.0 – 10.9 points: Insufficient analytical depth; structural hierarchy in the chart contains logical errors; conclusions lack argument or are presented in a general form
0.0 – 5.9 points: Critical lack of knowledge; the assignment is not completed, lacks structure, or shows signs of non-original work.
b) Participation in discussions:
Each of the 4 designated seminar discussions is graded from 0 to 10 points based on the following scale:
8.5 – 10.0 points: High level of engagement; excellent command of theoretical material; independent and highly successful justification of personal position
5.1 – 8.4 points: Active participation; good general understanding of the topic, but with minor conceptual errors or weaker argumentation
2.1 – 5.0 points: Passive presence; basic understanding with significant gaps; weak attempt to join the collaborative analysis
0.0 – 2.0 points: Substantive errors; lack of basic preparation; non-participation in the seminar.
c) Examination paper:
Assessment criteria for the exam are recorded in the examination card.

Content

Topic 1. Subject, methodology, tasks of the theory of organization
Topic 2. General characteristics of the organization
Topic 3. Organization as a system
Topic 4. Organization as a process
Topic 5. Theoretical foundations of the organization as an object of management
Topic 6. Organization design
Topic 7. Organization structure.
Topic 8. Variants of organizational design
Topic 9. Typology of organizations
Topic 10. Organization effectiveness

Literature

Compulsory reading

1. Buniak, N. M. (2023). Menedzhment orhanizatsii [Management of organizations]. Lutsk: Volynskyi natsionalnyi universytet imeni Lesi Ukrainky. 192 p.
2. Monastyrskyi, H. L. (2021). Teoriia orhanizatsii: posibnyk [Organization theory: textbook]. Ternopil National Economic University. 288 p.
3. Daft, R. L. (2021). Organization Theory and Design (13th ed.). Cengage Learning. 688 p.

Recommended reading

1. Svydruk, I. I., Myronov, Yu. B., & Kundytskyi, O. O. (2026). Teoriia orhanizatsii [Theory of organization] (2nd stereotyped ed.). Lviv: Novyi Svit-2000. 174 p.
2. Sumets, O. M. (2022). Proektno-oriientovane upravlinnia orhanizatsiieiu [Project-oriented organization management]. Kyiv: Universytet ekonomiky ta prava “KROK”. 167 p.
3. Bauer, T., & Erdogan, B. (2023). Organizational behavior and theory (2.0 ed.). FlatWorld. 600 p.
4. 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
5. 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
6. Varenyk, V. M., & Piskova, Zh. V. (2024). Soft, hard, and digital skills for managers in the digital age: Business requirements and the need to master them. Development Management, 23(1), 46–61. [Electronic edition]. https://devma.com.ua/web/uploads/pdf/Development_Management,_2024_Vol_23_No._1-46-61.pdf
7. Jones, G. R. (2022). Organizational theory, design, and change (7th ed.). Pearson. 512 p.

Web-resources

1. Pearson Education. (n.d.). Official website. https://www.pearson.com
2. SAGE Publications. (n.d.). Official website. https://us.sagepub.com
3. Miroverse. Official templates directory for organizational chart design and process mapping. https://miro.com/miroverse/
4. MS Visio Support and Templates. Official documentation for advanced organizational design. https://support.microsoft.com/visio

BUSINESS COMMUNICATIONS IN MANAGEMENT

The course aims to develop fundamental professional skills for building effective business communications within a management environment. The curriculum is focused on mastering modern business writing techniques, developing the capacity for teamwork using agile methodologies, and fostering skills to recognize communication patterns and conflict risks. Special emphasis is placed on cognitive structuring, critical thinking tools, and the practice of providing constructive feedback to ensure the efficiency of business processes at the initial stages of a manager's professional development.

Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	2 / 14 weeks	4 / mandatory	Viktoriia Varenyk PhD (Economics), Associate Professor	120 hours (14 h. lectures, 28 h. practical classes, 78 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) Identify and explain the structure and models of business communications as a management function to understand information flows.	Problem-based lectures with elements of discussion, Kahoot quizzes, Wordwall activities	Class participation in discussions (CAS), testing (CAS) theoretical testing during the final exam (FAS)
2) Apply basic Scrum methodology tools for team interaction, conducting negotiations, and approving joint decisions.	Interdisciplinary project simulation, team case-simulator	Evaluation of teamwork in the simulation (CAS), defense of the case study results (CAS)
3) Draft simple business correspondence and documentation, learning to identify and correct stylistic errors.	Writing workshops, group discussions (Peer-feedback), training sessions	Assessment of practical works/correspondence logs (CAS), active participation in training sessions (CAS), exam task: text correction (FAS)
4) Identify and analyze complex communication patterns, psychological dynamics, and conflict risks to apply strategic decision-making and creative problem-solving methods.	Problem-based lecture-discussion, case-simulator (analysis of dialogues)	Case study report (CAS), analysis of a situational task during the final exam (FAS)
5) Define team roles and provide constructive feedback based on work results.	Role-playing, presentations, discussions based on Scrum retrospectives	Defense of the presentation (CAS), active participation in role-playing games (CAS), self-assessment and retrospective results (CAS)

Assessment

The final grade is given on a 100-point scale, with 40 points for the exam (FAS) and 60 points for the continuous assessment (CAS).
60 points for the work in the semester:
5 points for an individual assignment (oral presentation);
40 points for active participation in practical activities (10 classes × 4 points max), which includes:
Class participation and discussions (including Scrum retrospectives and role-playing games) — max 2 points per class;

Practical workshops, training sessions, and current testing (quizzes) — max 2 points per class;
15 points – for midterm module assessment (Scrum project report/module test).
40 points for the final assessment (FAS):
40 points – final exam tasks.
a) Individual assignment (Presentation) — 5 points
5 points: The student delivers an outstanding oral presentation with clear visual structure and high-quality slide design. Demonstrates excellent public speaking skills, depth of topic analysis, and professional engagement with the audience. Flawlessly answers follow-up questions during the defense.
3–4 points: The presentation is well-structured and covers the topic effectively. Slides are designed properly with minor flaws. The student speaks confidently but may rely too much on notes or show minor inaccuracies when answering questions.
2 points: The presentation has a somewhat logical structure, but the visual design is weak or overloaded with text. The delivery lacks engagement, and the student struggles to clearly answer questions or defend their position.
1 point: The presentation is poorly structured, disorganized, or unfinished. The student demonstrates a low understanding of the topic and cannot answer basic questions during the defense.
b) Participation in discussions and practical activities
For participating in activities (discussions, Scrum retrospectives, role-playing games, training sessions, and text correction workshops), the student receives points based on their performance level (max. 4 points per class):
81–100% of points: The student is highly proactive and accomplishes tasks correctly. Demonstrates excellent mastery of communication models, successfully argues their position using constructive reasoning, and provides high-quality peer-feedback during training sessions.
51–80% of points: The student demonstrates a good understanding of the material and actively participates in teamwork (simulations/role-playing), but shows minor inaccuracies in conflict analysis or stylistic error identification.
21–50% of points: A basic understanding of the material, but with significant gaps, low activity in team interaction, or passive behavior during workshops.
1–20% of points: Major mistakes, lack of understanding of the communication context, or failure to perform interactive tasks and tests.
c) midterm and exam papers The criteria for the midterm assignments (cases) and exam tasks (including the theoretical block, professional writing task, and situational case analysis) are specified in the test card or the examination card.

Content

Topic 1. Concept and Types of Business Communications
Topic 2. Verbal and Non-verbal Communication Tools
Topic 3. Forms of Business Communication
Topic 4. Written Business Communications
Topic 5. Team Communications
Topic 6. Team Interaction: Misunderstandings and Feedback
Topic 7. Communication Roles of Participants
Topic 8. Manipulations in the Process of Business Communication
Topic 9. Conflicts in the Process of Business Communications
Topic 10. Online Communications

Literature

Compulsory reading

1. Shulhina, L. (2023). Biznes-komunikatsii: navchalno-metodychnyi kompleks [Business communications: educational and methodological complex] [Electronic edition]. Igor Sikorsky Kyiv Polytechnic Institute. 151 p.
2. Bokovets, O. (2022). Dilove spilkuvannia: navchalno-metodychnyi kompleks dystsypliny [Business communication: educational and methodological complex of the discipline] [Electronic edition]. Igor Sikorsky Kyiv Polytechnic Institute. 62 p.
3. Kovaliov, B., Pavlyk, A., & Fedyna, S. (2020). Biznes-komunikatsii: konspekt lektsii [Business communications: lecture notes]. Sumy State University. 113 p.

4. Nahaiev, V. (2022). Komunikatyvnyi menedzhment: praktykum dlia samostiinoho (dystantsiinoho) zakriplennia lektsiinoho materialu [Communicative management: a workshop for independent (distance) consolidation of lecture material]. State Biotechnological University; Miska Drukarnia. 97 p.
5. Prus, Y. (2022). Biznes-komunikatsii. Konspekt lektsii [Business communications. Lecture notes]. V. N. Karazin Kharkiv National University. 149 p.

Recommended reading

1. Blikhar, V., Veresklia, M., & Mykhalitska, N. (2021). Ofis-menedzhment: navchalno-metodychnyi posibnyk [Office management: educational and methodological manual]. Lviv State University of Internal Affairs. 348 p.
2. Bovée, C. L., & Thill, J. V. (2021). Business Communication Today (15th ed.). Pearson. https://share.google/4UhXQNFhHuj8AlCwC
3. Cardon, P. (2023). Business Communication: Developing Leaders for a Networked World (5th ed.). McGraw-Hill Education. https://ru.scribd.com/document/997707594/Business-Communication-Developing-Leaders-for-Networked-World-5th-Edition-Cardon-eBook-Testbank
4. De Bono, E. (2017). Six Thinking Hats (Revised and updated edition). Penguin Books. 192 p.
5. Goleman, D. (2020). Emotional Intelligence: Why It Can Matter More Than IQ. Bloomsbury Publishing. 352 p.
6. Guffey, M. E., & Loewy, D. (2022). Business Communication: Process & Product (10th ed.). Cengage Learning. https://share.google/gjvpYcRgkCgVYKEMy
7. Oliinyk, N. (2020). Komunikatyvnyi menedzhment: navchalno-metodychnyi posibnyk [Communicative management: educational and methodological manual]. Kamianets-Podilskyi. 112 p.
8. Pease, A., & Pease, B. (2017). The Definitive Book of Body Language: How to Read Others' Attitudes by Their Gestures. Bantam. 400 p. https://share.google/sN5BSKBU8in57LLBC
9. Petrunia, Yu. Ye., & Petrunia, V. Yu. (2025). Biznes-komunikatsii v menedzhmenti. Praktykum: navch. posibnyk [Business communications in management. Workshop: training manual]. Universytet mytnoi spravy ta finansiv. 121 p.
10. Petrunia, Yu., Petrunia, V., Mytrofanova, H., Momot, V., Lytvynenko, O., & Yevtushenko, O. (2020). Biznes-komunikatsii v menedzhmenti. Praktykum: navchalnyi posibnyk [Business communications in management. Workshop: a textbook] [Electronic edition]. Alfred Nobel University. 62 p.
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Web-resources

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3. Laba. (2025). 6 techniques of active listening [Electronic resource]. Official website. https://laba.ua/blog/3716-6-priyomiv-aktivnogo-sluhannya
4. Happy Monday. (n.d.). Tell me about me! 14 rules of feedback [Electronic resource]. Official website. https://happymonday.ua/gramotnyj-fidbjek-14-pravil
5. British MBA. (n.d.). Distribution of roles in a team according to R. Belbin: how to form an effective work team [Electronic resource]. Official website. https://britishmba.in.ua/rozpodil-rolei-v-komandi-za-r-belbinom-iak-sformuvaty-efektyvnu-robochu-komandu/
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https://zakarpattya.net.ua/News/230222-IAki-tekhnolohii-ta-platformy-vykorystovuiutsia-v-onlain-mahazynakh-dlia-obrobky-zamovlen-ta-komunikatsii-z-kliientamy
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15. EBA. (2023). Conflicts and successful business: why it is worth teaching staff to manage conflicts [Electronic resource]. Official website. https://eba.com.ua/konflikty-ta-uspishnyj-biznes-chomu-varto-navchyty-personal-upravlyaty-konfliktamy/
16. Pravda Life. (2019). Effective feedback: how to speak so that you are heard. 5 rules from a coach [Electronic resource]. Official website. https://life.pravda.com.ua/society/2019/01/26/235248/
17. Kuchuk, M. (2023). How to provide feedback: rules and work etiquette [Electronic resource]. Official website. https://www.gen.tech/post/yak-nadavati-zvorotnij-zvyazok
18. Zosim, M. (n.d.). Lateral thinking [Electronic resource]. Official website. https://www.maxzosim.com/lateral-thinking/
19. Association for Business Communication. (n.d.). Official website. https://www.businesscommunication.org
20. Coursera Business Communication Section. (n.d.). Official website. https://www.coursera.org/browse/business/business-essential
21. Harvard Business Review. (n.d.). Official website. https://hbr.org/topic/communication
22. MindTools. (n.d.). Official website. https://www.mindtools.com
23. Plain English Campaign. (n.d.). Official website. http://www.plainenglish.co.uk
24. Scrum.org. (n.d.). Official website. https://www.scrum.org
25. The de Bono Group. (n.d.). Official website. https://www.debonogroup.com/six_thinking_hats.php

STATISTICAL ANALYSIS IN BUSINESS				
The course aims to develop students' theoretical knowledge and practical skills in applying statistical methods to analyze business processes. The course is designed to master the toolkit of applied statistical research and data processing within the MS Excel/Google Sheets environment. Learning is achieved through solving practical cases by analogy, visualizing the obtained indicators, and using gamification technologies (Wordwall) to reinforce theoretical material, providing a sound information base for managerial decision-making.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	2 / 14 weeks	5 / mandatory	Viktoriia Varenyk PhD (Economics), Associate Professor	150 hours (26 h. lectures, 26 h. practical classes, 98 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) Analyze business data using statistical methods and argue the obtained results during group discussions.			Interactive lectures, joint analysis of business cases with the instructor in Excel/Google Sheets, group presentation of results	Participation in discussions, case study reports (CAS)
2) Use Excel/Google Sheets tools to perform calculations for cases by analogy, demonstrating the capacity for independent work.			Practical software-based sessions, collaborative work with spreadsheets during lectures, independent completion of tasks based on a model, working with instructions	Assessment of practical tasks in Excel/Google Sheets (CAS), final exam (FAS)
3) Demonstrate teamwork and communication skills in solving statistical problems collectively using gamification (Wordwall) and cloud services.			Gamification (Wordwall), small group work on shared files in Google Sheets, team discussions of results	Team activity, results of game-based tasks, and assessment of collaborative work in cloud spreadsheets (CAS), final exam (FAS)
4) Identify and correct typical calculation errors, demonstrating a critical approach to the results of personal data processing.			Error analysis (work on mistakes), theoretical review via Wordwall, solving problem-based tasks	Results of Wordwall exercises (CAS), practical part of the exam (FAS)
5) Use professional terminology to describe statistical patterns within the business activities of an organization.			Interactive lectures, terminology-focused games on the Wordwall platform	Written exam answers (FAS), testing (CAS)
Assessment				

The final grade is given on a 100-point scale, with 40 points for the final exam (FAS) and 60 points for the continuous assessment (CAS).
60 points for work in the semester:
5 points for an individual assignment (Analytical Case Study);
39 points for participation in practical activities and discussions (13 sessions × 3 points);
16 points for mid-term test papers (2 tests × 8 points).
Assessment criteria:
a) Individual assignment (Analytical Case Study)
5 points: The student demonstrates an excellent understanding of statistical methods and mastery of Excel/Google Sheets. The work contains deep analysis, a clear author's point of view, and is designed in accordance with the requirements.
3–4 points: The student understands the material well and demonstrates a good mastery of the analytical tools. There are minor inaccuracies in calculations, visualization, or data interpretation.
1–2 points: The task is poorly structured, the logic of calculations is inconsistent, and there are major omissions in the use of Excel functions.
b) Participation in practical activities and discussions (Includes 13 practical tasks in Excel/Google Sheets and theoretical engagement via Wordwall)
For participating in the activities, the student will receive points from the total number (3 points per session):
81–100% (3 pts): The task is performed correctly and on time. The student demonstrates excellent mastery of statistical functions in software, successfully argues conclusions, and actively works during interactive sessions.
51–80% (2 pts): The student demonstrates an understanding of the material, but some technical inaccuracies in spreadsheets or calculations are noticed.
1–50% (1 pt): A basic understanding of the material, but with significant gaps in Excel skills or a large number of calculation errors.
c) Mid-term test papers
During the semester, two mid-term control papers are scheduled (maximum of 8 points each). Each control paper consists of two components:
Computerized Testing (Max: 2 points per paper / 4 points total for the semester): Conducted via the university platform. Test items are generated automatically by the system and focus on verifying the knowledge of professional terminology, the essence of business statistical indicators, and data grouping and analysis methods. The score is generated automatically:
90%–100% of correct answers = 2 points
60%–89% of correct answers = 1 point
less than 60% of correct answers = 0 points
Practical / Analytical Task (Max: 6 points per paper / 12 points total for the semester):
5–6 points: Faultless completion of the task: accurate calculation of business performance statistical indicators (averages, variation, trend indicators, or correlation); correct application of statistical analysis tools to solve business problems; formulation of sound, logical managerial conclusions based on the data.
3–4 points: The task is fully completed, but there are minor calculation errors or isolated inaccuracies in interpreting statistical results; the analytical conclusions for business lack depth.
1–2 points: Gross methodological errors in statistical calculations; inability to properly process primary business data or draw basic conclusions for managerial decision-making.
d) Test papers (Final Exam)
The test assignment criteria are written on the test card. The exam evaluates the accuracy of solving complex Excel tasks, the ability to interpret statistical indicators, and the completeness of theoretical answers.

Content

Topic 1. Methodological Foundations of Statistics. Statistical Observation.
Topic 2. Presentation of Statistical Data: Tables, Graphs, and Maps.

Topic 3. Summarization and Grouping of Statistical Data.
Topic 4. Summary Statistical Indicators.
Topic 5. Analysis of Distribution Series.
Topic 6. Interactive Tables in Business Statistical Analysis.
Topic 7. Data Comparison Methods and Their Application in Business Process Statistical Analysis.
Topic 8. Analysis of Time Series (Dynamics Series).
Topic 9. Statistical Methods for Measuring Correlations and Relationships.
Topic 10. Indices and Index Method.
Topic 11. Statistical Analysis: Rapid Retrieval of Key Indicators.
Topic 12. Dashboards: A Tool for Statistical Analysis.
Topic 13. Enterprise Statistical Reporting.

Literature

Compulsory reading

1. Chmut, A. (2023). Biznes-statystyka [Business Statistics]: navchalnyi posibnyk dlia zdobuvachiv pershoho (bakalavrskoho) rivnia vyshchoi osvity. Kherson State University. 97 p.
2. Haidenko, S., & Kostiuk, V. (2023). Biznes-statystyka [Business Statistics]: navch. posib. Kharkivskyi natsionalnyi universytet miskoho hospodarstva imeni O. M. Beketova. 190 p.
3. Horkavyi, V. (2020). Statystyka [Statistics]: pidruchnyk. Alerta. 644 p.

Recommended reading

1. Alexander, M. (2022). Excel Data Analysis: Forecasting and Simulation. Wiley. 384 p.
2. Behun, S. (2022). Statystyka [Statistics]: navchalnyi posibnyk. Lutsk. 230 p. https://vstup.htek.com.ua/wp-content/uploads/2024/10/9.2-Begun_ZTS_2022.pdf
3. Black, K. (2023). Business Statistics: For Contemporary Decision Making. John Wiley & Sons. 832 p.
4. Bruce, P., Bruce, A., & Gedeck, P. (2024). Practical Statistics for Data Scientists. O'Reilly Media. 368 p.
5. Groebner, D., Shannon, P., & Fry, P. (2024). Business Statistics: A Decision-Making Approach (11th ed.). Pearson. 816 p.
6. Haidenko, S., & Kostiuk, V. (2023). Biznes-statystyka [Business Statistics]: navch. posib. Kharkivskyi natsionalnyi universytet miskoho hospodarstva imeni O. M. Beketova. 190 p. https://eprints.kname.edu.ua/62488/1/2022%20%D0%BF%D0%B5%D1%87.%2016%20%D0%9D%D0%9F%20%D0%91%D1%96%D0%B7%D0%BD%D0%B5%D1%81-%D1%81%D1%82%D0%B0%D1%82%D0%B8%D1%81%D1%82%D0%B8%D0%BA%D0%B0%20%D0%BD%D0%B0%D0%B2%D1%87.%20%D0%BF%D0%BE%D1%81%D1%96%D0%B1.pdf
7. Jaggia, S., & Kelly, A. (2025). Business Statistics: Communicating with Numbers. McGraw Hill. 912 p.
8. Korepanov, O., Soboliev, V., Chala, T., et al. (2021). Mizhnarodna statystyka [International Statistics]: navchalnyi posibnyk. Karazin Kharkiv National University. 444 p. https://ekhnuir.karazin.ua/server/api/core/bitstreams/0e18067c-a422-4332-a3e1-733c9bbb47e2/content
9. Pyrozhkov, S., Riazantseva, V., Motoryn, R., et al. (2020). Statystyka [Statistics]: pidruchnyk. Kyiv National University of Trade and Economics. 328 p.

Web-resources

1. Alfred Nobel University Electronic Library. (n.d.). Official website. https://lib.duan.edu.ua/uk/
2. Alfred Nobel University Institutional Repository. (n.d.). Official website. https://ir.duan.edu.ua/home
3. Eurostat — European Commission. Official website. https://ec.europa.eu/eurostat
4. International Monetary Fund. Official website. http://www.imf.org
5. Introductory Statistics. (n.d.). Official website. https://openstax.org/details/books/introductory-statistics
6. Lane, D. (n.d.). Introduction to Statistics. Official website. https://open.umn.edu/opentextbooks/textbooks/introduction-to-statistics
7. Microsoft Excel — bazovyi i serednii riven [Microsoft Excel — basic and intermediate level]. Electronic resource. https://www.thecampster.com/ua/course/view?slug=microsoft-excel-%D0%B1%D0%B0%D0%B7%D0%BE%D0%B2%D0%B8%D0%B9-%D1%96-%D1%81%D0%B5%D1%80%D0%B5%D0%B4%D0%BD%D1%96%D0%B9-%D1%80%D1%96%D0%B2%D0%B5%D0%BD%D1%8C

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9. Petrenko, V. (2022). Yak stvoryty dashbord v Excel [How to create a dashboard in Excel]. Electronic resource. https://laba.ua/blog/3287-kak-sozdat-dashbord-v-excel
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11. State Statistics Service of Ukraine. Official website. http://www.ukrstat.gov.ua/
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13. Statistics. (n.d.). Official website. https://www.oxfordfajar.com.my/higher-education/statistics/3366#returnurl=/higher-education/fundamentals-of-auditing/2353
14. Videokursy z Excel [Video courses on Excel]. Official website. https://support.microsoft.com/uk-ua/office/%D0%B2%D1%96%D0%B4%D0%B5%D0%BE%D0%BA%D1%83%D1%80%D1%81%D0%B8-%D0%B7-excel-9bc05390-e94c-46af-a5b3-d7c22f6990bb
15. Word ta Excel: instrumenty i laifkhaky [Word and Excel: tools and life hacks]. Electronic resource. https://courses.prometheus.org.ua/courses/course-v1:DNU+PRIN-101+2017_T1/about
16. World Bank Open Data. Official website. http://www.worldbank.org

FUNDAMENTALS OF MANAGEMENT				
The course aims to develop students' systematic understanding of management as a professional domain and academic discipline, including comprehension of the content, logic and interrelationships of management functions, and the capacity to apply theoretical approaches and management instruments to analyse, organise and evaluate management processes within an organisation in order to improve its overall performance.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	3 / 14 weeks	5 / mandatory	Volodymyr Momot, Doctor of Science (Economics), Full Professor	180 hours (28 h. lectures, 12 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) Identify and explain the core theories, methods and functions of management and contemporary leadership concepts, demonstrating familiarity with the historical evolution of managerial thought.			Lectures, problem-based lectures, discussion, case study analysis	Testing, oral questioning, class participation in discussions (CAS), final examination (FAS)
2) Describe the content and interrelationships of the key functional areas of an organisation, using appropriate management terminology and conceptual frameworks.			Lectures, problem-based lectures, discussion, case study analysis	Testing, oral questioning, case study presentation (CAS), final examination (FAS)
3) Identify managerial problems and apply structured reasoning to justify management decisions in standard and problem-based organisational scenarios.			Problem-based lectures, case studies, situational problem analysis, problem-solving exercises	Problem-based situation resolution, case study presentation (CAS), final examination (FAS)
4) Apply management methods and tools to support the effective functioning of an organisation, selecting appropriate instruments in relation to defined objectives.			Problem-based lectures, case studies, situational problem analysis, problem-solving exercises	Evaluation of exercise results, presentation of work outcomes (CAS), final examination (FAS)
5) Identify sources of workplace stress and apply adaptive coping strategies to manage their effects on individual wellbeing and team functioning in professional situations.			Problem-based lectures, case studies, situational problem analysis	Problem-based situation resolution, oral questioning (CAS), final examination (FAS)
6) Analyse managerial situations and conduct effective communications across diverse functional areas of an organisation, adapting approach to context and audience.			Discussions, small-group work, case studies	Class participation in discussions, small-group presentation of results (CAS), final examination (FAS)
7) Apply independent learning strategies and demonstrate flexible, open and self-critical			Problem-based lectures, skills	Evaluation of exercise results, oral questioning (CAS), / term

thinking when engaging with new knowledge and solving professional tasks.	practice exercises, small-group work	paper (major CAS), final examination (FAS)
8) Conduct structured research individually and/or in a group under leadership guidance, organising the process and presenting findings in a coherent and evidence-based manner.	Individual and group research projects, small-group work	Research project presentation, peer evaluation of student reports (CAS), term paper (major CAS), final examination (FAS)

Assessment

The final grade is given on a 100-point scale, including 60 points for continuous assessment (CAS) during the semester and 40 points for the final examination (FAS).
1. Continuous Assessment (up to 60 points):
20 points – Term paper (major CAS: preparation, research, and defense);
10 points – individual assignment (presentation of management research findings);
30 points – practical activities (6 sessions × 5 points each, including management quizzes, Scrum cases, and organizational analysis models).
2. Final Assessment (up to 40 points):
40 points – final examination test (comprising theoretical questions and situational management tasks).
Assessment Criteria
a) Term Paper (major CAS – max 20 points):
18–20 points: Comprehensive analysis of organizational management processes, well-structured research, clear author's position, flawless application of management tools, models, and academic literature.
14–17 points: Good analytical depth, minor gaps in management model selection or structural presentation of research findings.
10–13 points: Basic understanding of managerial concepts, superficial analysis of organizational structures, formatting and formatting errors.
0–9 points: Insufficient analytical quality, major errors in management theory application, failure to meet academic research standards.
b) Individual Presentation (max 10 points):
9–10 points: Excellent understanding of managerial material. Uses relevant business databases, modern management frameworks, and analytical tools. Visual structure and presentation design are executed flawlessly.
6–8 points: Good mastery of the content. Modern management literature and analytical sources were used. Minor design or delivery flaws.
3–5 points: Logical structure, but ideas lack clarity or consistency in analyzing managerial problems and organizational scenarios.
1–2 points: Poorly structured task with major omissions in management context, inability to answer basic questions during defense.
c) Practical Activities (max 30 points total / up to 5 points per session):
4.5–5.0 points (90–100%): Excellent mastery of material. Accurate management problem-solving, effective analysis of organizational structures, active engagement in Scrum cases and interactive activities.
3.3–4.4 points (65–89%): Good understanding of the topic, but minor inaccuracies in situational analysis, Excel calculation models, or management tool application.
1.5–3.2 points (30–64%): Basic understanding with significant gaps in the practical application of managerial principles or data analysis.
0.1–1.4 points (1–29%): High error rate, lack of understanding of managerial context, passive behavior during practical sessions.
d) Final Exam (FAS – max 40 points):

35–40 points (Excellent): Comprehensive theoretical knowledge of management principles; error-free solutions to complex situational tasks and management calculations.
28–34 points (Good): Solid understanding of course topics and correct execution of situational tasks with minor non-essential analytical or calculation errors.
24–27 points (Satisfactory): Basic theoretical knowledge with noticeable gaps; practical tasks are partially solved (meets the minimal passing threshold of 60%).
0–23 points (Fail): Inability to solve situational tasks, fundamental lack of basic knowledge of management principles and analytical tools.

Content

Module 1. The Essence of Management
Topic 1. Management as Professional Activity, a System of Knowledge and Managerial Thinking
Topic 2. Evolution of Management Theories and Approaches
Topic 3. Principles and Patterns of Effective Management
Topic 4. Management Functions as Instruments of Managerial Influence
Topic 5. The Management Process as a Sequence of Function Implementation
Module 2. Organisational Management Processes
Topic 6. Planning as the Basis of Goal-Oriented Management
Topic 7. Organising and Building Management Structures
Topic 8. Motivation in Management: Theories and Practical Application
Topic 9. Control and Evaluation of Performance Results
Topic 10. Regulation and Correction in the Management System
Topic 11. Information and Managerial Communications in an Organisation
Topic 12. Leadership in Management
Topic 13. Management Effectiveness: Assessment Approaches and Improvement Directions

Literature

Compulsory reading

1. Griffin, R., & Yatsura, V. (2019). Osnovy menedzhmentu [Fundamentals of management] (V. Yatsura & D. Olesnevych, Eds.). Bak. 624 p.
2. Kuzmin, O. Ye., & Melnyk, O. H. (2018). Osnovy menedzhmentu [Fundamentals of management]. Akademvydav. 416 p.
3. Baieva, O. V., Novalska, N. I., Zgalat-Lozynska, L. O., & Laiko, H. P. (2016). Praktykum z menedzhmentu [Management practicum] (Pt. 2). MAUP. 178 p.
4. Khmil, F. I. (2019). Osnovy menedzhmentu [Fundamentals of management]. Akademvydav. 608 p.
5. Biryuchenko, S. Yu., Buzhymska, K. O., Burachek, I. V., et al. (2021). Menedzhment [Management] (T. P. Ostapchuk, Ed.). Zhytomyr Polytechnic State University; Ruta. 856 p.

Recommended reading

1. Sumets, O. M., & Vlasovets, V. M. (2018). Stratehii upravlinnia biznesom [Business management strategies]. Planeta-Print. 119 p.
2. Sazonets, O. M. (2019). Upravlinnia mizhnarodnym biznesom [International business management]. NUWEE. 337 p.
3. Robbins, S. P., & Coulter, M. (2021). Management (15th ed.). Pearson. 720 p.
4. Mintzberg, H. (2009). Managing. Berrett-Koehler Publishers. 320 p.

Web-resources

1. Harvard Business Review. (n.d.). Management insights. https://hbr.org
2. McKinsey & Company. (n.d.). Management and organisation. https://www.mckinsey.com/capabilities/people-and-organizational-performance/our-insights
3. Verkhovna Rada of Ukraine. (n.d.). Legislation database. https://zakon.rada.gov.ua
4. European Foundation for Management Development. (n.d.). Official website. https://www.efmd.org
5. American Management Association. (n.d.). Resources and insights. https://www.amanet.org

ECONOMIC AND FINANCIAL FUNDAMENTALS OF ENTERPRISE MANAGEMENT				
The course aims to provide students with a comprehensive understanding of the economic and financial mechanisms of enterprise functioning. It focuses on developing practical skills in managing cash flows, organizing settlement systems, and evaluating enterprise assets (fixed, intangible, and current) to ensure operational efficiency in modern domestic and global environments.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	3/14 weeks	4 / mandatory	Zhanna Piskova, PhD (Economics), Associate Professor	120 hours (14 h. lectures, 26 h. practical classes, 80 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) Classify and analyze enterprises by organizational and legal forms, explaining the specifics of their financial and economic functioning			Lecture-visualization, comparative analysis method (searching for differences between LLC and JSC)	Testing on knowledge of legislative norms (CAS)
2) Explain and analyze the structure and economic nature of non-current and current assets as a basis for enterprise operations			Interactive lecture using real enterprise balance sheets, classification of assets using examples	Calculation work: 'Asset structure of a specific enterprise' (CAS)
3) Explain and apply the regulatory framework of cash and non-cash settlements, considering taxation and anti-corruption principles			Case method (analysis of 'grey' settlement schemes and their consequences), seminar-discussion on the tax system	Group debate on corruption risks in cash operations (CAS)
4) Analyze and evaluate enterprise cash flows, identifying liquidity gaps and justifying measures to address them			Scenario analysis, constructing a cash flow (CF) report to identify cash gaps	Project defense: 'Cash gap elimination plan' (CAS)
5) Apply and evaluate methods for inventory and accounts receivable management to optimize resource utilization			Laboratory work in Excel: calculation of FIFO methods, weighted average cost, ABC analysis of debtors	Practical task defense (CAS)
6) Apply and demonstrate the use of information technologies (e.g., Excel, accounting systems) for financial analysis and data visualization			Demonstration of work in accounting systems (BAS) or advanced Excel functions	Assessment of practical tasks performed in digital form (CAS)
7) Communicate and justify the results of economic analysis to support managerial decision-making and organizational development			Role-play: 'Negotiations with a debtor' or 'Report to an investor'	Peer-assessment (peer evaluation of the ability to argue a point) (CAS)

8) Evaluate and demonstrate leadership in financial decision-making under conditions of uncertainty and stress (e.g., liquidity crises)	Business Simulation games, Stress Case-Study: 'Cash Gap'	Analytical report, assessment of presentation quality and answers to questions, reflection session (CAS)

Assessment

The final grade is based on a 100-point scale, including 60 points for continuous assessment (CAS) during the semester and 40 points for the final examination (FAS).
60 points for continuous assessment (CAS):
20 points – individual assignment (project defense: "Cash gap elimination plan" / analytical presentation);
20 points – completion and defense of practical and calculation work in Excel and accounting software (asset structure analysis, FIFO valuation, ABC analysis of debtors);
20 points – participation in classroom discussions, group debates, role-plays ("Negotiations with a debtor"), and business simulations.
40 points for final assessment (FAS):
40 points – final examination test (comprising theoretical questions and situational calculation tasks).
Assessment Criteria
a) Individual assignment (Project defense / Presentation – max 20 points):
16–20 points: The student performed the work correctly, demonstrates a deep understanding of enterprise cash flows and financial mechanisms, accurately identifies liquidity gaps, and provides fully justified conclusions.
11–15 points: The student performed the work, but there are minor analytical or calculation inaccuracies that do not affect the overall final result. Generalized conclusions have been made.
6–10 points: The student demonstrates insufficient understanding of the material. The task is partially completed or presented in a general form. Partial conclusions have been made.
1–5 points: The student demonstrates a lack of understanding of the material. The task was not completed, and conclusions are absent.
b) Practical calculation work & digital tasks (max 20 points):
17–20 points (85–100%): Flawless performance of practical tasks in Excel/BAS, accurate application of inventory valuation methods (FIFO) and debtor ABC analysis, error-free financial data visualization.
11–16 points (55–84%): Calculations completed correctly, but minor errors in formulas, spreadsheet formatting, or data interpretation occur.
6–10 points (30–54%): Significant gaps in software tool application, calculation errors, superficial analysis of financial indicators.
1–5 points (1–29%): Major errors, failure to perform basic enterprise asset and cash flow calculations.
c) Participation in discussions, debates, and simulations (max 20 points):
81–100% (17–20 points): Discussion conducted correctly. The student demonstrates excellent command of the learning material, actively participates in role-plays and debates, and successfully argues their position.
51–80% (11–16 points): The student demonstrates understanding of the learning material but shows some inaccuracies or minor passivity in team simulations.
21–50% (5–10 points): Basic understanding of the material, but with significant gaps or omissions in debate engagement.
1–20% (1–4 points): Many errors, with little to no understanding of the context of the material.
d) Examination paper (FAS – max 40 points): Assessment criteria for the exam are recorded in the examination card (includes testing of theoretical knowledge and practical calculation of enterprise financial indicators).

Content

Topic 1. Enterprise: organizational and legal forms
Topic 2. Cash settlements of the enterprise

Topic 3. Non-cash settlements of the enterprise
Topic 4. Cash flows of the enterprise
Topic 5. Nature and classification of enterprise fixed assets
Topic 6. Intangible assets of the enterprise
Topic 7. Current assets of the enterprise
Topic 8. Evaluation of accounts receivable
Topic 9. Evaluation of inventory

Literature

Compulsory reading

1. Varenyk, V. M., & Piskova, Zh. V. (2024). Ekonomichni ta finansovi osnovy upravlinnia pidpryiemstvom: praktykum [Economic and financial foundations of enterprise management: workshop] [Electronic edition]. Alfred Nobel University. 89 p.
2. Boichyk, I. M. (2016). Ekonomika pidpryiemstva: pidruchnyk [Economics of the enterprise: textbook]. Kondor Publishing. 378 p.
3. Melnyk, L. H. (Ed.). (2023). Ekonomika pidpryiemstva: pidruchnyk [Economics of the enterprise: textbook]. Universytetska knyha. 874 p.
4. Fisunenko, P. A. (Ed.). (2024). Ekonomika pidpryiemstva: navchalnyi posibnyk (u skhemakh i tablytsiakh) [Economics of the enterprise: textbook (in schemes and tables)]. Dnipropetrovsk State University of Internal Affairs. 148 p.
5. Marusiak, N. L. (2023). Finansy pidpryiemstv: navchalnyi posibnyk (2nd ed.) [Enterprise finance: textbook (2nd ed.)]. Yurii Fedkovych Chernivtsi National University. 176 p.
6. Kurylo, O. B., Bondarenko, L. P., Vivchar, O. I., & Chubka, O. M. (2020). Finansy pidpryiemstv: pidruchnyk [Enterprise finance: textbook]. Kondor Publishing. 340 p.

Recommended reading

1. Civil Code of Ukraine. (2003, January 16). Law of Ukraine No. 435-IV (as amended). https://zakon.rada.gov.ua/laws/show/435-15
2. Tax Code of Ukraine. (2010, December 2). Law of Ukraine No. 2755-VI (as amended). https://zakon.rada.gov.ua/laws/show/2755-17
3. Law of Ukraine "On peculiarities of regulation of legal entities of certain organizational and legal forms during the transition period and associations of legal entities". (2025, January 9). No. 4196-IX. https://zakon.rada.gov.ua/laws/show/4196-20#Text
4. National Bank of Ukraine. (2020). Instruction on non-cash settlements in Ukraine in national currency (No. 56). https://zakon.rada.gov.ua/laws/show/z0377-04#Text
5. National Accounting Standards (Provisions). (n.d.). http://pro-u4ot.info/index.php?section=browse&CatID=92
6. National Bank of Ukraine. (2020). Regulation on cash transactions in national currency in Ukraine (No. 148). https://zakon.rada.gov.ua/laws/show/v0148500-17#Text
7. Ministry of Social Policy of Ukraine. (2004). Order No. 336 "On approval of Issue 1 'Professions common to all types of economic activity' of the Handbook of qualification characteristics". https://zakon.rada.gov.ua/rada/show/v0336203-04#Text
8. Berk, J., & DeMarzo, P. (2023). Corporate Finance (6th ed.). Pearson.
9. Alexander, J. (2025). Financial Planning & Analysis and Performance Management. Wiley Finance.
10. Khatser, M. (2023). Transformation of financial planning and management processes at enterprises as a response to economic challenges. Management and Entrepreneurship: Trends of Development, 4(26).
11. Piskova, Zh. V. & Tsurkan I.M. (2023). Derzhavnyy borh krayiny: tempy i napryamy yoho zmin v Ukrayini i Pol′shchi [Public Debt: Pace and Direction of Changes in Ukraine and Poland]. Elektronnyy zhurnal 'Efektyvna ekonomika' vklyucheno do pereliku naukovykh fakhovykh vydan′ Ukrayiny z pytan′ ekonomiky (Katehoriya 'B', Nakaz Ministerstva osvity i nauky Ukrayiny № 975 vid 11.07.2019). Spetsial′nosti – 051, 071, 072, 073, 075, 076, 292. Efektyvna ekonomika. 2023. № 1. https://www.nayka.com.ua/index.php/ee/issue/view/55. No 1.

Web-resources

1. Verkhovna Rada of Ukraine. (n.d.). Official legislative portal. https://zakon.rada.gov.ua
2. National Bank of Ukraine. (n.d.). Official website. https://bank.gov.ua
3. YouControl. (n.d.). Analytical system.Official website. https://youcontrol.com.ua

ORGANIZATIONAL CULTURE

The course aims to develop students' applied competencies in understanding and managing organisational culture within professional business contexts. The course introduces key theoretical frameworks of corporate culture, equips students to apply structured diagnostic instruments, develop basic corporate governance and ethics documents, and analyse acculturation, corporate identity and CSR practices. The course combines theoretical engagement with applied learning methods including case studies, culture diagnostic workshops, group projects and structured discussions.
Core competencies developed:
application of theoretical frameworks of organisational culture in professional contexts; use of structured instruments for culture diagnostics and gap analysis; development of corporate codes and professional ethics frameworks; analysis of acculturation and cultural onboarding processes; examination of corporate branding and identity as cultural transmission instruments; socially responsible and ethical management; respect for diversity and multicultural professional environments; self-directed learning and continuous professional development.

Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	3 / 14 weeks	3 / mandatory	Olena Lytvynenko, PhD (Economics), Associate Professor	90 hours (14 h. lectures, 14 h. practical classes and workshops, 62 h. self-directed learning)

Learning outcomes On completion of the course, students will be able to:	**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) Apply key theoretical frameworks of organisational culture including Schein's level model, the Cameron-Quinn typology and Hofstede's cultural dimensions to explain and interpret real organisational situations, selecting the most appropriate conceptual framework for the context under analysis.	Lectures and problem-based lectures, Structured case study discussion, Oral questioning and framework application exercises	Class participation and oral questioning (CAS), Written situational task response (CAS), Final examination (FAS)
2) Apply structured culture diagnostic instruments including the OCAI to analyse an organisation's culture profile; identify gaps between actual and desired culture types and draw evidence-based management conclusions appropriate to the organisational context.	Lectures, Culture diagnostic workshop (OCAI application), Small-group diagnostic project	Diagnostic project report and presentation (CAS), Class participation and discussions (CAS), Final examination (FAS)
3) Apply the principles of corporate ethics and organisational governance to develop a basic corporate code structure and professional standards framework appropriate to a given organisation, justifying the choices made in relation to the organisational context and stakeholder expectations.	Lectures, Corporate code development workshop, Peer critique and structured discussion	Corporate code development task (CAS), Oral questioning (CAS), Final examination (FAS)

4) Analyse acculturation processes and cultural onboarding practices; apply relevant theoretical frameworks to identify the sources of cultural integration challenges and recommend practical management responses appropriate to the organisational setting.	Lectures, Case study analysis, Situational problem-solving	Case study presentation (CAS), Oral questioning (CAS), Final examination (FAS)
5) Apply the concept of corporate identity to analyse how branding, visual symbols, rituals, language and event management function as instruments of cultural transmission and organisational identity construction in professional practice.	Lectures, Case study analysis, Small-group project	Group project and presentation (CAS), Class participation and discussions (CAS), Final examination (FAS)
6) Evaluate the ethical, CSR and workforce diversity dimensions of organisational culture; demonstrate a well-argued and informed awareness of professional ethics, social responsibility and inclusive management principles and their implications for corporate culture practice.	Lectures, Video-case analysis and structured debate, Peer assessment	Oral questioning and seminar contribution (CAS), Written position paper (CAS), Final examination (FAS)

Assessment

The final grade is given on a 100-point scale.
Content Module 1 — 30 points:
Topic 1–2: oral questioning, framework application exercise — 10 points
Topic 3–4: culture diagnostic workshop (OCAI project) and presentation — 10 points
Topic 5–6: oral questioning, situational task response — 10 points
Content Module 2 — 30 points:
Topic 7–8: corporate code development task and peer critique — 10 points
Topic 9–10: case study presentation (acculturation scenario) — 10 points
Topic 11–12: group project (corporate identity analysis) and presentation — 10 points
Total for practical class performance — 60 points.
The final examination is assessed on a scale of 0–40 points and takes the form of a written assignment comprising test questions, a situational analysis task and a written position paper response on an ethical or CSR scenario. To be eligible for the examination, a student must score a minimum of 36 points during the semester. If a student scores below 36 points, the lecturer determines outstanding assignments to be completed for admission; in this case the semester score is recorded as 36 points. A score below 24 points in the final examination results in a failing final grade regardless of semester performance.
Assessment criteria:
a) Oral questioning and framework application exercises
9–10 points (per assessment): The student demonstrates confident and structured command of the relevant theoretical frameworks; selects and applies the appropriate model to the given organisational scenario with clear justification; draws sound management conclusions.
7–8 points: Sound understanding is demonstrated; application of frameworks is correct in most respects, with minor gaps in justification or contextual precision.
5–6 points: Basic understanding is evident; responses are largely descriptive with limited connection between theory and the specific organisational situation.
1–4 points: Minimal understanding demonstrated; frameworks are not correctly applied.
b) Culture diagnostic project (OCAI) and presentation
9–10 points: The diagnostic is correctly conducted and interpreted; gap analysis is well-structured; management conclusions are specific and grounded in the diagnostic data; presentation is clear and professionally delivered.

7–8 points: Diagnostic application is sound; gap analysis and conclusions are reasonable, with minor gaps in depth or practical specificity.
5–6 points: The diagnostic is applied but interpretation is superficial; management conclusions are generic or insufficiently connected to the data.
1–4 points: The diagnostic instrument is incorrectly applied, or conclusions are absent and inconsistent.
c) Corporate code development task
9–10 points: The corporate code structure is logically designed, contextually appropriate and supported by clear justification of each element. Professional ethics principles are correctly applied.
7–8 points: The code is adequately structured; most elements are appropriate to the context with minor gaps in coherence or justification.
5–6 points: A basic code structure is produced but lacks contextual specificity or adequate justification.
1–4 points: The task is poorly structured and fails to apply ethics or governance principles.
d) Group project (corporate identity analysis) and presentation
9–10 points: The project identifies and analyses corporate identity elements coherently, connecting symbols, branding and event management to cultural transmission logic. The presentation is structured and professionally delivered by all group members.
7–8 points: Sound analytical quality; the link between identity elements and cultural transmission is established, with minor descriptive gaps.
5–6 points: Identity elements are listed and described but the analytical connection to culture theory is inconsistent.
1–4 points: The project lacks analytical structure or fails to connect corporate identity elements to course theory.

Content

Module 1. Theoretical Foundations and Culture Diagnostics
Topic 1. Organisational Culture: Concept, Levels and Functions — Theoretical Foundations and Managerial Significance
Topic 2. Typologies of Organisational Culture: Cameron–Quinn, Deal–Kennedy, Handy and Other Classification Systems
Topic 3. Cross-Cultural Dimensions of Management: Hofstede's Model and Trompenaars' Dilemma Theory
Topic 4. Diagnosing Organisational Culture: The OCAI Instrument, Survey Methods and Qualitative Approaches
Topic 5. Culture Formation and Reproduction: Mechanisms, Founder Influence and Socialisation Processes
Topic 6. Acculturation and Cultural Onboarding: Stages, Integration Strategies and Management of Resistance
Module 2. Corporate Governance, Identity and Social Responsibility
Topic 7. Corporate Code and Professional Ethics: Concept, Structure and Development Principles
Topic 8. Organisational Values and Behavioural Standards as Management Instruments
Topic 9. Culture Transformation: Triggers, Mechanisms and Managing Cultural Change
Topic 10. Corporate Branding and Visual Identity: Symbols, Language, Rituals and Artefacts as Cultural Carriers
Topic 11. Event Management as a Cultural Transmission Tool: Corporate Ceremonies, Storytelling and Community Practices
Topic 12. Corporate Social Responsibility, Workforce Diversity and Ethical Dimensions of Organisational Culture

Literature

Compulsory reading

1. Schein, E. H., & Schein, P. (2017). Organizational Culture and Leadership (5th ed.). Jossey-Bass. 409 p.

2. Cameron, K. S., & Quinn, R. E. (2011). Diagnosing and Changing Organizational Culture (3rd ed.). Jossey-Bass. 288 p.
3. Robbins, S. P., & Judge, T. A. (2022). Organizational Behavior (19th ed.). Pearson. 752 p.

Recommended reading

1. Hofstede, G., Hofstede, G. J., & Minkov, M. (2010). Cultures and Organizations: Software of the Mind (3rd ed.). McGraw-Hill. 576 p.
2. Lytvynenko, O. M. (2019). Korporatyvna kultura yak chynnyk formuvannia konkurentnykh perevah mashynobudivnykh pidpryiemstv [Corporate culture as a factor in forming competitive advantages of machine-building enterprises] (Doctoral dissertation). Alfred Nobel University.
3. Kotter, J. P., & Heskett, J. L. (1992). Corporate Culture and Performance. Free Press. 214 p.

Web-resources

1. Alfred Nobel University. (n.d.). Official website. https://duan.edu.ua
2. Harvard Business Review. (n.d.). Organisational culture insights. https://hbr.org
3. Chartered Institute of Personnel and Development. (n.d.). Official website. https://www.cipd.org
4. National Agency for Higher Education Quality Assurance. (n.d.). Official website. https://naqa.gov.ua

MARKETING				
The course aims to develop a modern system of views and specialized knowledge in the field of marketing, help students acquire practical skills in the development and promotion of products on the market, taking into account the satisfaction of consumer needs and ensuring the effective operation of the enterprise.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	4 / 14 weeks	4 / mandatory	Ihor Bilotkach PhD (Economics), Associate Professor	120 hours (26 h. lectures, 12 h. practical classes, 82 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) Apply management methods to ensure the effectiveness of organizational activities.			Lectures, seminars, discussions, scenario analysis workshops	Class participation and discussions, case study reports (CAS), final exam (FAS)
2) Demonstrate skills in situation analysis and communication across various areas of organizational activity.			Lectures, role-playing and simulations, leadership workshops	Teamwork evaluation, class discussions and peer assessment (CAS), final exam (FAS)
3) Demonstrate skills of independent work, flexible thinking, openness to new knowledge, and the ability to be critical and self-critical.			Lectures, workshops, business case analysis	Teamwork evaluation, class discussions and peer assessment (CAS), final exam (FAS)
4) Conduct research individually and/or in a team under the guidance of a leader.			Lectures, seminars, discussions, scenario analysis workshops	Teamwork evaluation, class discussions and peer assessment (CAS), final exam (FAS)
Assessment				
The final grade is given on a 100-point scale, including 40 points for the exam (FAS) and 60 points for the work in the semester (CAS). 60 points for work in the semester (CAS): 40 points – individual marketing project (development and pitch of product promotion strategy); 20 points – active participation in practical sessions, business case discussions, role-playing simulations, and peer assessment. 40 points for final assessment (FAS): 40 points – final examination test (comprising theoretical questions and practical marketing case-tasks). Assessment Criteria a) Individual Marketing Project (max 40 points): 33–40 points: The student has completed the task correctly and demonstrates a deep understanding of marketing strategy, target audience analysis, and product promotion tools. Comprehensive conclusions are provided. The project presentation (pitch) has been delivered flawlessly.				

27–32 points: The student has completed the task with minor inaccuracies in marketing metrics or budget planning that do not affect the overall result. Generalized conclusions are provided. The project presentation (pitch) has been delivered.
15–26 points: The student demonstrates insufficient understanding of marketing tools. The project is partially completed or completed in general. Partial conclusions are provided. Presentation materials are missing.
7–14 points: The student demonstrates insufficient understanding of the material and makes significant errors. Analytical conclusions are absent. Presentation materials are missing.
1–6 points: The student demonstrates a lack of basic marketing knowledge. The task is not completed. Presentation materials are missing.
0 points: The task has not been completed by the student.
b) Participation in Practical Activities & Discussions (max 20 points):
81–100% (17–20 points): Discussion conducted correctly. The student demonstrates excellent mastery of educational material, actively participates in marketing simulations and peer assessments, and successfully argues their position.
51–80% (11–16 points): The student demonstrates understanding of educational material and marketing concepts, but some technical inaccuracies or minor passivity are noticed.
21–50% (5–10 points): Basic understanding of marketing material, but with significant gaps or omissions in case discussion.
1–20% (1–4 points): A lot of mistakes, with little to no understanding of the marketing context.
c) Exam Papers (FAS – max 40 points): The criteria for the exam assignment are recorded in the examination card.

Content

Topic 1. Essence and Content of Marketing. Development of Marketing Theory
Topic 2. Marketing Environment
Topic 3. Marketing Research as a Basis for Managerial Decision-Making
Topic 4. Market Segmentation, Target Market Selection, and Positioning
Topic 5. Product Policy in Marketing
Topic 6. Pricing Policy in Marketing
Topic 7. Distribution Policy in Marketing
Topic 8. Marketing Communications Policy
Topic 9. Management, Organization, and Control of Marketing Activities

Literature

Compulsory reading

1. Marchenko V. M. (ed.) Osnovy pidpryiemnytskoi diialnosti [Fundamentals of Entrepreneurial Activity]. Kyiv: Tsentr uchbovoi literatury, 2022. 512 p.
2. Shepel T. V., Komlichenko O. O., Zhyvets A. M. Osnovy pidpryiemnytskoi diialnosti [Fundamentals of Entrepreneurial Activity]. Sumy: Universytetska knyha, 2022. 308 p.
3. Ivanechko N. A. Marketynh [Marketing]. Ternopil: West Ukrainian National University, 2021. 347 p.
4. Marketynh [Marketing]. Lviv: Ivan Franko National University of Lviv, 2020. 347 p.
5. Fillis I., Melewar N. T. (eds.) Handbook of Entrepreneurship and Marketing. Cheltenham: Edward Elgar Publishing, 2020. 432 p.

Recommended reading

1. Illiashenko S. M. (ed.) Marketynhova diialnist pidpryiemstv [Marketing Activity of Enterprises]. Zaporizhzhia: Zaporizhzhia National University, 2020. 512 p.
2. Ivanechko N. A. Marketynh [Marketing]. Ternopil: West Ukrainian National University, 2021. 347 p. (electronic resource, university e-library).
3. Marchenko V. M. et al. Osnovy pidpryiemnytskoi diialnosti [Fundamentals of Entrepreneurial Activity]. Kyiv: Tsentr uchbovoi literatury, 2022. 240 p.
4. Sofiienko A. V. Teoretychnyi marketynh [Theoretical Marketing]. Kropyvnytskyi: Central Ukrainian National Technical University, 2021. 220 p.
5. Nwankwo S., Gbadamosi A. (eds.) Entrepreneurship Marketing: Principles and Practice of SME Marketing. 2nd ed. London: Routledge, 2020. 430 p.

HUMAN RESOURCE MANAGEMENT

The course aims to develop a system of theoretical knowledge and practical skills for effective management of human capital as a key strategic resource of an organization. The course is aimed at mastering the tools for searching, adapting, motivating and developing personnel, as well as studying methods for building a strong corporate culture that allows harmonizing the interests of employees with the company's business goals to achieve its sustainable competitiveness.

Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	5 / 14 weeks	4 / mandatory	Olena Lytvynenko, PhD (Economics), Associate Professor	120 hours (26 h. lectures, 14 h. practical classes, 80 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) Explicate and reveal the specifics of HR management as a key functional area that provides a connection between strategic business goals and operational personnel management	Lecture, discussion, small group work, testing	Participation in discussion, oral answers to questions, presentation in small groups, testing (CAS), final exam (FAS)
2) Demonstrate leadership qualities and teamwork facilitation skills aimed at creating synergy within the team and professionally managing group dynamics	Problem lecture, role play, problem situations	Participation in role-playing, problem solving (CAS), final exam (FAS)
3) Design and justify comprehensive systems of material and non-material motivation aimed at increasing employee engagement and performance	Lecture, practical calculation task, case study, testing	Evaluation of calculation results and their analysis, case study solution, testing (CAS), final exam (FAS)
4) Carry out professional HR communication and analyze personnel situations (cases) to make informed management decisions in various structural divisions of the organization	Problem lecture, case study, small group work	Case study presentation, presentation in small groups (CAS), final exam (FAS)
5) Implement stress management strategies in the organization, help staff adapt to change, and have tools to prevent professional burnout among team members	Problem lecture, problem situations, discussions, testing	Discussion, participation in problem discussion in small groups (CAS), final exam (testing) (FAS)

Assessment

The final grade is given on a 100-point scale, with 40 points for the final exam (FAS) and 60 points for the semester's work (CAS).
60 points for work in the semester (CAS):
25 points – for an individual assignment;
35 points – for practical activities ($7 \text{ sessions} \times 5 \text{ points max}$), including examples of problem situations, audience involvement in their solution, testing, and solving analytical problems.
40 points for final assessment (FAS):
40 points – final examination tasks.
Assessment criteria:
a) individual assignment

23–25 points – the task is completed in full, the material is disclosed in depth and with arguments, the conclusions are substantiated, the design meets the requirements, and relevant sources are used.
19–22 points – the task is completed in full, the topic is sufficiently disclosed, minor inaccuracies or individual shortcomings in the design are possible.
15–18 points – the task is partially completed, the material is presented superficially, there are individual errors in the analysis, structure or design.
10–14 points – the work is incomplete, there are significant shortcomings, the conclusions are not sufficiently substantiated.
1–9 points – the work is fragmentary, the content is partially disclosed, significant errors are made.
0 points – the task is not completed, or the work is submitted that does not correspond to the topic.
b) work in the semester (evaluation criteria for each practical lesson (0–5 points)):
5 points – the student has fully completed all tasks, demonstrated a deep understanding of the material, correctly applied theoretical knowledge in practice, and actively participated in the discussion.
4 points – the task has been completed in full, minor inaccuracies have been made, the student has a good command of the material, and participates in the work.
3 points – the task has been partially completed, there are some errors, and knowledge of the main material is sufficient.
2 points – less than half of the tasks have been completed, significant errors have been made, and participation in the work is passive.
1 point – the student has completed only individual elements of the task, demonstrating fragmentary knowledge.
0 points – the student has not completed the task or was absent from the lesson without a good reason.
The criteria for the final exam assignment are written on the final exam card.

Content

Topic 1. Personnel management in the organization's management system
Topic 2. Organizational personnel
Topic 3. Personnel management policy
Topic 4. Personnel psychology
Topic 5. Personnel management planning
Topic 6. Professional recruitment and use of personnel
Topic 7. Functions of personnel management services
Topic 8. Formation of the organization's team
Topic 9. Cohesion of the organization's team
Topic 10. Personnel assessment and certification
Topic 11. Management of the personnel development process
Topic 12. Management of the personnel release process
Topic 13. Effectiveness of personnel management

Literature

Compulsory reading

1. Novikova, M. M., & Shved, A. B. (2022). HR-menedzhment: konspekt lektsii [HR-management: lecture notes]. O. M. Beketov National University of Urban Economy in Kharkiv. 111 p.
2. Elizabeth Cameron (2022) Human Resources Management. 2nd Ontario Edition. https://ecampusontario.pressbooks.pub/humanresourcesmanagementcandianed/
3. Shubalyi, O. M., Rud, N. T., Hordiichuk, A. I., Shubala, I. V., Dziamulych, M. I., Khilukha, O. A., & Kosinskyi, P. M. (2023). Upravlinnia personalom [Personnel management] (O. M. Shubalyi, Ed.) (2nd ed.). LNTU. 414 p. https://lib.lntu.edu.ua/sites/default/files/2024-02/%D0%A3%D0%BF%D1%80%D0%B0%D0%B2%D0%BB%D1%96%D0%BD%D0%BD%D1%8F%20%D0%BF%D0%B5%D1%80%D1%81%D0%BE%D0%BD%D0%B0%D0%BB%D0%BE%D0%BC_%D0%BFi%D0%B4%D1%80%D1%83%D1%87%D0%BD%D0%B8%D0%BA_%D0%9B%D1%83%D1%86%D1%8C%D0%BA%202023.pdf

Recommended reading

1. Shkrobot, M. V., & Veduta, L. L. (2020). HR-menedzhment: konspekt lektsii [HR-management: lecture notes] [Electronic edition]. Igor Sikorsky Kyiv Polytechnic Institute. 270 p.

2. Pekar, V. O. (2020). Riznobarvnyi menedzhment [Multicolored management]. Folio. 174 p.
3. Human Resource Management/ https://www.opentextbooks.org.hk/system/files/export/32/32088/pdf/Human_Resource_Management_32088.pdf
4. Pestovska, Z. (2026) Metodolohiia pryiniattia upravlinskykh rishen na osnovi poiednannia finansovo-oblikovykh pokaznykiv i povedinkovykh metryk personalu [Methodology for making management decisions based on a combination of financial and accounting indicators and behavioral metrics of personnel]. Naukovi zapysky Natsionalnoho universytetu Ostrozka akademiia: seriia Ekonomika, 40(68), 69–75. DOI: 10.25264/2311-5149-2026-40(68)-69-75
5. Pestovska, Z., & Vernyhora, V. (2025) Suchasne upravlinnia personalom: liderstvo v umovakh ryzykiv i vyklykiv rozvytku pidpryiemstva [Modern personnel management: leadership in the face of risks and challenges of enterprise development]. Ekonomichnyi prostir, 203, 209–215. DOI: 10.30838/EP.203.209-215
6. Pestovska, Z., & Nadtochyi, D. (2025) Formuvannia personalu yak kliuch do ekonomichnoi bezpeky: rol KSV, motyvatsii i vnutrishnoho brendynhu [Personnel development as the key to economic security: the role of csr, motivation and internal branding]. Uspikhy i dosiahnennia u nautsi, 8(18), 620–633. DOI: 10.52058/3041-1254-2025-8(18)-620-633
7. Pestovska, Z. S. (2024) Taym-menedzhment v upravlinni personalom: dosvid YeS dlya ukrayins'kykh pidpryyemstv [Time management in human resources management: EU experience for Ukrainian enterprises]. Ekonomichnyy prostir, 195, 45–54.
8. Varenyk, V. M., Pysarkova, V. R., Pestovska, Z. S., & Piskova, Zh. V. (2025) Rekrutyng personalu: praktykum [Personnel recruiting: a workshop manual] [Electronic edition]. Alfred Nobel University. 86 p.

Web-resources

1. Hurma. (n.d.). Top 7 platform z kursamy dlia HR-iv v Ukraini: Haid po navchanniu dlia HR-menedzhera [Top 7 platforms with courses for HRs in Ukraine: A guide to training for an HR manager]. https://hurma.work/blog/top-7-platform-z-kursamy-dlya-hr-iv-v-ukrayini-gajd-po-navchannyu-dlya-hr-menedzhera/
2. Prometheus. (n.d.). Kar'iera HR: roli, kompetentsii ta vyklyky [HR career: roles, competencies and challenges]. https://prometheus.org.ua/prometheus-plus/hr-career/
3. HUB.HR Today. (n.d.). Official website. https://hrtoday.com.ua/
4. Performia. (n.d.). Official website. https://performia.com.ua/about?utm_source=email&utm_medium=1201

INNOVATIVE ENTREPRENEURSHIP AND STARTUP PROJECT MANAGEMENT

The course aims to equip students with the knowledge and practical skills required for innovative entrepreneurship and startup project management, including the application of modern management theories and leadership concepts, the design of organizational structures and business processes, and the ability to analyze managerial situations and communicate effectively with stakeholders in dynamic and uncertain environments.

Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	4 / 14 weeks	4 / mandatory	Valeriia Pysarkova Ph.D (Economics)	120 hours (20 h. lectures, 20 h. practical classes, 80 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) Explain and apply basic modern management theories, management methods and leadership concepts in the field of innovative entrepreneurship and startup project management, including agile leadership approaches in startup project implementation.	Lectures, case study analysis, group discussions, brainstorming sessions	Class participation and discussions, case study reports, module tests (CAS), final exam (FAS)
2) Describe organizational structures of startups, define functional roles and explain basic business processes, startup operational processes, and team organization.	Lectures, role-playing, teamwork activities, startup development workshops	Teamwork evaluation, participation in role-playing and workshops, project development tasks (CAS), final exam (FAS)
3) Analyze typical managerial situations and communicate effectively with stakeholders in the process of startup project implementation.	Lectures, business simulations, pitching sessions, case study analysis	Simulation performance, pitching presentations, peer assessment, case analysis (CAS), final exam (FAS)

Assessment

The final grade is given on a 100-point scale, including 40 points for the exam and 60 points for the work in the semester.
60 points for work in the semester:
20 points for participation in discussions and case study analysis;
15 points for practical tasks;
10 points for case studies;
10 points for presentations;
5 points for teamwork.
Assessment criteria:
a) participation in discussions and case study analysis
16–20 points: The student actively participates in discussions, demonstrates excellent mastery of the material and clearly argues their position.
11–15 points: The student demonstrates an understanding of the material, but some inaccuracies are noticed.
6–10 points: A basic understanding of the material, but with noticeable gaps or limited participation.

1–5 points: A lot of mistakes, with little to no understanding of the material's context.
b) practical tasks
13–15 points: The student demonstrates a high level of task performance, applies appropriate tools and provides well-justified decisions.
10–12 points: The tasks are generally completed correctly, with minor inaccuracies.
6–9 points: The tasks are partially completed, with limited analysis and weak justification.
1–5 points: The tasks are poorly completed or not completed.
c) case studies
9–10 points: The student demonstrates excellent analytical skills, correctly applies concepts and provides well-argued conclusions.
7–8 points: The student demonstrates a good level of analysis with minor inaccuracies.
4–6 points: The analysis is basic and not always clearly justified.
1–3 points: The analysis is weak, incomplete or incorrect.
d) presentations
9–10 points: The student demonstrates excellent understanding of the material, depth of analysis and clear structure. The work reflects the student's own point of view and meets the requirements.
7–8 points: The student demonstrates a good understanding with minor inaccuracies.
4–6 points: The structure is somewhat logical, but ideas are not always clearly expressed.
1–3 points: The presentation is poorly structured and contains significant errors.
e) teamwork
5 points: Active participation and effective collaboration in the team.
3–4 points: Good participation with minor issues.
1–2 points: Limited contribution.
The criteria for examination assignment are written in the examination card.

Content

Topic 1. Startup as an innovative form of entrepreneurship
Topic 2. Startup team formation: role distribution, team dynamics and leadership
Topic 3. Design thinking: problem identification, idea generation and selection
Topic 4. Business model canvas and startup business model development
Topic 5. Minimum viable product (MVP) development
Topic 6. Customer research in startups: identifying needs and behavior of the target audience
Topic 7. Market segmentation and competitive analysis
Topic 8. Startup business plan: structure, objectives and development strategy
Topic 9. Startup marketing
Topic 10. Investment management and legal aspects of startup projects
Topic 11. Startup presentation: pitching

Literature

Compulsory reading

1. Hrytsiuk, N. O., Ivashko, O. A., & Sak, T. V. (2022). Innovatsiine pidpryiemnytstvo ta upravlinnia startap proiektamy [Innovative entrepreneurship and startup project management]. Lutsk: Vezha-Druk. 172 p.
2. Blank, S., & Dorf, B. (2021). Posibnyk startapera. Povnyi kurs stvorennia uspishnoho startapu [The startup owner's manual: The step-by-step guide for building a great company]. Kyiv: Nash Format. 496 p.
3. Ries, E. (2011). The Lean Startup: How Today's Entrepreneurs Use Continuous Innovation to Create Radically Successful Businesses. New York: Crown Business. 336 p.
4. Golomb, V. (2020). Pryskorenyi startap: stratehiia krutoho startapu [Accelerated startup: Strategy of a high-growth startup]. Kyiv: Samit-Knyha. 376 p.

Recommended reading

1. Havrysh, O. A., Boiarynova, K. O., Kravchenko, M. O., & Kopishynska, K. O. (2020). Upravlinnia startapamy [Startup management]. Kyiv: KPI im. Ihoria Sikorskoho, Vydavnytstvo "Politekhnika". 716 p.
2. Havrysh, O. A., Boiarynova, K. O., & Kopishynska, K. O. (2019). Rozrobka startap-proiektiv [Startup project development]. Kyiv: KPI im. Ihoria Sikorskoho. 188 p.

3. 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.
4. Strelchenko, I., Pysarkova, V., & Tereshchenko, P. (2025). Mekhanizmy stymuliuvannia startap-aktyvnosti cherez rehionalni klastery v systemi innovatsiinoho rozvytku [Mechanisms for stimulating startup activity through regional clusters in the innovation development system]. Review of Transport Economics and Management, 14(30).
5. 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]. Naukovyi visnyk Odeskoho natsionalnoho ekonomichnoho universytetu [Scientific Bulletin of Odesa National Economic University], 6(331), 17–26.
6. 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.
7. Bodin, L. (2025). Atomic scaling: How small teams create huge growth. London: Entrepreneur Press. 300 p.

Web-resources

1. Startup ecosystem guide. (n.d.). Tech ecosystem guide to Ukraine. https://data.unit.city/tech-guide/Tech_Ecosystem_Guide_To_Ukraine_En-1.1.pdf
2. Prometheus. (n.d.). How to start a startup. https://courses.prometheus.org.ua
3. Design Kit. (n.d.). How Might We Method. https://www.designkit.org/methods/3
4. MIT Global Startup Workshop. (n.d.). The winning pitch. https://www.youtube.com/watch?v=UBNJh2rOOlI
5. Pitch mistakes entrepreneurs make. (n.d.). https://www.youtube.com/watch?v=xr1PKaoflLo
6. Startup incubators and accelerators in Ukraine. (n.d.). https://bankchart.com.ua
7. Top Ukrainian startups. (n.d.). http://prportal.com.ua
8. Startup trends and performance. (n.d.). http://news.finance.ua
9. Y Combinator. (n.d.). Startup library. https://www.ycombinator.com/library
10. Startup Genome. (n.d.). Global startup ecosystem reports. https://startupgenome.com/reports

ACCOUNTING IN BUSINESS

The course aims to develop a fundamental understanding of accounting as the 'language of business', which allows one to transform financial data into strategic information; it teaches not only how to document business transactions and prepare key financial reports, but also how to interpret them correctly to assess profitability, manage costs, and make informed management decisions that ensure the company's financial stability and transparency.

Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	5 / 14 weeks	4 / mandatory	Zoia Pestovska, Candidate of Science (Economics), Associate Professor	120 hours (26 h. lectures, 14 h. practical classes, 80 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) Develop skills in identifying, collecting and systematizing accounting data, as well as calculating key financial indicators for analytical substantiation of management decisions	Lecture, practical lesson, testing, problem solving	Problem solving, testing, explanation of problem solving (CAS), final exam (FAS)
2) Assess the impact of accounting policy, tax burden and financial results on the legal status, social responsibility and economic stability of the organization	Lecture, practical lesson, testing, solving analytical problems, business case analysis	Problem solving, testing, explanation of problem solving and cases (CAS), final exam (FAS)
3) Use financial and statistical accounting tools to implement the functions of control and coordination of the enterprise's activities, ensuring monitoring of the implementation of goals in both domestic and international markets	Lecture, examples of problem situations and audience involvement in their solution, testing, and solving analytical problems	Problem solving, testing, assessment of practical skills, explanation of problem solving (CAS), final exam (FAS)

Assessment

The final grade is given on a 100-point scale, including 40 points for the final exam and 60 points for the work in the semester.
60 points for work in the semester:
25 points for an individual assignment (accounting cycle project);
35 points for examples of problem situations and audience involvement in their solution, testing, and solving analytical problems.
Assessment criteria:
a) individual assignment
1. Correctness of reflection of business transactions (0–7 points)
7 points - All business transactions are calculated correctly, the correspondence of accounts (debit/credit) is correctly determined.
4–6 points - 1–2 minor errors are made in calculations or in one entry.
1–3 points - System errors in the correspondence of accounts, incorrectly calculated balance amounts.
0 points - The task is not completed or completed completely incorrectly.
2. Work with accounts and information (0–8 points)

8 points - Synthetic and analytical accounts are opened correctly, the balance and turnover are calculated without errors. A turnover statement for inventories is prepared, with the totals matching the data in account 20.
5–7 points - The accounts are opened correctly, but there are discrepancies in turnover or the final balance.
1–4 points - Analytical accounts are missing or the turnover statement is not compiled.
0 points: The stage is ignored.
3. Preparation of final reports (0–6 points)
6 points - The turnover statement and the final balance sheet are compiled in full, the equality of Assets and Liabilities is observed.
3–5 points - The information is compiled, but the balance sheet does not “come together” due to errors in the previous stages.
1–2 points - An attempt to compile a balance sheet without proper calculations.
0 points - There is no reporting.
4. Design and deadlines (0–4 points)
4 points - The work is designed in accordance with the requirements, structured, and submitted on time. Recommended literature was used.
2–3 points - There are minor deviations in the design or the work was submitted with a slight delay.
0–1 point - Gross violations of formatting, plagiarism, or significant violation of deadlines.
b) work in the semester (evaluation criteria for each practical lesson (0–5 points)):
5 points - The student demonstrates deep knowledge of the theoretical material and flawlessly solves analytical problems. Actively participates in analyzing problem situations, offers constructive solutions and demonstrates critical thinking. Testing was performed without errors (or with a minimal error rate).
4 points - The student solves problems correctly, but minor inaccuracies in calculations or design may be assumed. Participates in discussing problem cases, argues their opinion. Testing was performed at a high level (80–90% of correct answers).
3 points - The student has basic concepts, but solving analytical problems requires the help of a teacher or the use of methodological instructions. Participation in group work is passive, answers to problem questions are superficial. Testing was performed at an average level (60–75%).
2 points - The student has fragmentary knowledge, makes gross errors in the correspondence of accounts or calculations. Does not show initiative in solving situational tasks. The test result is below the established threshold (less than 60%).
0–1 points - Complete lack of knowledge or refusal to complete tasks. The student does not own the terminology and is not capable of independent information processing. The work is not submitted or is written off.
The criteria for the final exam assignment are written on the exam card.

Content

Topic 1. Accounting in enterprise management
Topic 2. Accounting policy
Topic 3. Assets, capital and liabilities
Topic 4. Chart of accounts
Topic 5. Documentation and inventory
Topic 6. Valuation and calculation
Topic 7. Types of enterprise activities and process accounting
Topic 8. Financial reporting
Topic 9. IFRS
Topic 10. Enterprise inventory management
Topic 11. Enterprise cash transactions
Topic 12. XBRL taxonomy
Topic 13. Other types of reporting

Literature

Compulsory reading

1. Law of Ukraine On Accounting and Financial Reporting in Ukraine. (1999, July 16). No. 996-XIV. Verkhovna Rada of Ukraine. http://zakon.rada.gov.ua/cgibin/laws/main.cgi
2. Kutsyk, P. O., Bachynskyi, V. I., Voronko, R. M., Polianska, O. A., Holovatska, S. I., Koriahin, M. V., Kuzminska, K. I., & Chik, M. Yu. (2023). Bukhhalterskyi oblik v upravlinni pidpryiemstvom [Accounting in enterprise management] (P. O. Kutsyk, Ed.) (3rd ed.). Vydavnytstvo Lvivskoho torhovelno-ekonomichnoho universytetu. 308 p. https://www.lute.lviv.ua/fileadmin/www.lac.lviv.ua/data/kafedry/Buh_Obliku/Kucik/Docs/Bukhgalter._oblIk_v_upravlIn._pIdpr._Pidruchnik__Redag.24.05.2023_7_KINCEVII.pdf
3. Corporate Finance Institute. (n.d.). Accounting [Electronic edition]. https://cdn.corporatefinanceinstitute.com/assets/cfi-Accounting-eBook.pdf
4. Franklin, M., Graybeal, P., & Cooper, D. (2023). Principles of Accounting, Volume 1 Financial Accounting [Electronic edition]. https://open.umn.edu/opentextbooks/textbooks/principles-of-accounting-volume-1-financial-accounting
5. Hoyle, J. B., & Skender, C. J. (2023). Accounting in the Finance [Electronic edition]. University of Minnesota Libraries Publishing. https://open.umn.edu/opentextbooks/subjects/accounting

Recommended reading

1. Yakovenko, S. L. (2023). Bukhhalterskyi oblik [Accounting] [Training manual]. https://fliphtml5.com/rztbz/lsrl/Бухгалтерський-облік.-Навчальний-посібник.-2023/
2. Kraievskyi, V. M., Kolisnyk, O. P., Hurina, N. V., et al. (2021). Bukhhalterskyi oblik [Accounting] [Training manual]. Universytet DFS Ukrainy. 388 p. https://dpu.edu.ua/kafedra-pravookhoronnoi-diialnosti?view=article&id=1790
3. Dovhopol, N. V., Polozova, T. V., & Radchenko, M. O. (2021). Bukhhalterskyi oblik [Accounting] [Training manual]. KhNURE. 300 p. https://fpk.in.ua/images/biblioteka/3bac_finan/Bukh.-oblik.-Dovhopol-2021.pdf
4. Pestovska, Z. (2022) Digital technologies in the management of audit services. In I. Tatomyr & L. Kvasnii (Eds.), Digital macro trends and technologies of the XXI century: monograph. Part I (pp. 118–130) [Electronic edition]. OKTAN PRINT. DOI: https://doi.org/10.46489/dmtatotc-02
5. Pestovska, Z. (2026) Metodolohiia pryiniattia upravlinskykh rishen na osnovi poiednannia finansovo-oblikovykh pokaznykiv i povedinkovykh metryk personalu [Methodology for making management decisions based on a combination of financial and accounting indicators and behavioral metrics of personnel]. Naukovi zapysky Natsionalnoho universytetu Ostrozka akademiia: seriia Ekonomika, 40(68), 69–75. DOI: 10.25264/2311-5149-2026-40(68)-69-75
6. Pestovska, Z. S., & Tarasova, Yu. V. (2024) Osoblyvosti vplyvu nepryamoho opodatkuvannya na finansovo-hospodars'ku diyal'nist' pidpryyemstva farmatsevtychnoyi haluzi [Peculiarities of the Impact of Indirect Taxation on Financial and Economic Activities of a Pharmaceutical Enterprise]. Biznes-navihator, 2(75), 29–38.
7. Pestovska, Z. S., Zaytseva, T. A., & Plakhutina, K. D. (2024) Otsinka finansovoyi stiykosti pidpryyemstva ta prohnozuvannya yoho finansovoho stanu: problemy i perspektyvy [Assessing the financial stability of an enterprise and forecasting its financial condition: problems and prospects]. Věda a perspektivy, 1(32), 78–87.
8. Varenyk V., Pestovska Z. (2021) Optymizatsiya bukhhalters'koho obliku: BAS chy 1S [Optimization of accounting: BAS or 1C], Nobelivs'kyy visnyk [Nobel Herald], № 1(14), pp. 15-25. DOI: 10.32342/2616-3853-2021-1-14-2

Web-resources

1. State Statistics Service of Ukraine. (n.d.). Official website. http://www.ukrstat.gov.ua/
2. National Bank of Ukraine. (n.d.). Official website. www.bank.gov.ua/bank_supervision/Dynamics/2001–last.htm/
3. Verkhovna Rada of Ukraine. (n.d.). Official website. www.rada.gov.ua
4. Debet-Kredyt. (n.d.). Official website of the accounting weekly. http://www.dtkt.com.ua
5. Ministry of Finance of Ukraine. (n.d.). IFRS texts. http://www.minfin.gov.ua/control/publish/article/main?art_id=92410&cat_id=92408
6. Site of normative legal acts. (n.d.). National Accounting Standards (Regulations). http://www.nau.com.ua
7. International Accounting Standards Board (IASB). (n.d.). Official website. http://www.iasb.org
8. Accounting Standards (Regulations). (n.d.). Verkhovna Rada of Ukraine. http://zakon.rada.gov.ua
9. Instruction on the application of the Chart of Accounts for accounting of assets, capital, liabilities and business operations of enterprises and organizations. (1999, November 30). No. 291. Ministry of Finance of Ukraine. http://dtkt.com.ua/show/2cid06881.html

10. Chart of Accounts for accounting of assets, capital, liabilities and business operations of enterprises and organizations. (1999, November 30). No. 291. Ministry of Finance of Ukraine. http://dtkt.com.ua/show/2cid06880.html
11. Sacred Heart University Library. (n.d.). Open Textbooks for Accounting. https://library.sacredheart.edu/opentextbooks/accounting
12. Library of Alfred Nobel University. https://lib.duan.edu.ua/uk/
13. Repository of Alfred Nobel University. https://ir.duan.edu.ua/home

OPERATIONS MANAGEMENT				
The course aims to develop systemic knowledge and practical skills in managing operational processes, enabling students to effectively design, implement, control and improve production and service operations in a modern business environment.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	5 / 14 weeks	4 / mandatory + 1 term paper	Zhanna Piskova, PhD (Economics), Associate Professor	150 hours (26 h. lectures, 14 h. practical classes, 110 h. self-directed learning)

Learning outcomes On completion of the course, students will be able to:	**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) Explain and analyze the structure of the operations function and its role in organizational performance	Interactive lecture, analysis of the Proxyfy case	Analytical case-study report on the Proxyfy operational architecture (CAS)
2) Compare and evaluate production and service system types and their impact on organizational design	Virtual tour of a production facility, comparative analysis of discrete and batch production	Presentation of research results (comparative table of production and service models) (CAS)
3) Explain and apply lean production principles and service standardization tools	Workshop on simulation of Lean processes, viewing training videos on Toyota Production System	Analytical report, participation in discussion, situational task in the exam (CAS/FAS)
4) Design and model operational systems using process mapping techniques (BPMN)	Lecture session, laboratory work: process mapping using BPMN notation, work in small groups	Defense of group project of small groups ‘Business process map (As Is / To Be)’ (CAS) (FAS)
5) Apply and analyze quantitative methods (Little’s Law, queuing theory) for operational efficiency	Practical class, solving tasks on flow rate and waiting time, queue analysis	Solution of a calculation case using Little’s Law (CAS)
6) Develop and evaluate operational plans using project management tools (Gantt, CPM, PERT)	Construction of Gantt and CPM charts using Microsoft Project	Computer-based defense of the project schedule and critical path calculations (CAS/FAS)
7) Analyze and conduct operational audits in real-world business contexts	Work in small groups on operational audit of a selected company	Group presentation of small group reports on operational strategy research (CAS)
8) Demonstrate and apply effective communication in operational and multicultural environments	Role play: negotiations with suppliers/landlords, conflict resolution in the team	Peer-assessment (evaluation of individual contribution to group work) (CAS)
9) Evaluate and justify operational decisions, balancing efficiency, flexibility, and ethics	Analysis of cases on corruption risks in supply chains	Situational task on choosing between flexibility and efficiency with justification (FAS)
10) Ability to develop individual management projects to optimize the operational activities of an enterprise based on a critical	Project-oriented training, regular meetings to discuss the logic of process decomposition and check the calculations of the	Assessment of the ability to critically analyze the current state (‘As-Is’) of a production or service process, Control of the correctness of calculations of

analysis of its production and service processes	effectiveness of the proposed changes	the forecast economic effect, the payback period of the project investment (ROI) and the impact on productivity (CAS), defense of the term paper, public report with visualization (Term Paper – separate 100-point scale)

Assessment

The final grade is based on a 100-point scale, including 40 points for the exam (containing tests and a problem-solving task) and 60 points for the work in the semester.
The 60 points for Continuous Assessment are distributed among all practical components:
20 points: Defense of the group project 'Business process map (As Is / To Be)' using BPMN notation
20 points: Active participation in 4 core seminar discussions (5.0 points max per seminar)
20 points: Individual analytical presentation on corporate operational strategy audit.
Assessment Criteria:
85.0% – 100% of maximum points: Flawless execution; deep analytical argument; perfect calculation accuracy and tool mastery (BPMN/MS Project)
74.0% – 84.9% of maximum points: Minor technical or formatting bugs that do not affect the main logic of the operational decisions
60.0% – 73.9% of maximum points: Fragmentary understanding; calculations contain minor mathematical errors; weak defense of the project
0.0% – 59.9% of maximum points: Critical conceptual errors; task is incomplete or plagiarized.
Examination Paper Structure:
Section 1 (Theoretical): 20 automated test questions assessing knowledge of operations typologies, lean principles, and scheduling theory (20 points)
Section 2 (Analytical & Practical): 1 algorithmic task on calculating the critical path using CPM/PERT methods and 1 case on flow-rate optimization using Little's Law (20 points).
Term Paper Assessment (Evaluated on a separate 100-point scale):
Review of the text structure and calculations (Max 60 points): Evaluated on the basis of methodology compliance, process decomposition accuracy, and correctness of financial metrics (ROI, productivity improvements). No artificial point reductions are applied for resubmissions during the official revision window
Public Defense & Visualization (Max 40 points): Evaluation of presentation clarity, argumentation, and quality of answers during the public report.

Content

Topic 1. The essence and foundations of operations management
Topic 2. Organizational aspects of operations management
Topic 3. Introduction to the construction and analysis of business processes
Topic 4. Managing value chains
Topic 5. Effective operations planning
Topic 6. Operations management in the service sector

Literature

Compulsory reading

1. Slack, N., & Brandon-Jones, A. (2021). Operations and Process Management: Principles and Practice for Strategic Impact (6th ed.). Pearson. 592 p.
2. Cachon, G., & Terwiesch, C. (2024). Operations Management (3rd ed.). McGraw-Hill Education. 784 p.
3. Krajewski, L. J., Malhotra, M. K., & Mangold, C. (2022). Operations Management: Processes and Supply Chains (13th ed.). Pearson. 688 p.
4. Heizer, J., Render, B., & Munson, C. (2023). Principles of Operations Management: Sustainability and Supply Chain Management (12th ed.). Pearson. 640 p.

Recommended reading

1. Varenyk, V. M., & Piskova, Zh. V. (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
2. Varenyk, V. M., Piskova, Zh. V., Kravtsov, R. O., & Nedelko, A. 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 3. Economics and Management, 14(30), 184–193. https://pte.ust.edu.ua/article/view/344831/339750
4. Baker, K., & Trietsch, D. (2019). Principles of Sequencing and Scheduling (2nd ed.). Wiley. 638 p.
5. Kiran, D. R. (2020). Work Organization and Methods Engineering for Productivity. Butterworth-Heinemann. 341 p.

Web-resources

1. McGraw-Hill Education. (n.d.). Official website. https://www.mheducation.com
2. Pearson Education. (n.d.). Official website. https://www.pearson.com
3. Springer. (n.d.). Official website. https://www.springer.com
4. Wiley. (n.d.). Official website. https://www.wiley.com

QUALITY MANAGEMENT				
The course aims to develop a comprehensive system of knowledge in the theory and methodology of quality management, including the principles of designing, implementing and operating quality management systems. The course also focuses on regulatory, legal, organizational and economic aspects of quality management in organizations.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	5 / 14 weeks	4 / mandatory	Hanna Mytrofanova Doctor of Science (Economics), Full Professor	120 hours (14 h. lectures, 26 h. practical classes, 80 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 understanding of the principles, concepts, and tools of quality management, including ISO 9000 standards, Total Quality Management (TQM), documentation systems, certification procedures, and quality audit processes, as well as the role of continuous improvement in organizational development.			Lecture, work in small groups, case study	Test, presentation of the case study, presentation of the results of the research project (CAS), final exam (FAS)
2) Apply quality management methodologies to design, implement, and evaluate Quality Management Systems (QMS), including the development of quality policy and Quality Manuals, cost and efficiency assessment of quality assurance, and selection of appropriate ISO standards in accordance with organizational needs.			Lecture, case study, research project	Presentation of the case study, presentation of the results of the research project (CAS), final exam (FAS)
3) Analyse and improve organizational quality systems using TQM principles and benchmarking approaches (including European Quality Award criteria), and develop mechanisms for managing quality-related economic processes and organizational performance improvement.			Lecture, practical task, case study, research project	Evaluation of student reports, presentation of the case study, presentation of the results of the research project (CAS), final exam (FAS)
4) Work effectively in multidisciplinary teams, communicate professionally with stakeholders, and independently use academic, statistical, and regulatory sources to support decision-making and continuous professional development in quality management.			Case study, research project	Presentation of the case study, presentation of the results of the research project (CAS), final exam (FAS)
Assessment				
The final grade is given on a 100-point scale, including 40 points for the final exam and 60 points for the work in the semester. 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,				

90–100%: Excellent analysis of case studies using quality management tools. The student demonstrates originality, critical thinking, and strong ability to connect theory with practice.
75–89%: Good analysis with generally correct application of concepts. Minor weaknesses in depth or justification.
60–74%: Superficial analysis. Limited use of tools and weak justification of conclusions.
1–59%: Case study is poorly analysed or not completed. Lack of understanding of the task.
b) group work and presentations
90–100%: Highly effective teamwork, clear and structured presentations, strong communication skills, and high-quality analytical content.
75–89%: Good teamwork and presentation skills. Content is relevant but may lack full coherence or depth.
60–74%: Limited contribution to group work. The presentation lacks structure or clarity.
1–59%: Minimal participation. The presentation is unclear or incomplete.
c) research and independent work (research project)
90–100%: Independent, well-structured research with a strong analytical foundation. Original conclusions, proper methodology, and clear academic writing.
75–89%: Good research with minor methodological or structural issues. Conclusions are generally valid.
60–74%: Basic research with limited analysis and weak argumentation.
1–59%: Research is incomplete or missing. Lack of methodology and logical conclusions.
d) final exam
The criteria for the assignment are written on the exam card.

Content

Topic 1. Basic concepts and categories of quality management
Topic 2. Quality problems at the present stage
Topic 3. Use of modern management technologies to improve the quality of products and services
Topic 4. International Experience in Quality Management
Topic 5. Domestic experience in quality management
Topic 6. Total Quality Management (TQM)
Topic 7. A systematic approach to the problem of quality management
Topic 8. Quality system in ISO 9000 series standards
Topic 9. Statistical methods of quality management
Topic 10. Economic and Legal Aspects of Quality Management
Topic 11. Certification of quality systems
Topic 12. Quality audit

Literature

Compulsory reading

1. Leskiv, H., & Hobela, V. (2024). Upravlinnia yakistiu [Quality management] [Electronic edition]. Lviv State University of Internal Affairs. 256 p.
2. Kostyuchenko, M. P. (2019). Teoretyko-metodolohichni aspekty upravlinnia yakistiu. Chastyna I [Theoretical and methodological aspects of quality management. Part I]. Kyiv: Kondor Publishing House. 424 p.
3. Panchenko, M. O. (2018). Upravlinnia yakistiu: teoriia ta praktyka [Quality management: theory and practice]. Kyiv: Center of Educational Literature. 228 p. https://cul.com.ua/preview/upria.pdf
4. Bezrodna, S. M. (2017). Upravlinnia yakistiu [Quality management]. Chernivtsi: Technodruk. 174 p.
5. Shuliar, R. V., & Shuliar, N. V. (2018). Upravlinnia yakistiu [Quality management]. Lviv: Lviv Polytechnic Publishing House. 160 p.

Recommended reading

1. Bychkivskyi, R. (2017). Upravlinnia yakistiu [Quality management]. Lviv: Lviv Polytechnic National University. 239 p.
2. Kapinos, H. I., & Hrabovska, I. V. (2016). Upravlinnia yakistiu [Quality management]. Kyiv: Kondor Publishing House. 278 p.
3. Merezhko, N. V., Osievska, V. V., & Yasynska, N. S. (2010). Upravlinnia yakistiu [Quality management]. Kyiv: Kyiv National University of Trade and Economics. 216 p.
4. Loiko, D. P., Votchenikova, O. V., Udovychenko, O. P., & Kotliar, M. A. (2008). Upravlinnia yakistiu [Quality management]. Donetsk: DonNUET. 230 p.

5. Momot, O. I. (2007). Menedzhment yakosti ta elementy systemy yakosti [Quality management and elements of quality system]. Kyiv: Center of Educational Literature. 368 p.
6. Soroko, V. M. (2013). Funktsionuvannia i rozvytok systemy upravlinnia yakistiu [Functioning and development of quality management system]. Kyiv: NADU. 80 p.
7. Davydova, O. Yu. (2018). Upravlinnia yakistiu produktsii ta posluh u hotelno-restorannomu hospodarstvi [Quality management in hospitality industry]. Kharkiv: Ivanchenko Publishing. 488 p.
8. Kehoe, D. (2009). The Fundamentals of Quality Management. 412 p.

Web-resources

1. International Organization for Standardization. (n.d.). ISO official website. https://www.iso.org/
2. ISO Catalogue of Standards. (n.d.). https://www.gost-snip.su/razdel/iso
3. ISO 19011:2018 Guidelines for auditing management systems. https://www.iso.org/standard/70397.html?utm_source=chatgpt.com
4. ISO 22000:2018 Food safety management systems. https://www.iso.org/files/live/sites/isoorg/files/store/en/PUB100430.pdf?utm_source=chatgpt.com
5. ISO 9004:2018 Managing for the sustained success of an organization. https://www.iso.org/standard/70397.html?utm_source=chatgpt.com
6. State Statistics Service of Ukraine. (n.d.). http://www.ukrstat.gov.ua
7. Verkhovna Rada of Ukraine. (n.d.). https://www.rada.gov.ua
8. National Bank of Ukraine. (n.d.). https://www.bank.gov.ua
9. Ministry of Economy of Ukraine. (n.d.). https://www.me.gov.ua
10. Ministry of Finance of Ukraine. (n.d.). https://www.minfin.gov.ua
11. Cabinet of Ministers of Ukraine. (n.d.). https://www.kmu.gov.ua
12. Vernadsky National Library of Ukraine. (n.d.). https://www.nbuv.gov.ua
13. Economic Encyclopedia (Quality of products and services). (n.d.). http://economic.lviv.ua
14. Electronic Library of Ukraine. (n.d.). http://www.lib.com.ua
15. Institute of Global Strategies. (n.d.). http://www.igls.com.ua

LAW (JURISPRUDENCE, LABOR LAW, BUSINESS AND COMMERCIAL LAW)				
The course aims to provide students with theoretical knowledge and practical skills in the application of law across various legal branches and to develop their ability to protect their rights in cases of violation; to build knowledge and skills in labour law and strengthen students' capacity to defend their labour rights in practice; to form a holistic and systematic understanding of the legal regulation of economic activity, including the functioning of key economic and legal institutions based on current economic legislation.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	6 / 11 weeks	3 / mandatory	Alona Bila, Senior lecturer	90 hours (16 h. lectures, 14 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, final assessment FAS)**
1) Demonstrate a comprehensive understanding of key legal concepts, methods, and the structure of national and international legal systems.			Lectures, case study analysis	Class participation and discussions, case study reports (CAS), final test (CAS)
2) Analyse and critically evaluate different branches of law, with particular attention to their interrelation and practical application in legal practice.			Lectures, role-playing and simulations, leadership workshops.	Critical essay, legal memo (short legal opinion), class discussions and peer assessment (CAS), final test (CAS).
3) Interpret and assess the role, functions, and legal frameworks of international economic organisations and their impact on global and national legal systems.			Lectures, strategic planning workshops, business case analysis	Case study reports, strategic project development milestones (CAS), final test (CAS)
4) Understand and apply the fundamental provisions of international economic agreements, including their structure, legal nature, and implementation mechanisms.			Lectures, seminars, discussions, scenario analysis workshops	Participation in discussions, scenario-based assignments, presentations (CAS), final test (CAS)
5) Develop the ability to apply legal knowledge in practical situations, including problem-solving, legal reasoning, and the protection of rights within national and international legal contexts.			Lectures, seminars, discussions, scenario analysis workshops	Case-solving tasks, moot court performance, problem-based assignments (CAS), final test (CAS)
Assessment				
The final grade is awarded on a 100-point scale and is based entirely on continuous assessment during the semester (pass/fail assessment format). Semester performance (100 points): 40 points - individual assignment (presentation and legal memo); 60 points - participation in discussions, simulations, and practical activities. Assessment criteria: a) Individual assignment: presentation and legal memo (40 points)				

31-40 points:
The student demonstrates an excellent understanding of the subject matter, a high level of analytical and research skills, and the ability to critically evaluate legal issues and their practical application. Up-to-date academic literature, legislation, case law, and relevant legal sources are effectively used. The work contains elements of originality, well-developed legal reasoning, and an independent analytical position. The presentation and legal memo are clearly structured and fully comply with academic and formal requirements.
21-30 points:
The student demonstrates a good understanding of the subject matter and adequate analytical skills. Relevant legal and academic sources are used appropriately. The work reflects logical reasoning and sufficient knowledge of legal concepts, although minor inaccuracies or formal shortcomings may be present.
11-20 points:
The student demonstrates a partial understanding of the topic. The analysis is descriptive rather than critical, and the structure may lack coherence or clarity in certain sections. Argumentation and use of legal sources are limited.
1-10 points:
The work demonstrates insufficient understanding of the topic and weak analytical skills. The assignment is poorly structured, contains significant errors, lacks legal reasoning, and does not meet basic academic requirements.
b) Participation in discussions, simulations, and practical activities (60 points)
51-60 points:
Active and consistent participation in discussions, simulations, and practical exercises. The student demonstrates a high level of understanding of legal concepts, provides well-reasoned and logically structured arguments, and effectively applies legal knowledge in practical scenarios.
31-50 points:
The student regularly participates in class activities and demonstrates a good understanding of the material, although occasional inaccuracies or gaps in legal reasoning may be present.
11-30 points:
Participation is irregular or limited. The student demonstrates only a basic understanding of the material, with insufficient argumentation and difficulties in applying legal concepts in practice.
1-10 points:
Minimal or passive participation. The student demonstrates a lack of understanding of the core material and is unable to apply legal knowledge effectively in discussions or practical tasks.

Content

Topic 1. The nature of jurisprudence
Topic 2. The actors of international economic law
Topic 3. The legal sources of international law
Topic 4. Principles of international law
Topic 5. Subject of international economic law
Topic 6. Labour law
Topic 7. Labour law: administration of labour law. Special categories of workers
Topic 8. Introduction to commercial law
Topic 9. Commercial law. Commercial law disputes
Topic 10. International transport law
Topic 11. International monetary law and international economic relations. Intellectual property
Topic 12. International organizations

Literature

Compulsory reading

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

2. Civil Code of Ukraine. (2003, January 16). Verkhovna Rada of Ukraine. https://zakon.rada.gov.ua/laws/show/435-15
3. Labour Code of Ukraine. (1971, December 10). Verkhovna Rada of Ukraine. https://zakon.rada.gov.ua/laws/show/322-08
4. Commercial Code of Ukraine. (2003, January 16). Verkhovna Rada of Ukraine. https://zakon.rada.gov.ua/laws/show/436-15
5. Family Code of Ukraine. (2002, January 10). Verkhovna Rada of Ukraine. https://zakon.rada.gov.ua/laws/show/2947-14
6. Criminal Code of Ukraine. (2001, April 5). Verkhovna Rada of Ukraine. https://zakon.rada.gov.ua/laws/show/2341-14
7. Civil Procedure Code of Ukraine. (2004, March 18). Verkhovna Rada of Ukraine. https://zakon.rada.gov.ua/laws/show/1618-15
8. Commercial Procedure Code of Ukraine. (1991, November 6). Verkhovna Rada of Ukraine. https://zakon.rada.gov.ua/laws/show/1798-12
9. Code of Administrative Procedure of Ukraine. (2005, July 6). Verkhovna Rada of Ukraine. https://zakon.rada.gov.ua/laws/show/2747-15
10. Code of Ukraine on Bankruptcy Procedures. (2018, October 18). Verkhovna Rada of Ukraine. https://zakon.rada.gov.ua/laws/show/2597-19
11. Skakun, O. F. (2023). Teoriia derzhavy i prava [Theory of State and Law]. Yurinkom Inter. 600 p.
12. Buromenkyi, M. V. (2022). Mizhnarodne publichne pravo [International Public Law]. Pravo. 720 p.
13. Maidanyk, R. A. (2024). Tsyvilne pravo Ukrainy [Civil Law of Ukraine]. Yurydychna Dumka. 850 p.
14. Yaroshenko, O. M. (2023). Trudove pravo Ukrainy [Labour Law of Ukraine]. Pravo. 540 p.

Recommended reading

1. Kostruba, A. V. (2025). Commercial Law of Ukraine: Modern Challenges and Development. Lira-K. 410 p.
2. Buromenskyi, V. M. (2022). International Public Law: General Part. Kyiv National University Publishing. (Electronic edition).
3. Kolisnyk, V. P., & Barabash, Yu. H. (2023). Konstytutsiine pravo Ukrainy [Constitutional Law of Ukraine]. Pravo.

Web-resources

Ukrainian official legal resources

1. Verkhovna Rada of Ukraine. (n.d.). Official website (legislation database). https://zakon.rada.gov.ua
2. Ministry of Justice of Ukraine. (n.d.). Official website. https://minjust.gov.ua
3. Constitutional Court of Ukraine. (n.d.). Official website. https://ccu.gov.ua
4. Supreme Court of Ukraine. (n.d.). Official website. https://supreme.court.gov.ua
5. State Labour Service of Ukraine. (n.d.). Official website. https://dsp.gov.ua
6. National Bar Association of Ukraine. (n.d.). Official website. https://unba.org.ua
7. Antimonopoly Committee of Ukraine. (n.d.). Official website. https://amcu.gov.ua
8. State Tax Service of Ukraine. (n.d.). Official website. https://tax.gov.ua
9. National Bank of Ukraine. (n.d.). Official website. https://bank.gov.ua
10. Ministry of Economy of Ukraine. (n.d.). Official website. https://me.gov.ua

International legal and economic resources

1. United Nations. (n.d.). Official website. https://www.un.org
2. European Union. (n.d.). Official website. https://europa.eu
3. North Atlantic Treaty Organization. (n.d.). Official website. https://www.nato.int
4. Organisation for Security and Co-operation in Europe. (n.d.). Official website. https://www.osce.org
5. World Trade Organization. (n.d.). Official website. https://www.wto.org
6. International Labour Organization. (n.d.). Official website. https://www.ilo.org
7. World Intellectual Property Organization. (n.d.). Official website. https://www.wipo.int
8. United Nations Commission on International Trade Law (UNCITRAL). (n.d.). Official website. https://uncitral.un.org
9. International Monetary Fund. (n.d.). Official website. https://www.imf.org
10. World Bank. (n.d.). Official website. https://www.worldbank.org

FOREIGN ECONOMIC ACTIVITY OF THE ENTERPRISE				
The course aims to provide students with knowledge and practical skills for managing foreign economic activity of enterprises, including analysis of international markets, application of management tools in external operations, assessment of economic and legal factors, and development of effective decision-making and communication in international business environments.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	6 / 11 weeks	4 / mandatory	Valeriia Pysarkova Ph.D (Economics)	120 hours (20 h. lectures, 20 h. practical classes, 80 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) Identify problems in foreign economic activity and justify managerial decisions in international business contexts.			Lectures, case study analysis, problem-solving discussions	Case study reports, participation in discussions, presentations (CAS), final exam (FAS)
2) Explain and describe the content of functional areas of enterprise activity in the context of foreign economic operations.			Lectures, seminars, guided analysis of business examples	Participation in seminars, analytical tasks, presentations (CAS), final exam (FAS)
3) Apply management methods to ensure the efficiency of foreign economic activity of the enterprise.			Lectures, practical exercises, applied problem-solving tasks	Practical assignments, problem-solving tasks, presentations (CAS), final exam (FAS)
4) Analyze business situations and communicate effectively in the field of foreign economic activity.			Lectures, role-playing and simulations, group discussions	Case study analysis, class discussions, presentations (CAS), final exam (FAS)
5) Assess legal, social and economic consequences of foreign economic activity of the enterprise.			Lectures, case study analysis, analytical discussions	Case study reports, analytical tasks (CAS), final exam (FAS)
6) Demonstrate independent thinking, adaptability and openness to new knowledge in international business environments.			Lectures, individual assignments, self-directed learning activities	Individual assignments, analytical tasks, presentations (CAS), final exam (FAS)
7) Conduct basic research individually and in teams in the field of foreign economic activity.			Lectures, project-based learning, research workshops	Project reports, teamwork activities, presentations (CAS), final exam (FAS)
Assessment				
The final grade is given on a 100-point scale, including 40 points for the exam and 60 points for the work in the semester. 60 points for work in the semester: 25 points for participation in discussions, teamwork and case study analysis; 20 points for practical and analytical tasks;				

15 points for presentations.
Assessment criteria:
a) participation in discussions, teamwork and case study analysis
21–25 points: The student actively participates in discussions, demonstrates excellent mastery of the material, effectively collaborates in a team and clearly argues their position in case analysis.
16–20 points: The student demonstrates a good understanding of the material and participates in teamwork and discussions, though some inaccuracies may be present.
10–15 points: A basic understanding of the material with limited participation in discussions or teamwork.
1–9 points: Minimal participation, significant gaps in understanding and weak involvement in teamwork.
b) practical and analytical tasks
17–20 points: The student demonstrates a high level of task performance, applies appropriate tools and provides well-justified decisions.
13–16 points: The tasks are generally completed correctly, with minor inaccuracies.
7–12 points: The tasks are partially completed, with limited analysis and weak justification.
1–6 points: The tasks are poorly completed or not completed.
c) presentations
13–15 points: The student demonstrates excellent understanding of the material, depth of analysis and clear structure. The work reflects the student's own point of view and meets the requirements.
10–12 points: The student demonstrates a good understanding with minor inaccuracies.
6–9 points: The structure is somewhat logical, but ideas are not always clearly expressed.
1–5 points: The presentation is poorly structured and contains significant errors.
The criteria for examination assignment are written in the examination card.

Content

Topic 1. Foreign economic activity of the enterprise: essence and role
Topic 2. Regulatory and legal framework of foreign economic activity
Topic 3. International business environment and market analysis
Topic 4. Organization and management of foreign economic activity
Topic 5. International marketing and market entry strategies
Topic 6. Risk management in foreign economic activity
Topic 7. Financial support and pricing in foreign economic activity
Topic 8. Logistics and supply chain management in international business
Topic 9. International business communication and negotiations
Topic 10. Strategic management 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. Czinkota, M. R., Ronkainen, I. A., & Moffett, M. H. (2020). International business (11th ed.). Hoboken: Wiley. 736 p.
4. Tyshchenko, V. F., & Ostapenko, V. M. (2022). Osnovy zovnishnoekonomichnoi diialnosti ta mytnoi spravy [Fundamentals of foreign economic activity and customs]. Kharkiv: KhNEU im. S. Kuznetsia. 193 p.

Recommended reading

1. Wild, J. J., & Wild, K. L. (2021). International business: The challenges of globalization (9th ed.). Harlow: Pearson. 512 p.
2. Kononenko, L. V., Mahopets, O. A., Nazarova, H. B., Shalimov, V. V., & Shalimova, N. S. (2023). Zovnishnoekonomichna diialnist: oblik, kontrol ta opodatkuvannia [Foreign economic activity: accounting, control and taxation]. Kropyvnytskyi: TsNTU. 547 p.
3. Chornenka, O. (2024). Menedzhment zovnishnoekonomichnoi diialnosti pidpryiemstva v umovakh tsyfrovoi ekonomiky [Management of foreign economic activity of the enterprise in the digital economy]. Ekonomika ta suspilstvo [Economy and Society], (68). DOI: 10.32782/2524-0072/2024-68-32

4. Bikulov, D. T., Holovan, O. O., Markova, S. V., Chkan, A. S., Oliinyk, O. M., & Sukhareva, K. V. (2022). Menedzhment ta marketynh zovnishnoekonomichnoi diialnosti [Management and marketing of foreign economic activity]. Zaporizhzhia: ZNU. 99 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

METHODS AND MODELS FOR DECISION-MAKING

The course aims to develop students' systemic knowledge and practical skills in the application of mathematical and statistical methods to substantiate optimal management decisions in complex business situations. The course is aimed at mastering the tools of systems analysis, game theory and multi-criteria optimization, which allows minimizing risks, effectively distributing limited company resources and making logically verified decisions in the conditions of uncertainty of the modern market environment.

Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	6 / 11 weeks	3 / mandatory	Zoia Pestovska, PhD (Economics), Associate Professor	90 hours (16 h. lectures, 14 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, final assessment FAS)**
1) Demonstrate skills in identifying management problems and formalizing them in the form of mathematical models to substantiate optimal solutions	Problem lectures, case study method	Defense of an individual calculation task, tests, solving situational exercises in practical classes (CAS), final exam (FAS)
2) Assess economic risks, social impacts, and effectiveness of selected organizational development strategies using quantitative analysis methods	Seminar-discussion, modeling of ‘what if’ scenarios	Solving problem situations, participating in discussions, case studies (CAS), final exam (FAS)
3) Demonstrate flexibility of thinking when choosing decision-making methods in conditions of uncertainty, demonstrate the ability to critically evaluate one's own assumptions and new analytical approaches	Teamwork, independent research	Self-assessment and peer assessment of group work, presentation of independent research (CAS)

Assessment

The final grade is given on a 100-point scale, including 40 points for the final exam and 60 points for the work in the semester.
60 points for work in the semester:
25 points for an individual assignment;
35 points for examples of problem situations and audience involvement in their solution, testing, and solving analytical problems.
Assessment criteria:
a) individual assignment
The assessment is carried out for each of the 5 tasks separately (maximum - 5 points per task):
5 points - the task is completed completely and correctly: the mathematical model (matrices, functions, etc.) is correctly drawn up; all calculations are performed without errors; the appropriate decision-making criterion is applied; the logical justification for choosing the optimal solution is provided; the design is neat and structured.
4 points - the task is completed correctly, but: there are minor errors in the calculations or design; the justification is provided, but not sufficiently complete.
3 points - the task is partially completed: the correct approach, but errors in the calculations; or the criterion is not fully applied; the justification is superficial.

2 points - a significant part of the task is completed, but: significant errors in the calculations or logic; no or weak justification for the solution.
1 point - an attempt at a solution is made: partially correct elements (for example, the beginning of building the model); there is no completeness and logic of the solution.
0 points – the task was not completed or was completed incorrectly.
b) work in the semester (evaluation criteria for each practical lesson (0–5 points)):
5 points - The student demonstrates deep knowledge of the theoretical material and flawlessly solves analytical problems. Actively participates in analyzing problem situations, offers constructive solutions and demonstrates critical thinking. Testing was performed without errors (or with a minimal percentage of error).
4 points - The student solves problems correctly, but minor inaccuracies in calculations or design may be assumed. Participates in discussing problem cases, argues their opinion. Testing was performed at a high level (80–90% of correct answers).
3 points - The student has basic concepts, but solving analytical problems requires the help of a teacher or the use of methodological instructions. Participation in group work is passive, answers to problem questions are superficial. Testing was performed at an average level (60–75%).
2 points - The student has fragmentary knowledge, makes gross errors in model parameters and choice of criteria. Does not show initiative in solving situational tasks. The test result is below the established threshold (less than 60%).
0–1 points - Complete lack of knowledge or refusal to complete tasks. The student does not own the terminology and is not capable of independent information processing. The work is not submitted or is written off.
The criteria for the final exam assignment are written on the exam card.

Content

Topic 1. Decisions as a result of managerial work
Topic 2. Making managerial decisions in different environmental conditions
Topic 3. Human factor and psychological aspects of managerial decisions
Topic 4. Preparing, making and organizing the implementation of managerial decisions
Topic 5. Creative approach in the process of developing and implementing managerial decisions
Topic 6. Organizing control over the implementation and assessing the effectiveness of managerial decisions
Topic 7. Models and methods of making managerial decisions
Topic 8. Sustainable and environmental decisions (ESG)

Literature

Compulsory reading

1. Petrunia, Yu. Ye., Mormul, M. F., Pasichnyk, T. O., et al. (2025). Pryiniattia upravlinskykh rishen [Management decision making] (Yu. Ye. Petrunia, Ed.) (5th ed., rev. and enl.). University of Customs and Finance. 279 p.
2. Nikitina, L., & Yatsenko, I. (2023). Modeli ta metody pryiniattia rishen [Models and methods of decision making]. NTU "KhPI". 179 p.

Recommended reading

1. Kremen, V. H. (Ed.). (2017). Krytychne myslennia: osvita, tvorchist, tsinnosti [Critical thinking: education, creativity, values]. Institute of the Gifted Child of the NAPS of Ukraine. 299 p.
2. Bidiuk, P. I., Tymoshchuk, O. L., Kovalenko, A. Ye., & Korshevniuk, L. O. (2022). Systemy i metody pidtrymky pryiniattia rishen [Systems and methods of decision support]. Igor Sikorsky Kyiv Polytechnic Institute. 610 p.
3. Guarnieri, P. (2015). Decision Models in Engineering and Management. Springer International Publishing Switzerland. 322 p. https://ndl.ethernet.edu.et/bitstream/123456789/33286/1/103.Patricia%20Guarnieri.pdf
4. Pestovska, Z. (2025) Statystychni metody u pryiniatti upravlinskykh rishen: yevropeiskii dosvid vykladannia dlia vitchyznianykh zdobuvachiv [Statistical methods in managerial decision-making: european teaching experience for domestic applicants]. Ekonomichnyi prostir, 199, 99–106. DOI: 10.30838/EP.199.99-106
5. Pestovska, Z. (2026) Metodolohiia pryiniattia upravlinskykh rishen na osnovi poiednannia finansovo-oblikovykh pokaznykiv i povedinkovykh metryk personalu [Methodology for making management decisions based on a combination of financial and accounting indicators and behavioral metrics of personnel]. Naukovi

zapysky Natsionalnoho universytetu Ostrozka akademiia: seriia Ekonomika, 40(68), 69–75. DOI: 10.25264/2311-5149-2026-40(68)-69-75
6. 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
7. Varenyk, V., Pestovska, Z., & Miro, I. (2025) Sutnist' ta skladovi zahroz ekonomichniy bezpetsi zakladiv vyshchoyi osvity [The essence and components of threats to the economic security of higher education institutions]. Akademichnyy ohlyad, 1(62), 149–164. (Web of Science) DOI: 10.32342/3041-2137-2025-1-62-11
8. Pestovska, Z. S. (2024) Taym-menedzhment v upravlinni personalom: dosvid YeS dlya ukrayins'kykh pidpryyemstv [Time management in human resources management: EU experience for Ukrainian enterprises]. Ekonomichnyy prostir, 195, 45–54.

Web-resources

1. Lifemotivation.online. (n.d.). Metod synekyky: pryklady, perevahy ta nedoliky [Synectics method: examples, advantages and disadvantages]. https://lifemotivation.online/razvitie-lichnosti/samorazvitie/metod-sinektiki
2. Library of Alfred Nobel University. https://lib.duan.edu.ua/uk/
3. Repository of Alfred Nobel University. https://ir.duan.edu.ua/home

PLANNING AND FORECASTING FOR A BUSINESS				
The course aims to develop a comprehensive system of professional knowledge and practical skills for building integrated planning, forecasting, and budgeting models for an enterprise. The curriculum is focused on mastering budgeting technologies through Excel-based automation, adopting the CFO methodology for strategic OPEX and CAPEX management, and acquiring variance analysis tools and statistical forecasting methods to facilitate informed managerial decision-making in a dynamic business environment.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	7 / 14 weeks	4 / mandatory 1 / term paper	Viktoriia Varenyk PhD (Economics), Associate Professor	150 hours (14 h. lectures, 26 h. practical classes, 110 h. self-directed learning) /
Learning outcomes **On completion of the course, students will be able to:**			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) Critically analyse the internal and external environment of an enterprise to define strategic goals and select appropriate planning methods in a dynamic market.			Lectures, case study analysis, and group discussions	Class participation and discussions, individual analytical reports (CAS), final exam (FAS)
2) Develop and automate a comprehensive master budget system in MS Excel, applying the CFO methodology for effective management of revenue, OPEX, and CAPEX.			Lectures, practical workshops in Excel, individual modeling of business cases	Evaluation of automated Excel-based budget models, practical calculation assignments (CAS), final exam (FAS)
3) Evaluate the efficiency of production and sales by performing a deep variance analysis (for materials, labor, and sales revenue) to justify corrective management actions.			Lectures, analytical workshops, peer-to-peer analysis sessions	Analytical reports on variance analysis, defense of the case study results (CAS), final exam (FAS)
4) Synthesize a comprehensive planning and forecasting model based on regression analysis and trend models during the preparation and defense of the course project.			Individual consultations, independent research (self-study), forecasting workshops	Preparation of the course project report (CAS), presentation and public defense of the course project (course Project – separate 100-point scale)
Assessment				
The final grade is given on a 100-point scale, including 40 points for the final examination test (FAS) and 60 points for work during the semester (CAS). 60 points for work in the semester (CAS): 7 points for an individual assignment (presentation); 18 points for participation in discussions during practical sessions and workshops; 35 points for Excel-based modeling (creating automated budget models and plans). 40 points for the final examination test (FAS): 40 points for the final exam covering theoretical concepts and calculation/situational tasks. Assessment Criteria a) Individual assignment (presentation)				

6.5–7.0 points: The student demonstrates an excellent understanding of the material and depth of research. The work reflects the author's perspective, contains novel elements, and is designed in accordance with the requirements.
4.5–6.4 points: The student understands the material well. Modern information sources were used to perform the task. There are minor design violations.
2.0–4.4 points: The structure is somewhat logical, but ideas are not always clearly expressed. The task lacks coherence in its justification of the forecasts.
0.1–1.9 points: The task is poorly structured, disorganized, and contains significant inaccuracies.
b) Participation in discussions and workshops
81–100% (15.0–18.0 points): The student demonstrates excellent mastery of the educational material and successfully argues his/her position during workshops and case-study debates.
51–80% (9.5–14.9 points): The student demonstrates an understanding of the material and actively participates in teamwork, but some inaccuracies in the arguments are noticed.
21–50% (4.0–9.4 points): A basic understanding of the material, but with significant gaps or low activity during the sessions.
1–20% (0.1–3.9 points): A lot of mistakes, with little to no understanding of the material's context or refusal to participate.
c) Excel-based modeling (budget automation)
28.5–35.0 points: Excel models are fully automated, logically structured, and contain no errors. All master budget components (OPEX, CAPEX, etc.) are correctly integrated.
18.0–28.4 points: The student demonstrates good mastery of Excel tools. Models are functional, but minor technical errors or inaccuracies in variance analysis calculations are present.
7.5–17.9 points: Basic Excel skills, but the budget models lack integrity or essential links between forecasting tables are missing.
0.1–7.4 points: Poor modeling skills, significant errors in formulas, resulting in incorrect calculations.
d) Final examination test (FAS)
35–40 points: Complete theoretical knowledge, flawless execution of situational/calculation tasks, deep understanding of variance analysis and CFO methodologies.
28–34 points: Good understanding of course topics and correct execution of calculations with minor non-essential flaws.
24–27 points: Basic theoretical knowledge and minimal threshold performance on practical tasks (60% passing threshold).
0–23 points: Inability to solve calculation tasks, critical errors in logic, or significant gaps in understanding key course concepts.
Note on the term paper: The curriculum includes a term paper, which is an integrated outcome of the course. However, it is assessed separately on a 100-point scale and recorded in a distinct examination transcript. Detailed requirements for the paper's structure and specific assessment criteria (quality of the Excel-based calculation model, explanatory note, and public defense) are provided in the separate 'Guidelines for Term Papers.'

Content

Topic 1. Fundamentals of Planning
Topic 2. Essence and Peculiarities of Planning Activities at the Enterprise
Topic 3. Budgeting of Enterprise Activities
Topic 4. Master Budget Development Technology
Topic 5. Organization of the Budgeting Process at Enterprises
Topic 6. Planning of Expenses and Production Costs
Topic 7. Fundamentals of Variance Analysis and Production Cost Control
Topic 8. Variance Analysis: From Sales to Strategic Control
Topic 9. Forecasting Methods

Compulsory reading

1. Fylypenko, O., & Volosov, A. (2022). Planuvannia diialnosti pidpryiemstva [Planning of enterprise activity]. DBT U.
2. Nahorna, I. (2024). Biznes-prohnozuvannia [Business forecasting]. Igor Sikorsky Kyiv Polytechnic Institute. 73 p.
3. Partyn, H., Zahorodnii, A., et al. (2023). Upravlinskyi oblik [Management accounting]. Lviv Polytechnic Publishing House. 672 p.
4. Shevtsiv, L. (2025). Stratehichnyi upravlinskyi oblik i analiz [Strategic management accounting and analysis]. Halych-Pres. 504 p.
5. Veretennykova, H., Tomakh, V., & Herashchenko, I. (2020). Planuvannia ta orhanizatsiia diialnosti pidpryiemstva [Planning and organization of enterprise activity] [Electronic edition]. Simon Kuznets Kharkiv National University of Economics. 210 p.

Recommended reading

1. Bragg, S. (2021). Budgeting: A Comprehensive Guide (6th ed.). AccountingTools. 442 p.
2. Kinney, M., Raiborn, C., & Dragoo, S. (2025). Cost accounting (11th ed.). Cambridge Business Publishers. 1000 p.
3. Kulp, S. L., & Dragoo, S. W. (2025). Managerial accounting: With data analytics (10th ed.). Cambridge Business Publishers. 944 p.
4. Lanen, W., Anderson, S., & Maher, M. (2025). Fundamentals of cost accounting (7th ed.). McGraw Hill. 848 p.
5. Maher, M., Stickney, C., & Weil, R. (2021). Managerial accounting: An introduction to concepts, methods, and uses (11th ed.). Cengage. 672 p.
6. Mitchell, J., Weygandt, J., & Kimmel, P. (2024). Managerial accounting: Tools for business decision making (10th ed.). Wiley. 800 p.
7. Nahorna, I. (2024). Biznes-prohnozuvannia [Business forecasting] [Electronic edition]. Igor Sikorsky Kyiv Polytechnic Institute. 73 p.
8. Shim, J., & Siegel, J. (2020). Budgeting Basics and Beyond. Wiley. 544 p.
9. Warren, C. S., Jones, J. P., & Tayler, W. B. (2022). Financial and managerial accounting (16th ed.). Cengage. 1472 p.
10 Wild, J., & Shaw, K. (2025). Managerial accounting (8th ed.). McGraw Hill. 800 p.

Web-resources

1. Stepura, V. (n.d.). Otsinka efektyvnosti systemy intehrovanoho finansovoho planuvannia [Assessment of the effectiveness of the integrated financial planning system]. Official website. http://www.intellect21.nuft.org.ua/journal/2020/2/43.pdf
2. Corporate Finance Institute (CFI). (n.d.). Budgeting and Forecasting. Official website. https://corporatefinanceinstitute.com/resources/accounting/budgeting-forecasting/
3. FP&A Trends Group. (n.d.). Financial Planning and Analysis Trends. Official website. https://fpa-trends.com/
4. Holovbukh. (n.d.). Sobivartist produktsii pidpryiemstva [Cost of production of the enterprise]. Official website. https://buhplatforma.com.ua/article/8477-sobvartst-produkts-pdprimstva
5. Investopedia. (n.d.). Budgeting Definition. Official website. https://www.investopedia.com/terms/b/budget.asp
6. Microsoft Support. (n.d.). Excel functions (alphabetical). Official website. https://support.microsoft.com/en-us/office/excel-functions-alphabetical-b3944572-255d-4efb-bb96-c6d90033e188
7. Nova Poshta Education. (n.d.). Shcho take koshtorys? Vydy ta zmist koshtorysnoi dokumentatsii [What is an estimate? Types and content of estimated documentation]. Official website. https://online.novaposhta.education/blog/shho-take-koshtoris-vidi-ta-zmist-koshtorisnoi-dokumentacii

LOGISTICS				
The course aims to create special knowledge and practical skills in planning, organizing, managing, controlling and regulating the movement of material and accompanying information and financial flows in space and time from the primary source to the end consumer.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	7/14 weeks	3 / mandatory	Volodymyr Momot, Doctor of Science (Economics), Full Professor	90 hours (14 h. lectures, 14 h. practical classes, 62 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) Analyze and justify the role of logistics as a strategic factor of enterprise competitiveness			Problem-based lecture, SWOT analysis of the enterprise's logistics potential	Participation in discussion, essay defense (CAS)
2) Compare and evaluate logistics systems and distribution models in national and international contexts			Study of EU logistics clusters and seaports (comparative analysis)	Presentation of the study 'Comparative analysis of logistics terminals of Ukraine and the world' (CAS)
3) Design and justify logistics chains and distribution channels based on multi-criteria evaluation			Construction of an optimal delivery route, calculation of tariffs for different modes of transport	Defense of calculation work 'Selection of a carrier using a multi-factor evaluation model' (CAS/FAS)
4) Apply and evaluate inventory management methods (ABC, XYZ, JIT) to optimize material flows			Construction of ABC-XYZ matrix in Excel. Modeling of JIT system	Defense of laboratory work 'Optimization of warehouse inventory using the Wilson formula' (CAS/FAS)
5) Apply logistics concepts (KANBAN, MRP, Lean) using ICT tools			Supply chain simulation, work with ERP systems	Evaluation of laboratory workshop tasks, defense of a practical assignment on inventory forecasting and MRP calculation in MS Excel/ERP environment. (CAS)
6) Analyze and calculate total logistics costs to support managerial decision-making			Case study: identification and resolution of cost conflicts	Solution of a comprehensive task on calculating Total Logistics Costs (FAS)
7) Evaluate and justify managerial decisions in logistics under ethical and regulatory constraints			Analysis of procurement schemes, identification of risks of	Situational task on assessing the ethicality of procurement officer actions

	kickbacks and misconduct	in a tender environment (FAS)
8) Demonstrate and adapt logistics decision-making to dynamic and uncertain market conditions	Analysis of real logistics disruptions	Participation in discussion (CAS), presentation defense

Assessment

The final grade is based on a 100-point scale, with 40 points for the exam (including tests and a problem-solving task) and 60 points for the semester's work.
60 points for the work in the semester (CAS):
20 points for an individual assignment (presentation);
20 points for participation in discussions;
20 points for laboratory work (calculation of tariffs, Wilson formula optimization, ABC-XYZ analysis in Excel).
40 points for final assessment (FAS):
40 points for the examination paper.
Assessment Criteria:
a) Individual assignment (presentation – max 20 points):
16–20 points: The student performed the work correctly and demonstrates a deep understanding of the material. All detailed conclusions have been made.
11–15 points: The student performed the work, but there are inaccuracies that do not affect the final result. Generalized conclusions have been made.
6–10 points: The student demonstrates insufficient understanding of the material. The task is partially completed or presented in a general form. Partial conclusions have been made.
1–5 points: The student demonstrates ignorance of the material. The task was not completed, and conclusions are absent.
b) Participation in discussions (max 20 points):
81–100% (16–20 points): Discussion conducted correctly. The student demonstrates excellent command of the learning material and successfully argues their position.
51–80% (11–15 points): The student demonstrates understanding of the learning material but shows some inaccuracies.
21–50% (6–10 points): Basic understanding of the material, but with significant gaps or omissions.
1–20% (1–5 points): Many errors, with little to no understanding of the context of the material.
c) Laboratory work (max 20 points):
16–20 points: Flawless completion of laboratory assignments in Excel/ERP, accurate calculations using the Wilson formula, multi-factor carrier selection models, and inventory forecasting.
11–15 points: Tasks completed correctly, but minor errors in calculations, spreadsheet formulas, or data interpretation occur.
6–10 points: Partial completion of tasks, significant calculation errors, weak understanding of inventory optimization models.
1–5 points: Incomplete or incorrectly performed laboratory tasks, failure to apply core logistics calculation models.
d) Examination paper (FAS – max 40 points): Assessment criteria for the exam are recorded in the examination card.

Content

Topic 1. Logistics as a science of material flow management
Topic 2. Objects of logistics management and logistics operations
Topic 3. Purchasing logistics
Topic 4. Production logistics
Topic 5. Distribution logistics
Topic 6. Transport logistics
Topic 7. Inventory logistics
Topic 8. Efficiency of the logistics system

Literature

Compulsory reading

1. Balabanova, L. V., & Hermanchuk, A. N. (2024). Lohistyka: pidruchnyk [Logistics: textbook]. Mahnoliia 2006. 368 p.
2. Marchenko, V. M., & Shutiuk, V. V. (2022). Lohistyka: pidruchnyk (2nd ed.) [Logistics: textbook]. 3. National University of Food Technologies. 334 p.
4. Izteleuova, M. S., Hrytsuk, I. V., Arimbekova, P. M., & Tarandushka, L. A. (2021). Orhanizatsiia ta lohistyka perevezen: pidruchnyk [Organization and logistics of transportation: textbook]. OLDI-PLUS. 264 p.

Recommended reading

1. Melnykova, K. V. (2023). Lohistyka: metodychni rekomendatsii do praktychnykh zavdan ta samostiinoi roboty [Logistics: methodological guidelines for practical tasks and independent work] [Electronic edition]. Simon Kuznets Kharkiv National University of Economics. 48 p.
2. Nehoda, A., & Rusak, D. (2023). Mizhnarodna lohistyka ta hlobalni lantsiuhy postachan: navchalnyi posibnyk [International logistics and global supply chains: textbook]. 268 p.
3. Kyrlyk, N. Yu. (2020). Istoriia stanovlennia rynku lohistychnykh posluh v Ukraini [History of the logistics services market development in Ukraine]. Actual Problems of Economics, 1(223), 4–10.
4. Nehoda, A. V. (2022). Rynok konteinernykh perevezen [Container transportation market]. Lecture materials. 122 p.
5. Negoda, A., Kiptenko, V., Razumova, O., Boriushkina, O., & Romanova, V. (2021). Outsourcing as a modern form of international labor division. International Journal of Computer Science and Network Security, 21(8), 43–50.
6. 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

Web-resources

1. Simon Kuznets Kharkiv National University of Economics. (n.d.). Institutional repository. https://dspace.hneu.edu.ua
2. IJCSNS International Journal of Computer Science and Network Security. (n.d.). Official website. http://ijcsns.org
3. Calaméo. (n.d.). Online publishing platform. https://www.calameo.com

ANALYSIS OF COMPANY ACTIVITY				
The course aims to develop professional competencies in mastering methods of analytical activity and assessing the state of the internal and external environments of companies, identifying reserves for increasing the efficiency of their activities and applying them in the practical activity of the company.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	7/14 weeks	3 / mandatory	Zhanna Piskova, PhD (Economics), Associate Professor	90 hours (14 h. lectures, 14 h. practical classes, 62 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) Explain and analyze the role of analytical activity in organizational management			Interactive lecture, case analysis of the relationship between analysis and strategy	Analytical essay / Case defense on strategic analysis role (CAS)
2) Identify and evaluate data sources for analytical decision-making			Workshop: searching and extracting reports from open registers (YouControl, Opendatabot) and international databases	Audit report on data reliability and verification matrix (CAS)
3) Apply and analyze KPI systems and financial diagnostics models			Problem-based lecture, consideration of Altman, Taffler, Tereshchenko Z-models. Analysis of real defaults	Defense of the calculation work ‘Express diagnostics of bankruptcy probability’ (CAS)
4) Apply and evaluate financial analysis tools (horizontal, vertical analysis)			Laboratory workshop in Excel: automation of calculation of dynamics and structure of the balance sheet	Defense of the financial report with analytical conclusions based on the Excel model (CAS)
5) Analyze and interpret labor efficiency indicators			Case study: analysis of staff turnover and labor productivity using the example of an IT company or a factory	Analytical report ‘Optimization of personnel costs and motivation measures’ (CAS)
6) Diagnose and justify managerial decisions based on analytical insights			Visualization of cause-and-effect relationships of financial condition	Situational task: based on reporting data, propose 3 scenarios for overcoming the crisis (CAS)
7) Conduct and present individual and group analytical research			Work in small groups, group research of a real enterprise	Public defense of the report ‘Comprehensive analysis of company X activity’ (CAS)
8) Communicate and justify analytical results to stakeholders			Pitch presentation: presentation of analysis	Assessment of data visualization (charts,

	results to the 'Board of Directors' (role play)	diagrams) and argumentation skills (CAS)
9) Evaluate and apply ethical principles in analytical decision-making	Participation in the discussion 'Manipulations in reporting (Window Dressing) and professional ethics of an analyst'	Case on identifying misconduct in the provided financial information (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 consist of:
20 points for individual assignment (calculation work)
40 points for active participation in seminars and case-discussions
Assessment criteria:
a) Individual assignment
16.0 – 20.0 points: The student completed the work flawlessly, demonstrating deep analytical thinking. Detailed, data-driven conclusions are fully presented
11.0 – 15.9 points: The task is completed correctly, but there are minor technical inaccuracies. Conclusions are generalized
6.0 – 10.9 points: Insufficient understanding of the material. The task is only partially completed, conclusions lack depth or metrics
0.0 – 5.9 points: Critical gaps in knowledge. The task is not completed, conclusions are absent
b) Participation in discussions (Max 40 points; 4 discussions x 10 points each)
Each of the 4 key seminar discussions is evaluated from 0 to 10 points:
9.0 – 10.0 points: Active participation, excellent mastery of theories, successful and independent argumentation of personal position
6.0 – 8.9 points: Regular participation, good understanding of the topic, but with minor conceptual inaccuracies or weak argumentation
3.0 – 5.9 points: Passive participation, minimal engagement, presence of significant knowledge gaps
0.0 – 2.9 points: Substantive errors, lack of preparation, or non-participation.
c) test papers
The criteria for test assignment are written in the test card.

Content

Topic 1. Analysis of company activity in the system of substantiation of managerial decisions
Topic 2. Information support of analytical activity of the company
Topic 3. Analysis of key performance indicators of the company
Topic 4. Horizontal and vertical analysis
Topic 5. Analysis of labor resources of the company
Topic 6. Diagnosis of company bankruptcy

Literature

Compulsory reading

1. Datsenko, H., Kotseruba, N., Krupelnytska, I., Kudy-rko, O., & Lobacheva, I. (2021). Analiz hospodarskoi diialnosti [Analysis of economic activity]. Vinnytsia Trade and Economic Institute of Kyiv National University of Trade and Economics. 416 p.
2. Krasnokutska, N. S., & Koptieva, H. M. (2021). Otsinka biznesu: navchalnyi posibnyk dlia studentiv ekonomichnykh spetsialnostei [Business valuation: a textbook for students of economic specialties]. National Technical University "Kharkiv Polytechnic Institute". 229 p.

Recommended reading

1.Varenyk, V. M., & Piskova, Zh. V. (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
2. 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
3. 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
4. Volkova, N. A., Podvalna, N. E., & Semenova, K. D. (2020). Ekonomichnyi analiz: navchalnyi posibnyk [Economic analysis: a textbook]. PPC "Belka". 240 p.
5. Kosova, T. D., Sukharev, P. M., Vashchenko, L. O., et al. (2019). Orhanizatsiia i metodyka ekonomichnoho analizu: navchalnyi posibnyk [Organization and methodology of economic analysis: a textbook]. Tsentr navchalnoi literatury. 528 p.
6. Subramanyam, K. R. (2023). Financial Statement Analysis (13th ed.). McGraw Hill.
7. Fridson, M. S., & Alvarez, F. (2024). Financial Statement Analysis: A Practitioner's Guide (6th ed.). Wiley.
8. Damodaran, A. (2025). Strategic Risk and Financial Analysis: Tools and Techniques for a Volatile World. Stern School of Business / Wiley.

Web-resources

1. Stock Market Infrastructure Development Agency of Ukraine (SMIDA). (n.d.). Official website. https://smida.gov.ua
2. YouControl. (n.d.). Analytical system. Official website. https://youcontrol.com.ua
3. Clarity Project. (n.d.). Extended procurement analytics and counterparty verification in 130+ registers. Official website. https://clarity-project.info
4. Official websites of local councils of Ukraine (city, village, and settlement councils).

LEADERSHIP AND GROUP DYNAMICS				
The course aims to develop students' applied competencies in leadership and team management within professional organisational contexts. Drawing on classical and contemporary leadership theory, the course equips students to understand and apply leadership models in diverse management situations, analyse team dynamics, build productive professional relationships, and demonstrate socially responsible and ethically informed leadership behaviour. The course combines theoretical engagement with active learning methods including case studies, leadership simulations, role-playing and group projects.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	7 / 14 weeks	4 / mandatory	Olena Lytvynenko, PhD (Economics), Associate Professor	120 hours (14 h. lectures, 28 h. practical classes, 78 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) Apply key leadership theories, management functions and contemporary leadership concepts to explain and interpret real organisational scenarios, selecting appropriate conceptual frameworks for structured analysis.			Lectures and problem-based lectures, structured discussion, case study analysis	Class participation and discussion (CAS), Oral questioning (CAS)
2) Analyse team structures, leadership roles and interpersonal dynamics; apply group development models to diagnose team performance, cohesion and sources of dysfunction in professional management settings.			Problem-based lectures, leadership simulations and role-playing, small-group project	Group project presentation (CAS), Simulation outcomes and peer assessment (CAS)
3) Analyse managerial communication situations across diverse functional areas of an organisation; select and apply appropriate communication strategies adapted to different audiences, contexts and professional purposes.			Problem-based lectures, small-group work and skills practice exercises, situational problem-solving	Oral questioning (CAS), Presentation of situational task outcomes (CAS)
4) Apply situational and contingency leadership models to analyse practical management problems; resolve non-standard organisational scenarios by selecting and justifying the most appropriate leadership approach for the given context.			Case study analysis, scenario analysis workshops, situational problem resolution	Case study presentation (CAS), Written situational task response (CAS)
5) Apply adaptive stress management frameworks to identify sources of workplace stress affecting individual and team performance; develop and argue practical strategies for stress mitigation and team resilience.			Discussion, small-group exercises, situational problem-solving	Oral questioning (CAS), Assessment of situational task responses (CAS)

6) Evaluate the ethical and social responsibility dimensions of leadership behaviour; demonstrate informed and well-argued awareness of diversity, multicultural principles and their implications for professional leadership practice.	Video-case analysis, structured debate, peer assessment	Oral questioning (CAS), Assessment of seminar contributions (CAS)

Assessment

The final grade is given on a 100-point scale. 100 points are awarded across content modules and diagnostic forms:
Content Module 1 — 30 points:
Topic 1: oral questioning, class discussion — 7 points
Topic 2: oral questioning, case study presentation — 8 points
Topic 3: oral questioning, situational problem resolution — 8 points
Topic 4: oral questioning, written essay response — 7 points
Content Module 2 — 30 points:
Topic 5: oral questioning, leadership simulation and peer assessment — 10 points
Topic 6: oral questioning, group project presentation — 10 points
Topic 7: oral questioning, video-case analysis, individual assignment — 10 points
Total for practical class performance — 60 points.
The final credit assessment (pass/fail) is based on a scale of 0–40 points and consists of a written assignment comprising test questions and situational analysis tasks. Admission to the final credit assessment requires a minimum of 36 points earned during the semester. If a student scores below 36 points, the instructor determines the list of outstanding assignments to be completed for admission; in this case, the semester score is recorded as 36 points. A score below 24 points in the final credit assessment results in a failing final grade regardless of semester performance.
Assessment criteria:
a) Class discussion and oral questioning
6–7 points (per topic): The student actively participates, demonstrates confident command of the topic, and provides structured, clearly argued responses. Links between theory and practical scenarios are well established.
4–5 points: The student demonstrates sound understanding but responses lack consistent analytical depth or precision in connecting theory to practice.
2–3 points: Basic understanding is evident; responses are largely descriptive with limited theoretical grounding.
0–1 points: Minimal or no engagement; very limited understanding demonstrated.
b) Case study and situational problem presentation
7–8 points (per topic): The student selects an appropriate leadership framework, applies it coherently to the case, draws sound conclusions, and presents findings in a structured and professional manner.
5–6 points: The framework is applied correctly with minor gaps in depth or precision; the presentation is clear and generally well-structured.
3–4 points: Some understanding of the relevant theory is demonstrated, but application to the case is inconsistent or superficial.
1–2 points: The case analysis is absent or fails to connect meaningfully with course content.
c) Leadership simulation and peer assessment (Topic 5)
9–10 points: The student demonstrates confident and adaptive leadership behaviour during the simulation; peer evaluation reflects recognition of genuine leadership contribution and effective teamwork.
7–8 points: Leadership engagement is sound and consistent; minor gaps in adaptability or team responsiveness.
5–6 points: Basic participation is evident, but leadership initiative or adaptability is limited.
1–4 points: Very limited participation; minimal leadership engagement demonstrated.

d) Group project presentation (Topic 6)
9–10 points: The project addresses a team dynamics scenario with sound analytical reasoning, well-justified conclusions, and a clear, structured presentation. All group members demonstrate active engagement.
7–8 points: Good analytical quality and structure; minor gaps in theoretical grounding or argumentation.
5–6 points: The topic is adequately addressed but with significant gaps in analysis or theoretical integration.
1–4 points: The project lacks coherent analysis, structure, or sufficient engagement with course theory.

Content

Module 1. Leadership: Theoretical Foundations and Models
Topic 1. Leadership in Contemporary Management: Conceptual Foundations, Organisational Context and the Leader–Manager Distinction
Topic 2. Classical and Behavioural Leadership Theories: Trait Approach, Behavioural Models and Early Empirical Research
Topic 3. Situational and Contingency Leadership Theories: Hersey–Blanchard, Fiedler, Path–Goal and Vroom–Yetton Models
Topic 4. Contemporary Leadership Paradigms: Transformational, Transactional, Servant, Authentic and Distributed Leadership
Module 2. Team Leadership, Group Dynamics and Leadership Practice
Topic 5. Leadership and Team Performance: Roles, Influence, Motivation and the Leader–Follower Relationship
Topic 6. Group Dynamics: Team Formation, Development Stages, Cohesion, Conflict and Performance Optimisation
Topic 7. Leadership Communication, Workplace Stress, Ethics and Social Responsibility

Literature

Compulsory reading

1. Northouse, P. G. (2022). Leadership: Theory and Practice (9th ed.). SAGE Publications. 608 p.
2. Robbins, S. P., & Judge, T. A. (2022). Organizational Behavior (19th ed.). Pearson. 752 p.
4. Yukl, G. (2019). Leadership in Organizations (9th ed.). Pearson. 530 p.
5. Huczyinski, A., & Buchanan, D. (2019). Organizational Behaviour (10th ed.). Pearson. 848 p.

Recommended reading

1. Luthans, F., Youssef-Morgan, C. M., & Avolio, B. J. (2025). Psychological Capital and Beyond. 2nd Edition. Oxford University Press. 392 p.
2. Belbin, R. M. (2010). Team Roles at Work (2nd ed.). Routledge. 192 p.
3. Goleman, D. (2004). What makes a leader? Harvard Business Review, 82(1), 82–91.

Web-resources

1. Alfred Nobel University. (n.d.). Official website. https://duan.edu.ua
2. Harvard Business Review. (n.d.). Leadership insights. https://hbr.org
3. MindTools. (n.d.). Leadership skills and team management resources. https://www.mindtools.com
4. National Agency for Higher Education Quality Assurance. (n.d.). Official website. https://naqa.gov.ua

SMALL AND MEDIUM BUSINESS MANAGEMENT				
The course aims to familiarize students with the objective principles and essence of entrepreneurship, provide them with knowledge of the types and areas of activity of small and medium-sized businesses, familiarize them with the process of organizing small and medium-sized businesses, and equip them with the necessary knowledge of the basics of legal support for entrepreneurship, state support and promotion of its development, as well as the specific features of the tax system.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	8/8 weeks	3 / mandatory	Oksana Kuzmenko PhD (Economics), Associate Professor	90 hours (16 h. lectures, 16 h. practical classes, 58 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) Explain and analyze the economic nature and legal framework of SMEs			Problem-based lecture, market analysis, guest meetings with practicing entrepreneurs	Group structural analysis of the legal forms of SME registration (CAS)
2) Analyze and evaluate taxation systems and their impact on financial sustainability			Analytical seminar, calculation exercises on choosing the taxation system and group	Defense of the calculation of tax burden for the selected business model (CAS)
3) Evaluate the role of corporate culture and stakeholders in business security			Case study on stakeholder conflict of interest	Analytical essay ‘The impact of business transparency on its security’ (CAS)
4) Design and adapt SME management models under resource constraints			Simulation method, development of business process architecture of an SME	Presentation of the operational map of the business (CAS)
5) Develop and justify crisis management strategies for SMEs			Business game ‘Crisis Management’, development of business continuity plans	Solving situational tasks: overcoming a critical situation within 15 minutes (CAS)
6) Apply and design corporate culture tools to enhance organizational security			Modeling corporate values, role-playing games	Project of a corporate code for a small enterprise (CAS)
7) Evaluate and apply principles of social responsibility in business decisions			Case studies of successful SME social initiatives, discussion on sustainable development	Evaluation report on the ESG-strategy of a selected small enterprise (CAS)
8) Demonstrate and apply intercultural communication in SME environments			Group projects in small teams, analysis of international SME experience, intercultural communication	Peer-assessment (evaluation of work in a multicultural team) (CAS)

9) Evaluate and justify managerial decisions under conflict of interest and ethical constraints	'Aquarium' method (observation of leader decision-making), coaching	Comprehensive case on managerial decision-making under uncertainty (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 the work in the semester:
20 points for individual assignment
40 points for discussions
Assessment criteria:
a) Individual assignment
16.0 – 20.0 points: The work is completed flawlessly; deep understanding of business models is demonstrated; comprehensive and metric-backed conclusions are present
11.0 – 15.9 points: The work is completed, but contains minor technical or formatting inaccuracies that do not affect the strategic viability of the model
6.0 – 10.9 points: Insufficient analytical depth; the business task is only partially completed; conclusions lack argument or financial backing
0.0 – 5.9 points: Critical lack of knowledge; the assignment is not completed or shows signs of non-original work.
b) Participation in discussions
Each of the 4 seminar discussions is graded from 0 to 10 points based on the following scale:
8.5 – 10.0 points: High level of engagement; excellent command of theoretical material; independent and highly successful justification of position
5.1 – 8.4 points: Active participation; good general understanding of the topic, but with minor conceptual inaccuracies or weaker argumentation
2.1 – 5.0 points: Passive presence; basic understanding with significant gaps; weak attempt to join the analysis
0.0 – 2.0 points: Critical errors; lack of basic preparation; non-participation in the discussion.
c) test papers
The criteria for test assignment are written in the test card.

Content

Topic 1. Economic nature and mechanism of creation of small and medium-sized businesses
Topic 2. Business management as a process
Topic 3. Taxation of small and medium-sized businesses
Topic 4. Business management in crisis situations
Topic 5. Corporate culture and its impact on business security. Intercultural communication and cross-cultural management within modern international SME environments. Work dynamics in multicultural teams. Ethical codes of SMEs.
Topic 6. Corporate interests and their impact on business security

Literature

Compulsory reading

1. Varenyk, V. M., & Piskova, Zh. V. (2024). Biznes i podatky: praktykum [Business and taxes: a workshop manual] [Electronic edition]. Alfred Nobel University. 98 p.
2. Varnalii, Z. S. (2022). Malyi biznes i pidpryiemnytstvo: pidruchnyk [Small business and entrepreneurship: a textbook]. Znannia Ukrainy. 412 p.
3. Kraievskyi, V. M., & Parfeniuk, I. O. (2023). Upravlinnia malym i serednim biznesom: navchalnyi posibnyk [Management of small and medium business: a textbook]. Center of Educational Literature. 284 p.
4. Prokhorova, V. V., & Protsenko, V. M. (2023). Planuvannia ta orhanizatsiia biznes-diialnosti subiektiv pidpryiemnytstva [Planning and organization of business activity of business entities]. Helvetica. 310 p.

Recommended reading

1. Constitution of Ukraine. (1996, June 28). Verkhovna Rada of Ukraine. http://zakon.rada.gov.ua/laws/show/254%D0%BA/96

2. Civil Code of Ukraine. (2003). Law No. 435-IV. https://zakon.rada.gov.ua/laws/main/435-15
3. Tax Code of Ukraine. (2010). Law No. 2755-VI. https://zakon.rada.gov.ua/laws/show/2755-17
4. On the National Program for the Promotion of Small Entrepreneurship in Ukraine. (2000). Law No. 2157-III. https://zakon.rada.gov.ua/laws/show/2157-14
5. On the Development and State Support of Small and Medium-Sized Entrepreneurship in Ukraine. (2012). Law No. 4618-VI. https://zakon.rada.gov.ua/laws/show/4618-17
6. On the Management of State-Owned Property. (2006). Law No. 185-V. https://zakon.rada.gov.ua/laws/show/185-16
7. On Farming Enterprises. (2003). Law No. 973-IV. https://zakon.rada.gov.ua/laws/show/973-15
8. On Business Associations. (1991). Law No. 1576-XII. https://zakon.rada.gov.ua/laws/show/1576-12
9. On Limited and Additional Liability Companies. (2018). Law No. 2275-VIII. https://zakon.rada.gov.ua/laws/show/2275-19
10. On Principles of State Regulatory Policy in Economic Activity. (2003). Law No. 1160-IV. https://zakon1.rada.gov.ua/laws/show/1160-15
11. On Standardization. (2014). Law No. 1315-VII. https://zakon.rada.gov.ua/laws/show/1315-18
12. On Licensing of Types of Economic Activity. (2015). Law No. 222-VIII. https://zakon.rada.gov.ua/laws/show/222-19
13. On State Aid to Business Entities. (2014). Law No. 1555-VII. https://zakon.rada.gov.ua/laws/show/1555-18
14. On State Registration of Legal Entities, Individual Entrepreneurs and Public Organizations. (2003). Law No. 755-IV. https://zakon.rada.gov.ua/laws/show/755-15
15. On Joint Stock Companies. (2022). Law No. 2465-IX (In force since 01.01.2023, replacing Law No. 514-VI). Verkhovna Rada of Ukraine. https://zakon.rada.gov.ua/laws/show/2465-20#Text
16. On Collection and Accounting of the Unified Social Contribution. (2010). Law No. 2464-VI. https://zakon.rada.gov.ua/laws/show/2464-17
17. On Electronic Trust Services. (2017). Law No. 2155-VIII. https://zakon.rada.gov.ua/laws/show/2155-19
18. On Electronic Documents and Electronic Document Management. (2003). Law No. 851-IV. https://zakon.rada.gov.ua/laws/show/851-15
19. On Approval of the List of Licensing Authorities. (2015). Resolution of the Cabinet of Ministers of Ukraine No. 609. https://zakon.rada.gov.ua/laws/show/609-2015-%D0%BF
20. On Establishment of the State Innovation Non-Banking Financial Institution "Fund for Support of Small Innovative Business". (2011). Resolution of the Cabinet of Ministers of Ukraine No. 1396. https://zakon.rada.gov.ua/laws/show/1396-2011-%D0%BF
21. On Approval of the Model Charter of a Limited Liability Company. (2011). Resolution of the Cabinet of Ministers of Ukraine No. 1182. https://zakon.rada.gov.ua/laws/show/1182-2011-%D0%BF
22. On Approval of the Strategy for the Development of Small and Medium-Sized Enterprises in Ukraine for the Period until 2027. Resolution of the Cabinet of Ministers of Ukraine. https://zakon.rada.gov.ua/laws/show/821-2024-%D1%80#Text
23. On Determination of the National Standardization Body. (2014). Order of the Cabinet of Ministers of Ukraine No. 1163-r. https://zakon.rada.gov.ua/laws/show/1163-2014-%D1%80
24. Methodological recommendations for developing business plans of enterprises. (2006). Order of the Ministry of Economy of Ukraine No. 290. http://www.al.lg.ua/upload/rada_files/foto/metoduchni%20materia.pdf
25. Methodological recommendations for developing business plans of investment projects. (2010). Order of the State Agency for Investment and Development of Ukraine No. 73. http://document.ua/pro-zatverdzhennja-metodichnih-rekomendacii-z-rozrobki-bizne-doc31334.html
26. Varenyk, V. M., & Piskova, Zh. V. (2023). Osoblyvosti podatkovoho menedzhmentu mikropidpryiemstv torhivli tiutiunovymy vyrobamy v umovakh voiennoho stanu [Peculiarities of tax management of tobacco trade micro-enterprises under martial law]. Yevropeiskyi vektor ekonomichnoho rozvytku, 1(34), 100–119. https://eurodev.duan.edu.ua/images/PDF/2023/1/10.pdf
27. Varenyk, V. M., & Piskova, Zh. V. (2024). Soft, hard, and digital skills for managers in the digital age: Business requirements and the need to master them. Development Management, 23(1), 46–61. [Electronic edition]. https://devma.com.ua/web/uploads/pdf/Development_Management,_2024_Vol_23_No._1-46-61.pdf
28. 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

29. Piskova, Zh. V. (2016). Formuvannia systemy pokaznykiv fiskalnoi efektyvnosti podatkiv: teoriia i praktyka [Formation of a system of indicators of fiscal efficiency of taxes: theory and practice]. Scientific Bulletin of Mukachevo State University, 2(6), 174–180.
30. Piskova, Zh. V. (2013). Metodyka zdiisnennia podatkovykh rozrakhunkiv podatku na prybutok pidpryiemstv [Methodology of corporate income tax calculations]. Accounting and Auditing, 3, 11–19.

Web-resources

1. Verkhovna Rada of Ukraine. (n.d.). Official legislative portal. https://zakon.rada.gov.ua
2. Cabinet of Ministers of Ukraine. (n.d.). Official website. https://www.kmu.gov.ua
3. Ministry of Economy of Ukraine. (n.d.). Official website. https://www.me.gov.ua

BUSINESS AND TAXES

The course aims to develop students' professional competencies in tax administration and strategic tax planning within a digitized business environment. The course focuses on mastering tax calculation automation in MS Excel (VAT, excise tax, tax credits), verifying the authenticity of fiscal documents, and professional operation within the Taxpayer Online Portal. Special emphasis is placed on ensuring tax compliance through data analysis in counterparty verification services (YouControl, Opendatabot) and justifying the selection of optimal tax regimes (including Diia.City) to enhance the fiscal efficiency of a business.

Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	8 / 8 weeks	3 / mandatory	Viktoriia Varenyk PhD (Economics), Associate Professor	90 hours (16 h. lectures, 16 h. practical classes, 58 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 business situations to assess tax risks and verify the authenticity of fiscal documents using digital services (E-cabinet, YouControl, Opendatabot).	Lectures, case studies, fiscal receipt verification workshops (QR-code and metadata analysis)	Reports on counterparty and document verification (CAS), final test (CAS)
2) Manage team interactions using Scrum methodology to solve complex administrative challenges and tax tasks.	Scrum simulations, reflection, small group work	Teamwork evaluation (Scrum-sessions), peer assessment (CAS)
3) Design calculation models in MS Excel to compute VAT liabilities and tax credits, automate PIT reporting, and integrate RRO/PRRO into workflows.	Calculation workshops in MS Excel (VAT calculation algorithms, exemptions), tax form simulations	Defense of Excel calculation models (CAS), VAT calculation tasks (CAS), final test (CAS)
4) Conduct comparative case analysis to justify the selection of the optimal taxation model (General, Simplified, Diia City) based on fiscal burden.	Business case analysis, tax burden simulations, presentations	Participation in discussions, individual or group project presentation (CAS)

Assessment

The final grade is assigned on a 100-point scale based on continuous assessment during the semester (pass/fail format), with 20 points for the final module credit test and 80 points for work completed during the semester.
80 points for work in the semester (CAS):
10 points – individual assignment (presentation);
70 points – practical activities ($7 \text{ sessions} \times 10 \text{ points max}$, including tests, Scrum cases, and Excel calculation models).
20 points for final credit assessment (Final Module Test):
20 points – final module test (comprising theoretical questions and situational tasks on tax optimization).
Assessment Criteria
a) Individual presentation (max 10 points):

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.
0 points: Task is not completed or shows signs of non-original work.
b) Practical activities (7 sessions × 10 points max = 70 points): For each of the 7 practical sessions, the student receives points based on the completion of tests, cases, and calculation models (up to 10 points per session):
9–10 points (85–100%): 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.
6–8 points (60–84%): Good understanding, but minor inaccuracies in Excel formulas or digital service operations are noticed.
3–5 points (30–59%): Basic understanding with significant gaps in the practical application of reporting rules or data analysis.
1–2 points (1–29%): High error rate, lack of understanding of the material's context or digital tools.
0 points: Absence from the lesson without a valid reason or complete lack of completed tasks.
c) Final module credit test (max 20 points): The criteria are specified in the test card.

Content

Topic 1. Essence of the Tax System of Ukraine
Topic 2. Tax Audits and Inspections
Topic 3. Electronic Taxpayer Cabinet
Topic 4. PTR (Registrar of Settlement Operations) and Fiscal Receipts
Topic 5. Value Added Tax (VAT)
Topic 6. Personal Income Tax (PIT)
Topic 7. Counterparty Due Diligence and Verification
Topic 8. Excise Tax
Topic 9. Simplified Taxation System
Topic 10. Diia.City (Special Legal and Tax Regime)

Literature

Compulsory reading

1. Podatkovyi kodeks Ukrainy [Tax Code of Ukraine] (2010). Law of Ukraine No. 2755-VI dated December 2, 2010 (with amendments and supplements). [Electronic edition]. URL: https://zakon.rada.gov.ua/laws/show/2755-17.
2. Varenyk, V., & Piskova, Zh. (2024). Biznes i podatky: praktykum. Navchalnyi posibnyk [Business and Taxes: Workshop. Training manual] [Electronic edition]. Alfred Nobel University. 98 p.

Recommended reading

1. Andrushchenko, V. (2024). Podatkova systema: Navchalnyi posibnyk [Tax system: Training manual]. Vydavnychyi dim "TSUL". 416 p.
2. Tomniuk, T. (2022). Podatkova systema: navchalnyi posibnyk [Tax system: training manual]. ChTEI DTEU. 324 p.
3. Varenyk, V., & Piskova, Zh. (2023). Osoblyvosti podatkovoho menedzhmentu mikropidpryiemstv torhivli tiutiunovymy vyrobamy v umovakh voiennoho stanu [Features of tax management of tobacco micro-enterprises under martial law]. Yevropeiskyi vektor ekonomichnoho rozvytku, 1(34), 100–119. https://eurodev.duan.edu.ua/images/PDF/2023/1/10.pdf
4. Chernysh, L. (2025). Perevahy Diia.City: Podatkovi pilhy ta mozhlyvosti dlia IT-biznesu v Ukraini [Advantages of Diia.City: Tax benefits and opportunities for IT business in Ukraine]. BDO Ukraine. https://www.bdo.ua/uk-ua/insights-2/information-materials/2024/diia-city-benefits-tax-benefits-and-opportunities-for-it-business-in-ukraine
5. Chudik, T. (2025). Chomu vazhlyvo pereviriaty kontrahentiv/partneriv pered ukladenniam uhody? [Why is it important to check counterparties/partners before concluding an agreement?]. Ligazakon.

https://biz.ligazakon.net/analitycs/185767_chomu-vazhlivo-perevryati-kontragentvpartnerv-pered-ukladennyam-ugodi
6. Levadskyi, I. (2025). PDFO 2025 [PIT 2025]. Oblik & Budget. https://oblikbudget.com.ua/article/16580-pdfo-2024
7. Liubanova, A. (n.d.). Yaki podatky splachuiut rezydenty Diia Siti [What taxes are paid by residents of Diia City]. Holovbukh. https://buhplatforma.com.ua/article/9055-zaprovadjennya-dya-city-podatkova-reforma-t-sektoru
8. Maltseva, M. (n.d.). Podatkova Deklaratsiia pro mainovyi stan ta dokhody: shcho potribno znaty [Tax Declaration on property status and income: what you need to know]. Ligazakon. https://buh.ligazakon.net/news/224784_podatkova-deklaratsya-pro-maynoviy-stan-ta-dokhodi-shcho-potrbno-znati
9. Onyshchenko, V. (2024). Aktsyznyi podatok 2024 [Excise tax 2024]. Holovbukh. https://buhplatforma.com.ua/article/7841-aktsizniy-podatok-2021
10. Onyshchenko, V. (2025). PDV 2025 [VAT 2025]. Holovbukh. https://buhplatforma.com.ua/article/17630-pdv-2025
11. Onyshchenko, V. (n.d.). Fiskalnyi kasovyi chek na tovary (posluhy) [Fiscal cash receipt for goods (services)]. Holovbukh. https://buhplatforma.com.ua/article/8596-fskalniy-kasoviy-chek-na-tovari-poslugi
12. Onyshchenko, V. (n.d.). Podatkova znyzhka: yak otrymaty ta zvituvaty [Tax discount: how to receive and report]. Holovbukh. https://buhplatforma.com.ua/article/7391-podatkova-znijka-2019
13. Onyshchenko, V., & Bondarenko, O. (2024). PDFO 2024 [PIT 2024]. Holovbukh. https://buhplatforma.com.ua/article/9210-pdfo-u-2022-rots
14. Onyshchenko, V., & Bondarenko, O. (2024). PDV 2024 [VAT 2024]. Holovbukh. https://buhplatforma.com.ua/article/9294-pdv-u-2022-rots
15. Onyshchenko, V., & Bondarenko, O. (n.d.). Sproshchena systema opodatkuvannia: perevahy ta nedoliky [Simplified taxation system: advantages and disadvantages]. Holovbukh. https://buhplatforma.com.ua/article/7121-sproshchena-sistema-opodatkuvannya
16. Onyshchenko, V., & Vasylchenko, N. (n.d.). Yak pereviryty kontrahenta [How to check a counterparty]. Holovbukh. https://buhplatforma.com.ua/article/7435-yak-perevriti-kontragenta-po-dostupnim-bazam
17. Oshurkov, S. (2025). Podatkova sotsialna pilha 2025 [Tax social benefit 2025]. Buhoblik. http://www.buhoblik.org.ua/nalogi/nalog-na-doxody-fizicheskix-licz/2830-2830-podatkova-sotsialna-pilga.html
18. Ponomarenko, A. (n.d.). V chomu riznytsia mizh RRO i PRRO ta komu potribno vykorystovuvaty kasovyi aparat? [What is the difference between RRO and PRRO and who needs to use a cash register?]. Vchasno. https://vchasno.ua/rro-prro-dlya-fop/
19. Tatianchenko, O. (2023). Problemy podatkovoho zakonodavstva v umovakh voiennoho stanu [Problems of tax legislation under martial law]. Uzhhorod National University Herald. Series: Law, 2(75), 118–123. http://visnyk-pravo.uzhnu.edu.ua/article/view/297185/290101
20. Scholes, M. S., et al. (2020). Taxes and Business Strategy: A Planning Approach (6th ed.). Pearson. 582 p.
21. Whittenburg, G., et al. (2023). Income Tax Fundamentals 2023. Cengage Learning. 850 p.
22 Winston, W. (2021). Microsoft Excel Data Analysis and Business Modeling (7th ed.). Microsoft Press. 812 p.

Web-resources

1. Debet Kredyt. Official website. http://dtkt.com.ua/
2. Counterparty check via Opendatabot. Official website. https://opendatabot.ua/open/counterparty-check
3. Deloitte Tax News. Official website. https://www2.deloitte.com/global/en/pages/tax/solutions/tax-news-and-events.html
4. Diia City. Official website. https://city.diia.gov.ua
5. Electronic Taxpayer Cabinet. Official website. https://cabinet.tax.gov.ua/
6. Elektronni perevirky: shcho tse take i komu vyhidno yikh zamovliaty? Official website. https://news.dtkt.ua/accounting/individual-transactions/95061-elektronni-perevirki-shho-ce-take-i-komu-vigidno-yix-zamovliati
7. EY Tax Insights. Official website. https://www.ey.com/en_gl/tax-strategies/insights
8. How they conduct and what they check during a factual audit. Official website. https://7eminar.ua/news/2045-yak-provodyat-ta-shho-pereviryayut-pid-cas-fakticnoyi-perevirki

9. Microsoft Learn: Data Analysis with Excel. Official website. https://learn.microsoft.com/en-us/training/paths/excel-for-data-analysis/
10. Obtaining (applying) a tax social benefit. Official website. https://wiki.legalaid.gov.ua/index.php/Otrymannia
11. OECD iLibrary – Tax Section. Official website. https://www.oecd-ilibrary.org/taxation
12. Opendatabot. Official website. https://opendatabot.ua
13. Poriadok provedennia kameralnykh ta dokumentalnykh podatkovykh perevirok. Official website. https://wiki.legalaid.gov.ua/index.php/Poriadok_perevirok
14. State Tax Service of Ukraine. Official website. https://tax.gov.ua
15. Velyka fiskalizatsiia 2022: vse, shcho vy khotily znaty pro prohramnyi RRO. Official website. https://chm-s.com/blog/velika-fiskalizaciya-2022-vse-sho-vi-hotili-znati-pro-programnij-rro/
16. Which Ukrainians are not entitled to a tax discount. Official website. https://oblikbudget.com.ua/news/75322-khto-ne-mae-prava-na-podatkovu-znizhku
17. Why is it important to check counterparties/partners before concluding an agreement? Official website. https://kpmg.com/ua/uk/home/media/press-releases/2019/04/chomu-vazhlyvo-pereviryaty-kontrahentiv-partneriv-pered-uhody.html
18. YouControl. Official website. https://youcontrol.com.ua

NOBEL STUDIES: MANAGEMENT				
The course aims to develop students' fundamental understanding of the management profession and the logic of the educational process. The course focuses on enhancing basic digital and soft skills through an introduction to teamwork principles (Scrum) and mastering modern tools for information visualization and artificial intelligence.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	1 / 14 weeks	3 / mandatory	Viktoriia Varenyk, PhD (Economics), Associate Professor	90 hours (6 h. lectures, 24 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, final assessment FAS)**
1) Identify key management theories and functions; understand the educational process structure and academic integrity principles.			Lectures, game-based technologies on Wordwall and LearningApps platforms	Execution of interactive game-based tasks on Wordwall and LearningApps (CAS)
2) Define organizational functional areas and describe links between them using fundamental management approaches.			Mini-case studies, introduction to Scrum methodology, quizzes on Wordwall and LearningApps	Assessment of case study results (CAS), final assessment work on a digital platform (CAS)
3) Collaborate in teams, demonstrating communication skills and the use of digital platforms for idea presentation.			Work in small groups (Scrum), use of game platforms for team interaction	Assessment of presentations (CAS), participation in team games and Scrum work (CAS)
4) Use AI tools for information retrieval and comparative analysis when preparing educational projects.			Problem-solving search method, comparing ChatGPT and Gemini results, visual content in PowerPoint/Canva	Assessment of individual presentations (CAS), defense of AI comparative analysis results (CAS)
5) Explain the principles of informed decision-making based on ethical norms, non-discrimination, and academic integrity.			Lectures, analysis of professional ethics cases, interactive modules on Wordwall/LearningApps	Solving practical tasks on a digital platform (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 (86 points) and for the final assessment (14 points). The assessment of practical skills is conducted using game-based technologies on digital platforms. Distribution of points: 20 points — individual assignment (presentation); 66 points — continuous work in practical classes: interactive exercises on Wordwall and LearningApps platforms, solving cases using Scrum methodology, comparative analysis of results in ChatGPT and Gemini; 14 points for final credit test (Final Credit Assessment Work): 14 points — final interactive assessment work on digital platforms covering course theoretical concepts.				

Assessment Criteria:
a) Individual assignment (presentation – max 20 points):
16–20 points: The student demonstrates an excellent understanding of the material, mastery of the content, and depth of research. The work contains elements of novelty, reflects the author's own point of view, and is designed in accordance with the requirements.
11–15 points: The student understands the material well and uses modern sources. There are minor design violations.
6–10 points: The structure is logical, but the ideas lack clarity or consistency.
1–5 points: The task is poorly structured, contains significant errors or omissions.
0 points: Task is not completed.
b) Practical assignments (topics 1–8), Scrum teamwork, and AI tools (max 66 points): For each task on the Wordwall/LearningApps platforms or comparative analysis with AI, the student receives points according to the course map:
81–100% of maximum for the topic: The task on the platform is completed correctly and on time. The student demonstrates high accuracy in digital exercises and actively argues their position when comparing ChatGPT and Gemini responses.
51–80%: The task is completed with minor inaccuracies. The student demonstrates an understanding of the algorithms for working with AI and game modules but makes some mistakes.
21–50%: Basic understanding of the topic, but the execution of digital exercises has significant drawbacks or a low accuracy rate on the platforms.
1–20%: Superficial knowledge, lack of results in performing interactive tasks.
0%: Absence of completed tasks.
c) Final credit test (max 14 points): The test assignment criteria are written on the test card. The final assessment is conducted in an interactive format on the Wordwall platform and covers the course's theoretical concepts.

Content

Topic 1. Educational Process at Alfred Nobel University.
Topic 2. The Educational Program.
Topic 3. Who is a Manager: Types of Managers and Their Responsibilities.
Topic 4. Soft, Hard, and Digital Skills for a Manager.
Topic 5. Essential Skills for Managers to Develop.
Topic 6. Student Research Activities.
Topic 7. The Art of Presentation.
Topic 8. Use of Artificial Intelligence in a Manager's Activity.

Literature

Compulsory reading

1. Abbadia, D. (2022). Plahiat: Shcho potribno znaty ta yak zapobihty plahiatu [Plagiarism: What you need to know and how to prevent plagiarism]. Mind the Graph. [Electronic edition]. https://mindthegraph.com/blog/uk/%D0%BF%D0%BB%D0%B0%D0%B3%D1%96%D0%B0%D1%82/
2. Khto takyi menedzher: yaki buvaiut menedzhery ta yikh oboviazky (2023). [Who is a manager: types of managers and their responsibilities]. OLX Blog. [Electronic edition]. https://blog.olx.ua/31845/hto-takij-menedzher-jaki-buvajut-menedzheri-ta-ih-obov-jazki/
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4. Ofitsiinyi sait Universytetu imeni Alfreda Nobelia (2026). [Official website of Alfred Nobel University]. [Electronic edition]. https://duan.edu.ua
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6. Pochatok roboty z ChatGPT (2023). [Getting started with ChatGPT]. Prometheus. [Electronic edition]. https://apps.prometheus.org.ua/learning/course/course-v1:Prometheus+GPT101+2023_T1/home
7. Varenyk, V., & Piskova, Zh. (2024). Soft, hard ta digital skills dlia menedzheriv u tsyfrovu epokhu: zapyty biznesu ta neobkhidnist yikh opanuvannia [Soft, hard and digital skills for managers in the digital era: business

requests and the necessity of mastering them]. Upravlinnia rozvytkom [Development Management], (23). [Electronic edition]. https://devma.com.ua/uk/journals/t-23-1-2024/soft-hard-ta-digital-skills-dlya-menedzheriv-u-tsifrovu-epokhu-zapiti-biznesu-ta-neobkhidnist-yikh-opanuvannya
8. Znaie bilshe za vsikh: yak korystuvatys ChatGPT u navchanni (2023). [Knows more than anyone: how to use ChatGPT in learning]. EPAM University. [Electronic edition]. https://training.epam.ua/News/Items/583?lang=ua

Recommended reading

1. Drucker, P. (2023). The Practice of Management (Reissue Edition). Routledge. 416 p.
2. Kostyrko, T., Larenkova, S., Bondar, I., & Zhyhalkina, M. (Comps.). (2022). Akademichne pysmo: navchalnyi posibnyk [Academic writing: a study guide]. NUS. 116 p.
3. Kot, M., & Alkhimovych, O. (2023). Upravlinnia zminamy, prokachuvannia liderstva ta bachennia stratehii – osnovni kompetentsii dlia suchasnoho kerivnyka [Change management, leadership boosting and strategy vision – core competencies for a modern manager]. Forbes Ukraine. [Electronic edition]. https://forbes.ua/leadership/yaki-navichki-neobkhidno-rozvivati-menedzheram-shchob-vistoyati-pered-viklikami-neviznachenosti-20102023-16810
4. Marr, B. (2024). Generative AI in Practice: 100+ Amazing Ways Generative AI is Changing Business and Society. Wiley. 288 p.
5. Proekt spryiannia akademichnii dobrochesnosti v Ukraini (SAIUP) (2026). [Strengthening Academic Integrity in Ukraine Project (SAIUP)]. American Councils for International Education. [Electronic edition]. http://www.saiup.org.ua/
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7. Reynolds, G. (2019). Presentation Zen: Simple Ideas on Presentation Design and Delivery (3rd ed.). New Riders. 312 p.
8. UNESCO. (2023). Guidance for generative AI in education and research. [Electronic edition]. https://unesdoc.unesco.org/ark:/48223/pf0000386693
9. Whetten, D. A., & Cameron, K. S. (2020). Developing Management Skills (10th ed.). Pearson. 720 p.

Web-resources

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2. Alfred Nobel University Electronic Library. (n.d.). Official website. https://lib.duan.edu.ua/uk/
3. Canva. (n.d.). Online platform for creating presentations, infographics, and visual content. Official website. https://www.canva.com/
4. Freepik. (n.d.). Official website for high-quality graphic resources. Official website. https://www.freepik.com/
5. Unsplash. (n.d.). Official website for high-resolution stock images. Official website. https://unsplash.com/
6. EndNote. (n.d.). Tool for managing bibliographies and citations. Official website. https://endnote.com/
7. Mendeley. (n.d.). Reference management tool and academic social network. Official website. https://www.mendeley.com/
8. Surli. (n.d.). Short link service for researchers and students. Official website. https://surl.li/uk
9. Zotero. (n.d.). Tool for collecting, organizing, and citing research sources. Official website. https://www.zotero.org/

WORK PLACEMENT				
The work placement aims to consolidate and deepen the theoretical knowledge acquired by students during their studies and to gain practical professional skills in a real business environment. The key objectives include mastering the methodology of comprehensive organizational analysis, studying management systems and internal communications, and developing the ability to justify management decisions based on data (KPIs) using modern digital tools and artificial intelligence technologies.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Coordinator**	**Student workload**
Ukrainian	6 / 3 weeks	4 / Mandatory	Viktoriia Varenyk, PhD (Economics), Associate Professor	120 hours (0 h. practical classes, 120 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) Analyze the legal status, ownership form, and determine key characteristics of the host organization.			Work at the enterprise, study of statutory and regulatory documents, self-study activity.	Internship report (CAS), Feedback from the company (CAS)
2) Describe the business model and internal communication systems, visualizing interaction flows (workflows).			Work at the enterprise, visualization of workflows using AI tools, self-study activity.	Internship report, presentation (CAS)
3) Evaluate personal functional responsibilities, position within the company hierarchy, and effectively plan working time.			Work at the enterprise, analysis of job descriptions, application of time-management techniques.	Internship report (CAS), Submission Timeliness (CAS)
4) Visualize and provide a graphic description of selected business processes using AI-assisted tools.			Work at the enterprise, detailed description of work algorithms, using AI for flowchart creation.	Internship report (CAS), Presentation & Defense (CAS)
5) Justify management decisions based on the analysis of collected data and KPI systems.			Internet search, primary data collection at the enterprise, analytical activity (e.g., Genesis courses).	Internship report (CAS), Presentation & Defense (CAS)
6) Model economic efficiency of processes and calculate resource consumption.			Work at the enterprise, calculation of profitability, time, and financial costs, self-study.	Internship report (CAS), Presentation & Defense (CAS)
7) Formulate recommendations for improving management processes based on critical analysis.			Discussion with mentors, critical analysis	Internship report (CAS), Publication of research abstracts (CAS)

	of calculation results, preparing proposals.	
8) Demonstrate self-regulation skills in stressful situations, teamwork, and adherence to professional ethics.	Professional interaction at the enterprise, participation in meetings, adherence to the code of ethics, group work.	Internship report (CAS), Feedback from the company (CAS)

Assessment

The final grade for the work placement is based on a 100-point scale. The total grade (100%) is formed by the following continuous assessment components (CAS):
1. Feedback from the Company — 20% (20 points)
Evaluation of professional performance and ethics directly at the workplace (CAS).
16–20 points (16–20%): Excellent performance of duties, high level of initiative, and professionalism.
11–15 points (11–15%): Good performance, timely completion of tasks, adherence to company regulations.
1–10 points (1–10%): Satisfactory performance with certain remarks regarding quality or discipline.
0 points (0%): Unsatisfactory work performance or negative feedback from the host organization.
2. Submission Timeliness — 20% (20 points)
Evaluation of discipline and time-management skills (CAS).
20 points (20%): The report and all supporting documents were submitted on time, as scheduled.
10–15 points (10–15%): Minor violation of the deadline (up to 3 working days).
0 points (0%): Late submission of documentation without valid reasons.
3. Defense & Presentation — 20% (20 points)
Evaluation of the public presentation and the ability to justify findings (CAS).
16–20 points (16–20%): Professional mastery of the material, confident justification of decisions and AI-assisted models.
11–15 points (11–15%): Logical presentation, correct answers to most of the committee's questions.
1–10 points (1–10%): Superficial knowledge of the topic, lack of confidence during the presentation of results.
0 points (0%): Failure to appear for the defense or complete inability to present results.
4. Department Evaluation (Report & Publication) — 40% (40 points)
Comprehensive evaluation of analytical work and research approval (CAS). This block consists of two parts:
Quality and Content of the Report (30 points / 30%):
25–30 points: In-depth analysis, presence of original analytical insights, high-quality visualization of business processes using AI tools.
15–24 points: The report is well-structured, contains correct calculations, and the analysis is completed in full.
1–14 points: The report meets the requirements, but the analysis is superficial or contains gaps.
0 points: Report is missing or contains plagiarized material.
Writing and Publication of Research Abstracts (10 points / 10%):
10 points: Research abstracts were prepared based on the report topic and submitted/published in conference proceedings.
0 points: Absence of research approval (abstracts) of the internship results.

Content

Topic 1. Organizational and legal characteristics and performance analysis of the host organization.
Topic 2. Analysis of the organizational structure and internal communication systems (workflow).
Topic 3. Functional analysis of job responsibilities and manager's self-organization.
Topic 4. Visualization and graphic description of business process algorithms using AI.
Topic 5. Theoretical and practical foundations of data analysis and KPI system formation.

Topic 6. Economic efficiency calculation and resource utilization analysis.
Topic 7. Development of evidence-based proposals for business process optimization.
Topic 8. Professional ethics, stress management, and interpersonal interaction in the workplace.

Literature

Compulsory reading

1. Bokovets, O. (2022). Dilove spilkuvannia: navchalno-metodychnyi kompleks dystsypliny [Business communication: educational and methodological complex of the discipline] [Electronic edition]. Igor Sikorsky Kyiv Polytechnic Institute. 62 p.
2. Datsenko, H., Kotseruba, N., Krupelnytska, I., Kudyrko, O., & Lobacheva, I. (2021). Analiz hospodarskoi diialnosti [Analysis of economic activity]. Vinnytsia Trade and Economic Institute of Kyiv National University of Trade and Economics. 416 p.
3. Kovaliov, B., Pavlyk, A., & Fedyna, S. (2020). Biznes-komunikatsii: konspekt lektsii [Business communications: lecture notes]. Sumy State University. 113 p.
4. Kovalov, V. (2021). Dyzain-myslennia v biznesi: teoriia ta praktyka [Design thinking in business: theory and practice]. Kyiv National Economic University. 210 p.
5. Kozyr, S., Sliesariev, V., Us, S., & Khomiak, T. (2022). Modeliuvannia ta reinzhynirynh biznes-protsesiv [Modeling and reengineering of business processes]. Dnipro University of Technology. 162 p.
6. Krasnokutska, N. S., & Koptieva, H. M. (2021). Otsinka biznesu: navchalnyi posibnyk dlia studentiv ekonomichnykh spetsialnostei [Business valuation: a textbook for students of economic specialties]. National Technical University “Kharkiv Polytechnic Institute”. 229 p.
7. Lewrick, M., Link, P., & Leifer, L. (2020). The Design Thinking Toolbox: A Guide to Mastering the Most Popular and Valuable Innovation Methods. Wiley. 320 p.
8. Malakhov, V. (2020). Etyka: kurs lektsii [Ethics: lecture course]. Lybid. 384 p.
9. Nahaiev, V. (2022). Komunikatyvnyi menedzhment: praktykum dlia samostiinoho (dystantsiinoho) zakriplennia lektsiinoho materialu [Communicative management: a workshop for independent (distance) consolidation of lecture material]. State Biotechnological University; Miska Drukarnia. 97 p.
10. Operations Management (Revised Edition). (2024). IIMM (International Institute of Management and Manufacturing). 352 p. [Electronic edition]. https://iimm.org/wp-content/uploads/2024/09/IIMM_OPERATIONS-MANAGEMENT-LOCKED-BOOK-revised.pdf
11. Petrenko, O., & Ivanenko, L. (2022). Innovatsiinyi rozvytok pidpryiemstv na zasadakh dyzain-myslennia [Innovative development of enterprises based on design thinking]. KNUTE. 240 p.
12. Pistunov, I. (2021). Modeliuvannia biznes protsesiv [Business process modeling] [Electronic edition]. Dnipro University of Technology. 130 p. http://pistunovi.inf.ua/MOD_BIZ_IIPOU.pdf
13. Prus, Y. (2022). Biznes-komunikatsii. Konspekt lektsii [Business communications. Lecture notes]. V. N. Karazin Kharkiv National University. 149 p.
14. Shulhina, L. (2023). Biznes-komunikatsii: navchalno-metodychnyi kompleks [Business communications: educational and methodological complex] [Electronic edition]. Igor Sikorsky Kyiv Polytechnic Institute. 151 p.
15. Tulchynska, S. (2024). Upravlinnia biznes-protsesamy pidpryiemstva: konspekt lektsii [Business process management of the enterprise: lecture notes] [Electronic edition]. Igor Sikorsky Kyiv Polytechnic Institute. 156 p.
16. Volkova, N., Podvalna, N., & Semenova, K. (2020). Ekonomichnyi analiz: navchalnyi posibnyk [Economic analysis: a textbook]. PPC “Belka”. 240 p.

Recommended reading

1. Blikhar, V., Veresklia, M., & Mykhalitska, N. (2021). Ofis-menedzhment: navchalno-metodychnyi posibnyk [Office management: educational and methodological manual]. Lviv State University of Internal Affairs. 348 p.
2. Boiko, M. (2020). Korporatyvna sotsialna vidpovidalnist biznesu [Corporate social responsibility of business]. Tsentr navchalnoi literatury. 320 p.
3. Bovée, C., & Thill, J. (2021). Business Communication Today (15th ed.). Pearson. https://share.google/4UhXQNFhHuj8AlCwC
4. Cardon, P. (2023). Business Communication: Developing Leaders for a Networked World (5th ed.). McGraw-Hill Education. https://ru.scribd.com/document/997707594/Business-Communication-Developing-Leaders-for-Networked-World-5th-Edition-Cardon-eBook-Testbank
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6. Fridson, M. S., & Alvarez, F. (2024). Financial Statement Analysis: A Practitioner’s Guide (6th ed.). Wiley.

7. Goleman, D. (2020). Emotional Intelligence: Why It Can Matter More Than IQ. Bloomsbury Publishing. 352 p.
8. Grynko, T. (2020). Upravlinnia biznes-protsesamy pidpryiemstva [Management of business processes of the enterprise]. Dnipro University of Technology. 180 p.
9. Guffey, M., & Loewy, D. (2022). Business Communication: Process & Product (10th ed.). Cengage Learning. https://share.google/gjvpYcRgkCgVYKEMy
10. Halchynskyi, A. (2021). Ekonomichna etyka ta sotsialna vidpovidalnist [Economic ethics and social responsibility]. Lybid. 256 p.
11. Lazorenko, O. (2022). Sotsialna vidpovidalnist biznesu v Ukraini [Corporate social responsibility in Ukraine]. Ekonomika Ukrainy, 4, 67–75.
12. Oliinyk, N. (2020). Komunikatyvnyi menedzhment: navchalno-metodychnyi posibnyk [Communicative management: educational and methodological manual]. Kamianets-Podilskyi. 112 p.
13. Petrunia, Yu., Petrunia, V., Mytrofanova, H., Momot, V., Lytvynenko, O., & Yevtushenko, O. (2020). Biznes-komunikatsii v menedzhmenti. Praktykum: navchalnyi posibnyk [Business communications in management]. Workshop: a textbook] [Electronic edition]. Alfred Nobel University. 62 p.
14. Subramanyam, K. R. (2023). Financial Statement Analysis (13th ed.). McGraw Hill.
15. 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, Vol 1. pp.
16. 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
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18. 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

Web-resources

1. Association for Business Communication. (n.d.). Official website. https://www.businesscommunication.org
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4. EBA. (2023). Conflicts and successful business: why it is worth teaching staff to manage conflicts [Electronic resource]. Official website. https://eba.com.ua/konflikty-ta-uspishnyj-biznes-chomu-varto-navchyty-personal-upravlyaty-konfliktamy/
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6. Kuchuk, M. (2023). How to provide feedback: rules and work etiquette [Electronic resource]. Official website. https://www.gen.tech/post/yak-nadavati-zvorotnij-zvyazok
7. MindTools. (n.d.). Official website. https://www.mindtools.com
8. Official websites of local councils of Ukraine (city, village, and settlement councils).
9. Plain English Campaign. (n.d.). Official website. http://www.plainenglish.co.uk
10. Pravda Life. (2019). Effective feedback: how to speak so that you are heard. 5 rules from a coach [Electronic resource]. Official website. https://life.pravda.com.ua/society/2019/01/26/235248/
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13. Stock Market Infrastructure Development Agency of Ukraine (SMIDA). (n.d.). Official website. https://smida.gov.ua

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15. YouControl. (n.d.). Analytical system. Official website. https://youcontrol.com.ua
16. Zosim, M. (n.d.). Lateral thinking [Electronic resource]. Official website. https://www.maxzosim.com/lateral-thinking/

PRE-GRADUATION INTERNSHIP				
The pre-graduation internship aims to help students collect, systematize, and analyze empirical data required for the completion of the Bachelor's thesis on the chosen topic. The key objectives are to study the organization's operational experience, critically analyze its financial and economic performance, identify problematic areas in the management system, and develop original proposals to resolve them. Special emphasis is placed on validating research results through the publication of research abstracts and the preparation of presentation materials for the defense.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Coordinator**	**Student workload**
Ukrainian	8 / 5 weeks	7 / Mandatory	Viktoriia Varenyk PhD (Economics), Associate Professor	210 hours (180 h. work at the enterprise, 30 h. self-directed learning under supervisor guidance)
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) Integrate ethical norms and professional responsibility standards into their own activities at the internship host organization.			Self-study, work at the enterprise, discussion, compliance with corporate regulations, professional interaction.	Feedback from the company (CAS)
2) Critically evaluate the organizational structure of the enterprise and the hierarchy of management functions.			Self-study, work at the enterprise, report writing, analysis of the charter, department regulations, and job descriptions.	Internship report (CAS)
3) Identify management problems and formulate a concept for their resolution for the Bachelor's thesis.			Self-study, work at the enterprise, discussion, preparation of presentation, analysis of administrative documentation, consultations with management.	Presentation & Defense (CAS)
4) Classify and systematize the organization's business operations by functional areas.			Self-study, work at the enterprise, report writing, familiarization with business processes and product portfolio.	Internship report (CAS)
5) Examine financial reliability and business reputation of counterparties using the YouControl service.			Self-study, work at the enterprise, internet search, report writing, work with OSINT databases, checking registers and financial forms.	Internship report (CAS), Individual task (CAS)

6) Design an optimized model of the organizational structure of the research object.	Self-study, work at the enterprise, report writing, graphical modeling of business processes and management structures.	Internship report (CAS)
7) Conduct a comprehensive SWOT and PEST analysis to determine the competitive advantages of the enterprise.	Self-study, work at the enterprise, report writing, analysis of market factors and strategic potential.	Internship report (CAS)
8) Analyze the effectiveness of current remuneration systems and develop recommendations for their improvement.	Self-study, work at the enterprise, discussion, report writing, analysis of the staff list and bonus regulations.	Publication of research abstracts (CAS)
9) Coordinate the collection of primary information through professional interviews and business communication.	Work at the enterprise, discussion, report writing, professional communication in departments, interviews with experts.	Presentation & Defense (CAS)
10) Forecast the economic and social consequences of implementing the proposed management decisions.	Self-study, work at the enterprise, report writing, analysis of financial performance reports and sustainable development reports.	Internship report (CAS)
11) Justify and defend research results using professional terminology.	Discussion, preparation of presentation, report defense, slide preparation, data visualization, public speaking.	Presentation & Defense (CAS)
12) Demonstrate the ability to work productively and meet deadlines under time constraints.	Work at the enterprise, self-study, adherence to the internship schedule, adaptation to the host's operational cycles.	Feedback from the company (CAS)
13) Evaluate the level of social responsibility and inclusivity of the enterprise's business processes.	Self-study, work at the enterprise, report writing, analysis of the collective agreement and corporate ethics policy.	Feedback from the company (CAS)
14) Plan and implement an individual research schedule for writing the internship report.	Self-study, work at the enterprise, time management, independent organization of data search.	Submission timeliness (CAS)

15) Formulate the key findings of the research in the form of scientific abstracts for approbation.	Self-study, discussion with the supervisor, writing abstracts based on the enterprise analysis results.	Publication of research abstracts (CAS)
16) Calculate Key Performance Indicators (KPIs) and propose measures to improve the entity's activities.	Self-study, work at the enterprise, report writing, preparation of presentation, ROI calculation, budget analysis, business process modeling.	Publication of research abstracts (CAS)

Assessment

The final grade for the work placement is based on a 100-point scale. The total grade (100%) is formed by the following components:
1. Feedback from the Company — 20% (20 points): Evaluation of professional performance and ethics directly at the workplace (CAS).
16–20 points (16–20%): Excellent performance of duties, high level of initiative, and professionalism.
11–15 points (11–15%): Good performance, timely completion of tasks, adherence to company regulations.
1–10 points (1–10%): Satisfactory performance with certain remarks regarding quality or discipline.
2. Submission Timeliness — 20% (20 points) Evaluation of discipline and time-management skills (CAS).
20 points (20%): The report and all supporting documents were submitted on time according to the schedule.
10–15 points (10–15%): Minor violation of the deadline (up to 3 working days).
0 points (0%): Late submission of documentation without valid reasons.
3. Defense & Presentation — 20% (20 points) Evaluation of the public presentation and the ability to justify findings (CAS).
16–20 points (16–20%): Professional mastery of the material, confident justification of management decisions and proposed models.
11–15 points (11–15%): Logical presentation, correct answers to most of the committee's questions.
1–10 points (1–10%): Superficial knowledge of the topic, lack of confidence during the presentation of results.
4. Department Evaluation (Report & Publication) — 40% (40 points) Comprehensive evaluation of analytical work and research approval (CAS). This block consists of two parts:
Quality and Content of the Report (20 points / 20%):
16–20 points: In-depth analysis of financial and management data, presence of original insights, high-quality visualization.
11–15 points: The report is well-structured, contains correct calculations, and the analysis is completed in full.
1–10 points: The report meets the requirements, but the analysis is superficial or contains gaps.
Writing and Publication of Research Abstracts (20 points / 20%):
20 points: Research abstracts were prepared based on the report topic and submitted/published in conference proceedings.
0 points: Absence of research approval (abstracts) of the internship results.

Content

Topic 1. Conducting a strategic PEST and SWOT analysis of the enterprise to justify the development strategy.
Topic 2. Evaluating the efficiency of the organizational structure and designing a model for its optimization.

Topic 3. Analyzing the financial performance (Balance Sheet, P&L) and assessing the economic stability of the organization.
Topic 4. Investigating the human resource management system and designing innovative motivation and remuneration schemes.
Topic 5. Exploring business processes and calculating Key Performance Indicators (KPIs) to improve operational efficiency.
Topic 6. Assessing the enterprise's digital infrastructure and proposing the implementation of ERP or CRM systems.
Topic 7. Performing competitive intelligence and counterparty risk assessment using YouControl and OSINT methods.
Topic 8. Designing corporate social responsibility (CSR) programs and evaluating their impact on the company's reputation.
Topic 9. Developing an anti-crisis management program based on the identification of internal and external risks.
Topic 10. Justifying the investment attractiveness of innovative projects or products of the organization.
Topic 11. Analyzing the logistics and supply chain management system to minimize operational costs.
Topic 12. Formulating scientific abstracts and a structural plan for the Bachelor's qualification work based on empirical data.

Literature

Compulsory reading

1. Bokovets, O. (2022). Dilove spilkuvannia: navchalno-metodychnyi kompleks dystsypliny [Business communication: educational and methodological complex of the discipline] [Electronic edition]. Igor Sikorsky Kyiv Polytechnic Institute. 62 p.
2. Datsenko, H., Kotseruba, N., Krupelnytska, I., Kudyrko, O., & Lobacheva, I. (2021). Analiz hospodarskoi diialnosti [Analysis of economic activity]. Vinnytsia Trade and Economic Institute of Kyiv National University of Trade and Economics. 416 p.
3. Kovaliov, B., Pavlyk, A., & Fedyna, S. (2020). Biznes-komunikatsii: konspekt lektsii [Business communications: lecture notes]. Sumy State University. 113 p.
4. Kovalov, V. (2021). Dyzain-myslennia v biznesi: teoriia ta praktyka [Design thinking in business: theory and practice]. Kyiv National Economic University. 210 p.
5. Kozyr, S., Sliesariev, V., Us, S., & Khomiak, T. (2022). Modeliuvannia ta reinzhynirynh biznes-protsesiv [Modeling and reengineering of business processes]. Dnipro University of Technology. 162 p.
6. Krasnokutska, N. S., & Koptieva, H. M. (2021). Otsinka biznesu: navchalnyi posibnyk dlia studentiv ekonomichnykh spetsialnostei [Business valuation: a textbook for students of economic specialties]. National Technical University “Kharkiv Polytechnic Institute”. 229 p.
7. Lewrick, M., Link, P., & Leifer, L. (2020). The Design Thinking Toolbox: A Guide to Mastering the Most Popular and Valuable Innovation Methods. Wiley. 320 p.
8. Malakhov, V. (2020). Etyka: kurs lektsii [Ethics: lecture course]. Lybid. 384 p.
9. Nahaiev, V. (2022). Komunikatyvnyi menedzhment: praktykum dlia samostiinoho (dystantsiinoho) zakriplennia lektsiinoho materialu [Communicative management: a workshop for independent (distance) consolidation of lecture material]. State Biotechnological University; Miska Drukarnia. 97 p.
10. Operations Management (Revised Edition). (2024). IIMM (International Institute of Management and Manufacturing). 352 p. [Electronic edition]. https://iimm.org/wp-content/uploads/2024/09/IIMM_OPERATIONS-MANAGEMENT-LOCKED-BOOK-revised.pdf
11. Petrenko, O., & Ivanenko, L. (2022). Innovatsiinyi rozvytok pidpryiemstv na zasadakh dyzain-myslennia [Innovative development of enterprises based on design thinking]. KNUTE. 240 p.
12. Pistunov, I. (2021). Modeliuvannia biznes protsesiv [Business process modeling] [Electronic edition]. Dnipro University of Technology. 130 p. http://pistunovi.inf.ua/MOD_BIZ_IIPOU.pdf
13. Prus, Y. (2022). Biznes-komunikatsii. Konspekt lektsii [Business communications. Lecture notes]. V. N. Karazin Kharkiv National University. 149 p.
14. Shulhina, L. (2023). Biznes-komunikatsii: navchalno-metodychnyi kompleks [Business communications: educational and methodological complex] [Electronic edition]. Igor Sikorsky Kyiv Polytechnic Institute. 151 p.

15. Tulchynska, S. (2024). Upravlinnia biznes-protsesamy pidpryiemstva: konspekt lektsii [Business process management of the enterprise: lecture notes] [Electronic edition]. Igor Sikorsky Kyiv Polytechnic Institute. 156 p.
16. Volkova, N., Podvalna, N., & Semenova, K. (2020). Ekonomichnyi analiz: navchalnyi posibnyk [Economic analysis: a textbook]. PPC "Belka". 240 p.

Recommended reading

1. Blikhar, V., Veresklia, M., & Mykhalitska, N. (2021). Ofis-menedzhment: navchalno-metodychnyi posibnyk [Office management: educational and methodological manual]. Lviv State University of Internal Affairs. 348 p.
2. Boiko, M. (2020). Korporatyvna sotsialna vidpovidalnist biznesu [Corporate social responsibility of business]. Tsentr navchalnoi literatury. 320 p.
3. Bovée, C., & Thill, J. (2021). Business Communication Today (15th ed.). Pearson. https://share.google/4UhXQNFhHuj8AlCwC
4. Cardon, P. (2023). Business Communication: Developing Leaders for a Networked World (5th ed.). McGraw-Hill Education. https://ru.scribd.com/document/997707594/Business-Communication-Developing-Leaders-for-Networked-World-5th-Edition-Cardon-eBook-Testbank
5. Damodaran, A. (2025). Strategic Risk and Financial Analysis: Tools and Techniques for a Volatile World. Stern School of Business / Wiley.
6. Fridson, M. S., & Alvarez, F. (2024). Financial Statement Analysis: A Practitioner's Guide (6th ed.). Wiley.
7. Goleman, D. (2020). Emotional Intelligence: Why It Can Matter More Than IQ. Bloomsbury Publishing. 352 p.
8. Grynko, T. (2020). Upravlinnia biznes-protsesamy pidpryiemstva [Management of business processes of the enterprise]. Dnipro University of Technology. 180 p.
9. Guffey, M., & Loewy, D. (2022). Business Communication: Process & Product (10th ed.). Cengage Learning. https://share.google/gjvpYcRgkCgVYKEMy
10. Halchynskyi, A. (2021). Ekonomichna etyka ta sotsialna vidpovidalnist [Economic ethics and social responsibility]. Lybid. 256 p.
11. Lazorenko, O. (2022). Sotsialna vidpovidalnist biznesu v Ukraini [Corporate social responsibility in Ukraine]. Ekonomika Ukrainy, 4, 67–75.
12. Melnykova, K. V. (2023). Lohistyka: metodychni rekomendatsii do praktychnykh zavdan ta samostiinoi roboty [Logistics: methodological guidelines for practical tasks and independent work] [Electronic edition]. Simon Kuznets Kharkiv National University of Economics. 48 p.
13. Nehoda, A., & Rusak, D. (2023). Mizhnarodna lohistyka ta hlobalni lantsiuhy postachan: navchalnyi posibnyk [International logistics and global supply chains: textbook]. 268 p.
14. Oliinyk, N. (2020). Komunikatyvnyi menedzhment: navchalno-metodychnyi posibnyk [Communicative management: educational and methodological manual]. Kamianets-Podilskyi. 112 p.
15. Petrunia, Yu., Petrunia, V., Mytrofanova, H., Momot, V., Lytvynenko, O., & Yevtushenko, O. (2020). Biznes-komunikatsii v menedzhmenti. Praktykum: navchalnyi posibnyk [Business communications in management]. Workshop: a textbook] [Electronic edition]. Alfred Nobel University. 62 p.
16. Subramanyam, K. R. (2023). Financial Statement Analysis (13th ed.). McGraw Hill.
17. 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
18. 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
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Web-resources

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2. Clarity Project. (n.d.). Extended procurement analytics and counterparty verification in 130+ registers. Official website. https://clarity-project.info
3. Coursera Business Communication Section. (n.d.). Official website. https://www.coursera.org/browse/business/business-essential
4. EBA. (2023). Conflicts and successful business: why it is worth teaching staff to manage conflicts [Electronic resource]. Official website. https://eba.com.ua/konflikty-ta-uspishnyj-biznes-chomu-varto-navchyty-personal-upravlyaty-konfliktamy/
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9. Plain English Campaign. (n.d.). Official website. http://www.plainenglish.co.uk
10. Pravda Life. (2019). Effective feedback: how to speak so that you are heard. 5 rules from a coach [Electronic resource]. Official website. https://life.pravda.com.ua/society/2019/01/26/235248/
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15. YouControl. (n.d.). Analytical system. Official website. https://youcontrol.com.ua
16. Zosim, M. (n.d.). Lateral thinking [Electronic resource]. Official website. https://www.maxzosim.com/lateral-thinking/

ELECTIVE COURSES

PSYCHOLOGICAL FOUNDATIONS OF PERSONAL DEVELOPMENT				
The course aims to provide knowledge of the psychological foundations, mechanisms and factors of personality self-development, focusing on self-awareness, self-regulation, motivation, personal growth and self-realization, as well as the development of reflective skills, emotional resilience, and strategies for effective personal and professional self-improvement.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	2 / 14 weeks	4 / elective	Iryna Oliinyk, Ph.D., Associate Professor	120 hours (26 h. of lectures, 14 h. practical classes, 80 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) Understand the main theoretical approaches to the issue of personality development, as well as the mechanisms of self-development, self-awareness and self-actualization.			Lectures, interactive discussions, analysis of academic sources, thematic discussions, and problem-based learning.	participation in discussions, theoretical analysis tasks, reflective exercises (CAS); assessment of understanding of the theoretical foundations of personal self-development, the mechanisms of self-awareness and self-actualization; analysis of psychological concepts and situations (CAS)
2) Analyze emotional and volitional processes, individual psychological characteristics, and their impact on personal growth and self-development.			Analysis of psychological case studies, self-reflection activities, practical exercises, and small-group work.	case analysis, practical assignments, self-reflection tasks (CAS); assessment of the ability to analyze individual psychological characteristics and their role in personal development; practice-oriented assignments (CAS)
3) Identify the role of self-esteem, self-confidence, personal boundaries, and motivation in developing the capacity for self-development and self-actualization			Training exercises, reflective learning, brainstorming, group discussions, and practical assignments	reflective diary, practical tasks, participation in group activities (CAS); assessment of the ability to apply psychological knowledge regarding self-esteem, motivation, and personal boundaries in the analysis of real-life situations; situational tasks (CAS)
4) Apply resource-oriented and regulatory approaches to promote psychological well-being, self-awareness and the development of an individual's inner potential.			Practical exercises, self-development techniques, mindfulness	practical exercises, resource-oriented assignments, self-development activities. (CAS); assessment of the

	practices, guided reflection, and training methods	ability to use resource-oriented approaches and self-regulation techniques. Practical assignment (CAS)
5) Demonstrate skills in effective interpersonal communication, self-presentation, emotional self-regulation, and responsible behavior in professional and social contexts	Communication exercises, role-play activities, teamwork, peer-feedback, interactive discussions.	participation in communication activities, peer assessment, and group tasks (CAS); assessment of interpersonal interaction skills, self-regulation, and constructive communication; practice-oriented tasks (CAS)
6) Engage in professional and personal reflection, identify areas for self-improvement, and maintain one's psychological well-being.	Reflective writing, self-analysis exercises, portfolio activities, supervision elements, guided discussions.	reflective journal, self-analysis tasks, portfolio elements (CAS); assessment of the ability to engage in professional and personal reflection, identification of strategies for self-development and the prevention of emotional burnout. Reflective task / final test (CAS)

Assessment

The final grade is given on a 100-point scale based on continuous assessment activities and final test. Continuous assessment (CAS) – 100 points: 30 points – participation in discussions, practical exercises, self-reflection activities and group interaction; 25 points – individual analytical assignment / presentation on topics related to personality self-development;
20 points – reflective diary and self-analysis tasks; 15 points – practical assignments focused on self-awareness, emotional regulation, motivation and personal growth strategies; 10 points – final test covering theoretical and practical aspects of personality self-development.
Assessment criteria:
a) Participation in discussions, practical exercises and group interaction (30 points)
24–30 points: The student actively participates in discussions and practical activities, demonstrates strong understanding of personal self-development concepts, emotional self-regulation, self-awareness and interpersonal interaction.
16–23 points: The student regularly participates and demonstrates a good understanding of the material, though some responses may lack depth or practical integration.
8–15 points: The student demonstrates basic participation and partial understanding of the course concepts.
1–7 points: Minimal participation and weak understanding of the material.
0 points: No participation in practical activities or discussions.
b) Individual analytical assignment / presentation (25 points)
20–25 points: The student demonstrates excellent understanding of psychological foundations of personality self-development, self-esteem, motivation, emotional processes and self-actualization. The assignment is scientifically grounded, well-structured, and demonstrates independent analysis.
13–19 points: The student demonstrates a good understanding of the topic with minor inaccuracies or insufficient analytical depth.
6–12 points: The assignment demonstrates basic understanding but lacks coherence or practical applicability.
1–5 points: The work is fragmented, superficial, or contains substantial inaccuracies.
0 points: The assignment is not submitted.

c) Reflective diary and self-analysis tasks (20 points)
16–20 points: The reflective work demonstrates deep self-awareness, meaningful self-analysis, emotional insight, and understanding of personal growth mechanisms and self-development processes.
11–15 points: The student demonstrates good reflective abilities and understanding of personal strengths and limitations, though reflection may occasionally lack depth.
6–10 points: Reflection is mainly descriptive with limited analytical interpretation.
1–5 points: Minimal reflective engagement and fragmented self-analysis.
0 points: The reflective diary is not submitted.
d) Practical assignments on self-development strategies (15 points)
12–15 points: The student effectively applies self-regulation techniques, resource-oriented approaches, emotional regulation strategies, and personal development methods in practical situations.
8–11 points: The student demonstrates generally appropriate application of practical methods with minor inaccuracies.
4–7 points: The student demonstrates limited practical understanding and partial application of self-development techniques.
1–3 points: Minimal understanding and inability to appropriately apply practical approaches.
0 points: The practical tasks are not completed.
e) Final test (10 points)
8–10 points: The student demonstrates excellent understanding of theoretical and practical aspects of personality self-development, self-awareness, motivation, emotional regulation and self-actualization.
6–7 points: The student demonstrates a good understanding of the material with minor inaccuracies.
4–5 points: The student demonstrates satisfactory but limited understanding of the course concepts.
1–3 points: Minimal understanding of theoretical and practical aspects of personality self-development.
0 points: The student does not complete the final test tasks.

Content

Topic 1. Theoretical Approaches to the Problem of Personal Development in the Human Sciences.
Topic 2. The Human Being in the Works of Philosophers, Psychologists, and Educators.
Topic 3. The Concept of Personal Development.
Topic 4. Emotional and Volitional Processes in Personal Development.
Topic 5. Psychological foundations of self-awareness.
Topic 6. Key mechanisms influencing personal self-development
Topic 7. Individual psychological characteristics of the personality.
Topic 8. Unconditional self-love (self-worth) and the formation of a well-rounded personality.
Topic 9. Awareness of oneself and one's inner strength.
Topic 10. Self-esteem. Self-confidence.
Topic 11. Personal boundaries.
Topic 12. Unlocking potential—the path to self-actualization.
Topic 13. The concept of motivation and its role in shaping the individual's capacity for self-development.

Literature

Compulsory reading

1.Katsavets H. (2021) Psykholohiia osobystosti [Personality Psychology]. Kyiv: Alerta. 334 s.
2. Kuzikova S.B. (2020) Psykholohichni osnovy stanovlennia subiekta samorozvytku v yunatskomu vitsi [Psychological Foundations of the Formation of the Subject of Self-Development in Adolescence]. Sumy: MakDen. 410 s.
3. Kuzikova S.B. (2020). Psykholohichni osnovy stanovlennia subiekta samorozvytku v yunatskomu vitsi [Psychological Foundations of the Formation of the Subject of Self-Development in Adolescence]. 2-he vyd., pererobl., dopovn. Sumy: Vyd-vo SumDPU imeni A.S. Makarenka. 324 s. http://repository.sspu.edu.ua/handle/123456789/9285
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6. Tytarenko T. (2023). Suchasna psykholohiia osobystosti [Modern Personality Psychology]. Kyiv: Karavela. 372 s.

Recommended reading

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2. Katsavets R.S. (2024). Psykholohiia rozvytku osobystosti [Psychology of Personality Development]. Kyiv: Alerta. 152 s.
3. Kovalenko E.A. (2004). Sotsialno-istorychni typy suspilnykh system i osnovni stratehii samorozvytku osobystosti [Socio-Historical Types of Social Systems and Main Strategies of Personality Self-Development]. Naukovi zapysky Kharkivskoho viiskovoho universytetu. Seriia: Sotsialna filosofiia, psykholohiia. Kharki, vyp. 2 (20), s. 152–160.
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8. Oliinyk I.V., Hrushka V.V. (2024). Sotsialno-psykholohichnyi treninh yak efektyvnyi instrument formuvannia u zdobuvachiv liderskykh yakostei, navychok samomenedzhmentu ta motyvatsii do samorozvytku [Social-Psychological Training as an Effective Tool for Developing Leadership Qualities, Self-Management Skills and Motivation for Self-Development]. Aktualni pytannia u suchasnii nautsi, № 12(30), s. 993–1007.
9. Polishchuk O.M. (2016). Resursy samorozvytku osobystosti [Resources of Personality Self-Development]. In: Psykholohiia samorozvytku osobystosti. Chernivtsi–Kyiv, s. 64–82.
10. Pomytkina L.V. (2023). Motyvatsiini chynnyky pryiniattia rishen shchodo zhyttievoi samorealizatsii osobystosti [Motivational Factors of Decision-Making Regarding Life Self-Realization of Personality]. In: Indyvidualnist u psykholohichnykh vymirakh spilnot ta profesii. Kyiv: Medinform, s. 2–6.
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Web-resources

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4. Center for Personal Development in Wroclaw. (n.d.). Official website. https://ua.crp-wroclaw.com/
5. Prometheus PLUS. (n.d.). Official website. https://prometheus.org.ua/
7. EdEra-Ukrainian Online Education Studio. (n.d.). Official website. https://ed-era.com/
8. Educational Hub. (n.d.). Official website. https://eduhub.in.ua/
9. Lumos Labs. (n.d.). Official website. https://www.lumosity.com/en/
10. HabitBull. (n.d.). Official website. https://www.habitbull.com/
11. Headspace. (n.d.). Official website. https://www.headspace.com/

ANALYTICAL RESEARCH IN BUSINESS				
The course aims to help students acquire theoretical and practical skills for organizing and conducting analytical research and collecting and analyzing business information. In particular, studying categories, methods and algorithms of analytical research; acquiring skills in processing business information and interpreting the results of analytical research and using them to make management decisions in the field of business.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	2/14 weeks	4 / elective	Inna Strelchenko Doctor of Science (Economics), Full Professor	120 hours (26 h. lectures, 14 h. practical classes, 80 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) Identify and analyse the key characteristics of business systems and their analytical environments, including stakeholder behaviour, using data-driven approaches.			Lectures, case study analysis	Class participation and discussions, case study reports (CAS), comprehensive test (CAS)
2) Apply analytical methods and models to assess risks, evaluate uncertainty, and support evidence-based managerial decision-making in business contexts.			Lectures, case study analysis	Class participation and discussions, case study reports (CAS), comprehensive test (CAS)
3) Collect, process and interpret business data using appropriate analytical tools, and translate findings into actionable managerial insights.			Lectures, seminars, discussions, case study analysis	Participation in the discussion, case study reports (CAS), comprehensive test (CAS)
4) Communicate analytical results, business insights, and alternative decision options clearly to both specialist and non-specialist audiences across organisational units.			Lectures, discussions, case study analysis	Class participation and discussions, case study reports (CAS), multiple-choice questions, comprehensive test (CAS)
5) Demonstrate the ability to apply interdisciplinary analytical approaches and perform key business analysis functions, including data-driven problem solving.			Lectures, discussions, work in small groups to solve problems	Class participation and discussions, Peer small group presentation (CAS), comprehensive test (CAS)
6) Work independently with analytical tasks, demonstrate critical and flexible thinking, and evaluate the reliability and limitations of data and analytical methods.			Lectures, role-playing and leadership workshops	Teamwork evaluation, class discussions and peer assessment (CAS), comprehensive test (CAS)

7) Act in a socially responsible and ethically grounded manner in the use of data and analytics, ensuring respect for privacy, integrity and professional standards.	Lectures, discussions, role-playing	Participation in the discussion (CAS), comprehensive test (CAS)

Assessment

The final grade is assigned on a 100-point scale based on continuous assessment during the semester (pass/fail assessment format). It includes 80 points for work during the semester (CAS) and 20 points for the final module credit test.
80 points for work in the semester (CAS):
40 points – participation in seminar discussions and case studies;
40 points – practical analytical assignments and peer group presentations.
20 points for final credit assessment (Final Module Test):
20 points – comprehensive final test covering theoretical concepts and practical business data interpretation tasks.
Assessment Criteria:
a) Participation in discussions and case study analysis (max 40 points): For each seminar discussion/case study report, the student receives up to 10 points:
81–100% (9–10 points): The discussion/case report is conducted correctly. The student demonstrates excellent mastery of analytical tools, expresses and successfully argues their position using data-driven evidence.
51–80% (6–8 points): The student demonstrates an understanding of the material, but minor inaccuracies in data interpretation or analytical logic are noticed.
21–50% (3–5 points): Basic understanding of the material, but with significant gaps or omissions in the analysis.
1–20% (1–2 points): Superficial engagement, high error rate, lack of understanding of the business context.
0 points: Non-participation or task not submitted.
b) Practical analytical assignments and group presentations (max 40 points):
17–20 points: High level of task performance, flawless application of analytical methods, clear visualization of insights, and strong peer-presentation skills.
11–16 points: Tasks are completed correctly with minor analytical or formatting flaws.
6–10 points: Partial completion, weak justification of management insights.
1–5 points: Superficial execution with critical errors in analytical logic.
0 points: Task is not completed.
c) Final module credit test (max 20 points): The criteria for the test assignment are specified in the test card.

Content

Topic 1. The role of analytics in strategic business development.
Topic 2. Information support for analytical research.
Topic 3. Statistical foundations of analytical research in business.
Topic 4. Organizational aspects of analytical research.
Topic 5. Basic business analysis techniques.
Topic 6. Analytical marketing research in the field of eCommerce.
Topic 7. Analysis of analytical research results in business.
Topic 8. Formatting research results.
Topic 9. Market research.
Topic 10. Research of the competitive environment.
Topic 11. Research of consumer behavior.
Topic 12. Ethnographic research.
Topic 13. Price research.

Literature

Compulsory reading

1. Malhotra, N. K., Nunan, D., & Birks, D. F. (2020). Marketing Research: Applied Insight (6th ed.). Pearson.
2. Burns, A. C., Veeck, A., & Bush, R. F. (2023). Marketing Research (9th ed.). Pearson.
3. Hair, J. F., Babin, B. J., & Carr, J. C. (2021). Essentials of Marketing Research (6th ed.). McGraw-Hill Education.
4. Sterne, J. (2017). Artificial Intelligence for Marketing: Practical Applications. Wiley. 368 p.
5. Voychak, A. V., Fedorchenko, A. V. (2007). Marketynhovi doslidzhennia [Marketing Research]. KNEU. 408 p.
6. Martynovych, N. O., Hornyk, V. H., Boichenko, E. B. (2021). Marketynhovi doslidzhennia [Marketing Research]. Liudmyla Publishing. 323 p.
7. Dobrianska, V. V., Ivasenko, O. A., Chyzhevska, M. B., Skrylnyk, A. S. (2024). Marketynhovi doslidzhennia [Marketing Research]. Poltava Polytechnic named after Yurii Kondratiuk. 218 p.
8. Kotler, P. (2019). Marketynh 4.0: Vid tradytsiinoho do tsyfrovoho [Marketing 4.0: From Traditional to Digital]. KM-Buks. 224 p.
9. Strelchenko I., Hamzah, O. (2025). Marketynhovi doslidzhennia: praktykum [Marketing research: a textbook]. [Electronic edition]. Alfred Nobel University. 68 p.

Recommended reading

1. Charnes J. (2007). Financial Modeling with Crystal Ball and Excel. New Jersey: John Wiley & Sons, Inc.
2. Semenova, K., & Tarasova, K. (2018). Biznes-statystyka [Business statistics]. FOP Huliaieva V. M.
3. Poltorak, V. (2003). Marketynhovi doslidzhennia [Marketing research]. Tsentr navchalnoi literatury. 387 p.
4. Kotler, P., Keller, K. L. (2016). Marketing Management. Pearson Education. 832 p.
5. Malhotra, N. K. (2020). Marketing Research: An Applied Orientation. Pearson Education. 816 p.
6. Hair, J. F., Bush, R. P., Ortinau, D. J. (2019). Marketing Research. McGraw-Hill Education. 480 p.
7. Chaffey, D., Ellis-Chadwick, F. (2019). Digital Marketing. Pearson Education. 702 p.
8. Strauss, J., Frost, R. (2014). E-Marketing. Pearson Education. 512 p.

Web-resources

1. International Monetary Fund. (n.d.). Official website. https://www.imf.org/en/home
2. World Trade Organization. (n.d.). Official website. https://www.wto.org
3. National Bank of Ukraine. (n.d.). Official website. https://bank.gov.ua/en/
4. S&P Global. (n.d.). Official website. https://www.spglobal.com/spdji/en/
5. Nasdaq. (n.d.). Official website. https://www.nasdaq.com/
6. Statista. Official website. https://www.statista.com/

COMMUNICATIVE COMPETENCE OF A SPECIALIST				
The course aims to develop students' communicative competence for effective professional interaction in psychological practice, psychoeducational activities, and correctional and developmental work. It focuses on the analysis of psychological mechanisms of communication, the application of verbal and non-verbal communication strategies, and the development of skills for ethical, inclusive and trauma-informed interaction in diverse professional contexts. The course also aims to develop students' ability to critically evaluate communication processes, design communication-based psychoeducational, correctional and developmental activities, apply resource-oriented approaches in emotionally complex situations, and reflect on their own communicative behaviour in professional practice.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	3 / 14 weeks	4 / elective	Nataliia Volkova, Doctor of Sciences, Full Professor	120 hours (20 hours of lectures, 20 hours of practical classes, 80 hours of 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 CAS)**
1) Critically analyse psychological mechanisms of professional communication, communication barriers and behavioural patterns in interpersonal interaction in psychological practice.			Lectures, case-study analysis, guided discussions, communication analysis tasks, video analysis, reflective questioning	Case analysis tasks (CAS), participation in discussions (CAS), analytical written task (CAS), final integrated case analysis (CAS)
2) Apply verbal, non-verbal, empathic and active listening techniques in professional, psychoeducational and correctional-developmental interaction.			Practical exercises, role-playing, simulations, communication training activities, peer interaction, modelling professional situations	Performance in role-plays and simulations (CAS), practical communication tasks (CAS), observation and feedback tasks (CAS), final practical assignment (CAS)
3) Demonstrate the ability to communicate ethically, inclusively and professionally with diverse client groups in emotionally complex and intercultural situations.			Lectures, scenario-based learning, ethical dilemma analysis, intercultural communication tasks, group discussions	Ethical case analysis (CAS), participation in discussions and simulations (CAS), situational assignment (CAS), final integrated task (CAS)
4) Evaluate communication strategies and select appropriate approaches for conflict prevention, crisis communication and trauma-informed interaction			Case studies, crisis simulations, reflective exercises, problem-based learning, supervised group discussions	Crisis communication case tasks (CAS), reflective assignment (CAS), participation in simulations (CAS), final case-based assessment (CAS)

5) Design psychoeducational and communication-based correctional and developmental activities aimed at improving interpersonal interaction and emotional regulation.	Project-based learning, mini-project development, workshops, collaborative learning, independent work	Development of a psychoeducational mini-project (CAS), project presentation (CAS), practical assignment (CAS), final project defence (CAS)
6) Present professional information and results of communication analysis clearly and with sound arguments to specialists and non-specialists using appropriate communication strategies and digital tools.	Presentations, ICT-based tasks, communication workshops, peer-review activities, independent work	Oral presentation (CAS), digital presentation task (CAS), peer-review activity (CAS), final presentation (CAS)
7) Reflect on personal communicative behaviour, emotional reactions and professional interaction in order to improve communicative competence and prevent professional burnout	Reflective exercises, self-assessment tasks, communication diaries, supervision-based discussions, guided reflection	Reflective diary (CAS), self-analysis task (CAS), participation in reflective discussions (CAS), final reflective report (CAS)
Assessment		
The final grade is given on a 100-point scale based on continuous assessment during the semester. The course is assessed as a pass/fail (credit) based on the total number of points obtained. 100 points for continuous assessment (CAS): 25 points – individual analytical or psychoeducational presentation; 25 points – case study analysis, practical and communication-based tasks; 25 points – participation in discussions, role-plays, simulations and reflective activities; 25 points – final integrated task (communication project, integrated case analysis, correctional-developmental or psychoeducational assignment). The credit is awarded based on the cumulative assessment results obtained during the semester. Assessment criteria a) Individual analytical or psychoeducational presentation (CAS) 21–25 points: The student demonstrates excellent understanding of the topic, critical analysis of communication processes, well-developed arguments, and effective professional communication skills. The presentation reflects independent thinking, use of relevant academic sources, and the ability to adapt information for different audiences. 16–20 points: Good understanding of the material, logical structure, and generally appropriate argumentation. Minor inaccuracies or insufficient depth of analysis may be present. 11–15 points: Basic understanding of the topic with limited analysis and insufficient development of arguments or practical implications. 1–10 points: Poorly structured presentation with minimal understanding of the topic and major inaccuracies. b) Case study analysis, practical and communication-based tasks (CAS) 21–25 points: The student demonstrates strong analytical and practical skills, effectively applies theoretical knowledge to professional communication situations, provides well-reasoned solutions, and appropriately uses ethical, empathic, and trauma-informed approaches. 16–20 points: Good understanding and application of theoretical knowledge with some limitations in analysis, practical implementation, or justification of decisions. 11–15 points: Basic understanding with partial, superficial, or inconsistent analysis and limited practical application. 1–10 points: Weak performance with major gaps in understanding, analysis, and application of communication strategies. c) Participation in discussions, role-plays, simulations, and reflective activities (CAS)		

81–100%: Active, consistent, and meaningful participation. The student demonstrates critical thinking, empathy, ethical communication, reflective engagement, and the ability to justify their position and interact constructively with others.
51–80%: Regular participation with general understanding of the material, though some inaccuracies or limited engagement may occur.
21–50%: Limited participation and superficial understanding of communication tasks and interaction processes.
1–20%: Minimal participation, weak engagement, and lack of understanding of key communication principles.
d) Final integrated credit task (CAS)
The final integrated task may include a communication project, psychoeducational activity, integrated case analysis, or correctional-developmental communication assignment.
21–25 points: Excellent performance demonstrating critical analysis, clear structure, practical applicability, professional communication skills, and justified decisions in complex communication situations.
16–20 points: Good performance with logical structure and generally appropriate practical application. Minor inaccuracies may be present.
11–15 points: Satisfactory performance with noticeable gaps in analysis, structure, or practical implementation.
1–10 points: Poorly completed task with significant conceptual and practical errors.

Content

Topic 1. Professional communication competence of a psychologist: structure, functions, and ethical foundations
Topic 2. Psychological mechanisms of communication and interpersonal interaction
Topic 3. Verbal communication in psychological practice
Topic 4. Non-verbal communication, emotional intelligence, and self-regulation
Topic 5. Active listening, empathy, and feedback in helping interaction
Topic 6. Communication barriers, conflicts, and difficult interaction
Topic 7. Trauma-informed and crisis communication
Topic 8. Inclusive and intercultural communication in psychological practice
Topic 9. Digital communication and psychoeducational activities
Topic 10. Designing communication-based psychoeducational and correctional-developmental activities

Literature

Compulsory reading

1. Adler, R. B., Rodman, G., & du Pré, A. (2022). Understanding human communication (14th ed.). Oxford University Press.
2. DeVito, J. A. (2021). The interpersonal communication book (15th ed.). Pearson.
3. Egan, G. (2019). The skilled helper: A problem-management and opportunity-development approach to helping (11th ed.). Cengage Learning.
4. Hargie, O. (2021). Skilled interpersonal communication: Research, theory and practice (7th ed.). Routledge.
5. Rogers, C. R. (2020). On becoming a person: A therapist's view of psychotherapy. Mariner Books.
6. Bedenlier, S., Wunder, I., Gläser-Zikuda, M., Kammerl, R., Kopp, B., Ziegler, A., & Händel, M. (2021). Digital communication and interaction in higher education: A systematic review. International Journal of Educational Technology in Higher Education, 18, 1–20. https://doi.org/10.1186/s41239-021-00279-7
7. MacCann, C., Jiang, Y., Brown, L. E. R., Double, K. S., Bucich, M., & Minbashian, A. (2020). Emotional intelligence predicts academic performance: A meta-analysis. Psychological Bulletin, 146(2), 150–186. https://doi.org/10.1037/bul0000219
8. SAMHSA. (2023). Practical guide for implementing a trauma-informed approach. Substance Abuse and Mental Health Services Administration.
9. van Laar, E., van Deursen, A. J. A. M., van Dijk, J. A. G. M., & de Haan, J. (2020). Determinants of 21st-century digital skills: A large-scale survey among working professionals. Computers in Human Behavior, 100, 93–104. https://doi.org/10.1016/j.chb.2019.06.017

10. Voronkova, V. H. (2019). Etyka dilovoho spilkuvannia. Mahnoliia.

Recommended reading

1. Corey, G. (2020). Theory and practice of counseling and psychotherapy (10th ed.). Cengage Learning.
2. Knapp, M. L., Hall, J. A., & Horgan, T. G. (2014). Nonverbal communication in human interaction (8th ed.). Cengage Learning.
3. Rosenberg, M. B. (2015). Nonviolent communication: A language of life (3rd ed.). PuddleDancer Press.
4. Spitzberg, B. H., & Cupach, W. R. (2011). Conceptualizing interpersonal communication competence. Journal of Social and Personal Relationships, 28(6), 825–830. https://doi.org/10.1177/0265407510388699
5. Tenzer, H., & Pudelko, M. (2017). The influence of language differences on power dynamics in multinational teams. Journal of World Business, 52(1), 45–61. https://doi.org/10.1016/j.jwb.2016.11.002
6. MacCann, C., Jiang, Y., Brown, L. E. R., Double, K. S., Bucich, M., & Minbashian, A. (2020). Emotional intelligence predicts academic performance: A meta-analysis. Psychological Bulletin, 146(2), 150–186. https://doi.org/10.1037/bul0000219
7. Porges, S. W. (2021). Polyvagal safety: Attachment, communication, self-regulation. W. W. Norton & Company.
8. Siegel, D. J. (2020). The developing mind: How relationships and the brain interact to shape who we are (3rd ed.). Guilford Press.
9. Zasiekina, L. V., & Pastryk, T. V. (Eds.). (2018). Osnovy psykholohii ta mizhosobove spilkuvannia. Medytsyna.

Web-resources

1. American Psychological Association (APA). (n.d.). Professional resources on communication, ethics, and psychological practice. American Psychological Association
2. British Psychological Society (BPS). (n.d.). Professional guidelines and psychological resources. British Psychological Society
3. Coursera. (n.d.). Communication skills and psychology-related online courses. Coursera
4. European Federation of Psychologists' Associations (EFPA). (n.d.). European standards and professional resources in psychology. European Federation of Psychologists' Associations
5. MindTools. (n.d.). Communication, teamwork, and emotional intelligence resources. MindTools
6. National Child Traumatic Stress Network (NCTSN). (n.d.). Trauma-informed communication and psychological support resources. National Child Traumatic Stress Network
7. Psychology Today. (n.d.). Articles and resources on communication, emotional regulation, and interpersonal interaction. Psychology Today
8. Substance Abuse and Mental Health Services Administration (SAMHSA). (n.d.). Trauma-informed care and mental health resources. Substance Abuse and Mental Health Services Administration
9. TED Talks. (n.d.). Talks on communication, leadership, empathy, and emotional intelligence. TED Talks
10. Verywell Mind. (n.d.). Mental health, communication, and emotional well-being resources. Verywell Mind

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	3/14 weeks	4 / elective	Inna Strelchenko Doctor of Science (Economics), Full Professor	120 hours (26 h. lectures, 14 h. practical classes, 80 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 forecast market phenomena and processes based on the application of fundamental principles, theoretical knowledge and applied skills in innovative entrepreneurship activities..			Lectures, case study analysis	Class participation and discussions, case study reports (CAS), comprehensive test (CAS)
2) Use digital information and communication technologies, as well as relevant software tools, required for the effective implementation of modern startup activities and the practical application of innovation management instruments.			Lectures, case study analysis	Class participation and discussions, case study reports (CAS), comprehensive test (CAS)
3) Apply innovative approaches to the implementation of marketing activities of an economic entity and flexibly adapt to changes in the startup environment.			Lectures, seminars, discussions, case study analysis	Class participation and discussions, case study reports (CAS), comprehensive test (CAS)
4) Assess the risks associated with startup activities and determine the level of uncertainty in the external environment when making managerial decisions.			Lectures, discussions, case study analysis, self-directed work	Class participation and discussions, case study reports (CAS), comprehensive test (CAS)
5) Communicate information, ideas, problems, and alternative managerial decision-making options to both specialists and non-specialists in innovative entrepreneurship, as well as to representatives of different structural units of an economic entity.			Lectures, discussions, leadership workshops	Class participation and discussions, teamwork evaluation(CAS), comprehensive test (CAS)
6) Demonstrate the ability to work independently; exhibit flexible thinking, openness to new knowledge, and maintain a critical and self-critical mindset when creating and making decisions in the field of innovative entrepreneurship.			Lectures, discussions, role-playing and simulations	Class participation and discussions, teamwork evaluation (CAS), comprehensive test (CAS)

7) Take responsibility for the outcomes of their activities and demonstrate entrepreneurial and managerial initiative in the field of innovative projects and startups.	Lectures, discussions, leadership workshops	Class participation and discussions, teamwork evaluation(CAS), comprehensive test (CAS)
8) Perform functional responsibilities within a team and propose well-founded startup management decisions.	Lectures, role-playing and simulations, leadership workshops	Teamwork evaluation, class discussions and peer assessment (CAS), comprehensive test (CAS)
9) Demonstrate responsibility in relation to the moral, cultural, and scientific values and achievements of society in professional startup activities.	Lectures, role-playing and leadership workshops	Teamwork evaluation, class discussions (CAS), comprehensive test (CAS)
10) Demonstrate skills in initiating and implementing innovative projects in startups.	Lectures, seminars, discussions, business case analysis	Participation in the discussion (CAS), individual project (presentation) (CAS)
11) Solve professional tasks related to the application of startup development technologies and systems, modern online tools, and logistics technologies in innovative entrepreneurship	Lectures, seminars, discussions, business case analysis	Participation in the discussion (CAS), individual project (presentation) (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:
40 points for an individual project (presentation);
60 points for discussions, final tests.
a) assessment criteria for the individual project:
33–40 points – the student has completed the task correctly and demonstrates a deep understanding of the material. Comprehensive and detailed conclusions are provided. The project presentation (pitch) has been delivered.
27–32 points – the student has completed the task with minor inaccuracies that do not affect the overall result. Generalised conclusions are provided. The project presentation (pitch) has been delivered.
15–26 points – the student demonstrates insufficient understanding of the material. The task is completed partially or in a general manner. Partial conclusions are provided. Presentation materials are missing.
7–14 points – the student demonstrates insufficient understanding of the material and makes significant errors. Conclusions are absent. Presentation materials are missing.
1–6 points – the student demonstrates a lack of knowledge of the material. The task is not completed. Conclusions are absent. Presentation materials are missing.
0 points – the task has not been completed by the student.
b) participation in discussions
For participating in the discussion, the student will receive points from the total number specified in the course map for this type of assessment:
81–100%: The discussion is conducted correctly. The student demonstrates excellent mastery of the educational material and expresses and successfully argues his/her position.
51–80%: The student demonstrates an understanding of the educational material, but some inaccuracies are noticed.
21–50%: A basic understanding of the material, but with significant gaps or omissions.
1–20 %: A lot of mistakes, with little to no understanding of the material's context.
c) test papers

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

Content

Topic 1. Startup as a type of business.
Topic 2. Problem-oriented approach in startups: identifying customer pain points.
Topic 3. Market analysis and target audience identification.
Topic 4. Development of a unique value proposition (UVP).
Topic 5. Preparation of a Lean Canvas for a startup.
Topic 6. Startup lifecycle.
Topic 7. Business model development using the Business Model Canvas methodology.
Topic 8. Sources of startup financing: venture capital, grants, crowdfunding.
Topic 9. Development of a financial plan and startup budget.
Topic 10. Development of a minimum viable product (MVP).
Topic 11. Hypothesis testing and customer feedback collection.
Topic 12. UX/UI design as a component of a successful startup.
Topic 13. Legal aspects of startup creation.
Topic 14. Trademark registration.
Topic 15. Development of a marketing strategy for a startup.
Topic 16. PR and media relations for startups.
Topic 17. Preparation and delivery of a startup pitch to investors.
Topic 18. 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

COPYWRITING (CREATION OF COMMERCIAL CONTENT)				
The course aims to develop skills in creating texts for online resources. The main goal of the course is to achieve the following competencies: the ability to apply knowledge from the field of online communications in one's future professional activities; the ability to analyze online discourse, and promote online content.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	4/ 14 weeks	4 / Elective	Neliia Blynova, PhD in Philology, Associate Professor	120 hours (26 h. lectures, 14 h. practical classes, 80 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) Apply technologies for creating texts for online resources (image copywriting, SEO, LSI copywriting)			Lectures, practical classes, discussion	Class participation and discussions (CAS)
2) Use text-based practice skills for effective professional activity			Lectures, practical classes, independent work, peer review	Assessment of skills and abilities, oral answers to questions, checking tasks issued for independent work (CAS)
3) Develop and implement the ability to identify online media texts in terms of their typological features, structure, and intentions			Lectures, practical classes, discussion, independent work	Participation in discussion, assessment of interaction and teamwork skills, oral interviewing (CAS)
4) Coordinate the implementation of personal tasks with the tasks of colleagues			Lectures, seminars, discussion, pair work/ group work, presentation, independent work	Participation in the discussion, assessment of interaction/ pair/ group work skills, evaluation and peer review of presentation (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: 10 points for an individual assignment (presentation); 10 points for discussions; 80 points for creating textual content of the particular kind Assessment criteria: a) individual presentation 8-10 points: The student demonstrates excellent understanding of the topic of his/her presentation. 6-7 points: The student understands the material well and demonstrates a good understanding of the topic of his/her presentation. 4-5 points: The student understands the material in general and demonstrates satisfactory understanding of the topic of his/her presentation.				

1-3 points: The student poorly understands the material and demonstrates unsatisfactory understanding of the topic of his/her presentation.
b) Participation in discussions/ case studies
Students receive points based on their level of participation in class discussions:
81–100%: The student actively participates in discussions, demonstrates excellent knowledge of the material, and confidently expresses and justifies their opinions. The material on the discussion is presented in a fluent, independent, logical, thorough and reasonable manner on the topic on the basis of all the provided recommendations and instructions.
51–80%: The student demonstrates a good understanding of the material and participates in discussions. The student provides arguments taking into account the main recommendations and instructions, though some of the arguments lack sufficient depth and language skills, with some minor inaccuracies and mistakes.
21–50%: The student shows a basic understanding of the material but participates inconsistently or with significant gaps. The ideas are presented fragmentarily and superficially (without any arguments or justification).
1–20%: The student demonstrates little to no understanding of the material and rarely participates in discussions. The ideas are presented with the use of separate phrases (utterances) that are relevant to the topic.
c) For performing the practical tasks, the student will receive points from the total number specified in the course map for this type of assessment:
81-100%: The practical tasks are conducted correctly. The student demonstrates excellent mastery of the educational material and successfully performs writing of all types of the given texts.
51-80%: The student demonstrates an understanding of the educational material, but some inaccuracies are noticed.
21-50%: There is a basic understanding of the material, but with significant gaps or omissions in the tasks performed.
1-20 %: The student makes a lot of mistakes, with little to no understanding of the material's context.

Content

Topic 1. Copywriting: Specifics of the Activity
Topic 2. Types and Levels of Copywriting. Texts that Sell (Commercial Texts)
Topic 3. Brief and the Main Features of the Work with It
Topic 4. Models of Creating Commercial Texts
Topic 5. LSI Copywriting
Topic 6. Image Copywriting
Topic 7. Storytelling in Commercial Writing
Topic 8. Artificial Intelligence in Copywriting

Literature

Compulsory reading

1. Blynova, N., & Kyrylova, O. (2023). Fundamentals of copywriting: a teaching and methodological manual [Electronic edition]. Dnipro: PP Vakhmistrov O.E. 126 p.
2. Blynova, N. (2019). Latent Semantic Indexing (LSI) and its impact on copywriting. Communications and Communicative Technologies, 19. https://doi.org/https://doi.org/10.15421/291901
3. Blynova, N., & Kyrylova, O. (2018). Copywriting as an activity for creating online content. Communications and Communicative Technologies, 18. https://doi.org/https://doi.org/10.15421/291802/
4. Blynova, N., Polishko, N., & Mykhaylova, A. (2020). Image copywriting: genres and methods of creating image texts. Communications and Communicative Technologies, 20, 100–106. https://doi.org/https://doi.org/10.15421/292015.
5. Pidmohylna, N., & Levschanova, O. (2021). Architectonics of copywriting text. Communications and Communicative Technologies, 21. https://doi.org/https://doi.org/10.15421/292105

Recommended reading

1. Bly, R. (2006). The copywriter's handbook: A step-by-step guide to writing copy that sells (3rd ed.).
2. Blynova, N. M., Kyrylova, O.V., Medynska, S.I., Mishustina, T.S., Bradbeer, P. W., & Volobuieva, P.S. (2024). Webwriting. Tutorial [Electronic edition]. Dnipro: Alfred Nobel University, Dnipro, 214 p.

3. Blynova, N. (2020). The specifity of the editor's work in a content marketing agency. Perspectives of world science and education. Abstracts of the 9th International scientific and practical conference. CPN Publishing Group. Osaka, Japan, 340–349. https://r.donnu.edu.ua/bitstream/123456789/ 465/1/PERSPECTIVES-OF-WORLD-SCIENCE-AND-EDUCATION_20-22.05.2020.pdf#page=340
4. Kartsivadze, T. (2022). Copywriting in Social Media. International Journal of Innovative Technologies in Economy, 4(40). DOI: doi: 10.31435/rsglobal_ijite/30122022/7924.

Web-resources

1. Basics of Copywriting. (n.d.). https://itstatti.in.ua/zarobitok-v-interneti/122-kopirajting-z-chogo-pochati-osnovi-kopirajtingu.html
2. Copywriting for Beginners. (n.d.). http://radka.in.ua/poradi/kopiraiting-dlia-pochatkivciv-iak-za.html
3. Data-driven AI. (n.d.). https://www.bloggersideas.com/uk/beginners-guide-copywriting-done/
4. Marketing Resources: Copywriting. (n.d.) https://www.marketingprofs.com/topic/articles/copywriting

SALES PSYCHOLOGY AND CUSTOMER RELATIONSHIP MANAGEMENT				
The course aims to form a modern system of views and specialized knowledge in the field of sales, acquire practical skills in identifying customer needs and motivating purchases, and the ability to build long-term trusting relationships with customers, using modern sales techniques and promoting products on the market to ensure the effective operation of the enterprise. The course is aimed at developing practical skills in managing emotions, creating product or service value, overcoming objections, and achieving high sales results through an individual approach to each client.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	4/14 weeks	4 / Elective	Svitlana Yaremenko, PhD (Economics), Associate Professor	120 hours (26 h. lectures, 14 h. seminars / practical, 80 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) Understand the conceptual framework of marketing and the theoretical foundations of sales psychology to influence organizational performance.			Lectures, literature review, comparative analysis of sales theories.	Theoretical test (CAS), comprehensive test (CAS)/ Quiz (CAS).
2) Apply modern sales techniques and psychological methods for rapid customer assessment and effective interaction with various buyer groups.			Role-playing (sales simulations), consumer behavior analysis, workshops.	Sales pitch demonstration (CAS), Practical assignment (CAS).
3) Analyze staff performance and manage customer conflicts, including the development of measures to resolve complaints and grievances.			Crisis management simulations, case studies on conflict resolution.	Conflict resolution report (CAS), Peer review of simulation (CAS).
4) Utilize digital information and communication technologies for professional marketing activities and practical application of marketing tools.			IT-tool demonstrations, practical classes.	CRM data entry project (CAS), Digital tool proficiency task (CAS).
5) Demonstrate professional communication and leadership skills to motivate teams toward unconventional marketing solutions and goal achievement.			Team-building simulations, leadership role-play, brainstorming.	Peer assessment (CAS), Managerial initiative log (CAS).
6) Exhibit critical thinking and adaptability in formulating independent approaches to problem-solving and adjusting processes to achieve strategic goals.			Problem-based learning (PBL),individual research project.	Individual case study analysis (CAS), Final Project / Pass-Fail Assignment (CAS).
Assessment				
Final grade as a result of 100% continuous assessment: 20% participation in discussion, brainstorming, business game 30% test (multiple choice) 20% analysis of situations (case-study)				

30% individual task
To pass the course, students must complete the following components:
Testing (30 points): Includes multiple-choice questions and short theoretical tasks to evaluate students' grasp of marketing communication concepts and sales psychology.
Assessment criteria: Every correct answer earns a specific number of points towards the total score of 30.
Individual Project (30 points):
A comprehensive task where students develop an omnichannel communication strategy or a sales management plan for a specific business.
Assessment criteria:
25-30 points: Deep analytical insight, creative approach, and professional justification of chosen tools.
18-24 points: Good understanding of the topic, logical structure, but minor gaps in argumentation.
10-17 points: Basic analysis provided with partial application of tools.
0-9 points: Fundamental misunderstanding or failure to meet project requirements.
Case Studies (20 points):
Analysis of real-world business situations, conflict resolution in sales, and consumer behavior.
Assessment criteria: Evaluation is based on the student's ability to interpret data, apply analytical tools, and propose evidence-based solutions.
Practical Assignments / Tasks (20 points):
Continuous assessment of classroom activities, including CRM simulations, writing briefs, and role-playing exercises.
Assessment criteria: Focuses on participation, practical skill demonstration, and the quality of task completion.

Content

Topic 1. Fundamentals of Sales Psychology: Business and You
Topic 2. Consumer Behavior
Topic 3. Motives for Purchases
Topic 4. Merchandising.
Topic 5. Effective Sales

Literature

Compulsory reading

1. Pylypchuk, V. P., & Dannikov, O. V. (2011). Upravlinnia prodazhem: navchalnyi posibnyk [Sales Management: Study Guide]. Kyiv: KNEU.
2. Kotler Ph., Keller K.L. Marketing Management (2016). 15th ed. Prentice Hall, Pierson, 2016.

Recommended reading

1. Vikarchuk, O.I., Kalinichenko, O.O., et al. (2018). Reklamnyi kreatyv: navchalnyi posibnyk [Advertising Creative: Study Guide]. Zhytomyr: Vydavets O.O. Yevenok. 208 p.
2. Savytska, N.L. (2018). Upravlinnia rezultatyvnistiu marketynhu [Marketing Performance Management]. Part 1. Kharkiv: KhDUKhT. 116 p.
3. Babko, N.M., et al. (2020). Povedinka spozhyvacha: navchalnyi posibnyk [Consumer Behavior: Study Guide]. Kharkiv: KhNTUSH. 170 p.
4. Smerichevskyi, S.F., et al. (2018). Brend-menedzhment: navchalnyi posibnyk [Brand Management: Study Guide]. Kyiv: NAU. 156 p.
5. Bezugla, L.S., et al. (2019). Marketynhovi doslidzhennia: navchalnyi posibnyk [Marketing Research: Study Guide]. Bila K.O. 300 p.
6. Dykan, V.L., et al. (2018). Tovaroznavstvo ta komertsiina diialnist [Commodity Science and Commercial Activity]. Kharkiv: UkrDUZT. 362 p.
7. Korol, I.V. (2018). Marketynhovi komunikatsii: navchalno-metodychnyi posibnyk [Marketing Communications: Training Manual]. Uman: Vizavi. 191 p.
8. Berger, Jonah. (2018). Nevydymyi vplyv. Prykhovani syly, yaki formuiut povedinku [Invisible Influence: The Hidden Forces that Shape Behavior]. Kyiv: Nash Format. 240 p.
9. Rackham, Neil. (2019). Tekhnika prodazhu SPIN [SPIN Selling]. Kyiv: Nash Format. 248 p.

10. Yaremenko, S., Taranenko, I., Shevchenko, V., & Kuzmenko, M. Infliuens-marketynh iak efektyvnyў instrument zaluchennia spozhyvachiv [Influence marketing as an effective tool for attracting consumers]. European Vector of Economic Development. 35(2), 125-142.

Web-resources

1. Marketing in Ukraine (n.d.). https://uam.in.ua/common/zhurnal-marketyng-v-ukrayini/
2. NGO 'Ukrainian Association of Marketing' (NGO "UMA" (n.d.). https://uam.in.ua/en/home/
3. Vseukrainska reklamna koalitsiia [All-Ukrainian Advertising Coalition] (n.d.). https://vrk.org.ua/ad-market/

INTERNATIONAL BUSINESS AND MARKETING STRATEGIES IN FOREIGN MARKETS				
The course aims to provide comprehensive knowledge on developing international business and marketing strategies in foreign markets through the analysis of the international business and marketing environment, evaluation of international competitiveness, and development of effective strategic solutions for international business activities under conditions of environmental instability and uncertainty.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	5 / 14 weeks	4 / elective	Iryna Taranenko, Doctor of Science (Economics), Professor	120 hours (26 h. lectures, 14 h. seminars/practical, 80 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) Investigate the specific features of applying international business tools and international marketing strategies in companies operating under conditions of environmental instability and uncertainty.			Lectures, seminars, self-study activity, internet search, essay	Participation in the seminar/ discussion, essay peer review (CAS), comprehensive test (CAS)
2) Analyze the international business environment and evaluate foreign market opportunities for international business activities.			Lectures, workshop, analytical task	Class discussion participation, task assessment (CAS), comprehensive test (CAS)
3) Select and justify international marketing strategies for market entry and operations in foreign markets.			Guided self-directed learning, case study	Strategy justification during class discussion, case study report (CAS), comprehensive test (CAS)
4) Analyze dynamic changes in the global economy, demonstrate flexible thinking, and collaborate effectively in multicultural teams.			Lectures, practical classes, case study	Participation in the discussion, teamwork performance, case study reports (CAS), comprehensive test (CAS)
5) Develop effective marketing solutions and formulate proposals for product, pricing, distribution and communication policies in international markets.			Practical classes, case study, presentation	Peer small group presentation assessment, case study reports (CAS), comprehensive test (CAS)
6) Retrieve, evaluate and utilize relevant information from academic, professional, and digital sources, including textbooks, journals, databases, and business media.			Self-study activity, internet search, writing essay	Essay peer review, source analysis, participation in discussion (CAS), comprehensive test (CAS)
7) Demonstrate practical, academic and subject-specific skills, including teamwork, academic referencing and information search.			Writing essay, case study, presentation in small groups	Essay presentation, case study report, teamwork assessment, comprehensive test (CAS)
Assessment				

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

Content

Topic 1. International marketing as a key factor in the success of international business
Topic 2. Marketing environment of international business
Topic 3. International competitiveness of the product and the enterprise
Topic 4. International market research
Topic 5. Evaluation and selection of a foreign market
Topic 6. International marketing strategies
Topic 7. International marketing mix and functional marketing strategies in foreign markets

Literature

Compulsory reading

1.Geringer, J. M., McNett, J. M., & Ball, D. A. (2023). International Business (3rd edition). McGraw Hill LLC. 548 p.
2. Tarasenko, S. V., & Petrushenko, Yu.M. (2021). Mizhnarodnyi biznes [International Business]. Sumskyi derzhavnyi universytet. 222 p.
3. Larina, Ya. S., Babicheva, O. I., Buriak, R. I., & Rafalska, V. A. (2025). Mizhnarodnyi marketynh [International Marketing]. Helvetyka. 452 p.
4. Cateora, Ph. R., Gilly, M. C., & Graham, J. L. (2024). International Marketing (19th edition). McGraw-Hill. 704 p.
5. Taranenko, I.V., Mishustina, T.S., & Yaremenko, S.S. (2024). Implementing marketing innovations in communication mix and product promotion as a competitive advantage of EU enterprises. In: Intellectual and technological potential of the XXI century. Monographic series European Science. Book 33(2), 39–47.
6. Taranenko, I. V., Lymonova, E. M., & Kliuchnyk, R. M. (2024). Konkurentni biznes-stratehii pidpryiemstv krain YeS v umovakh ekonomichnoi nestabilnosti [Competitive business strategies of EU enterprises under conditions of economic instability]. Academy Review, 2 (61), 299–315. Web of Science.

Recommended reading

1. Ivashchenko, M. V. (2020). Mizhnarodnyi biznes [International Business]. Natsionalnyi yurydychnyi universytet imeni Yaroslava Mudroho. 131 p.
2. Rokocha, V.V., Odiahailo B.M., & Terekhov, V.I. (2019). Mizhnarodnyi biznes i stratehichni zminy [International business and strategic changes]. VNZ «Universytet Krok». 2015 p.

3. Taranenko, I. V., Mostova, A. D., & Shcholokova, H. V. (2025). Vplyv instrumentiv zelenoho marketynhu na spozhyvatsku povedinku v konteksti polityky zelenoho perekhodu YeS [The impact of green marketing tools on consumer behavior in the context of the EU green transition policy]. Herald of Khmelnytskyi National University. Economic Sciences, 1(338), 83–87.
4. Taranenko, I. V., Mishustina, T. S., & Yaremenko, S. S. (2021). Stratehichni innovatsiini oriientyry marketynhovoi komunikatsiinoi diialnosti pidpryiemstv krain YeS ta Ukrainy [Strategic innovative guidelines for marketing communication activities of enterprises in the EU and Ukraine]. Nobelivskyi visnyk, 1(56), 92–106.
5. Taranenko, I., Chychun, V., Korolenko, V., et al. (2021). Management of the Process of E-Commerce Development in Business on the Example of the European Union. Studies of Applied Economics, 5(39). Scopus. DOI: https://doi.org/10.25115/eea.v39i5.4911
6. Mazaraki, A. A., Melnyk, T. M., Kudyrko, L. P., Iksarova, N. O., et al. (2018). Mizhnarodnyi marketynh [International Marketing]. KNTEU. 448 p.
7. Taranenko, I. V., & Sabetova, A. M. (2017). Sotsiokulturnyi profil krainy yak instrument mizhnarodnoho marketynhu [Sociocultural country profile as a tool of international marketing]. Infrastruktura rynku, (10).

Web-resources

1. World Bank. (n.d.). World Development Indicators. https://databank.worldbank.org/source/world-development-indicators
2. World Bank. (n.d.). Worldwide Governance Indicators. https://info.worldbank.org/governance/wgi/#home
3. Geert Hofstede. (n.d.). Cultural dimensions. http://geert-hofstede.com/cultural-dimensions.html
4. World Bank. (n.d.). Business Ready (B-READY). https://www.worldbank.org/en/businessready
5. WeLib. (n.d.). https://welib.org/search?page=1&q=international+marketing
6. Nielsen. (n.d.). https://www.nielsen.com/
7. Europages. (n.d.). B2B Marketplace. http://www.europages.co.uk/

BASICS OF BALANCED NUTRITION				
This course aims to develop a system of specialized knowledge and practical skills on the basic issues of healthy nutrition and its role in the life of the human body, reducing the risk of diseases based on the nutritional factor.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	5/14 weeks	4,0 / elective	Olena Serhieieva, PhD (Public Administration), Associate Professor	120 hours (20 h. Lectures, 20 h. seminars/practical, 80 h. self-study time)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS)**
1) determine the biological value of food macronutrients			Lecture, practical classes, discussion, self-study activities	Participation in the discussion, essay (CAS)
2) understand the causes and consequences of eating disorders			Lecture, practical classes, discussion, self-study activities	Participation in the discussion, oral answers, test (CAS)
3) determine the caloric content of the daily diet and the distribution of caloric load by individual meals			Lecture, practical classes, tasks, self-study activities	Practical skills assessment, tasks (CAS)
4) develop practical recommendations for the organization of healthy nutrition			Problem lecture, discussion, solving problems	Solving problems, participation in the discussion (CAS)
5) use scientifically based methods of compiling rations for different groups of the population by profession and age.			Lecture, practical classes, Internet search, presentation, self-study activities	Practical skills assessment, presentation (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 the work in the semester: 20 points for individual assignment 40 points for discussions Assessment criteria a) Individual assignment 16–20 points: the student completed the work correctly, demonstrating a deep understanding of the material. All detailed conclusions are provided. 11–15 points: the work is completed, but there are inaccuracies that do not affect the final result. Generalized conclusions are provided. 6–10 points: insufficient understanding of the material. The task is partially completed. Partial conclusions are provided. 1–5 points: lack of understanding of the material. The task is incomplete, 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 his/her 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. Effects of nutrition on human health. Fundamentals of nutrition physiology. The role of nutrition in maintaining human health.
Topic 3. Metabolism and energy in the body.
Topic 4. Food nutrients and their biological role.
Topic 5. Eating disorders: anorexia, bulimia. Deficiency of body weight.
Topic 6. Adiposity. Long-term effects of obesity.
Topic 7. Healthy nutrition and its principles. Characteristics of the principles of healthy nutrition.
Topic 8. Fundamentals of nutrition. Characteristics of special diets.
Topic 9. Biologically active food additives. Organic products.
Topic 10. Bases of nutrition of different age and professional groups of the population.

Literature

Compulsory reading

1. Mikheyenko, O.I. (2024). Osnovy ratsional′noho ta ozdorovchoho kharchuvannya (navchal′nyy posibnyk). [Fundamentals of rational and health nutrition (a textbook)]. Sumy: University Book, 189 p.
2. Onoprienko, O.V., Onoprienko, O.M. (2021). Osnovy fiziolohiyi ta hihiyeny kharchuvannya (navch. Posib). [Fundamentals of physiology and nutrition hygiene (a textbook)]. Cherkasy State Technological University. Cherkasy: ChDTU. 138 p.
3. Pavlotska, L.F. (2023) Nutrytsiolohiya (pidruchnyk). [Nutrition (textbook)]. Kh.: Svit Knyg,. 257 p.

Recommended reading

1. Brych, V.V., Bilak-Lukyanchuk, V.Y., Slabkyi, G.O., Hutsol, I.Ya., Potoky, N.Y. (2020). Zdorove kharchuvannya: zbirnyk materialiv dlya pratsivnykiv systemy okhorony zdorov″ya [Healthy nutrition: a collection of materials for healthcare workers]. Uzhhorod. 64 p.
2. Bender, D.A., Cunningham, S. M. (2021). Introduction to nutrition and metabolism. CRC Press. 452 p.
3. Ross, A.C., Caballero, B., Cousins, R.J., Tucker, K.L. (2020). Modern nutrition in health and disease. Jones& Bartlett Learning. 1616 p.
4. Kuzmenko O.V., Orlova V.N., Serhieieva O.R. Market of fruit and vegetable canning of Ukraine (2020). Scientific Notes of «KROK» University. №2(58). Pp. 82-87.
5. МОЗ України рекомендує. URL: http://moz.gov.ua/article/news/moz-ukraini-predstavilo-rekomendacii zizdorovogo-harchuvannja
6. Healthy Food Plate - Ministry of Health of Ukraine. URL: http//moz.gov.ua/article/health/porivnjajte-svoju-izhu-z-%C2%ABtarilkoju-zdorovogoharchuvannja%C2%BB
7. Website of the Association of Nutritionists of Ukraine.URL: http://uda.in.ua/
8. Healthy Eating website.URL: http://medfond.com/
9. Order of the Ministry of Health of Ukraine dated 03.09.2017 No. 1073 On approval of the Norms of physiological needs of the population of Ukraine in basic nutrients and energy
10. Food and nutrition handbook for extension workers. URL: https://pdf.usaid.gov/pdf_docs/PA00TBCT.pdf
11. Nutrition [Харчування]. WHO. URL: https://www.who.int/health-topics/nutrition#tab=tab_1.
12. Website of the Association of Nutritionists of Ukraine.URL: https://adu.in.ua/.
13. Myths and prejudices about healthy eating.

INTERIOR DESIGN				
The course aims to educate students in the aesthetic organization of the environment and the formation of a system of special knowledge aimed at learning the methodology of harmonious interior design, studying the theoretical foundations of design, implementing spatial, color and decorative solutions for hotel complex interiors. The subject of study is a system of knowledge about the theoretical and methodological aspects of the design of residential and non-residential objects in specific spatial and temporal conditions.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	6 / 11 weeks	4 / elective	Svitlana Zakharova PhD (Public Administration), Associate Professor	120 hours (20 h. lectures, 20 h. practical classes, 80 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)**
1) Select technological equipment and facilities, resolve issues of rational use of spatial and material resources.			Lecture, lecture-reflection, seminar, seminar-debate, seminar-dialogue, problem-solving, seminar-solving situational tasks, analysis of specific situations (case-study), presentations	Participation in a discussion (seminar, dispute, debate, brainstorming, etc.), essay, solving problems (problem situations), explaining the solution to the problems, evaluating the presentation (CAS)
2) Perform tasks independently, solve problems and issues, apply them in various professional situations, and be responsible for the results of their activities.			Lectures, role-playing and simulations, leadership workshops	Teamwork evaluation, class discussions and peer assessment (CAS)
3) Present your own projects and developments, and justify your proposals for business development.			Independent work, simulation methods, presentations, project work, Internet search, creative tasks	Answers to questions, problem solving, explanation of problem solutions, evaluation of presentations and projects (CAS)
4) Evaluate the design object, technological processes in the context of the design task, form an artistic and design concept			Lectures, seminars, discussions, search for analogues on the Internet, presentations, creative tasks	Participation in discussion, creative tasks, presentation (CAS), evaluation of presentations and projects (CAS)
5) Generate new ideas, show initiative and be responsible for the quality of services.			Lectures, seminars, discussions, scenario analysis workshops, presentations, creative tasks	Participation in the discussion, scenario-based assignments, presentation (CAS), evaluation of presentations and projects (CAS)

Assessment
The final grade is assigned on a 100-point scale based on continuous assessment during the semester (pass/fail assessment format). Distribution of points (100 points total): a) 40% (40 points) – participation in discussions, seminars, debates, and presentations; b) 20% (20 points) – completion of 4 creative individual tasks (sketchbook, mood collage, decorative interior sketches — 5 points each); c) 20% (20 points) – module control works (2 tests × 10 points each); d) 20% (20 points) – final credit control (presentation and defense of a complete interior design project element). Assessment Criteria: a) Participation in discussions, seminars, and presentations (max 40 points): 30–40 points: Demonstrates deep theoretical knowledge, excellent understanding of terminology, and strong analytical skills. Justifies opinions with solid arguments and adheres to ethical norms. 20–29 points: Demonstrates good theoretical knowledge and understanding of terms, but displays mediocre analytical skills and arguments. 10–19 points: Demonstrates basic theoretical knowledge, with insufficient analytical skills and noticeable barriers in professional communication. 0–9 points: Insufficient understanding of design topics, fails to answer questions, or demonstrates lack of preparation. b) Creative individual tasks (max 20 points): Completion of 4 creative tasks (up to 5 points each: sketchbook, mood collage, coloristic solutions): 4.5–5.0 points (90–100%): High quality of design execution, creative approach, accurate composition and color harmony. 3.0–4.4 points (60–89%): Task completed correctly with minor compositional or formatting flaws. 1.5–2.9 points (30–59%): Basic execution with noticeable errors in coloristic or layout choices. 0–1.4 points (0–29%): Task is incomplete or fails to meet design requirements. c) Module control works / tests (max 20 points): Two tests worth 10 points each. The criteria for each test assignment are specified on the test card. d) Final credit control: interior design project element (max 20 points): 15–20 points: Practical skills demonstrated at a professional level. The design project element is executed accurately, on time, with flawless compositional and coloristic solutions for hotel/residential premises. 10–14 points: Demonstrates sufficient practical design skills. Task is completed accurately and on time, with minor compositional inaccuracies. 5–9 points: Mediocre practical skills. Unsuccessfully selected compositional or coloristic solutions. 0–4 points: The design project element does not meet basic spatial, functional, or aesthetic requirements.
Content
Topic 1. The term ‘design’ and the conditions of its emergence. The Bauhaus school. The main directions of modern design activity. The main types of design and modern design schools. The concept of interior and exterior. Three types of comfort in a modern interior – ecological, functional, aesthetic Topic 2. Basic elements, principles and components of design Topic 3. Interior styles and their evolution. Design project planning. Features of planning different types of premises and spaces Topic 4. Using color in interior design Topic 5. Lighting in interior design Topic 6. Search and selection of furniture. Working with textiles and accessories. Furniture in interiors - aesthetics and functionality Topic 7. Using surface materials and textures in interior design Topic 8. Sustainability and ethics in interior design

Topic 9. Ergonomic requirements in interior design
Topic 10. Requirements for design and components of interior design projects for residential and non-residential premises. Presentation of design projects

Literature

Compulsory reading

1. Bilodid YU.M., Polishchuk O.P. (2018). Osnovy dyzaynu: navch. posib. [Fundamentals of design: a textbook]. Kyyiv, PARAPAN.145 p.
2. Nezveshchuk-Kohut T.S. (2023) Dyzayn: navch. posib. [Design: teaching aid]. Chernivtsi: ChTEI KNTEU. 340 p.
3. Vergunov V., Vergunova N. S., Zvenigorodskyi L. A. and others. (2021). Osnovy formoutvorennya : navch. Posibnyk [Fundamentals of form formation: a teaching manual]. Kharkiv: KhNUMG named after O. M. Beketov. 124 p.
4. S′omkin V.V. (2022) Obrazna i morfolohichna transformatsiya v dyzayni: navchal′no-metodychnyy posibnyk [Figurative and morphological transformation in design: a teaching and methodological manual]. Kyiv: Institute of Entrepreneurship, Law and Advertising. 46 p.
5. Neufert E. (2023) Architects' Data. Oxford: Blackwell Science. 2023, 638 p.
6.Papanek V. (2020) Dyzayn dlya real′noho svitu. Ekolohiya lyudstva ta sotsial′ni zminy [Design for the Real World. Human Ecology and Social Change]. Kyyiv: ArtHuss, 480 p.
7. Zakharova S. (2024) Ekolohichni pidkhody u formuvanni dyzaynu suchasnykh hotel′nykh kompleksiv [Ecological approaches in shaping the design of modern hotel complexes]. Collection of scientific works «Ethnodesign in the context of the revival of Ukrainian national identity and European cooperation», book two, Poltava, (pp.25–30).

Recommended reading

1. Chuprina N. V., Strumins′ka T.V. (2017) Suchasni tekhnolohiyi dyzayn-diyal′nosti: navch. posib. [Modern technologies of design activity: a teaching manual]. Kyiv: KNUTD. 416 p.
2. Danylenko V.YA. (2003). Dyzayn: pidruchnyk [Design: textbook]. Kharkiv: KhDADM, 320 p.
3. Jenny Gibbs. (1995). A Handbook for Interior Designersby. Octopus Publishing Group 136 p.
4. Kelly Harris Smith, Chris Grimley (2022). Universal Principles of Interior Design: 100 Ways to Develop Innovative Ideas, Enhance Usability, and Design Effective Solutions. Quarto Publishing Group USA. 216 p.
5. Vdovchenko V.V. (2021). Khudozhnye proektuvannya. [Artistic design]. Kyiv: CONVI PRINT. 141 p.
6. Holoborod′ko V. M.(2012). Erhonomika dlya dyzayneriv [Ergonomics for designers]. Kharkiv: KhDADM. 378 p.
7. Mykhaylenko V.YE., Kashchenko O.V. (2011). Osnovy biodyzaynu: navch. posibnyk. [Fundamentals of biodesign]. Kyiv: Karavela. 224 p.
8. Neufert E. (2023). Architects' Data Oxford: Blackwell Science. 638 c.
9. Papanek V. (2020). Dyzayn dlya real′noho svitu. Ekolohiya lyudstva ta sotsial′ni zminy. [Design for the Real World. Human Ecology and Social Change]. Kyiv: ArtHuss. 480 p.
10. Shea McGee (2023) The Art of Home: A Designer Guide to Creating an Elevated Yet Approachable Home. Harper Horizon. 408 p.
11. S′omka S. V., Antonovych YE. A. (2018). Dyzayn inter`yeru, mebliv ta obladnannya. [Interior, Furniture and Equipment Design]. Kyiv: NAKKKiM. 360 p.

Web-resources

1. V.I. Vernadsky National Library of Ukraine. Official website. http://www.nbuv.gov.ua/
2. Stanford Institute of Design Official website. https://designprogram.stanford.edu
3. State Scientific and Pedagogical Library of Ukraine named after V.O. Sukhomlynsky. Official website. http://www.dnpb.gov.ua
4. State Scientific and Technical Library of Ukraine. Official website. http://gntb.gov.ua/ua/

FINANCIAL ETIQUETTE

The course aims to develop mastery of ethics in the financial sector, which will help to successfully build a professional career, will influence other areas of life, creating a culture of integrity through the development of ethical thinking, which is facilitated by the ability to recognize ethical dilemmas, knowledge of the ethical standards of the profession and the ability to act in accordance with them; after studying the course, students will understand the principles of professional behavior of a finance and investment specialist, and will learn to solve ethical problems of varying complexity.

Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	6 / 11 weeks	4 / elective	Zoia Pestovska, PhD (Economics), Associate Professor	120 hours (20 h. lectures, 20 h. practical classes, 80 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) Identify and analyze ethical dilemmas in the management of financial flows and credit relations, using critical thinking to evaluate potential risks for the organization's reputation	Interactive lectures, case-based learning, group discussions	Participation in thematic discussions, analysis of a specific financial case study (CAS)
2) Apply professional ethics standards and integrity principles in personnel management and business communication, demonstrating the ability to defend rights competently	Role-playing, simulation of ethical conflict resolution	Peer-assessment of role-play performance, testing (CAS)
3) Formulate clear arguments in professional debates and maintain ethical business correspondence, independently selecting methods for information analysis to support a stance	Discussion based on lecture materials, analysis of specific situations, work in pairs to solve problem tasks, presentation	Presentation of a research project, testing (CAS)

Assessment

The final grade is assigned on a 100-point scale based on continuous assessment during the semester (pass/fail assessment format). It includes 60 points for continuous semester work (CAS) and 40 points for the final module credit test.

Distribution of points (100 points total):

60 points for continuous semester work (CAS):

40 points — active participation in practical sessions, thematic discussions, case-based learning, and role-playing (5 sessions * 8 points max);

20 points — completion and defense of an individual research task (complex situations of applying the rules of financial etiquette).

40 points for final credit assessment (Final Module Test):

40 points — final module credit test covering theoretical and applied ethical problem-solving tasks.

Assessment Criteria:

a) Participation in practical sessions and case analysis (max 40 points): For each of the 5 practical sessions, the student can earn up to 8 points:

8 points: Performs tasks with a full explanation of the sequence of logical actions, accurate references to professional ethics principles, no errors, and performs 90–100% of practical tasks.

7 points: Independently solves tasks with sufficient explanation, corrects minor errors independently, performs 75–89% of tasks.

5–6 points: Solves tasks with sufficient explanation, but makes minor inaccuracies, performs 60–74% of tasks.
3–4 points: Makes errors that cannot be corrected independently, performs 45–59% of tasks.
1–2 points: Demonstrates low engagement, unable to cope with tasks independently, performs less than 45% of tasks.
0 points: Inactive or absent from classes.
b) Individual research task (max 20 points): Evaluation of complex situations applying financial etiquette rules:
20 points: Task is completed in full and submitted on time, professionally designed, contains clear explanations and zero errors.
17–19 points: Task is completed with minor errors or inaccuracies, or submitted up to 5 days late.
12–16 points: Completed with logical or minor analytical errors, or submitted up to 10 days late.
8–11 points: Significant errors in the ethical case solution, or submitted up to 15 days late.
0–7 points: Task is incomplete, contains major conceptual errors, or submitted more than 15 days late.
c) Final module credit test (max 40 points): The criteria for the test assignment are specified on the test card.

Content

Topic 1. Profit or principles: the great history of the ethical dilemma of financiers.
Topic 2. Rules of modern financial etiquette (business meeting, date, interview, charity).
Topic 3. Standard 1 ‘Professionalism’, Standard 2 ‘Integrity of capital markets’.
Topic 4. Standard 3 ‘Duties to clients’, Standard 4 ‘Duties to employers’.
Topic 5. Standard 5 ‘Investment analysis, recommendations and actions’, Standard 6 ‘Conflicts of interest’, Codes for asset management companies.
Topic 6. Ethics of algorithms and AI in finance. Transparency of decision-making by robo-advisors.
Topic 7. ESG and sustainable financing. Social responsibility of the investor. Greenwashing - how to recognize false statements of companies about environmental friendliness.
Topic 8. Business etiquette in the financial environment. Rules of communication in Zoom, messengers and business correspondence. Deepfake ethics - how to verify the identity of a client during a video call.
Topic 9. Reputation management and dress code. Modern Finance Casual versus traditional Bespoke.
Topic 10. International protocol. Peculiarities of negotiations with partners from the EU, the USA and Asia.

Literature

Compulsory reading

1. Ariel F. (2025) Financial etiquette: How to keep money from being awkward. Georgiasown. https://www.georgiasown.org/financial-wellness/financial-etiquette-how-to-keep-money-from-being-awkward
2. Modise J.M. (2025) Financial ethics. IRASS Journal of Economics and Business Management. https://irasspublisher.com/assets/articles/1756611398.pdf
3. Financial ethics (2024) Studysmarter. https://www.studysmarter.co.uk/explanations/business-studies/accounting/financial-ethics/#google_vignette
4. Prybutok chy pryntsypy: velyka istoriia etychnoi dylemy finansystiv [Profit or principles: a great history of the ethical dilemma of financiers]. (2020). LIGA.net. https://project.liga.net/projects/ethics-in-finance/
5. Etyka fakhivtsia z finansiv ta investytsii [Ethics of a finance and investment specialist]. (2020). [Video]. YouTube. https://www.youtube.com/watch?v=j0pjiEC3bLM
6. Finance Code of Ethics. (n.d.). U.S. Securities and Exchange Commission. https://www.sec.gov/Archives/edgar/data/1396279/000119312507083128/dex141.htm
7. Gen Z’s unique money mindset and approach to financial wellness (2024). Bankrate. https://www.bankrate.com/personal-finance/gen-z-money-mindset/

Recommended reading

1. 10 Money Etiquette Tips Everyone Needs to Read. (n.d.). Real Simple. https://www.realsimple.com/work-life/money/money-etiquette-advice
2. 15 business etiquette rules every professional needs to know. (n.d.). Financial Post. https://financialpost.com/business-insider/business-etiquette-rules

3. The Importance of Ethics in Finance. (n.d.). Kelley School of Business. https://execed.kelley.iu.edu/the-importance-of-ethics-in-finance/
4. Guide to Financial Markets: Why they exist and how they work [Electronic edition]. (n.d.). The Economist. https://media.economist.com/sites/default/files/pdfs/Guide_to_Financial_Markets_6e.pdf
5. Pestovska, Z. S. & Rahulina, M. O. (2023) Upravlinnia investytsiynym portfelem fizychnykh osib v umovakh infliatsii [Managing an individual's investment portfolio in inflationary conditions]. In The scientific paradigm in the context of technological development and social change: Scientific monograph, Part 1. (pp. 255–281) [Electronic edition]. Baltija Publishing. DOI: https://doi.org/10.30525/978-9934-26-297-5
6. Pestovska, Z. S. (2023) Pobudova modeli pidvyshchennia efektyvnosti upravlinnia kompanii zi strakhuvannia zhyttia v Ukraini [Building a model for improving the management efficiency of life insurance companies in Ukraine]. In Transformation of economics, finance and management in the context of world globalization: Scientific monograph (pp. 84–118) [Electronic edition]. Baltija Publishing. DOI: https://doi.org/10.30525/978-9934-26-307-1-5
7. 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
8. Pestovska, Z. (2026) Metodolohiia pryiniattia upravlinskykh rishen na osnovi poiednannia finansovo-oblikovykh pokaznykiv i povedinkovykh metryk personalu [Methodology for making management decisions based on a combination of financial and accounting indicators and behavioral metrics of personnel]. Naukovi zapysky Natsionalnoho universytetu Ostrozka akademiia: seriia Ekonomika, 40(68), 69–75. DOI: 10.25264/2311-5149-2026-40(68)-69-75
9. Pestovska, Z. S., & Shevtsova, K. H. (2024) Rynok derzhavnykh oblihatsiy v Ukrayini: stan ta perspektyvy rozvytku [Government bond market in Ukraine: current state and prospects for development]. Uspikhy i dosyahnennya u nautsi, Seriya Upravlinnya ta administruvannya, 1, 35–44.
10. Pestovska, Z. S., & Sobchuk, O. S. (2024) Depozytni vkladennya yak osnovnyy vyd resursiv bankivs'kykh ustanov ta perspektyvy yikh formuvannya [Deposits as the main type of resources of banking institutions and the prospects for their formation]. Uspikhy i dosyahnennya u nautsi, Seriya Upravlinnya ta administruvannya, 1, 45–54.
11. Pestovska, Z. S. (2023) Vidsutnist' fondovoho rynku: chy ye al'ternatyva EVA, EPS, P/E [The absence of a stock market: is there an alternative to EVA, EPS, P/E]. Yevropeys'kyy vektor, 1, 37–48.
12. Bolgar, T., Varenyk, V., Pestovska, Z., & Miro, I. (2022) Innovatsiyni informatsiyni tekhnolohiyi u finansovomu upravlinni [Innovative information technologies in financial management]. Akademichnyy ohlyad, 2(57), 98–110. (Web of Science) DOI: 10.32342/2074-5354-2022-2-57-8
13. Pestovska, Z. S. (2022) Tokenizatsiya ekonomiky Ukrayiny: mriya chy real'nist' [Tokenization of the economy of Ukraine: dream or reality]. Akademichnyy ohlyad, 1(56), 24–32. (Web of Science) DOI: 10.32342/2074-5354-2022-1-56-3
14. Pestovska, Z. (2022) Changes in the financial services market under the influence of AI (Chapter 3). In I. Tatomyr & Z. Kvasnii (Eds.), Artificial intelligence as a basis for the development of the digital economy: textbook (pp. 85–134) [Electronic edition]. OKTAN PRINT. 376 p. DOI: https://doi.org/10.46489/aiabftd-07
15. Pestovska Z.S. (2021) (R)Evolyutsiya bankinhu: dyskusiyi ta perspektyvy [(R)Evolution of banking: discussions and prospects], Akademichnyy ohlyad [Academic review], № 1(54), pp. 37-48. DOI: 10.32342/2074-5354-2021-1-54-4. (Web of Science)

Web-resources

1. National Bank of Ukraine. (n.d.). Official website. https://www.bank.gov.ua/
2. Library of Alfred Nobel University. (n.d.). Official website. https://lib.duan.edu.ua/uk/
3. Repository of Alfred Nobel University. (n.d.). Official website. https://ir.duan.edu.ua/home
4. Pidhotovchyi elektronnyi kurs dlia kandydativ prohramy CFA (I riven) [Preparatory electronic course for candidates of the CFA program (Level I)]. (2023). CFA Society Ukraine

CONSUMER PROTECTION				
The course aims to form in students a holistic view of the organizational and legal framework for consumer protection; to determine the main activities of public authorities and administration, as well as public associations in the field of consumer protection and the principles of control of economic entities in the field of consumer protection; to form the basic skills on application of separate norms of the legislation in the field of protection of the rights of consumers				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	7/14 weeks	4 / Elective	Oksana Kuzmenko PhD (Economics), Associate Professor	120 hours (26 h. lectures, 14 h. practical classes, 80 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) explain the legal, economic and institutional framework of consumer rights protection at national and international levels.			lectures and discussions on legal frameworks; case studies; problem-based learning; group work and presentations on national/EU legislation.	Practical works and discussions (CAS)
2) apply consumer protection legislation to solve practical managerial situations in business activities.			lectures and discussions on consumer law; case studies; problem-based learning; group tasks.	Practical works and discussions (CAS)
3) identify violations of consumer rights and propose appropriate managerial and legal responses.			case studies; problem-based learning; group discussions; role-playing; presentations.	Practical works and discussions (CAS)
4) evaluate the effectiveness of consumer protection mechanisms and policies in different socio-economic contexts.			lectures and discussions; comparative policy analysis; group analytical tasks.	Practical works and discussions (CAS)
5) integrate ethical principles and responsible business practices into decision-making related to consumer relations.			lectures on business ethics; ethical case studies; discussions; scenario-based learning.	Practical works and discussions (CAS)
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 the work in the semester consist of: 7 practical works (42 points in total, 6 points each) 3 discussions (18 points in total, 6 points each). Each practical work is assessed on a 0-6 point scale:				

5–6 points: The student demonstrates excellent understanding of the topic, correct application of theoretical concepts, logical structure, and use of relevant examples.
3–4 points: The student demonstrates a good understanding of the material, but analysis is partially superficial or contains minor inaccuracies.
1–2 points: The task is incomplete or formal in nature, with weak understanding and significant errors.
0 points: The task is not completed.
Each discussions is scored on a scale from 0 to 6 points:
5–6 points: Actively contributes meaningful, well-reasoned ideas; demonstrates critical thinking and application of design thinking concepts.
3–4 points: Participates in discussions with relevant but sometimes superficial contributions.
1–2 points: Rare contributions; ideas lack depth or relevance.
0 points: No participation in discussions.
Final test (40 points):
The test consists of structured questions covering the course content. Evaluation criteria are defined in the test specification and include correctness, completeness and understanding of theoretical and practical material. The criteria for the test assignment are written on the test card.

Content

Topic 1. Historical background of consumerism
Topic 2. The system of regulations on consumer protection
Topic 3. The structure of bodies for consumer protection
Topic 4. Legal significance of the contract of sale for consumer protection
Topic 5. General consumer rights
Topic 6. Organization of consumer protection for quality and safety of goods and services
Topic 7. Legal regulation of advertising
Topic 8. Unfair competition
Topic 9. The order of trade
Topic 10. Liability for violation of legislation on consumer protection

Literature

Compulsory reading

1. European Commission. (2023). Consumer protection in the EU: Digital fairness and enforcement framework. Publications Office of the European Union. https://commission.europa.eu
2. OECD. (2024). Consumer policy in the digital age: Trends and challenges. OECD Publishing. https://www.oecd.org
3. UNCTAD. (2022). Consumer protection in electronic commerce. United Nations Conference on Trade and Development. https://unctad.org
4. Law of Ukraine. (2023, as amended). On Consumer Rights Protection No. 1023-XII. Verkhovna Rada of Ukraine. https://zakon.rada.gov.ua
5. Directive (EU) 2019/2161 of the European Parliament and of the Council (2019). Better enforcement and modernization of EU consumer protection rules. Official Journal of the European Union. https://eur-lex.europa.eu
6. Kovalchuk, T.H. (2024). Pravove rehuliuvannia zakhystu prav spozhyvachiv v Ukraini v umovakh yevrointehratsii [Legal regulation of consumer protection in Ukraine under European integration]. Yurinkom Yurinkom Inter. 410 p.
7. Dudla, I.O. (2007). Zakhyst prav spozhyvachiv [Consumer rights protection]. Tsentr uchbovoi literatury. 448 p.
8. Kuznietsova, N.S., Dzera, O.V., & Kokhanovska, O.V. (Eds.). (2019). Tsyvilne pravo Ukrainy [Civil law of Ukraine]. Yurinkom Inter. pp. 310–365.
9. Kovalenko, T.H. (2023). Pravove rehuliuvannia zakhystu prav spozhyvachiv v Ukraini [Legal regulation of consumer rights protection in Ukraine]. Yurinkom Inter. 376 p.
10. Howells, G., Micklitz, H.-W., & Wilhelmsson, T. (2017). European Union Consumer Law. Routledge. 620.

Recommended reading

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

2. Law of Ukraine. (1991). On Consumer Rights Protection No. 1023-XII (as amended). https://zakon.rada.gov.ua/laws/show/1023-12
3. Civil Code of Ukraine. (2003). Verkhovna Rada of Ukraine. https://zakon.rada.gov.ua/laws/show/435-15
4. Directive 2011/83/EU of the European Parliament and of the Council of 25 October 2011 on consumer rights. (2011). Official Journal of the European Union. https://eur-lex.europa.eu/eli/dir/2011/83/oj

Web-resources

1. Verkhovna Rada of Ukraine. (n.d.). Official website. https://www.rada.gov.ua
2. Legislation of Ukraine. (n.d.). Unified State Register of Normative Legal Acts. Official website. https://zakon.rada.gov.ua
3. European Commission. (n.d.). Consumer protection. Official website. https://commission.europa.eu
4. European Union. (n.d.). Your Europe – Consumers. Official website. https://europa.eu/youreurope/citizens/consumers
5. United Nations Conference on Trade and Development (UNCTAD). (n.d.). Consumer protection. Official website. https://unctad.org/topic/competition-and-consumer-protection

ONLINE COURSE: 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	7 / 14 weeks	4 / elective	Hanna Mytrofanova Doctor of Science (Economics), Full Professor	120 hours (14 h. lectures, 26 h. practical classes, 80 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) Understand 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) Apply 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) 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) Apply 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) Apply independent research in talent management, 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 labor 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 organization 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.
7. Nikolaou, I., & Oostrom, J. (Eds.). (2023). Employee Recruitment and Selection: A Contemporary Perspectives [Electronic edition]. Routledge. 342 p.

Recommended reading

1. Armstrong, M. (2007). Handbook of Employee Reward Management and Practice (2nd ed.). Kogan Page Ltd. 548 p.
2. Fuehrer, V. (1994). Total reward strategy: A prescription for organizational survival. Compensation & Benefits Review, 26(1), 44–53.
3. Gagné, M. (Ed.). (2014). The Oxford Handbook of Work Engagement, Motivation, and Self-Determination Theory. Oxford University Press. 465 p.
4. Gomez-Mejia, L. R., & Balkin, D. B. (1992). Compensation, Organizational Strategy, and Firm Performance. South-Western Publishing.
5. Griffin, R. W. (2013). Organizational Behavior: Managing People and Organizations (11th ed.). Cengage Learning. 624 p.
6. Hamel, M. C. (2008). Compensation guide. In A Manual on Compensation Practice and Theory.
7. Heneman, R. (2007). Implementing Total Rewards Strategies. SHRM Foundation.
8. Herzberg, F. (2017). Motivation to Work. Routledge.
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. Kolot, A. M. (2002). Motyvatsiia personalu [Personnel motivation]. KNEU.
11. Maslow, A. H. (1954). Motivation and Personality. Harper & Row.
12. McPheat, S. (2013). Personal Confidence & Motivation. Bookboon. 56 p.
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15. Milkovich, G. T., & Newman, J. M. (2010). Compensation (10th ed.). McGraw-Hill/Irwin.
16. Nikolaou, I., & Oostrom, J. (Eds.). (2023). Employee Recruitment and Selection: A Contemporary Perspectives [Electronic edition]. Routledge. 342 p.
17. Porter, L. W., Bigley, G., & Steers, R. M. (2002). Motivation and Work Behavior (7th ed.). McGraw-Hill/Irwin.
18. 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.
19. Rogers, S., & Marcotte, S. (2010). Communicating Total Rewards: How-To Series for the HR Professional. WorldatWork Press.
20. 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

SELF-PRESENTATION				
The course aims to teach students public speaking and effective communication skills aimed at increasing their ability to successfully present themselves, their ideas and projects in various areas of professional activity. Promotes the development of self-presentation skills, including the ability to create influential and persuasive self-presentations, manage stress during speeches, use visual and non-verbal means of communication, as well as the ability to conduct a dialogue with the audience and effectively use argumentation. Forms self-confidence in students and increases their professional prestige in the modern world of business and public life.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	2/14 weeks	4 / elective	Zhanna Piskova, PhD (Economics), Associate Professor	120 hours (26 h. lectures, 14 h. practical classes, 80 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) Explain and evaluate the role of self-presentation and personal branding as tools of modern management and leadership in the context of career development			Interactive lecture, case analysis (Steve Jobs' brand, Elon Musk)	Test on knowledge of personal brand components (CAS)
2) Describe the cognitive and behavioral components that shape personal image and self-perception			Psychological testing, exercise 'Who am I?' (30 definitions), group discussion	Reflective essay 'My cognitive and emotional image', participation in discussion (CAS)
3) Explain and apply the principles of public speaking, including speech structure and audience interaction strategies			Master class on diction, articulation exercises, breathing techniques	Pass/fail assessment on speech technique (reading tongue twisters with different intonation) (CAS)
4) Demonstrate and apply effective oral communication techniques, including active listening, clear diction and nonverbal expression			Role play 'Interview', exercises on active listening and nonverbal communication	Assessment of the exercise 'Dialogue without words', vocabulary check (CAS)
5) Develop elements of a personal brand and professional self-presentation in digital and offline environments			Workshop: brand development in Canva, positioning in social media	Defense of the visual concept of a personal brand (CAS)
6) Apply basic techniques for overcoming public speaking anxiety in communication situations			Fear management training: exposure technique, breathing practices 4-7-8	Demonstration of the ability to manage emotions during 'challenging' audience questions (CAS)

7) Create and design professional multimedia presentations using modern digital tools and visual communication principles	Creation of slides in PowerPoint/Canva based on design principles	Assessment of structure and aesthetics of presentation slides (CAS)
8) Apply and demonstrate memorization and role immersion techniques for effective presentation delivery	Memory training: association method, creation of 'memory palaces'	Delivery of a speech without using paper notes (CAS)
9) Evaluate and apply ethical standards of public speaking in multicultural communication contexts	Analysis of reputational risks and intercultural barriers	Assessment of ethical standards during the final presentation (CAS)
10) Analyze and reflect on personal performance to identify strengths, weaknesses and directions for self-development	Video analysis: reviewing recordings of own performance and discussion	Self-analysis 'My progress over the semester: development plan' (CAS)

Assessment

Final grade as a result of 100% continuous assessment (pass/fail assessment format):
70% (70 points) — completion of 7 individual practical tasks;
30% (30 points) — final semester control (delivery and defense of a 60-second video presentation).
Assessment Criteria:
a) Individual practical works (7 tasks × max 10 points each = 70 points total):
9–10 points: The student is a true performer, demonstrating a deep understanding of the material. All detailed conclusions are made, and exercises (diction, nonverbal techniques, visual brand concept) are executed at a high professional level.
7–8 points: The student has completed the work, but there are minor inaccuracies that do not affect the final result. Generalized conclusions have been made.
5–6 points: The student demonstrates insufficient understanding of the material. The task has been completed partially or in general terms. Partial conclusions are provided.
3–4 points: The student demonstrates ignorance of the material, makes significant errors, and conclusions are missing.
1–2 points: The student demonstrates ignorance of the material. The task has not been completed to the end; conclusions are missing.
0 points: The task has not been completed by the student.
b) Final semester control: 60-second video presentation (max 30 points):
25–30 points: Flawless speech structure, clear articulation, confident nonverbal communication, excellent emotional self-regulation, high-quality audio/visual presentation, and persuasive argumentation.
18–24 points: Good speech performance and clear positioning, minor flaws in camera presence, timing, or vocal dynamics.
10–17 points: Basic video self-presentation, noticeable speech anxiety, lack of visual structure or weak positioning.
1–9 points: Superficial execution, major errors in speech structure, high level of public speaking anxiety, failure to meet timing requirements.
0 points: Video presentation is not submitted.

Content

Topic 1. Introduction to self-presentation and its importance in the modern world
Topic 2. Self-perception
Topic 3. Creating a personal (personal) brand
Topic 4. Effective communication

Topic 5. Preparing for public speaking: determining the goal and audience
Topic 6. Quick memorization of text
Topic 7. Entering the image (role). Method of entering
Topic 8. Working with fears and internal blocks
Topic 9. Using visual aids in presentations
Topic 10. Evaluating and summarizing self-presentation

Literature

Compulsory reading

1. Hardy, K. (n.d.). Samoprezentatsiia: yak prodaty sebe [Self-presentation: How to sell yourself]. Available at: https://www.drkarenhardyspeaks.com/
2. Bendisch, F., & Larsen, G. (2024). Personal Branding: A Strategic Approach for the Modern Professional. Routledge.
3. Gallow, C. (2023). The Art of Persuasion: Winning Minds and Hearts in the Digital Age. Harvard Business Review Press.

Recommended reading

1. Peters, S. (2025). The Confidence Code: Overcoming the Inner Critic and Mastering Self-Presentation. Penguin Business.
2. Leary, M. R. (1995). The Power of Self-Presentation in Everyday Life. American Psychological Association.
3. Moreland, R. L., Roberts, J. W., Hanna, N., & Buodo, J. (2019). The effects of gender and gaze behavior on perceptions of dominance and warmth: Stereotype confirmation and violation in candidate selection. European Journal of Social Psychology.
4. Jonason, P. K., Li, W. L., & Webster, G. D. (2009). The influence of self-presentation and traditional values on female and male mate preferences. Journal of Social and Personal Relationships.
Hrudnyi holos. Yak shvydko domohtysia? [Chest voice: How to achieve it quickly?]. (n.d.). YouTube. https://www.youtube.com/watch?v=-giD_rpx_jo
5. Daria Mos. (n.d.). #ProHolos [#ProVoice]. YouTube channel. https://www.youtube.com/@Dasha_mos
6. Olya ProVoice. (n.d.). YouTube channel. https://www.youtube.com/@OlyaProVoice
7. Using readability statistics to improve your writing. (n.d.). https://pcbonline.co.uk/using-readability-statistics-to-improve-your-writing/
8. Chomu profesiia montazhera bude aktualnoiu u 2025 rotsi [Why the video editor profession will be relevant in 2025]. (n.d.). YouTube. https://www.youtube.com/live/BCoRrtGzC0g
9. Rhoades, M. (n.d.). Yak rozmovliaty z kym zavhodno [How to talk to anyone]. Available at: https://flibusta.club/b/423987
10. Krasnomovets School. (n.d.). Uspishna samoprezentatsiia [Successful self-presentation]. https://krasnomovec.club/uspishna-samoprezentatsiya/
11. Krasnomovets School. (n.d.). Yak podolaty strakh pered audytoriieiu [How to overcome fear of public speaking]. https://krasnomovec.club/yak-podolaty-strah-pered-audytoriyeyu-krasnomovets/
12. Mystetstvo publichnoho vystupu [The art of public speaking]. (n.d.). YouTube. https://www.youtube.com/watch?v=SdpDuECR6z8

Web-resources

1. TED Conferences. (n.d.). Official website. https://www.ted.com
2. Coursera. (n.d.). Official website. https://www.coursera.org
3. Udemy. (n.d.). Official website. https://www.udemy.com
4. LinkedIn Learning. (n.d.). Official website. https://www.linkedin.com/learning
5. United Nations Ukraine. (n.d.). Official website. https://ukraine.un.org

TIME MANAGEMENT				
The course aims to develop a holistic system of skills for conscious time management to increase personal productivity and achieve strategic goals. The course is aimed at mastering techniques for prioritizing tasks, overcoming procrastination, and implementing planning tools that allow students to minimize stress from deadlines, optimize their workload, and find a sustainable balance between professional activities and personal life.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	2 / 14 weeks	4 / elective	Zoia Pestovska, Candidate of Science (Economics), Associate Professor	120 hours (26 h. lectures, 14 h. practical classes, 80 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) Identify and reproduce key concepts, types and modern methodologies of time management, as well as recognize psychological barriers to effective planning (procrastination, time sinks)			Interactive lecture, problem lecture, discussion, independent work with literature	Testing, short blitz-quizzes, participation in discussions (CAS)
2) Demonstrate the ability to work effectively autonomously through self-management tools, show flexibility in adjusting plans in the face of uncertainty, and apply critical analysis of one's own time expenditures to continuously improve personal productivity			Problem lecture, case study, presentation of digital tools	Analysis of time management services, testing (CAS)
3) Apply practical self-management tools and planning techniques (SMART, Eisenhower Matrix, etc.) to optimize workload, formulate strategic goals and maintain work-life balance			Work in small groups, practical exercises, simulation games	Solving problem situations, individual planning tasks (CAS)
4) Demonstrate the ability to analyze one's own time expenditures critically, adjust plans flexibly in conditions of uncertainty and design an individual personal productivity development strategy			Case study, individual project work, coaching elements	Presentation of the comprehensive case study solution / Individual assignment (CAS)
Assessment				
The final grade is given on a 100-point scale, including: 30 points for an individual assignment; 70 points for practical classes. Assessment criteria: a) individual assignment Tasks 1, 3, 5 (6 points each): 4 points - correctness of calculations 2 points - validity of conclusions Tasks 2, 4 (6 points each): 6 points - creative, logical solution using time management tools 4–5 points - correct, but standard solution 2–3 points - superficial, without specifics				

1 point - partial or illogical execution
Additionally, the following is taken into account:
timeliness of submission (–10 points for each week of delay).
b) work in the semester (evaluation criteria for each practical lesson (0–10 points)):
9–10 points - the student freely uses several techniques, the goals are formulated according to SMART criteria, the student is able to identify their own time sinks, full involvement in practical exercises, leadership in group discussions.
7–8 points - correct use of basic techniques, but with minor errors in logic, the goals are generally clear, but not perfectly detailed; understanding of the reasons for the shortage of time is present, but the solutions are of a general nature.
5–6 points - the student understands the essence of the techniques, but makes significant mistakes when using them, the plan looks like a simple to-do list, the work is partially completed.
2–4 points - fragmentary execution of exercises, lack of logic in planning, inability to explain the choice of priorities.
0–1 points - presence in class, but refusal to complete tasks or complete misunderstanding of the topic.

Content

Topic 1. Time management: myths and reality
Topic 2. Time management services
Topic 3. Time management principles
Topic 4. Manager's time usage
Topic 5. Time analysis
Topic 6. Working time planning
Topic 7. Career planning
Topic 8. Self-control and self-motivation
Topic 9. Corporate time management
Topic 10. Delegation of authority
Topic 11. Rational use of time
Topic 12. Setting priorities
Topic 13. Organizational development and coaching

Literature

Compulsory reading

1. Malinovska, O. Ya. (2022). Konspekt lektsii z navchalnoi dystsypliny Osobystyi, korporatyvnyi ta publichnyi taim-menedzhment [Lecture notes on the academic discipline Personal, corporate and public time management]. Lviv. 112 p.
2. Ivanova, H. I. (2020). Formuvannia pryiomiv normuvannia rozumovoi pratsi zasobamy tekhnolohii taim-menedzhment: metodychni rekomendatsii [Formation of methods of mental labor rationing by means of time management technology: methodical recommendations]. Kryvyi Rih: KDPU. 70 p.

Recommended reading

1. Chaika, H. (2019). Samomenedzhment menedzhera. Navchalnyi posibnyk [Self-management of a manager. Textbook]. Znannia. 422 p.
2. Osovska, H. V., Orlykovskyi, M. O., & Tkachuk, V. I. (2019). Samomenedzhment: praktykum [Self-management: workshop]. Kondor. 410 p.
3. Covey, S. (2019). 7 zvychok nadzvychaino efektyvnykh liudei [The 7 habits of highly effective people]. Knyzhkovyi klub Klub Simeinoho Dozvillia. 384 p.
4. Yoffie, D., & Cusumano, M. (2021). Stratehii heniiv. Piat naivazhlyvishykh urokiv vid Billa Heitsa, Endi Hrouva ta Stiva Dzhobsa [Strategy Rules: Five Timeless Lessons from Bill Gates, Andy Grove, and Steve Jobs]. Knyzhkovyi klub Klub Simeinoho Dozvillia. 384 p.
5. Afolayan, M. A. (2021). Time management. Textbook. https://www.researchgate.net/publication/353763110_TIME_MANAGEMENT
6. Pestovska, Z. S. (2024) Taym-menedzhment v upravlinni personalom: dosvid YeS dlya ukrayins'kykh pidpryyemstv [Time management in human resources management: EU experience for Ukrainian enterprises]. Ekonomichnyy prostir, 195, 45–54.
7. Pestovska, Z. (2026) Metodolohiia pryiniattia upravlinskykh rishen na osnovi poiednannia finansovo-oblikovykh pokaznykiv i povedinkovykh metryk personalu [Methodology for making management decisions

based on a combination of financial and accounting indicators and behavioral metrics of personnel]. Naukovi zapysky Natsionalnoho universytetu Ostrozka akademiia: seriia Ekonomika, 40(68), 69–75. DOI: 10.25264/2311-5149-2026-40(68)-69-75

Web-resources

Online courses

1. The Campster. (n.d.). Time Management. https://www.thecampster.com/ua/site/signup-free?id=12365
2. SPE. (n.d.). Osnovy taim-menedzhmentu. https://lms.spe.org.ua/otm/
3. EduHub. (n.d.). Taim-menedzhment u publichnomu upravlinni. https://eduhub.in.ua/courses/taym-menedzhment-u-publichnomu-upravlinni-1

Time management applications

1. Google Calendar. (n.d.). Official website. https://calendar.google.com
2. GTasks. (n.d.). Official website. https://www.appgenix-software.com
3. Any.DO. (n.d.). Official website. https://www.any.do
4. Todoist. (n.d.). Official website. https://todoist.com
5. Evernote. (n.d.). Official website. https://evernote.com
6. Trello. (n.d.). Official website. https://trello.com
7. Google Keep. (n.d.). Official website. https://keep.google.com
8. Skitch. (n.d.). Official website. https://evernote.com/skitch
9. ColorNote. (n.d.). Official website. https://www.colornote.com
10. OneNote. (n.d.). Official website. https://www.onenote.com
11. Toggl. (n.d.). Official website. https://toggl.com
12. RescueTime. (n.d.). Official website. https://www.rescuetime.com
13. SelfControl. (n.d.). Official website. https://selfcontrolapp.com
14. Focus Booster. (n.d.). Official website. https://www.focusboosterapp.com
15. Everhour. (n.d.). Official website. https://everhour.com
16. YouGile. (n.d.). Official website. https://yougile.com

EMPLOYEE RECRUITMENT				
The course aims to develop students' comprehensive knowledge and practical skills for organizing the recruitment and selection process in modern organizations. The course focuses on mastering the full recruitment cycle: from interacting with hiring managers and developing job profiles to utilizing modern talent attraction channels and conducting interviews (structured, competency-based, situational). The course is oriented toward developing critical thinking in candidate assessment, exploring the potential of digital tools (ATS, AI), and minimizing subjectivity when formulating hiring recommendations.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	3 / 14 weeks	4 / Elective	Kseniia Ditsman, PhD in Public Administration	120 hours (26 h. lectures, 14 h. practical classes, 80 h. self-directed learning) /
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) Apply professional communication skills to align job profiles and selection criteria with hiring managers.			Problem-based lectures, group work in Google Docs (job profile development).	Class participation and discussions, continuous testing (CAS).
2) Interact within a recruitment team and formulate reasoned recommendations for final candidates based on the hiring funnel analysis.			Group work in Miro (hiring funnel visualization), role-playing (simulating interaction between a sourcer and an HR manager)	Team reports, assessment of activity in Miro, reflection (CAS)
3) Select and adapt candidate search strategies using standard and non-standard talent attraction channels.			practical work with job sites robota.ua and work.ua (resume database search), presentations of search strategies	Practical case study solutions, individual presentation evaluation (CAS)
4) Conduct an objective assessment of candidate information, verify its reliability, and minimize subjective biases during interviews.			Practical case study analysis, resume screening from job sites, role-playing (conducting interviews), problem-solving methods	Solving practical cases based on real candidate profiles (CAS)
5) Evaluate personal interviewing effectiveness and explore the potential of new technologies (AI, ATS) to optimize recruitment.			Reflection after role-playing, presentations of new IT tools (AI, ATS), discussion of recruiter performance metrics	Self-assessment, reflection, continuous testing (CAS)
Assessment				

The final grade is given on a 100-point scale based on the work completed during the semester (CAS). The total score consists of the following components:
20 points — final module control work;
10 points — individual assignment (presentation);
70 points — work in practical classes, which includes participation in discussions, continuous testing, case study solving and reflection.
Assessment criteria:
a) individual presentation (search strategy)
9–10 points: The student demonstrates an excellent understanding of the recruitment market, mastery of search channels and depth of analysis. The work reflects the author's own point of view regarding talent attraction. The presentation is designed in accordance with the requirements.
6–8 points: The student understands the material well and demonstrates a good mastery of standard search tools. Modern information sources were used. There are minor design flaws in the task.
3–5 points: The structure is somewhat logical, but the search strategy lacks clarity or accuracy. The task may lack coherence in its choice of recruitment channels.
1–2 points: The task is poorly structured, disorganized and shows major omissions in understanding the recruitment process.
b) participation in practical activities and discussions
For participating in the activities, the student will receive points from the total number (70) specified in the course map:
81–100%: The discussion/activity is conducted correctly. The student demonstrates excellent mastery of recruitment techniques, successfully argues for candidate selection, and demonstrates high-quality results in digital tools (Miro/ATS).
51–80%: The student demonstrates an understanding of the educational material and recruitment algorithms, but some inaccuracies or biases in candidate assessment are noticed.
21–50%: A basic understanding of the material, but with significant gaps, low activity in team simulations, or technical difficulties with software.
1–20%: A lot of mistakes, with little to no understanding of the recruitment context or a lack of completed practical tasks.
c) final module control work.
Assessment criteria are specified directly in the assignment card.

Content

Topic 1. Recruitment in Human Resource Management
Topic 2. Relations between the Recruiter and the Hiring Manager
Topic 3. Defining Candidate Requirements for a Vacant Position
Topic 4. Candidate Sourcing and Attraction
Topic 5. Technologies for Collecting and Analyzing Candidate Information
Topic 6. Interviewing Candidates for a Vacant Position
Topic 7. Interviewing Technologies and Techniques
Topic 8. Non-standard Methods for Candidate Assessment

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. Kobelia, Z., Antokhova, I., & Vodiana, L. (2024). Rekrutyng personalu: navch. posibnyk [Personnel recruitment: a study guide]. Chernivtsi National University named after Yuriy Fedkovych. 204 p. URL: https://archer.chnu.edu.ua/bitstream/handle/123456789/11170/%d0%9d-099_%d0%9a%d0%be%d0%b1%d0%b5%d0%bb%d1%8f%20%d1%82%d0%b0%20%d1%96%d0%bd_%d0%a0%d0%b5%d0%ba%d1%80%d1%83%d1%82%d0%b8%d0%bd%d0%b3%20%d0%bd%d0%b0%d0%b2%d1%87.%d0%bf%d0%be%d1%81%d1%96%d0%b1%d0%bd%d0%b8%d0%ba_%d0%be%d1%81%d1%82%d0%b0%d0%bd%d0%bd%d1%8f%20%d0%b2%d0%b5%d1%80%d1%81%d1%96%d1%8f.pdf?sequence=1&isAllowed=y

3. Kryvoruchko, O. (2023). Rekrutyng personalu. Vid aziv do profesiinosti [Personnel recruitment. From basics to professionalism]. Hnozis. 692 p. URL: https://library.kr.ua/wp-content/elib/kryvoruchko/recrpersukr.pdf
4. Varenyk, V., Pysarkova, V., Pestovska, Z., & Piskova, Zh. (2025). Rekrutyng personalu: praktykum. Navchalnyi posibnyk [Personnel recruitment: a workshop. A study guide] [Electronic edition]. Alfred Nobel University. 86 p.

Recommended reading

1. Heneman, H., Judge, T., & Kammeyer-Mueller, J. (2021). Staffing Organizations (10th ed.). McGraw Hill. 784 p.
2. Nikolaou, I., & Oostrom, J. (Eds.). (2023). Employee Recruitment and Selection: A Contemporary Perspectives [Electronic edition]. Routledge. 342 p.
3. Pynes, J. (2020). Human Resources Management for Public and Nonprofit Organizations: A Strategic Approach (5th ed.). Jossey-Bass. 496 p.
4. Scott, J., & Reynolds, D. (Eds.). (2022). The Handbook of Selection: Theory and Practice (2nd ed.). Wiley-Blackwell. 612 p.
5. Stepanenko, S. (2023). Suchasni tekhnolohii u sфepe rekrutynhu personalu [Modern technologies in the field of personnel recruitment]. Regional Aspects of Development of Productive Forces of Ukraine, (28), 112–123.
6. Stepanenko, S. (2026). Knyha z rekrutynhu ta pidboru liudskykh resursiv: De shukaty? Yak pidbyraty? Yak chytaty reziume? [Book on recruitment and human resource selection: Where to look? How to select? How to read a resume?]. Amazon Digital Services LLC - KDP. 92 p. ISBN 9798248453931.

Web-resources

1. 5 sekretiv uspishnoho naimu: insaity ekspertiv na osnovi analizu 350 000 spivbesid [5 secrets of successful hiring: expert insights based on an analysis of 350,000 interviews]. (n.d.). Official website. https://budni.robota.ua/recruiting/5-sekretiv-uspishnogo-naymu-insayti-na-osnovi-analizu-350-000-spivbesid
2. 12 sekretiv idealnoi vakansii: yak napysaty oholoshennia, yake pryvabliuie topovykh kandydativ? [12 secrets of an ideal vacancy: how to write an ad that attracts top candidates?]. (n.d.). Official website. https://budni.robota.ua/recruiting/12-sekretiv-idealnoyi-vakansiyi-yak-napisati-ogoloshennya-yake-privablyuye-topovih-kandidativ
3. Biblioteka dlia HR [Library for HR]. (n.d.). Official website. https://xn--80aafey1amqq.xn--j1amh/uk/knoweledge-base/35/
4. Choho khochut kandydaty u 2025 rotsi? Rezultaty doslidzhennia LinkedIn [What do candidates want in 2025? LinkedIn research results]. (n.d.). Official website. https://budni.robota.ua/recruiting/chogo-hochut-kandidati-u-2025-rotsi-rezultati-doslidzhennya-linkedin
5. Efektyvna vzaiemodiia eichara z kerivnykamy viddiliv [Effective interaction between HR and department heads]. (n.d.). Official website. https://budni.rabota.ua/ua/recruiting/effektivnoe-vzaimodeystvie
6. Myslyvets za talantamy: khto takyi rekruter i yak nym staty [Talent hunter: who is a recruiter and how to become one]. (n.d.). Official website. https://happymonday.ua/hto-takyj-rekruter-i-yak-nym-staty
7. Rekrutyng v epokhu sotsmerezh: yak zminyvsia naim i shcho z tsym robyty HR-fakhivtsiam? [Recruitment in the era of social networks: how has hiring changed and what should HR professionals do about it?]. (n.d.). Official website. https://budni.robota.ua/recruiting/rekruting-v-epohu-sotsmerezh-yak-zminivsya-naym-i-shho-z-tsim-robiti-hr-fahivtsyam
8. Rekrutynhovi ahentstva vs vnutrishnii viddil rekrutynhu: shcho obraty [Recruitment agencies vs in-house recruitment department: what to choose]. (n.d.). Official website. https://hurma.work/blog/rekrutingovi-agentstva-vs-vnutrishnij-viddil-rekrutingu-shho-obrati/
9. Robotodavets i rekruter: tochky dotyku [Employer and recruiter: points of contact]. (n.d.). Official website. https://hrliga.com/index.php?module=profession&op=view&id=268
10. Scorecards dlia naimu: rozrobka, pryklady, laifkhaky [Scorecards for hiring: development, examples, life hacks]. (n.d.). Official website. https://peoplefirst.club/webinars/2023-08-scorecards-for-hiring#signup

11. Shcho take kariernyi ShI-servis LEZO ta yak vin dopomahaie znakhodyty robotu za skilamy [What is the LEZO career AI service and how it helps find work by skills]. (n.d.). Official website. https://mezha.media/articles/shcho-take-kariernyy-shi-servis-lezo/
12. Shcho take spivbesida za kompetentsiiamy ta yak efektyvno provesty ii? [What is a competency-based interview and how to conduct it effectively?]. (n.d.). Official website. https://www.linkedin.com/pulse/%D1%89%D0%BE-%D1%82%D0%B0%D0%BA%D0%B5-%D1%81%D0%BF%D1%96%D0%B2%D0%B1%D0%B5%D1%81%D1%96%D0%B4%D0%B0-%D0%B7%D0%B0-%D0%BA%D0%BE%D0%BC%D0%BF%D0%B5%D1%82%D0%B5%D0%BD%D1%86%D1%96%D1%8F%D0%BC%D0%B8-%D1%82%D0%B0-%D1%8F%D0%BA-%D0%B5%D1%84%D0%B5%D0%BA%D1%82%D0%B8%D0%B2%D0%BD%D0%BE-%D0%BF%D1%80%D0%BE%D0%B2%D0%B5%D1%81%D1%82%D0%B8-jocce/
13. Trend povtornoho naimu: povernennia kolishnikh pratsivnykiv yak nova stratehiia utrymannia kadriv [Re-hiring trend: the return of former employees as a new retention strategy]. (n.d.). Official website. https://budni.robota.ua/recruiting/trend-povtornogo-naymu-povernennya-kolishnih-pratsivnikiv-yak-nova-strategiya-utrimannya-kadriv

DESIGN THINKING IN BUSINESS

The course aims to develop students' understanding and practical skills in applying design thinking in business for solving user-centered problems and creating value-driven products and services. It focuses on key innovation processes, including user needs analysis, ideation, prototyping, and testing of solutions in business contexts. The course also supports a broader understanding of customer-centric innovation and its role in improving decision-making and creating competitive advantage in organizations.

Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	3/14 weeks	4 / Elective	Oksana Kuzmenko PhD (Economics), Associate Professor	120 hours (26 h. lectures, 14 h. practical classes, 80 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) explain the principles, stages and tools of design thinking in a business context.	lectures and interactive discussions; introduction to design thinking frameworks; analysis of real business cases.	participation, short tests, case discussions (CAS)
2) apply design thinking methods to identify user needs and define business problems.	case studies; problem-based learning; empathy mapping exercises; group work.	practical tasks, group work, class discussions (CAS)
3) generate innovative ideas and develop creative solutions for business challenges.	brainstorming sessions; ideation workshops; collaborative group activities.	idea generation tasks, presentations, participation (CAS)
4) develop and test prototypes of products or services in a business environment.	prototyping exercises; project-based learning; testing and feedback sessions.	project work, prototype evaluation, presentations (CAS)
5) integrate customer-centric and innovative approaches into business decision-making.	lectures; case studies; scenario-based learning; group discussions.	case analysis, reflective tasks, presentations, discussions (CAS)

Assessment

The final grade is given on a 100-point scale, including 40 points for the final test (final project/test) and 60 points for the work in the semester.
60 points for the work in the semester consist of:
7 practical assignments (42 points in total, 6 points each)
3 discussions (18 points in total, 6 points each).
Each practical assignment is assessed on a 0–6 points scale:
5–6 points: The student demonstrates excellent understanding of design thinking principles, effectively applies methods (empathy, ideation, prototyping), presents well-structured solutions, and uses relevant, user-centered insights.

3–4 points: The student shows a good understanding of the material, but application of tools or analysis is partially superficial or lacks depth.
1–2 points: The task is incomplete, lacks clear application of design thinking methods and shows limited understanding with significant errors.
0 points: The task is not completed.
Each discussions is scored on a scale from 0 to 6 points:
5–6 points: Actively contributes meaningful, well-reasoned ideas; demonstrates critical thinking and application of design thinking concepts.
3–4 points: Participates in discussions with relevant but sometimes superficial contributions.
1–2 points: Rare contributions; ideas lack depth or relevance.
0 points: No participation in discussions.
Final test (40 points):
The final assessment may include a structured test. Students are evaluated on their ability to apply design thinking stages (problem definition, ideation, prototyping, testing), as well as on the quality, creativity, feasibility and user-centeredness of the proposed solution. The criteria for the test assignment are written on the test card.

Content

Topic 1. Design Thinking as an Innovation Approach in Business
Topic 2. Empathy and User Research Methods
Topic 3. Problem Definition and Insight Generation
Topic 4. Ideation and Creative Thinking Techniques
Topic 5. Prototyping for Business Solutions
Topic 6. Testing and Validation of Ideas
Topic 7. Service Design and Customer Experience (CX)
Topic 8. Integrating Design Thinking into Business Models
Topic 9. Design Thinking for Innovation and Entrepreneurship
Topic 10. Implementing Design Thinking in Organizations

Literature

Compulsory reading

1. Brown, T. (2009). Change by Design: How Design Thinking Transforms Organizations and Inspires Innovation. Harper Business. 264 p.
2. Lewrick, M., Link, P., & Leifer, L. (2020). The Design Thinking Toolbox: A Guide to Mastering the Most Popular and Valuable Innovation Methods. Wiley. 320 p.
3. Osterwalder, A., & Pigneur, Y. (2010). Business Model Generation: A Handbook for Visionaries, Game Changers, and Challengers. Wiley. 288 p.
4. Kovalov, V.V. (2021). Dyzain-myslennia v biznesi: teoriia ta praktyka [Design thinking in business: theory and practice]. Kyiv National Economic University. 210 p.
5. Petrenko, O.P., & Ivanenko, L.M. (2022). Innovatsiinyi rozvytok pidpryiemstv na zasadakh dyzain-myslennia [Innovative development of enterprises based on design thinking]. KNUTE. 240 p.

Recommended reading

1. Norman, D. A. (2013). The Design of Everyday Things. Basic Books. 368 p.
2. Kelley, T., & Kelley, D. (2013). Creative Confidence. Crown Business. 304 p.
3. Martin, R. (2009). The Design of Business: Why Design Thinking Is the Next Competitive Advantage. Harvard Business Press. 224 p.
4. Fedorchenko, A. V. (2020). Upravlinnia innovatsiiamy ta kreatyvnymy protsesamy v biznesi [Management of innovations and creative processes in business]. KNEU. 300 p.
5. Hryhorenko, O. M. (2021). Kliientooriientovanyi pidkhid u biznesi [Customer-oriented approach in business]. Lviv Polytechnic Publishing House. 198 p.

Web-resources

1. IDEO. (n.d.). Design Thinking resources. Official website. https://designthinking.ideo.com
2. Stanford d.school. (n.d.). Design Thinking Bootleg. Official website. https://dschool.stanford.edu/resources
3. Interaction Design Foundation. (n.d.). Design Thinking materials. Official website. https://www.interaction-design.org

4. Prometheus. (n.d.). Online courses on innovation and design thinking. Official website. https://prometheus.org.ua
5. Diia.Business. (n.d.). Business education platform. Official website. https://business.diia.gov.ua

NEGOTIATIONS				
The course aims to develop the skills necessary to conduct effective business negotiations, manage meetings, deliver public presentations and communicate with international business partners.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	4 / 14 weeks	4 / elective	Hanna Mytrofanova Doctor of Science (Economics), Full Professor	120 hours (26 h. lectures, 14 h. practical classes, 80 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) Understand key concepts, principles, and stages of business communication and negotiation.			Lecture, work in small groups	Presentation in small groups (CAS)
2) Apply basic negotiation strategies, tactics and decision-making techniques in professional situations.			Lecture, case study	Presentation of the case study (CAS)
3) Conduct business negotiations effectively, including with international partners, using appropriate communication methods.			Lecture, work in small groups	Problem solving (CAS)
4) Demonstrate teamwork, ethical behaviour and adherence to business etiquette.			Case study, work in small groups	Presentation of the case study, problem solving (CAS)
5) Use relevant academic and professional sources to prepare for negotiations and support decisions.			Business game, case study	Participation in the business game, presentation of the case study (CAS)
Assessment				
The final grade is given on a 100-point scale. 100 points for the work in the semester: a) Case study reports and presentations (40 points) 90–100%: The student actively contributes to group work, demonstrates initiative, and provides well-structured and persuasive arguments. The analysis of negotiation cases is comprehensive, with clear identification of strategies, tactics and outcomes. The student uses relevant examples and demonstrates originality. Conclusions are logical and well-grounded. 75–89%: The student actively participates and demonstrates a good understanding of negotiation cases. The analysis is generally clear, with appropriate use of strategies and examples. Arguments are well-reasoned, though some aspects may lack depth or detail. 60–74%: The student shows limited participation. The analysis of cases is superficial or incomplete. Arguments are partially developed and supported by insufficient examples. The sequence of analysis lacks consistency. 1–59%: The student demonstrates a lack of understanding of the case. Analysis is missing or incorrect. Arguments are weak or irrelevant. The work does not meet task requirements. b) Solving problem-based tasks (20 points)				

90–100%: The student correctly applies negotiation techniques and problem-solving methods. Solutions are logical, well-justified, and demonstrate a clear understanding of negotiation strategies and decision-making processes.
75–89%: The student provides generally correct solutions with appropriate application of negotiation techniques. Some minor inaccuracies or insufficient justification may be present.
60–74%: The student demonstrates partial understanding. Solutions are incomplete, with limited application of negotiation methods and weak justification.
1–59%: The student fails to apply appropriate methods. Solutions are incorrect, incomplete, or absent. The task requirements are not met.
c) Participation in business game (40 points)
90–100%: The student actively participates in the business game, effectively applies negotiation strategies and tactics, demonstrates strong communication and persuasion skills, and adapts behaviour to different negotiation scenarios. Shows initiative, teamwork and leadership.
75–89%: The student participates actively and demonstrates a good understanding of negotiation processes. Applies appropriate techniques, though performance may lack flexibility or depth in some situations.
60–74%: The student participates at a basic level. Demonstrates limited use of negotiation strategies and weak communication or interaction skills.
1–59%: The student shows minimal or no participation. Demonstrates a lack of understanding of negotiation processes and fails to apply appropriate techniques.

Content

Topic 1. Entry into negotiations. Features of negotiations.
Topic 2. Models of the negotiation process.
Topic 3. Main stages of negotiations
Topic 4. Negotiation strategies
Topic 5. Preparation for effective negotiations. Identification of needs
Topic 6. Negotiation tactics
Topic 7. Working with the price. Bidding
Topic 8. Work with objections. Argumentation.
Topic 9. Non-verbal communication. Postures, gestures, markers of lies.
Topic 10. Personal negotiation styles.

Literature

Compulsory reading

1. Adamovych, A. Ye., & Maksymets, O. M. (2021). Mystetstvo vedennia perehovoriv [The art of negotiation] [Electronic edition]. FOP Odnoroh T.V. 264 p.
2. Covey, S. (2017). Vosma zvychka. Vid efektyvnosti do velychi [The 8th Habit: From Effectiveness to Greatness] [Electronic edition]. Klub Simeinoho Dozvillia. 496 p.
3. Fisher, R., Ury, W., & Patton, B. (2013). Getting to Yes: Negotiating Agreement Without Giving In [Electronic edition]. Penguin Books.
4. Jung, S., & Krebs, P. (2019). The Essentials of Contract Negotiation [Electronic edition]. Springer Nature Switzerland AG. 242 p.
5. Kaplunov, D. (2019). Yak pysaty komertsiinu propozytsiiu [How to write a commercial proposal] [Electronic edition]. Fabula. 352 p.
6. Lewicki, R. J., Barry, B., & Saunders, D. M. (2015). Negotiation: Readings, Exercises, and Cases (7th ed.) [Electronic edition]. McGraw-Hill Education. 724 p.

Recommended reading

1. Achor, S. (2010). The Happiness Advantage: 7 Principles of Success from the Research of Fortune 500 Companies [Electronic edition].
2. Bergman, M., & Henican, E. (2024). In the Shadows: True Stories of High-Stakes Negotiations to Free Americans Captured Abroad [Electronic edition].
3. Carnegie, D. (2006). How to Develop Self-Confidence and Influence People by Public Speaking; How to Win Friends and Influence People; How to Stop Worrying and Start Living [Electronic edition]. 483 p.
4. Ekman, P. (2010). Emotions Revealed: Understanding Faces and Feelings [Electronic edition]. 304 p.

5. Ekman, P. (2010). Telling Lies: Clues to Deceit in the Marketplace, Politics, and Marriage [Electronic edition]. 304 p.
6. Gates, S. (2016). The Negotiation Book: Your Definitive Guide to Successful Negotiating (2nd ed.) [Electronic edition]. Capstone. 231 p.
7. Harvard Business Review. (2019). HBR's 10 Must Reads on Negotiation [Electronic edition]. Harvard Business Publishing. 208 p.
8. Harvard University. (2012). Business Negotiation Skills: 5 Common Business Negotiation Mistakes [Electronic edition]. Negotiation Special Report #10. 14 p.
9. Kennedy, G. (2016). Negotiations: A Comprehensive Course [Electronic edition]. 452 p.
10. Lewicki, R. J., Barry, B., & Saunders, D. M. (2016). Essentials of Negotiation (6th ed.) [Electronic edition]. McGraw-Hill Education. 317 p.
11. McCarthy, A., & Hay, S. (2015). Advanced Negotiation Techniques [Electronic edition]. Apress. 162 p.
12. O'Brien, J. (2025). Negotiation for Procurement and Supply Chain Professionals (4th ed.) [Electronic edition].
13. Vaccaro, M., et al. (2025). Advancing AI negotiations: New theory and evidence from a large-scale autonomous negotiations competition [Electronic edition].
14. Williams, G., & Iyer, P. (2016). Body Language Secrets to Win More Negotiations: How to Read Any Opponent and Get What You Want [Electronic edition]. Career Press. 224 p.

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

<table>
<tr><td colspan="5">CORPORATE SOCIAL RESPONSIBILITY</td></tr>
<tr><td colspan="5">The course aims to provide students with knowledge and practical skills in corporate social responsibility, including the application of CSR and ESG principles, analysis of social, environmental and ethical impacts of business activities, and the development of effective strategies and communication with stakeholders in a sustainable business environment.</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>4/14 weeks</td><td>4 / elective</td><td>Valeriia Pysarkova Ph.D (Economics)</td><td>120 hours (26 h. lectures, 14 h. practical classes, 80 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) Explain and apply basic modern management theories and leadership concepts to support the development of corporate social responsibility (CSR) initiatives.</td><td>Lectures, case study analysis, CSR strategy workshops</td><td>Case study reports, CSR strategy development tasks (CAS)</td></tr>
<tr><td colspan="3">2) Explain typical business situations and communicate effectively with stakeholders in the context of corporate social responsibility.</td><td>Lectures, role-playing and simulations, stakeholder discussions, practical tasks</td><td>Simulation performance, class discussions, stakeholder communication tasks, practical assignments (CAS)</td></tr>
<tr><td colspan="3">3) Identify and assess basic legal, social, and economic impacts of organizational activities within the framework of corporate social responsibility.</td><td>Lectures, case study analysis, analytical discussions</td><td>Case study reports, analytical tasks (CAS)</td></tr>
<tr><td colspan="3">4) Demonstrate responsible behavior and make ethical decisions in simple professional contexts, taking into account diversity and intercultural aspects.</td><td>Lectures, ethical dilemma analysis, group discussions</td><td>Participation in discussions, ethical case analysis, peer assessment (CAS)</td></tr>
<tr><td colspan="5">Assessment</td></tr>
<tr><td colspan="5">The final grade is given on a 100-point scale.
100 points for the work in the semester:
45 points for participation in discussions, teamwork and case study analysis;
35 points for practical and analytical tasks;
20 points for presentations.
Assessment criteria:
a) participation in discussions, teamwork and case study analysis
38–45 points: The student actively participates in discussions, demonstrates excellent mastery of the material, effectively collaborates in a team, provides well-argued opinions during case-study analysis and demonstrates leadership and initiative in group activities.
30–37 points: The student demonstrates a good understanding of the material, actively participates in teamwork and discussions, though some inaccuracies or insufficient argumentation may be present.
18–29 points: The student demonstrates a basic understanding of the material with irregular participation in discussions, teamwork or case-study analysis.</td></tr>
</table>

1–17 points: Minimal participation, significant gaps in understanding, weak involvement in teamwork and inability to justify conclusions during case analysis.
b) practical and analytical tasks
30–35 points: The student demonstrates a high level of task performance, correctly applies CSR and ESG tools, conducts in-depth analysis and provides well-justified managerial decisions and recommendations.
22–29 points: The tasks are generally completed correctly with a good analytical level, though minor inaccuracies may be present.
13–21 points: The tasks are partially completed, demonstrate limited analysis and contain weak justification of conclusions.
1–12 points: The tasks are poorly completed, incomplete or not submitted.
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 creativity.
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. Corporate social responsibility as a factor of enterprise competitiveness
Topic 2. Sustainable development concept and its integration into modern business models
Topic 3. ESG paradigm as a modern approach to corporate social responsibility management
Topic 4. Stakeholder approach in corporate social responsibility management
Topic 5. Development and implementation of corporate social responsibility strategy
Topic 6. Corporate social responsibility in human resource management and corporate culture development
Topic 7. Ethical principles of business and managerial decision-making
Topic 8. Environmental component of corporate social responsibility
Topic 9. Corporate social responsibility in interaction with external stakeholders
Topic 10. Monitoring and non-financial reporting in corporate social responsibility
Topic 11. Evaluation of corporate social responsibility performance: indicators and methods
Topic 12. Strategic directions of corporate social responsibility development in Ukraine and globally

Literature

Compulsory reading

1. Ministerstvo ekonomiky Ukrainy. (2023). Stratehiia staloho rozvytku Ukrainy do 2030 roku [Sustainable Development Strategy of Ukraine until 2030]. Kyiv. 112 p.
2. Derzhavna sluzhba statystyky Ukrainy. (2023). Tsili staloho rozvytku: Ukraina. Natsionalna dopovid [Sustainable Development Goals: Ukraine. National Report]. Kyiv. 180 p.
3. Husieva, O. Yu., Voskoboieva, O. V., & Khlevytska, T. B. (2020). Sotsialna vidpovidalnist biznesu [Corporate social responsibility]. Kyiv: State University of Telecommunications. 222 p.
4. Haski-Leventhal, D. (2025). Strategic corporate social responsibility: The holistic approach to responsible business. London: SAGE Publications. 448 p.
5. Kirchhoff, K. R. (2024). ESG: Sustainability as a strategic success factor. Cham: Springer. 132 p.

Recommended reading

1. Shevchenko, O. V. (2023). Korporatyvna sotsialna vidpovidalnist v PR [Corporate social responsibility in PR]. Kyiv: Taras Shevchenko National University of Kyiv. 253 p.
2. Gupta, A., George, G., & Fewer, T. (2024). Venture meets mission: Aligning people, purpose, and profit. Stanford: Stanford University Press. 304 p.
3. Petrashko, L., & Martyniuk, O. (Eds.). (2019). Yevropeiski biznes-praktyky korporatyvnoi sotsialnoi vidpovidalnosti: keisy [European business practices of corporate social responsibility: cases]. Kyiv: KNEU. 239 p.

4. Kuzmin, O. Ye., et al. (2020). Sotsialna vidpovidalnist: praktychnyi aspekt [Corporate social responsibility: practical aspect]. Kyiv: Kondor. 244 p.

Web-resources

1. United Nations. (n.d.). Sustainable Development Goals (SDGs). Official website. https://sdgs.un.org
2. Global Reporting Initiative. (n.d.). Official website. https://www.globalreporting.org
3. IFRS Foundation. (n.d.). IFRS Sustainability Disclosure Standards (ISSB). Official website. https://www.ifrs.org
4. European Commission. (n.d.). Official website. https://ec.europa.eu
5. World Bank. (n.d.). Official website. https://databank.worldbank.org
6. OECD. (n.d.). Official website. https://www.oecd.org
7. CSR Europe. (n.d.). Official website. https://www.csreurope.org
8. ESG Book. (n.d.). Official website. https://www.esgbook.com
9. Sustainalytics. (n.d.). Official website. https://www.sustainalytics.com
10. MSCI. (n.d.). Official website. https://www.msci.com

EMPLOYEE MOTIVATION				
The course aims to develop theoretical and applied knowledge in the field of motivational management, strengthen staff work activity, and improve performance quality using modern motivational methods. It aims to develop the skills and abilities needed to independently analyze staff motivation, formulate recommendations for its strengthening, and substantiate and make effective decisions in motivational management.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	5 / 14 weeks	4 / elective	Hanna Mytrofanova Doctor of Science (Economics), Full Professor	120 hours (26 h. lectures, 14 h. practical classes, 80 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) understand the features of the concepts of motivational management;			Problem lecture, discussion	Participation in the discussion, essay, test (CAS)
2) understand the basic methodological approaches to motivational management;			Problem lecture, discussion, case study in small groups	Oral presentation, Case study (CAS)
3) effectively develop the main directions of increasing the level of motivation of subordinates;			Problem lecture, self-study activities.	Report (CAS)
4) effectively use methods to build the process of motivational management;			Internet search, self-study activities	Peer small group presentation (CAS)
5) successfully apply modern methods and tools of motivational management;			Problem lecture, work in small group discussion	Participation in the discussion, group presentation (CAS)
6) create and organize effective team activities;			Problem lecture, case study in small groups	Participation in the discussion, role play (CAS)
7) effectively introduce modern forms and methods of tangible and intangible motivation.			Problem lecture, discussion, role play	Participation in the discussion, role play (CAS)
Assessment				
The final grade is given on a 100-point scale for the work in the semester: 30% Participation in the discussion 20% Participation in the role play 20% Case study 30% Presentation (oral, multimedia) a) Participation in discussions and essays (max 30 points):				

90–100% (27–30 points): The student demonstrates a high level of knowledge and analytical thinking. Test results/essays are accurate. Problem-solving is logical, well-structured, and clearly explained. Effectively applies appropriate motivational methods and justifies solutions.
75–89% (23–26 points): Demonstrates a good level of knowledge. Answers/essays are generally correct with minor errors. Explanations may lack depth or completeness.
60–74% (18–22 points): Demonstrates a basic level of knowledge. Contains errors. Approaches are limited or inconsistently applied.
1–59% (1–17 points): Demonstrates a lack of understanding of the material. Work is incorrect or incomplete.
b) Participation in role-play simulations (max 20 points):
90–100% (18–20 points): The student demonstrates high practical skills in applying tangible and intangible motivation methods. Active engagement, leadership, and constructive interaction in team role-plays.
75–89% (15–17 points): Active participation with minor flaws in demonstrating practical management techniques.
60–74% (12–14 points): Basic level of participation, limited application of role-play scenarios.
1–59% (1–11 points): Minimal involvement or refusal to participate in simulations.
c) Case study analysis and reports (max 20 points):
90–100% (18–20 points): The student demonstrates excellent practical skills in solving motivational management cases. Reports are well-structured, clear, logically justified, and effectively use theoretical knowledge.
75–89% (15–17 points): Case studies are generally correct, with minor analytical gaps. Reports are structured and understandable.
60–74% (12–14 points): Basic level of practical analysis. Reports lack structure or sufficient justification.
1–59% (1–11 points): Lack of practical skills; case solutions are incorrect or missing.
d) Oral and multimedia presentations (max 30 points):
90–100% (27–30 points): The student delivers well-structured, clear, and professional presentations. Demonstrates deep analysis, critical thinking, and creativity. Effectively integrates motivational theories with practical examples and provides well-grounded conclusions.
75–89% (23–26 points): Clear and structured presentations with a good level of analysis. Content is relevant, though may lack minor depth.
60–74% (18–22 points): Presentations have limited clarity or structure. Analysis is superficial.
1–59% (1–17 points): Unclear or incomplete presentations. Content is poorly structured and lacks analysis.

Content

Topic 1. Theoretical foundations of the motivational process
Topic 2. Early theories of motivation. Modern theories of motivation.
Topic 3. Motivation in the work of the leader
Topic 4. Methods of influencing the motivation of subordinates
Topic 5. Motivating role of the remuneration system. Organization of personnel bonuses.
Topic 6. Methods of intangible motivational work
Topic 7. Personnel evaluation and its motivating role
Topic 8. Factors reducing motivation
Topic 9. Motivation of teams

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.

Recommended reading

1. Armstrong, M. (2007). Handbook of Employee Reward Management and Practice (2nd ed.). Kogan Page Ltd. 548 p.
2. Fuehrer, V. (1994). Total reward strategy: A prescription for organizational survival. Compensation & Benefits Review, 26(1), 44–53.
3. Gagné, M. (Ed.). (2014). The Oxford Handbook of Work Engagement, Motivation, and Self-Determination Theory. Oxford University Press. 465 p.
4. Gomez-Mejia, L. R., & Balkin, D. B. (1992). Compensation, Organizational Strategy, and Firm Performance. South-Western Publishing.
5. Griffin, R. W. (2013). Organizational Behavior: Managing People and Organizations (11th ed.). Cengage Learning. 624 p.
6. Hamel, M. C. (2008). Compensation guide. In A Manual on Compensation Practice and Theory.
7. Heneman, R. (2007). Implementing Total Rewards Strategies. SHRM Foundation.
8. Herzberg, F. (2017). Motivation to Work. Routledge.
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. Kolot, A. M. (2002). Motyvatsiia personalu [Personnel motivation]. KNEU.
11. Maslow, A. H. (1954). Motivation and Personality. Harper & Row.
12. McPheat, S. (2013). Personal Confidence & Motivation. Bookboon. 56 p.
13. 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.
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17. Porter, L. W., Bigley, G., & Steers, R. M. (2002). Motivation and Work Behavior (7th ed.). McGraw-Hill/Irwin.
18. 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.
19. Rogers, S., & Marcotte, S. (2010). Communicating Total Rewards: How-To Series for the HR Professional. WorldatWork Press.
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Web-resources

1. Kadrovyk UA (n.d.). Professional journal website. https://www.kadrovik.ua/
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INTRODUCTION TO BUSINESS PROCESS MANAGEMENT				
The course aims to develop students' fundamental knowledge of the enterprise's operating system and the process management model. The curriculum is focused on developing skills in identifying and differentiating business processes, projects and procedures; studying responsibility allocation methods (RACI matrix); and analyzing operational efficiency. Additionally, students will master the logic of building algorithms as a prerequisite for further process regulation and modeling.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	5 / 14 weeks	4 / elective	Valeriia Pysarkova Ph.D (Economics)	120 hours (26 h. lectures, 14 h. practical classes, 80 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) Differentiate between "process", "operation", "project" and "procedure", justifying the specifics of process management.			Visualization lectures, case study method (comparing activity types), Wordwall gamification	Wordwall game results (CAS), class participation (CAS)
2) Design process-oriented structures and allocate roles using the RACI matrix.			Small group work, Scrum elements, collaborative editing (Google Docs)	Team project presentation (CAS)
3) Analyze the efficiency of operations and justify management decisions for process optimization.			Case study method, group discussions of real business situations	Case study reports (CAS), final test (CAS)
4) Calculate process costs and unit costs using Activity-Based Costing (ABC).			Practical calculation tasks in Excel / Google Sheets	Defense of calculation assignments (CAS)
5) Evaluate improvement methods (ABC, Deming, outsourcing).			Workshops, testing (mid-term and final), analysis of video cases	Mid-term quizzes (CAS), final assessment (CAS)
Assessment				
The final grade is given on a 100-point scale based on continuous assessment during the semester (pass/fail assessment format). Distribution of points (100 points total): 80 points for work during the semester (CAS): 10 points — individual assignment (presentation on process management tools); 70 points — active participation in practical classes (discussions, gamified methods, case studies, Excel/Google Sheets calculations, and reflection). 20 points for final assignment (CAS): 20 points — comprehensive final test/defense of process management project. Assessment Criteria: a) Individual presentation (max 10 points): 9–10 points: The student demonstrates an excellent understanding of the material, mastery of the content, and depth of research. Uses modern scientific literature and databases, and reflects an independent point of view. 6–8 points: Demonstrates a good mastery of content with minor design flaws. 3–5 points: The structure is somewhat logical, but concepts may lack clarity or accuracy.				

1–2 points: Poorly structured, disorganized, with major omissions.
b) Participation in practical classes (max 70 points):
81–100% (57–70 points): Excellent mastery of educational material, successfully argues positions, effectively applies tools (Excel, Wordwall, Scrum, ABC costing).
51–80% (36–56 points): Demonstrates understanding with minor inaccuracies in argumentation or method application.
21–50% (15–35 points): Basic understanding with significant gaps or low group activity.
1–20% (1–14 points): Many mistakes, minimal understanding of context.
c) Final assignment (max 20 points):
17–20 points: Flawless completion of process calculation tasks (ABC costing) and accurate interpretation of BPM theory.
13–16 points: Good understanding with minor computational or theoretical errors.
9–12 points: Basic execution with noticeable gaps in process analysis.
1–8 points: Insufficient understanding of process management fundamentals.

Content

Topic 1. Essence and Fundamentals of Operational Activity
Topic 2. Evolution and Concept of the Process Approach
Topic 3. Anatomy of a Business Process and Identification Rules
Topic 4. Interaction of Departments and the RACI Matrix
Topic 5. Classification and Tree of Business Process Goals
Topic 6. Economics of Operations: Cost Analysis
Topic 7. Production Cost and Budgeting
Topic 8. Activity-Based Costing (ABC) Method
Topic 9. Personnel Management and Regulation
Topic 10. Algorithmization and Tabular Description of Processes

Literature

Compulsory reading

1. Operations Management (Revised Edition). (2024). IIMM (International Institute of Management and Manufacturing). 352 p. [Electronic edition]. https://iimm.org/wp-content/uploads/2024/09/IIMM_OPERATIONS-MANAGEMENT-LOCKED-BOOK-revised.pdf
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3. Paton, S., Clegg, B., Hsuan, J., & Pilkington, A. (2011). Operations Management. McGraw-Hill Higher Education.

Recommended reading

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2. ABPMP. (2019). Guide to the Business Process Management Common Body of Knowledge (BPM CBOK) (4th ed.). Association of Business Process Management Professionals. 448 p.
3. Biznes-protsesy: poniattia, vydy ta pryklady [Business processes: concepts, types and examples]. (n.d.). Edilo. [Electronic edition]. https://edilo.com.ua/blog/biznes-proczesy-ponyattya-vydy-ta-pryklady/
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8. Modeliuvannia ta optymizatsiia biznes-protsesiv na pidpryiemstvi [Modeling and optimization of business processes at the enterprise]. (n.d.). Edilo. [Electronic edition]. https://edilo.com.ua/blog/modelyuvannya-ta-optymizacziya-biznes-proczesiv-na-pidpryyemstvi/
9. Notatsii dlia biznes-protsesiv: vydy, perevahy ta nedoliky [Notations for business processes: types, advantages and disadvantages]. (n.d.). Todo. [Electronic edition]. https://todo.ltd/blog/notacziyi-dlya-biznes-proczesiv-vydy-perevagy-ta-nedoliky/
10. Pistunov, I. (2021). Modeliuvannia biznes protsesiv [Business process modeling] [Electronic edition]. Dnipro University of Technology. 130 p. http://pistunovi.inf.ua/MOD_BIZ_IIPOU.pdf
11. Ponomarenko, V., Minukhin, S., & Znakhur, S. (2013). Teoriia ta praktyka modeliuvannia biznes-protsesiv [Theory and practice of business process modeling]. Kharkiv National University of Economics. 244 p.
12. Rozhko, V., & Khlystun, A. (2023). Modeliuvannia biznes-protsesiv u suchasnomu biznes-seredovyshchi [Modeling business processes in a modern business environment]. Problemy ekonomiky [The Problems of Economy], 4(58), 159–164. [Electronic edition]. https://www.problecon.com/export_pdf/problems-of-economy-2023-4_0-pages-159_164.pdf
13. What is a Business Process Architecture (BPA). (n.d.). Eficio. [Electronic edition]. https://eficio.ca/en/blog/what-is-a-business-process-architecture-bpa/
14. Zosym, M. (2023). Blok-skhema (Flowchart) [Flowchart] [Electronic edition]. https://www.maxzosim.com/blok-skhema/

Web-resources

1. Webinar of UCU Business School. (2023). Modeliuvannia biznes-protsesiv sohodni: z choho pochaty? [Business process modeling today: where to start?] [Video]. YouTube. https://www.youtube.com/watch?v=zE_aqYmW3_o&t=2561s
2. BPMN 2.0 A simple, 5-minute introduction [Video]. YouTube. https://www.youtube.com/watch?v=Uk6WaW9QWn8
3. Opys osnovnoho protsesu prodazhiv v notatsii BPMN [Description of the main sales process in BPMN notation] [Video]. YouTube. https://www.youtube.com/watch?v=P4L4ArsR8Kk
4. Ryzhkova, Y. (2022). Modeliuvannia biznes-protsesiv u notatsii BPMN [Business process modeling in BPMN notation] [Video]. YouTube. https://www.youtube.com/watch?v=9ckX8X830kE
5. Vse pro BPMN 2.0: Yak chytaty ta stvoriuvaty diahramy [Everything about BPMN 2.0: How to read and create diagrams] [Video]. YouTube. https://www.youtube.com/watch?v=AP90xZ-CEqg
6. Yak pochaty modeliuvaty v BPMN 2.0. Camunda [How to start modeling in BPMN 2.0. Camunda] [Video]. YouTube. https://www.youtube.com/watch?v=BNZqNa7NEwU

SALES MANAGEMENT

The course aims to form a set of professional competencies focused on mastering the psychology of interpersonal interaction and the art of persuasion to achieve commercial success; the course is aimed at developing the ability to identify the client's hidden needs through active listening and mastery of sales techniques and objection management, which allows transforming the sales process into expert consulting and ensuring long-term customer loyalty.

Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	5 / 14 weeks	4 / elective	Zoia Pestovska, PhD (Economics), Associate Professor	120 hours (20 h. lectures, 20 h. practical classes, 80 h. self-directed learning)

Learning outcomes On completion of the course, students will be able to:	**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) Analyze the sales funnel and calculate key performance indicators (KPIs), justifying tactical decisions on the choice of sales promotion techniques and consumer strategies based on the data obtained	Discussion, testing, small group work, problem lecture, case study, calculation tasks	Participation in discussion, presentation in small groups, testing, presentation of case study, solving calculation problems (CAS)
2) Effectively apply psychological persuasion techniques during communication in B-to-B and B-to-C sales, demonstrating the ability to flexibly adapt the communication style to the client's psychotype to overcome objections and successfully close deals	Practical task, problem lecture, testing, role play, case study	Evaluation of participation in role play, testing, presentation of case study and practical problems (CAS)

Assessment

The final grade is given on a 100-point scale, including:
30 points for an individual assignment;
70 points for practical classes.
Assessment criteria:
a) individual assignment (0–30 points):
1. Completeness of the task:
10 – everything is there, the topic is covered
7–9 – almost everything, there are minor omissions
4–6 – partially
0–3 – very weak
2. Understanding and analysis:
10 – there is analysis, examples, conclusions
7–9 – something is analyzed, but not deeply
4–6 – more description than analysis
0–3 – simply rewritten
3. Link to sales:
5 – there are specific examples/recommendations
3–4 – there is something
1–2 – very little
0 – none
4. Design:

5 – neat, without errors
3–4 – minor errors
1–2 – many shortcomings
0 – poorly designed
Summary scale:
27–30 – excellent
23–26 – good
18–22 – satisfactory
<18 – unsatisfactory
b) work in the semester (evaluation criteria for each practical lesson (0–10 points)):
9–10 points: the student demonstrates a full understanding of the material (for example, sales funnels, CRM systems and objection handling techniques), applies techniques in role-playing games, the argument is based on the benefits for the client, and not only on the characteristics of the product, leads discussions, answers additional questions competently
7–8 points: the material is well mastered, the student performs practical tasks correctly, but may act according to a template, without flexibility, there are minor inaccuracies in calculations (for example, conversions)
5–6 points: the student knows the basic terms, but is confused in management methodologies, the practical work is partially completed
1–4 points: fragmentary knowledge (for example, the student does not understand the difference between marketing and sales or does not know the stages of a visit/call, passive behavior in class, the practical task is completed at the level of copying other people's thoughts.
0 points: the work is not completed, the task is not submitted.

Content

Topic 1. The role of sales in modern business
Topic 2. Sales strategy and planning
Topic 3. Sales psychology
Topic 4. Sales to individuals (B2C)
Topic 5. Sales to legal entities (B2B)
Topic 6. Dealing with objections
Topic 7. Sales scripts
Topic 8. Sales management software (CRM)
Topic 9. Using artificial intelligence in sales
Topic 10. Marketing tools to support sales
Topic 11. Sales team management
Topic 12. After-sales service
Topic 13. The future of sales. The role of a sales leader

Literature

Compulsory reading

1. Beztelesna, L. I. (2023). Upravlinnia prodazhamy [Sales management]. NUVHP. 108 p. https://surl.li/sqawhq
2. Lobas, K. A. (2020). Main sales techniques at the enterprise. Visnyk Natsionalnoho tekhnichnoho universytetu KhPI. Seriia: Aktualni problemy rozvytku ukrainskoho suspilstva, 1, 19. DOI: 10.20998/2227-6890.2020.1.19
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5. Chernobrovkina, S. V. (Comp.). (2024). Metodychni vkazivky do praktychnykh zaniat z dystsypliny Upravlinnia prodazhem ta klientskym servisom [Methodological guidelines for practical classes in the discipline Sales Management and Customer Service] [Electronic edition]. NTU KhPI. 32 p.

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Recommended reading

1. Bielkin, I. V. (2022). Upravlinnia prodazhamy. Metodychni vkazivky dlia praktychnykh zaniat [Sales management. Methodological guidelines for practical classes]. OTs VNAU. 23 p. https://socrates.vsau.org/b04213/html/cards/getfile.php/31563.pdf
2. Jobber, D., & Lancaster, G. (2025). Selling and Sales Management (8th ed.) [Electronic edition]. https://ru.scribd.com/document/902752844/Selling-and-Sales-Management-8th-Edition-David-Jobber-2025-instant-download
3. Iannarino, A. (2020). Instruktsiia efektyvnoho prodazhnyka [The Salesman's Guide]. Nash Format. 192 p.
4. Misiukevych, V. I., Trushkina, N. V., & Shkryhun, Yu. O. (2023). Upravlinnia klientskym dosvidom yak priorytetnyi napriam diialnosti torhovelnykh pidpryiemstv [Customer experience management as a priority direction of activity of trading enterprises]. Visnyk ekonomichnoi nauky Ukrainy, 1(44), 93–105.
5. Yurchuk, N. P. (2019). CRM-systemy: osoblyvosti funktsionuvannia ta analiz ukrainskoho rynku [CRM systems: features of functioning and analysis of the Ukrainian market]. Naukovyi visnyk Uzhhorodskoho natsionalnoho universytetu. Seriia: Mizhnarodni ekonomichni vidnosyny ta svitove hospodarstvo, 23(2), 141–147.
6. 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

Web-resources

1. Ukrainian Direct Selling Association. (n.d.). Official website. http://www.udsa.org.ua/ukr/ethics/
2. Kompass database. (n.d.). Official website. https://ua.kompass.com/
3. HubSpot Sales Blog. (n.d.) Official website. https://blog.hubspot.com/sales
4. Yak Prosto. (n.d.). Yak provesty prezentatsiiu tovaru [How to conduct a product presentation]. http://yak-prosto.com/yak-provesti-prezentaciyu-tovaru/
5. Profinstrument. (n.d.). Praktychni metody roboty iz zaperechenniamy [Practical methods of working with objections]. http://profinstrument.org/index.php/biznes/2391-praktichni-metodi-roboti-iz-zaperechennjami-v
6. SEOTM. (n.d.). Upravlinnia prodazhamy: yak efektyvno zakryvaty uhody [Sales management: how to close deals effectively]. https://www.seotm.com/ua/blog/kak-jeffektivno-zakryvat-sdelki.html
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8. Salesforce (n.d.) Official website. https://www.salesforce.com/

CHANGE MANAGEMENT

The course aims to provide general theoretical and practical training for students on managing changes within an organization, familiarizing and understanding what changes are, how they occur, how to implement them in practice, and how to overcome difficulties that employees encounter when implementing innovations. This is especially important for Ukrainian enterprises operating in conditions of constant instability.

Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	5/14 weeks	4 / elective	Halyna Ryzhkova PhD (Economics), Associate Professor	120 hours (20 h. lectures, 20 h. practical classes, 80 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 knowledge of the theory, methods and functions of management, the patterns of change processes, modern approaches to change process management, and problems of internal organizational perception of innovations	Lectures, leadership workshops, case study analysis	Class participation and discussions, case study reports (CAS), comprehensive test (CAS)
2) Effectively and efficiently perform organizational management functions, be able to isolate cause-and-effect problems of change management, and use methods for selecting and evaluating change projects.	Lectures, role-playing, leadership workshops	Teamwork evaluation, class discussions and peer assessment (CAS), comprehensive test (CAS)
3) Apply basic approaches to managing organizational, team and structural changes in an organization; identify the causes of stress, adapt yourself and team members to a stressful situation, and find ways to neutralize it	Lectures, leadership workshops, business case analysis	Case study reports, strategic project development milestones (CAS), comprehensive test (CAS)
4) Make informed decisions based on the results of analyzing the causes of resistance to change and use methods to eliminate them, demonstrate the ability to act socially responsible and socially conscious based on ethical considerations and respect for intercultural diversity	Lectures, seminars, discussions,	Participation in the discussion, presentation (CAS), comprehensive test (CAS)

Assessment

A final grade for the course is given on a 100-point scale, based on continuous assessment during the semester and final testing (pass/fail assessment format).
Distribution of points (100 points total):
40 points — final tests (CAS);
20 points — individual assignment (presentation) (CAS);
40 points — active participation in discussions and teamwork evaluations (CAS).
Assessment Criteria:
a) Individual presentation (max 20 points):
17–20 points: The student demonstrates excellent understanding of the material, mastery of the content, and depth of research. The work contains elements of novelty and reflects the author's own point of view, and is designed in accordance with the requirements.

13–16 points: Understands the material well, demonstrates good mastery of content and depth of search. Modern information sources were used, with minor content flaws.
9–12 points: The structure of the completed task is logical to some extent, but some questions are not clearly expressed.
1–8 points: The task is performed inaccurately; the statement is confusing, with significant shortcomings in content.
b) Participation in discussions (max 40 points):
81–100% (33–40 points): The student demonstrates excellent mastery of the educational material and successfully argues their opinion.
61–80% (25–32 points): Masters the educational material while making minor inaccuracies.
31–60% (13–24 points): Demonstrates a general understanding of the material, but with significant gaps.
1–30% (1–12 points): Makes significant errors and does not fully master the educational material.
c) Final tests (max 40 points): The criteria for evaluating the test task are indicated in the test card.

Content

Topic 1. Theoretical foundations of change management
Topic 2. Prerequisites for implementing changes in an organization
Topic 3. Modern approaches to implementing changes in an organization
Topic 4. Individual changes
Topic 5. Team changes
Topic 6. Organizational changes
Topic 7. Managing resistance to change
Topic 8. Managing change in the strategic development of an organization
Topic 9. Management consulting as a way to implement changes

Literature

Compulsory reading

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2. Zakharova, O. V., Rudenko, M. V. (2023). Upravlinnia zminami. Educational Literature Center. 312 p.
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5. Bernard Burnes. (2020) Managing Change. 8th ed. Harlow: Pearson Education Limited. 600 p.
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Recommended reading

1. Lozhachevska, O. M., Zos-Kior, M. V., Gnatenko, I. A. (2024). Transformatciia strategiï upravlinnia zminami konkurentospromozhnogo pidpriєmstva shliahom rozvitku didzhitalizatciï v umovakh bezpekovikh zagroz [Transformation of the change management strategy of a competitive enterprise through the development of digitalization in conditions of security threats]. Ukraïns`kii` zhurnal pricladnoï ekonomiki ta tekhniki. V. 9, № 3, 299–302
2. Tarasyuk, O. V. (2024). Upravlinnia zminami v organizatciï: osnovni kontceptciï ta modeli [Change management in organizations: basic concepts and models]. Ekonomika, upravlinnia ta administruvannia. № 1 (107), 39–46.
3. Grinchenko, R. V., Ivanovsky, M. V. (2025). Vikoristannia suchasnikh modelei` upravlinnia zminami na pidpriєmstvakh v umovakh nestabil`nosti: vicliki ta mozhlivosti [Using modern models of change management in enterprises in conditions of instability: challenges and opportunities]. Naukovii` visnik Poltavs`kogo universitetu ekonomiki i torgivli. № 4 (118), 70–78.
4. Kulik, A.V. (2024). Etapi ta instrumenti upravlinnia strategichnimi zminami na pidpriєmstvi [Stages and tools of managing strategic changes in an enterprise]. Biznes Inform. № 2, 289–296.
5. Stettina, C. J., Heijstek ,W.(2021) Managing Requirements Change the Informal Way. arXiv. 2-12.

Web-resources

1. Coursera. (n.d.). Change Management. https://www.coursera.org/learn/packt-change-management-rutve
2. edX. (n.d.). Learn change management. https://www.edx.org/learn/change-management
3. LinkedIn Learning. (n.d.). Change management with limited resources. https://www.classcentral.com/course/linkedin-learning-change-management-with-limited-resources-101399

PUBLIC PROCUREMENT				
The course aims to form in students modern knowledge about the financial mechanism of public procurement and to develop in students the ability to apply the acquired knowledge in the process of public procurement.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	6 / 11 weeks	4 / elective	Olena Serhieieva, PhD (Public Administration), Associate Professor	120 hours (20 h. lectures, 20 h. practical classes, 80 h. self-study time)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS)**
1) Understand the essence and study the theoretical and organizational and legal foundations in the field of public procurement in the context of social, economic and political processes in Ukraine			Lecture, work in small groups	Oral answers to questions, presentation in small groups (CAS)
2) Master knowledge of the specifics of organizing procurement activities by an authorized person, tender committee and central procurement organization			Problem lecture, searching for information in Internet	Participation in the discussion, oral answers to questions (CAS)
3) Prepare and publish a report on the results of the procurement procedure, requirements for storing documents on public procurement issues			Lecture, work in small groups, business game	Presentation of the results of work in small groups, participation in a business game (CAS)
4) Know the features of procurement through the Prozorro electronic system (submission, reception, registration and posting of information, etc.)			Informative lecture by dialog type, extended conversation	Oral answers to questions, solution/explanation of practical case studies (CAS)
5) Verify the technical, professional and financial capacity of the participants in the procurement procedure			Practical classes: individual and group projects, analysis of real cases, work with software.	Participation in case study discussions, case study analysis (CAS)
6) Know the procedure for holding individuals accountable for violating procurement legislation			Lecture, problem situations	Problem solving (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 the work in the semester:
20 points for individual assignment (presentation)
40 points for discussions
Assessment criteria
a) Individual assignment
16–20 points: the student completed the work correctly, demonstrating a deep understanding of the material. All detailed conclusions are provided.
11–15 points: the work is completed, but there are inaccuracies that do not affect the final result. Generalized conclusions are provided.
6–10 points: insufficient understanding of the material. The task is partially completed. Partial conclusions are provided.
1–5 points: lack of understanding of the material. The task is incomplete, 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 his/her 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 assignment
The criteria for test assignment are written in the test card.

Content

Topic 1. State policy in the field of public procurement. Tender documentation.
Topic 2. Pre-threshold procurement in the Prozorro system.
Topic 3. Planning public procurement.
Topic 4. Organization of procurement, procedure for conducting public procurement.
Topic 5. Tender committee and authorized person.
Topic 6. Appeal, reporting and control of public
Topic 7. International procurement

Literature

Compulsory reading

1. Cabinet of Ministers of Ukraine. (2016, February 24). *Pro zatverdzhennia Poriadku funktsionuvannia elektronnoi systemy zakupivel ta provedennia avtoryzatsii elektronnykh maidanchykiv* [On approval of the Procedure for the functioning of the electronic procurement system and authorization of electronic platforms] (Resolution No. 166). https://zakon.rada.gov.ua/laws/show/166-2016-%D0%BF
2. Cabinet of Ministers of Ukraine. (2016, February 24). *Stratehiia reformuvannia systemy publichnykh zakupivel (dorozhnia karta)* [Strategy for reforming the public procurement system (roadmap)] (Order No. 175-r). https://zakon.rada.gov.ua/laws/show/175-2016-%D1%80
3. Cabinet of Ministers of Ukraine. (2016, March 23). *Pro vstanovlennia rozmiru platy za podannia skarhy* [On setting the amount of fee for filing a complaint] (Resolution No. 291). http://www.me.gov.ua/LegislativeActs/List?lang=uk-UA&tag=Normativno-pravoviAkti3
4. Cabinet of Ministers of Ukraine. (2019, July 10). *Pro vnesennia zmin do Poriadku funktsionuvannia elektronnoi systemy zakupivel...* [On amendments to the Procedure for the functioning of the electronic procurement system...] (Resolution No. 704). https://zakon.rada.gov.ua/laws/show/704-2019-%D0%BF
5. Ministry of Economic Development and Trade of Ukraine. (2016, March 15). *Pro utvorennia komisii iz zabezpechennia zdiisnennia avtoryzatsii elektronnykh maidanchykiv...* [On the establishment of a commission to ensure the authorization of electronic platforms...] (Order No. 440). https://infobox.prozorro.org/upload/files/main/987/421/nakaz-pro-utvorennya-komisii-iz-zabezpechennya-zdiysnennya-avtorizatsii-elektron.pdf
6. Ministry of Economic Development and Trade of Ukraine. (2016, March 18). *Pro zatverdzhennia Poriadku rozmeshchennia informatsii pro publichni zakupivli* [On approval of the Procedure for posting information on public procurement] (Order No. 477). https://zakon.rada.gov.ua/laws/show/z0447-16

7. Ministry of Economic Development and Trade of Ukraine. (2016, March 22). *Pro zatverdzhennia form dokumentiv u sferi publichnykh zakupivel* [On approval of document forms in the field of public procurement] (Order No. 490). https://zakon.rada.gov.ua/laws/show/z0449-16
8. Ministry of Economic Development and Trade of Ukraine. (2016, March 30). *Pro zatverdzhennia Primirnoho polozhennia pro tendernyi komitet abo upovnovazhenu osobu (osib)* [On approval of the Model Regulation on the Tender Committee or Authorized Person(s)] (Order No. 557). http://www.me.gov.ua/LegislativeActs/List?lang=uk-UA&tag=Normativno-pravoviAkti3
9. Ministry of Economic Development and Trade of Ukraine. (2016, April 13). *Pro zatverdzhennia primirnoi tendernoi dokumentatsii* [On approval of model tender documentation] (Order No. 680). http://www.me.gov.ua/LegislativeActs/List?lang=uk-UA&tag=Normativno-pravoviAkti3
10. Verkhovna Rada of Ukraine. (2015, December 25). *Pro publichni zakupivli* [On public procurement] (Law No. 922-VIII). https://zakon.rada.gov.ua/laws/show/922-19

Recommended reading

1. Cabinet of Ministers of Ukraine. (2022, October 12). *Pro zatverdzhennia osoblyvostei zdiisnennia publichnykh zakupivel tovariv, robit i posluh dlia zamovnykiv, peredbachenykh Zakonom Ukrainy "Pro publichni zakupivli", na periody dii pravovoho rezhymu voiennoho stanu...* [On approval of the specifics of public procurement of goods, works and services...] (Resolution No. 1178). https://zakon.rada.gov.ua/laws/show/1178-2022-%D0%BF#Text
2. International Comparative Legal Guides. (2019). *EU public procurement rules 2019*. https://iclg.com/practiceareas/public-procurement-laws-andregulations/1-eu-public-procurement-rules
3. OECD. (2019). *Government at a glance – 2019 edition: Public procurement*. https://stats.oecd.org/Index.aspx?QueryId=94406
4. Shvydka, T. I. (2023). *Zakonodavche rehuliuvannia publichnykh zakupivel* [Legislative regulation of public procurement] (3rd ed.). Pravo. 188 p.
5. Skrypnyk, H. O., & Podyk, S. O. (2022). *Publichni zakupivli* [Public procurement]. FOP Yamchynskyi O. V. 332 p.
6. The Economist. (2016, November 19). *Government contracting is growing less competitive, and often more corrupt*. http://www.economist.com/news/europe/21710315-government-contractinggrowing-lesscompetitive-and-oftenmore-corrupt-rigging-bids

Web-resources

1. Anti-Monopoly Committee of Ukraine. (n.d.). *Official website*. http://www.amc.gov.ua
2. Dozorro. (n.d.). *Public procurement monitoring portal*. https://dozorro.org
3. Eurostat. (n.d.). *Official European statistics website*. http://ec.europa.eu/eurostat/
4. Ministry of Economy of Ukraine. (n.d.). *Official website*. http://www.me.gov.ua
5. ProZorro. (n.d.). *Public e-procurement system*. https://prozorro.gov.ua

BUSINESS ETHICS				
The course aims to develop knowledge of historical and psychological analysis of ethics by studying the experience of moral standards in different countries, and to form the ability to navigate in economic relations in order to use practical principles to solve modern problems.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	6/11 weeks	4 / Elective	Oksana Kuzmenko PhD (Economics), Associate Professor	120 hours (20h. lectures, 20 h. practical classes, 80 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) ethical and psychological factors of production people and on this basis to intensify their labor activity.			Lectures, case study analysis	Class participation and discussions, case study reports (CAS)
2) rules and norms of behavior of partners, colleagues, that promote development cooperation, solution of problems in the business environment.			Lectures, strategic planning workshops, business case analysis	Case study reports, strategic project development milestones (CAS)
3) moral and psychological state of the culture of communication in society, which significantly affects the economy, politics and culture of the country, its citizens and the spirituality of their national identity.			Lectures, seminars, discussions, scenario analysis workshops	Participation in the discussion, scenario-based assignments, presentation (CAS)
4) methods and style of management in the business environment.			Lectures, strategic planning workshops, business case analysis	Case study reports, strategic project development milestones (CAS)
5) the nature of communication, the role of interpersonal relationships in business communication.			Lectures, role-playing and simulations, leadership workshop	Teamwork evaluation, class discussions and peer assessment (CAS)
Assessment				
Final grade is a result of 100% continuous assessment (pass/fail assessment format): 70 points — practical work and activity in practical classes (7 practical works × max 7 points each + active participation); 30 points — module control works (Module 1 test = 15 points, Module 2 test = 15 points). Distribution and Evaluation Criteria: a) Practical works and activity (70 points total): Criteria for evaluating current practical work (0–7 points): 6–7 points: Complete and independent task performance. In-depth and well-argued ethical analysis, correct application of theoretical approaches, use of relevant real-world examples, clear structure, and well-justified personal position. 4–5 points: Task completed, but analysis is partially superficial. Demonstrates understanding of basic ethical concepts with minor inaccuracies.				

1–3 points: The task is partially completed or formal in nature. Lacks in-depth analysis, shows weak understanding of ethical principles, or contains significant errors.
0 points: The task is not completed or not submitted.
Criteria for evaluating activity in a practical class (0–3 points):
3 points: Active participation, meaningful contributions, well-argued opinions, engagement in discussions, use of relevant examples.
2 points: Moderate participation, generally correct answers, but limited depth or argumentation, irregular engagement.
0–1 points: Minimal or no participation, brief or superficial responses, or no contribution to the discussion.
b) Module control works (30 points total):
Module 1 Test (max 15 points): Contains 15 test questions, each worth 1 point for a correct answer. The criteria for the test assignment are written on the test card.
Module 2 Test (max 15 points): Contains 15 test questions, each worth 1 point for a correct answer. The criteria for the test assignment are written on the test card.

Content

Topic 1. Ethics - the foundation of modern business
Topic 2. Business Ethics: nature, rules
Topic 3. Style and manners businessman
Topic 4. Culture of behavior out of service.
Topic 5. Ethical standards of business communication
Topic 6. Non-verbal means of communication and business etiquette
Topic 7. Corporate culture and administrative ethics
Topic 8. Ethics advertising
Topic 9. Ethics and Etiquette in international business relations

Literature

Compulsory reading

1. Hryshchenko, I. M. (2019). Etyka biznesu [Business ethics]. Kyiv National University of Trade and Economics. 256 p.
2. Malakhov, V.A. (2020). Etyka: kurs lektsii [Ethics: lecture course]. Lybid. 384 p.
3. Palekha, Yu.I. (2018). Etyka dilovykh vidnosyn [Ethics of business relations]. Kondor. 356 p.
4. Slyvka, S.S. (2019). Dilova etyka v pidpryiemnytskii diialnosti [Business ethics in entrepreneurial activity]. Novyi Svit-2000. 312 p.
5. Khmil, F.I. (2019). Dilova etyka [Business ethics]. Akademvydav. 288 p.
6. Shevchuk, D.A. (2021). Etyka biznesu ta korporatyvna sotsialna vidpovidalnist [Business ethics and corporate social responsibility]. Tsentr navchalnoi literatury. 312 p.
7. Carroll, A.B., & Buchholtz, A.K. (2021). Business and society: Ethics, sustainability, and stakeholder management. Cengage Learning.
8. Sergeeva O., Orlova V. & Kuzmenko O. (2024) Rozvytok pidpryiemnytskoi diialnosti v rozdribnykh orhanizatsiiakh [Development of entrepreneurial activity in retail organizations]. Successes and achievements in science (Series "Law", Series "Education", Series "Management and Administration", Series "Social and Behavioral Sciences"): journal. 2024. No. 10 (10) P. 1257. P. 1186-1202.
9. Orlova V., Kuzmenko O. & Serhieieva O. (2024) Pidpryiemstva v umovakh hlobalizatsii ekonomiky [Of enterprises in the globalization of the economy]. [Electronic edition] Economy and society. 62. .DOI:10.32782/2524-0072/2024-62-1.

Recommended reading

1. Ferrell, O.C. (2011). Business ethics: Ethical decision making and cases. Cengage Learning.
2. Byars, S. M., & Stanberry, K. (2018). Business ethics [Textbook]. Rice University, OpenStax.
3. Beverungen, A., Dunne, S., & Hoedemaekers, C. (2013). The financialisation of business ethics. Business Ethics: A European Review, 22(1). 102–117.
4. Boiko, M.H. (2020). Korporatyvna sotsialna vidpovidalnist biznesu [Corporate social responsibility of business]. Tsentr navchalnoi literatury. 320 p.
5. Kredisov, A.I. (2019). Upravlinnia korporatyvnoiu sotsialnoiu vidpovidalnistiu [Management of corporate social responsibility]. Znannia. 400 p.

6. Lazorenko, O.V. (2022). Sotsialna vidpovidalnist biznesu v Ukraini [Corporate social responsibility in Ukraine]. Ekonomika Ukrainy, 4, 67–75.
7. Halchynskyi, A.S. (2021). Ekonomichna etyka ta sotsialna vidpovidalnist [Economic ethics and social responsibility]. Lybid. 256 p.
8. Crane, A., Matten, D., & Spence, L. (2019). Corporate social responsibility: Readings and cases in a global context. Routledge. 536 p.
9. Ferrell, O.C., Fraedrich, J., & Ferrell, L. (2021). Business ethics: Ethical decision making and cases. Cengage Learning. 640 p.
10. Velasquez, M. G. (2017). Business ethics: Concepts and cases (7th ed.). Pearson. 480 p.
11. Treviño, L. K., & Nelson, K. A. (2021). Managing business ethics: Straight talk about how to do it right (8th ed.). Wiley. 554 p.
12. Hartman, L. P., DesJardins, J., & MacDonald, C. (2018). Business ethics: Decision making for personal integrity and social responsibility. McGraw-Hill. 608 p.
13. Bowie, N. E. (2017). Business ethics: A Kantian perspective. Cambridge University Press. 280 p.
14. OECD. (2019). OECD guidelines for multinational enterprises. OECD Publishing. 108 p.

Web-resources

1. United Nations Global Compact. (n.d.). Official website. https://www.unglobalcompact.org
2. Organisation for Economic Co-operation and Development (OECD). (n.d.). Official website. https://www.oecd.org
3. European Commission – Corporate Social Responsibility. (n.d.). Official website. https://ec.europa.eu/info/business-economy-euro/doing-business-eu/corporate-social-responsibility_en
4. Transparency International. (n.d.). Official website. https://www.transparency.org
5. Harvard Business Review. (n.d.). Official website. https://hbr.org

INFORMATION SYSTEMS IN MANAGEMENT				
The course aims to provide students with knowledge and practical skills in the use of information systems in management, including data analysis, business process automation, and the application of digital tools for effective decision-making and organizational performance improvement.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	6/11 weeks	4 / elective	Valeriia Pysarkova Ph.D (Economics)	120 hours (20 h. lectures, 20 h. practical classes, 80 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) Apply modern management theories and concepts to the use of information systems in organisational decision-making.			Lectures, case study analysis, information systems workshops	Case study reports, practical assignments (CAS)
2) Apply management methods and information systems to improve the efficiency of organisational processes and performance.			Lectures, hands-on labs (spreadsheets, databases), process modelling workshops	Practical lab tasks, process modelling assignments (CAS)
3) Analyse business situations using information systems and communicate results effectively in a professional environment.			Lectures, data analysis workshops, group discussions, presentations	Data analysis reports, presentations, participation in discussions (CAS)
4) Evaluate the effectiveness of modern information and communication technologies for data processing, analysis and decision support in management.			Lectures, BI tools labs, project-based learning	Dashboard projects, practical information technology 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 data analysis (spreadsheets, databases, dashboards); 35 points for case study analysis and problem-solving tasks; 20 points for presentations. Assessment criteria: a) practical tasks and data analysis 38–45 points: The student demonstrates a high level of performance in practical tasks, correctly applies data analysis and business intelligence tools (spreadsheets, databases, dashboards), effectively processes and visualizes data, and provides well-justified results and managerial conclusions. 30–37 points: The tasks are generally completed correctly with a good level of analysis and use of digital tools, though minor inaccuracies may be present. 18–29 points: The tasks are partially completed, demonstrate limited analytical depth and contain weak justification of results. 1–17 points: The tasks are poorly completed, incomplete or not submitted. b) case study analysis and problem-solving tasks				

30–35 points: The student demonstrates excellent analytical and problem-solving skills, correctly identifies managerial problems, applies information systems concepts and provides well-argued and practical solutions.
22–29 points: The student demonstrates a good understanding of the case and problem-solving process, though some inaccuracies or insufficient justification may be present.
13–21 points: The analysis demonstrates a basic understanding of the problem with limited analytical depth and weak argumentation.
1–12 points: Weak analysis, incorrect or incomplete solutions, inability to apply information systems concepts effectively.
c) presentations
17–20 points: The student demonstrates excellent understanding of the material, presents ideas clearly, logically and professionally, effectively explains analytical results and demonstrates confident use of digital presentation tools.
13–16 points: The student demonstrates a good understanding of the topic with minor inaccuracies in structure or presentation.
7–12 points: Limited understanding of the material and insufficient clarity in presenting ideas and analytical results.
1–6 points: The presentation is poorly structured, unclear and contains significant errors.

Content

Topic 1. Introduction to information systems in management
Topic 2. Information systems architecture
Topic 3. Data management: databases
Topic 4. ERP systems: enterprise resource planning
Topic 5. CRM systems: customer relationship management
Topic 6. Business analytics and business intelligence systems
Topic 7. Cloud technologies in management
Topic 8. Business process automation
Topic 9. Cybersecurity of information systems
Topic 10. Integration of information systems in modern business

Literature

Compulsory reading

1. Zachek, O. I., Senyk, V. V., Maherovska, T. V., et al. (2022). Informatsiini tekhnolohii [Information technologies]. Lviv: Lviv State University of Internal Affairs. 432 p.
2. Hurzhii, A. M., Voznenko, L. I., Povorozniuk, N. I., & Samsonov, V. V. (2023). Osnovy informatsiinykh tekhnolohii [Fundamentals of information technologies]. Kyiv: Litera LTD. 288 p.
3. Dmytriieva, V. A. (2022). Onlain tekhnolohii v elektronnomu biznesi [Online technologies in e-business]. Dnipro: Lira LTD. 178 p.
4. Laudon, K. C., & Laudon, J. P. (2022). Management information systems: Managing the digital firm (17th ed.). Harlow: Pearson. 672 p.
5. Baltzan, P. (2021). Business driven information systems (8th ed.). New York: McGraw-Hill. 640 p.

Recommended reading

1. Denisova, O. O., & Sendziuk, M. A. (2023). Informatsiini systemy v ekonomitsi [Information systems in economics]. Kyiv: KNEU. 311 p.
2. Ryndiuk, D. V. (2022). Informatsiini tekhnolohii [Information technologies]. Kyiv: KPI im. Ihoria Sikorskoho. 180 p.
3. Malovanyi, M. I., Kontseba, S. M., & Lishchuk, R. I. (2023). Informatsiini systemy v malomu biznesi [Information systems in small business]. Uman: VPTs “Vizavi”. 110 p.
4. Stair, R., & Reynolds, G. (2020). Principles of information systems (13th ed.). Boston: Cengage Learning. 704 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

Web-resources

1. Prometheus. (n.d.). Course: Digital communications in the global space. https://courses.prometheus.org.ua
2. Google. (n.d.). Google Workspace accessibility guide. https://support.google.com/a/answer/1631886
3. Google. (n.d.). Getting started with Google Sheets. https://www.youtube.com/watch?v=oCYT63b_m88
4. Make. (n.d.). Official website. https://www.make.com
5. Microsoft. (n.d.). Power BI. Official website. https://powerbi.microsoft.com
6. Tableau. (n.d.). Official website. https://www.tableau.com
7. Google. (n.d.). Looker Studio. Official website. https://lookerstudio.google.com
8. Oracle. (n.d.). Official website. https://www.oracle.com/erp
9. SAP. (n.d.). Official website. https://www.sap.com
10. IBM. (n.d.). Official website. https://www.ibm.com/analytics
11. Kaggle. (n.d.). Official website. https://www.kaggle.com
12. Statista. (n.d.). Official website. https://www.statista.com

FUNDAMENTALS OF PROCESS MANAGEMENT

The course aims to develop students' practical skills in identifying and structuring business processes using tabular description methods (SIPOC) and visual modeling techniques. The curriculum is focused on mastering the logic of constructing process algorithms (Gateway logic), studying Value Chain principles, and introducing the core elements of modern notations (BPMN 2.0). Special emphasis is placed on analyzing operational efficiency through performance metrics (KPI, BSC), preparing processes for formal regulation, and auditing the logical integrity of process models.

Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	6 / 11 weeks	4 / elective	Viktoriia Varenyk PhD (Economics), Associate Professor	120 hours (20 h. lectures, 20 h. practical classes, 80 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) Identify and describe process characteristics (goals, inputs, outputs, resources) using tabular descriptions (SIPOC) to define organizational structure.	Lectures, practical workshops on process identification	Class participation, practical exercises on tabular description (CAS)
2) Calculate KPIs (time, cost, quality) and apply cost analysis methods to justify decisions for operational improvement.	Visualization lectures, case studies, Excel-based exercises	Case study reports (CAS), final module test (CAS)
3) Analyze logical interaction algorithms and gateway logic (Yes/No) using RACI to identify communication gaps.	Problem-based learning, small group discussions (Scrum-meetings)	Activity in discussions, presentation of results (CAS)
4) Apply process classification methods (core, support, management) to draft regulations and work instructions.	Lectures, gamified methods, independent work on regulation drafts	Individual assignment presentation (CAS), final module test (CAS)
5) Visualize the connection between operations and customer value using Value Chain analysis.	Lectures, mental mapping, business case analysis	Discussion of case study results (CAS), final module test (CAS)

Assessment

The final grade is based on a 100-point scale, including 20 points for the final module test (CAS) and 80 points for the work in the semester (CAS).
80 points for the work in the semester (CAS):
10 points – individual assignment (presentation);
70 points – practical assignments (case studies, class discussions, calculation cases in Excel, SIPOC descriptions).
Assessment Criteria:
a) Individual presentation
9–10 points: Excellent understanding and research depth. The work shows novelty, reflects the author's own perspective, and meets all formatting requirements.
7–8 points: Good mastery of the content using modern information sources. Minor formatting issues.
4–6 points: Logical structure, but ideas lack clarity or consistency in process justification.

1–3 points: Poorly structured, inaccurate, or disorganized presentation.
b) Practical assignments (cases, discussions, Excel)
81–100% (57–70 points): Tasks performed correctly. The student demonstrates excellent tool mastery, builds accurate logical algorithms (Gateways), and performs precise calculations in Excel.
51–80% (36–56 points): Good understanding, but minor technical errors in Excel formulas or process characteristic descriptions.
21–50% (15–35 points): Basic understanding with significant gaps. Calculations are incomplete; logical links in algorithms are broken.
1–20% (1–14 points): Numerous errors, almost total lack of understanding of the modeling context.
c) Final module test
Assessment criteria for the test (theoretical and problem-solving questions) are specified in the test card.

Content

Topic 1. Basic Graphical Modeling and Process Logic
Topic 2. Value Chains
Topic 3. BPMN 2.0 Standard: Basic Elements
Topic 4. Collaboration in Models: Pools and Lanes
Topic 5. Alternative Modeling Methodologies (IDEF, UML, EPC)
Topic 6. Business Process Automation
Topic 7. Performance Evaluation: Traditional Methods and KPIs
Topic 8. Balanced Scorecard (BSC) Concept
Topic 9. Regulation and Standardization Based on Models
Topic 10. Professional Quality and Audit of Models

Literature

Compulsory reading

1. Kozyr, S., Sliesariev, V., Us, S., & Khomiak, T. (2022). Modeliuvannia ta reinzhynirynh biznes-protsesiv [Modeling and reengineering of business processes]. Dnipro University of Technology. 162 p.
2. Pistunov, I. (2021). Modeliuvannia biznes protsesiv [Business process modeling] [Electronic edition]. Dnipro University of Technology. 130 p.

Recommended reading

1. A Quick Guide to BPMN: Business Process Model and Notation. (2024). Bizagi Blog. [Electronic edition]. https://www.bizagi.com/en/blog/guide-to-bpmn
2. Dumas, M., La Rosa, M., Mendling, J., & Reijers, H. (2018). Fundamentals of Business Process Management. [Electronic edition]. https://www.arataumodular.com/app/wp-content/uploads/2020/12/e-book_FundamentalsOfBusinessProcessM.pdf
3. Grynko, T. (2020). Upravlinnia biznes-protsesamy pidpryiemstva [Management of business processes of the enterprise]. Dnipro University of Technology. 180 p.
4. Kolomiiets, V. (2024). Sho take BPMN-diahrama i navishcho vona potribna z prykladamy [What is a BPMN diagram and why it is needed with examples]. iampm. [Electronic edition]. https://iampm.club/ua/blog/shho-take-bpmn-diagrama-i-navishho-vona-potribna-z-prikladami-2/
5. Kyryliuk, A. (2022). Analiz ta optymizatsiia biznes-protsesiv [Analysis and optimization of business processes]. Kondor. 210 p.
6. Modeliuvannia ta optymizatsiia biznes-protsesiv na pidpryiemstvi [Modeling and optimization of business processes at the enterprise]. (n.d.). Edilo. [Electronic edition]. https://edilo.com.ua/blog/modelyuvannya-ta-optymizacziya-biznes-proczesiv-na-pidpryyemstvi/
7. Notatsii dlia biznes-protsesiv: vydy, perevahy ta nedoliky [Notations for business processes: types, advantages and disadvantages]. (n.d.). Todo. [Electronic edition]. https://todo.ltd/blog/notacziyi-dlya-biznes-proczesiv-vydy-perevagy-ta-nedoliky/
8. Rozhko, V., & Khlystun, A. (2023). Modeliuvannia biznes-protsesiv u suchasnomu biznes-seredovyshchi [Modeling business processes in a modern business environment]. Problemy ekonomiky [The Problems of Economy], 4(58), 159–164. https://www.problecon.com/export_pdf/problems-of-economy-2023-4_0-pages-159_164.pdf
9. What is a Business Process Architecture (BPA). (n.d.). Eficio. [Electronic edition]. https://eficio.ca/en/blog/what-is-a-business-process-architecture-bpa/

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

Web-resources

1. BPMN. (n.d.). Official website. https://www.bpmn.org
2. Association of Business Process Management Professionals. (n.d.). Official website. https://www.abpmp.org
3. Business Process Management Initiative. (n.d.). Official website. https://www.bpmi.org
4. Process Excellence Network. (n.d.). Official website. https://www.processexcellencenetwork.com
5. Object Management Group. (n.d.). Official website. https://www.omg.org
6. BPMN for Beginners: Understanding basic elements and logic [Video]. YouTube. https://www.youtube.com/watch?v=S3G_G6_v6pM
7. How to Document Business Processes: Step-by-step Guide [Video]. YouTube. https://www.youtube.com/watch?v=Xz_c9n_9l1U
8. Business Process Discovery: How to interview people for process mapping [Video]. YouTube. https://www.youtube.com/watch?v=Z_M0_Rk9K0I
9. Modeliuvannia biznes-protsesiv: vid tablytsi do skhemy [Business process modeling: from table to scheme] [Video]. YouTube. https://www.youtube.com/watch?v=9ckX8X830kE
10. Lantsiuzhok stvorennia tsinnosti (Value Chain Analysis) na prykladakh [Value Chain Analysis on examples] [Video]. YouTube. https://www.youtube.com/watch?v=aov8vH8vM-c
11. Draw.io tutorial for beginners: Simple flowcharts and diagrams [Video]. YouTube. https://www.youtube.com/watch?v=UeLk_WvgBS0
12. Draw.io. Diahramy: Instruktsiia ta opys funktsionalu [Draw.io. Diagrams: Instructions and functional description] [Video]. YouTube. https://www.youtube.com/watch?v=PThiWVFWmXA

EMPLOYEE DEVELOPMENT				
The course aims to form a system of modern theoretical knowledge and practical skills in managing the process of continuous professional learning, intellectual and creative growth of human capital in the organization; the course is aimed at mastering the methodology of business career planning, the formation of a personnel reserve, talent management and assessing the effectiveness of investments in employee development, which allows future managers to ensure the competitiveness of the enterprise..				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	7 / 14 weeks	4 / elective	Olena Lytvynenko, PhD (Economics), Associate Professor	120 hours (26 h. lectures, 14 h. practical classes, 80 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) Determine the place and role of the personnel development system in the overall structure of the functional areas of the organization and its impact on strategic results			Lecture, discussion, small group work, testing	Participation in discussion, oral answers to questions, presentation in small groups, testing (CAS)
2) Identify the leadership potential of employees and apply team learning technologies to increase the effectiveness of professional interaction			Problem lecture, case study, problem situations	Case study presentation Solving problem situations (CAS)
3) Justify the choice of tools to stimulate employees to continuous learning, self-development and professional growth throughout life			Lecture, practical task, testing	Evaluation of student responses, testing (CAS)
4) Analyze training needs and carry out effective communications during training, coaching and providing feedback on development results			Problem lecture, case study, problem situations	Case study presentation, solving problem situations (CAS)
5) Apply stress management methods in the process of professional adaptation of personnel and implement measures to prevent professional burnout in conditions of organizational changes			Lecture, case study	Oral answers to questions, case study presentation (CAS)
Assessment				
The final grade is given on a 100-point scale, including: 30 points for an individual assignment; 70 points for examples of problem situations and audience involvement in their solution, testing, solving analytical problems. Assessment criteria: a) individual assignment (30 points) - the following criteria are applied to each of the 10 tasks: 3 points - the task is completed in full, a creative approach is demonstrated, a deep understanding of the topic and the validity of the conclusions 2 points - the task is completed, but there is a lack of depth of analysis or there are minor inaccuracies in the argumentation 1 point - the task is partially completed or is purely descriptive in nature without proper justification 0 points - the task is not completed or the content does not correspond to the question posed. b) work in the semester (evaluation criteria for each practical lesson (0–10 points)):				

10 points – the student has fully completed the task, demonstrated a deep understanding of the topic, answers with arguments, offers their own ideas on staff development, and is actively working in the lesson.
8–9 points – the task has been completed correctly, there is an understanding of the topic, the answers are mostly justified, and participation in the work is quite active.
6–7 points – the task has been completed partially or with minor errors, the answers are superficial, and participation in the work is moderate.
4–5 points – only part of the task has been completed, there are significant errors, weak understanding of the topic, and passivity in the lesson.
1–3 points – the task has been completed minimally or incorrectly, there is no understanding of the topic, the student almost does not participate in the work.
0 points – the task has not been completed or the student is absent from the lesson.

Content

Topic 1. The concept of personnel development
Topic 2. Personnel development in the human resources management system
Topic 3. Strategic personnel development and its integration into the business strategy
Topic 4. Diagnostics of personnel development needs
Topic 5. Diagnostics of competence gaps
Topic 6. Development planning
Topic 7. Corporate and external training
Topic 8. Online learning and digital platforms
Topic 9. Development in the workplace
Topic 10. Career development and talent management
Topic 11. Development of leadership and management skills
Topic 12. Assessment of the effectiveness of personnel development
Topic 13. Current trends and challenges in personnel development

Literature

Compulsory reading

1. Semykina, M. V., Dudko, S. V., Orlova, A. A., et al. (2021). Profesiinyi rozvytok personalu pidpryiemstv v systemi motyvatsiinoho menedzhmentu [Professional development of enterprise personnel in the motivational management system]. KOD. 440 p.
2. Affleck, M. (2021). People Learning and Development. https://open.umn.edu/opentextbooks/textbooks/people-learning-and-development

Recommended reading

1. Novikova, M. M., & Shved, A. B. (2022). HR-menedzhment [HR management]. O. M. Beketov National University of Urban Economy in Kharkiv. 111 p.
2. Shkrobot, M. V., & Veduta, L. L. (2020). HR-menedzhment [HR management] [Electronic edition]. Igor Sikorsky Kyiv Polytechnic Institute. 270 p.
3. Bharathiar University. (n.d.). Personnel Management Concepts MBA Second Year (Human Resources). School of Distance Education. https://acecollege.in/CITS_Upload/Downloads/Books/1062_File.pdf
4. Uttarakhand Open University. (n.d.). Unit: 01 Introduction to human resource management. https://uou.ac.in/sites/default/files/slm/BHM-702T.pdf
5. Pestovska, Z., & Vernyhora, V. (2025) Suchasne upravlinnia personalom: liderstvo v umovakh ryzykiv i vyklykiv rozvytku pidpryiemstva [Modern personnel management: leadership in the face of risks and challenges of enterprise development]. Ekonomichnyi prostir, 203, 209–215. DOI: 10.30838/EP.203.209-215
6. Pestovska, Z., & Nadtochyi, D. (2025) Formuvannia personalu yak kliuch do ekonomichnoi bezpeky: rol KSV, motyvatsii i vnutrishnoho brendynhu [Personnel development as the key to economic security: the role of csr, motivation and internal branding]. Uspikhy i dosiahnennia u nautsi, 8(18), 620–633. DOI: 10.52058/3041-1254-2025-8(18)-620-633
7. Pestovska, Z. S. (2024) Taym-menedzhment v upravlinni personalom: dosvid YeS dlya ukrayins'kykh pidpryyemstv [Time management in human resources management: EU experience for Ukrainian enterprises]. Ekonomichnyy prostir, 195, 45–54.
8. Varenyk, V. M., Pysarkova, V. R., Pestovska, Z. S., & Piskova, Zh. V. (2025) Rekrutyng personalu: praktykum [Personnel recruiting: a workshop manual] [Electronic edition]. Alfred Nobel University. 86 p.

9. Pestovska, Z. (2026) Metodolohiia pryiniattia upravlinskykh rishen na osnovi poiednannia finansovo-oblikovykh pokaznykiv i povedinkovykh metryk personalu [Methodology for making management decisions based on a combination of financial and accounting indicators and behavioral metrics of personnel]. Naukovi zapysky Natsionalnoho universytetu Ostrozka akademiia: seriia Ekonomika, 40(68), 69–75. DOI: 10.25264/2311-5149-2026-40(68)-69-75

Web-resources

1. Hurma Blog. (n.d.). Top 7 platform z kursamy dlia HR-iv v Ukraini: Haid po navchanniu dlia HR-menedzhera [Top 7 platforms with courses for HRs in Ukraine: A training guide for HR managers]. https://hurma.work/blog/top-7-platform-z-kursamy-dlya-hr-iv-v-ukrayini-gajd-po-navchannyu-dlya-hr-menedzhera/
2. Prometheus. (n.d.). Onlain-kurs Kariera HR: roli, kompetentsii ta vyklyky [Online course HR Career: roles, competencies and challenges]. https://prometheus.org.ua/prometheus-plus/hr-career/
3. HUB.HR Today. (n.d.). Ukrainskyi profesiinyi HR-Khab, ne lyshe dlia HR [Ukrainian professional HR-Hub, not only for HR]. https://hrtoday.com.ua/
4. Performia. (n.d.). Ekspert v haluzi pidboru ta otsinky personalu [Expert in the field of personnel selection and assessment]. https://performia.com.ua/about?utm_source=email&utm_medium=1201
5. Library of Alfred Nobel University. https://lib.duan.edu.ua/uk/
6. Repository of Alfred Nobel University. https://ir.duan.edu.ua/home

INVESTMENT MANAGEMENT

The course aims to form in students a holistic system of knowledge about the mechanisms of management of investment activities of the enterprise and practical skills of substantiating investment decisions. The program is aimed at mastering the methodology of assessing the effectiveness of real and financial investments, studying the tools for forming an optimal investment portfolio, as well as mastering strategies for minimizing risks in a dynamic market environment. Special attention is paid to developing the ability of future managers to integrate financial resources to ensure strategic business development and increase its market value.

Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	7 / 14 weeks	4 / elective	Oksana Kuzmenko PhD (Economics), Associate Professor	120 hours (26 h. lectures, 14 h. practical classes, 80 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 the effectiveness of real investment projects using key indicators	Lectures, practical workshops with calculation exercises, case studies, testing	Problem-solving tasks, case solution explanation, testing (CAS)
2) Formulate and optimize an investment portfolio based on risk and return analysis	Interactive seminars, group discussions, financial modeling in Excel	Group project, presentation, evaluating pf participation in discussion (CAS)
3) Identify and analyze sources of investment financing and their cost of capital	Lectures, analytical reviews of market data, calculation tasks, testing	Analytical report, participation in discussions, solving tasks, testing (CAS)
4) Develop a comprehensive investment strategy for a company in a volatile market	Problem-based learning, discussion, calculation tasks, case study	Case study analysis, calculation results explanation, participation in discussion (CAS)

Assessment

The final grade is given on a 100-point scale, including:
30 points for an individual assignment (comprehensive analysis and justification of the investment decision);
70 points for examples of problem situations and audience involvement in their solution, testing, solving analytical problems.
Assessment criteria:
a) individual assignment
27–30 points: the task is completed in full, contains a deep analysis, error-free calculations and a creative approach to solving the problem.
21–26 points: the task is completed, but there are minor inaccuracies in the calculations or insufficiently substantiated risk analysis.
15–20 points: the project is fragmentary, significant errors in the calculations are made, the conclusions are superficial.
0–14 points: the task does not meet the requirements, key calculations are missing or the logic of the analysis is grossly violated.

b) work in the semester (evaluation criteria for each practical lesson (0–10 points)):
9–10 points: the student demonstrated a full understanding of the topic, calculations were performed without errors, a deep interpretation of the obtained indicators was provided; the student is fluent in terminology and argues their position during the discussion.
7–8 points: the task was completed in full, the calculations were correct, however, there may be minor technical errors that do not affect the final conclusion; the student understands the logic of the process, but needs small hints when substantiating complex relationships.
5–6 points: the task was partially completed or contains methodological errors in the calculations; the analytical conclusion is superficial or absent, the student has basic concepts, but cannot independently connect the theory with a practical case.
3–4 points: the student completed less than half of the task, gross errors were made in the calculations, understanding of the logic of investment analysis is fragmentary, there is no ability to explain the results obtained.
1–2 points: the student tried to complete the task, but demonstrated complete ignorance of the material, the work is chaotic, the calculations do not make sense.
0 points: the work was not submitted.

Content

Topic 1. The role of an investment manager in a corporate structure.
Topic 2. Investment market and tools.
Topic 3. Time value of money in investment calculations.
Topic 4. Methodology for assessing the effectiveness of real investments.
Topic 5. Analysis of investment risks.
Topic 6. Management of a portfolio of financial investments.
Topic 7. Capital asset valuation models (CAPM).
Topic 8. Sources of investment financing.
Topic 9. Management of capital investments.
Topic 10. Innovative forms of investment.
Topic 11. Investment analysis of securities.
Topic 12. Foreign investments and international activities.
Topic 13. Development and implementation of an enterprise's investment strategy.

Literature

Compulsory reading

1. Dahlquist, J., & Knight, R. (2022). Principles of Finance. OpenStax. https://openstax.org/details/books/principles-finance
2. Baranoff, E., Brockett, P. L., & Kahane, Y. (2009, reviewed in 2025). Risk Management for Enterprises and Individuals. Open textbook library. 1234 p. https://open.umn.edu/opentextbooks/textbooks/risk-management-for-enterprises-and-individuals
3. Finance Code of Ethics. (n.d.). U.S. Securities and Exchange Commission. https://www.sec.gov/Archives/edgar/data/1396279/000119312507083128/dex141.htm
4. Financial etiquette for millennials and Gen Z. (n.d.). Bankrate. https://www.bankrate.com/personal-finance/financial-etiquette-for-millennials-and-gen-z/#venmo

Recommended reading

1. Guide to Financial Markets: Why they exist and how they work [Electronic edition]. (n.d.). The Economist. https://media.economist.com/sites/default/files/pdfs/Guide_to_Financial_Markets_6e.pdf
2. National Bank of Ukraine. (n.d.). Tsentr finansovoi obiznanosti [Financial Literacy Center]. https://bank.gov.ua/ua/stability/report
3. New York Institute of Finance. (n.d.). Risk Management. EDX. https://www.edx.org/learn/risk-management
4. Pestovska Z.S. (2021) (R)Evolyutsiya bankinhu: dyskusiyi ta perspektyvy [(R)Evolution of banking: discussions and prospects], Akademichnyy ohlyad [Academic review], № 1(54), pp. 37-48. DOI: 10.32342/2074-5354-2021-1-54-4. (Web of Science)
5. Pestovska, Z. S. & Rahulina, M. O. (2023) Upravlinnia investytsiynym portfelem fizychnykh osib v umovakh infliatsii [Managing an individual's investment portfolio in inflationary conditions]. In The scientific paradigm in the context of technological development and social change: Scientific monograph, Part 1. (pp. 255–281) [Electronic edition]. Baltija Publishing. DOI: https://doi.org/10.30525/978-9934-26-297-5

6. Pestovska, Z. S. (2023) Pobudova modeli pidvyshchennia efektyvnosti upravlinnia kompanii zi strakhuvannia zhyttia v Ukraini [Building a model for improving the management efficiency of life insurance companies in Ukraine]. In Transformation of economics, finance and management in the context of world globalization: Scientific monograph (pp. 84–118) [Electronic edition]. Baltija Publishing. DOI: https://doi.org/10.30525/978-9934-26-307-1-5
7. 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
8. Pestovska, Z. (2026) Metodolohiia pryiniattia upravlinskykh rishen na osnovi poiednannia finansovo-oblikovykh pokaznykiv i povedinkovykh metryk personalu [Methodology for making management decisions based on a combination of financial and accounting indicators and behavioral metrics of personnel]. Naukovi zapysky Natsionalnoho universytetu Ostrozka akademiia: seriia Ekonomika, 40(68), 69–75. DOI: 10.25264/2311-5149-2026-40(68)-69-75
9. Pestovska, Z. S., & Shevtsova, K. H. (2024) Rynok derzhavnykh oblihatsiy v Ukrayini: stan ta perspektyvy rozvytku [Government bond market in Ukraine: current state and prospects for development]. Uspikhy i dosyahnennya u nautsi, Seriya Upravlinnya ta administruvannya, 1, 35–44.
10. Pestovska, Z. S., & Sobchuk, O. S. (2024) Depozytni vkladennya yak osnovnyy vyd resursiv bankivs'kykh ustanov ta perspektyvy yikh formuvannya [Deposits as the main type of resources of banking institutions and the prospects for their formation]. Uspikhy i dosyahnennya u nautsi, Seriya Upravlinnya ta administruvannya, 1, 45–54.
11. Pestovska, Z. S. (2023) Vidsutnist' fondovoho rynku: chy ye al'ternatyva EVA, EPS, P/E [The absence of a stock market: is there an alternative to EVA, EPS, P/E]. Yevropeys'kyy vektor, 1, 37–48.
12. Bolgar, T., Varenyk, V., Pestovska, Z., & Miro, I. (2022) Innovatsiyni informatsiyni tekhnolohiyi u finansovomu upravlinni [Innovative information technologies in financial management]. Akademichnyy ohlyad, 2(57), 98–110. (Web of Science) DOI: 10.32342/2074-5354-2022-2-57-8
13. Pestovska, Z. S. (2022) Tokenizatsiya ekonomiky Ukrayiny: mriya chy real'nist' [Tokenization of the economy of Ukraine: dream or reality]. Akademichnyy ohlyad, 1(56), 24–32. (Web of Science) DOI: 10.32342/2074-5354-2022-1-56-3
14. Pestovska, Z. (2022) Changes in the financial services market under the influence of AI (Chapter 3). In I. Tatomyr & Z. Kvasnii (Eds.), Artificial intelligence as a basis for the development of the digital economy: textbook (pp. 85–134) [Electronic edition]. OKTAN PRINT. 376 p. DOI: https://doi.org/10.46489/aiabftd-07

Web-resources

1. National Bank of Ukraine. (n.d.). Official website. https://www.bank.gov.ua/
2. Library of Alfred Nobel University. (n.d.). Official website. https://lib.duan.edu.ua/uk/
3. Repository of Alfred Nobel University. (n.d.). Official website. https://ir.duan.edu.ua/home
4. Bloomberg. (n.d.). Bloomberg Terminal. Official website. https://bloomberg.com/professional/solution/bloomberg-terminal
5. LSEG. (n.d.). LSEG Workspace. Official website. https://lseg.com/en/data-analytics/products/workspace
6. DREAM Academy. (n.d.). Tsentr kompetentsii z upravlinnia investytsiiamy [Investment Management Competence Center]. https://dream.gov.ua/ua
7. CFA Institute. (n.d.). Advancing the Industry's Thinking on Sustainable Investing. https://rpc.cfainstitute.org/themes/sustainability
8. CFA Institute Research Foundation. (n.d.). Independent, high-quality research for prudent investment decisions. https://rpc.cfainstitute.org/research-foundation
9. Centre for Economic Strategy. (2024–2026). Zvity Tsentru ekonomichnoi stratehii (CES) [Reports of the Center for Economic Strategy (CES)]. https://ces.org.ua/
10. State Statistics Service of Ukraine. (n.d.). Official website. http://www.ukrstat.gov.ua/
11. National Securities and Stock Market Commission. (n.d.). Official website. http://nssmc.gov.ua/
12. New York Stock Exchange. (n.d.). Official website. https://nyse.nyx.com/

BUSINESS PROCESS REENGINEERING

The course aims to substantiate the methodological and organizational foundations of effective functioning of business process reengineering as a system of fundamental transformations of

company activities, which will contribute to overcoming crisis situations, accelerating adaptation to market conditions, financial recovery and systemic renewal.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	7/14 weeks	4 / elective	Zhanna Piskova, PhD (Economics), Associate Professor	120 hours (26 h. lectures, 14 h. practical classes, 80 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) Analyze and justify the strategic role of business process reengineering (BPR)			Interactive lecture with elements of discussion. Analysis of market triggers of reengineering (crises, competition)	Express testing, participation in discussion (CAS)
2) Compare and evaluate key concepts and principles of BPR			Debate ‘BPR vs TQM (incremental improvement)’ using comparative analysis method	Participation in debates (discussion), comparison of radical and evolutionary approaches using a real company example (CAS)
3) Evaluate ethical and transparency aspects of business transformation			Case analysis of ‘staff downsizing’ and ‘abuse control’ during automation, small group work	Defense of a project section in small groups ‘Anti-corruption safeguards in the new process model’ (CAS)
4) Analyze and diagnose organizational problems requiring radical change			Responsibility matrix, ‘Problem Tree’ method and Ishikawa diagram. Workshop on identifying hidden inefficiencies	Development of responsibility matrix, presentation of diagnostic report ‘Root causes of inefficiency of the selected process’, participation in discussion (CAS)
5) Apply and model ‘As Is’ business processes using analytical tools			Functional-cost analysis of business processes, calculation of cost (ABC-costing) and cycle time	Verification of correctness of ‘As Is’ graphical model and calculated indicators table (CAS)
6) Design and justify ‘To Be’ process models			Brainstorming on identifying fundamental changes and eliminating unnecessary hierarchy levels	Defense of target process model ‘To Be’ with justification of radical changes (CAS)

7) Conduct and present BPR research individually and in teams	Role distribution in the group (leader, analyst, process engineer)	Evaluation of group dynamics through peer-to-peer assessment (CAS)
8) Evaluate and reflect on BPR project outcomes and failures	Critical analysis of failures in BPR projects. Training on adapting to staff resistance	Written reflection: analysis of mistakes made during design (CAS)
9) Apply and adapt international best practices in process transformation	Benchmarking study: analysis of best practices in the relevant industry	Report on adaptation of international standards to the specifics of a domestic enterprise (CAS)

Assessment

The final grade is assigned on a 100-point scale, with 40 points for the test and 60 points for semester work (pass/fail assessment format).
Distribution of points (100 points total):
60 points for the work in the semester (CAS):
20 points — individual assignment (presentation);
20 points — participation in discussions and debates (CAS);
20 points — defense of process model ‘To Be’ (CAS).
40 points for the final test (CAS):
40 points — comprehensive test assignment.
Assessment Criteria:
a) Individual assignment (max 20 points):
16–20 points: The student completed the work correctly, demonstrating a deep understanding of the material. All detailed conclusions are provided.
11–15 points: The work is completed, but there are inaccuracies that do not affect the final result. Generalized conclusions are provided.
6–10 points: Insufficient understanding of the material. The task is partially completed. Partial conclusions are provided.
1–5 points: Lack of understanding of the material. The task is incomplete; conclusions are absent.
b) Participation in discussions (max 20 points):
81–100% (17–20 points): The discussion is conducted correctly. The student demonstrates excellent mastery of the educational material and successfully articulates and argues his/her position.
51–80% (11–16 points): The student demonstrates understanding of the material but with some inaccuracies.
21–50% (5–10 points): Basic understanding with significant gaps.
1–20% (1–4 points): Many errors, minimal or no understanding.
c) Defense of process model ‘To Be’ (max 20 points):
17–20 points: Flawless design of the target process model, precise calculation of cycle times and ABC-costing, clear elimination of unnecessary hierarchy levels with deep justification of radical changes.
13–16 points: Good process model design with minor inaccuracies in analytical justifications or performance metrics.
9–12 points: Basic process redesign with noticeable gaps in operational efficiency evaluation.
1–8 points: Insufficient understanding of reengineering principles and weak modeling logic.
d) Test assignment (max 40 points): The criteria for test assignment are written in the test card.

Content

Topic 1. Strategic foundations of business process reengineering
Topic 2. Basic concepts of business process reengineering
Topic 3. Organizational structure based on business process management

Topic 4. Structural analysis of business processes
Topic 5. Technology of business process reengineering

Literature

Compulsory reading

1. Danchenko, O. B. (2017). Praktychni aspekty reinzhynirynhu biznes-protsesiv [Practical aspects of business process reengineering]. University of Economics and Law 'KROK'. 238 p.
2. Dumas, M., La Rosa, M., Mendling, J., & Reijers, H. A. (2025). Fundamentals of Business Process Management (3rd ed.). Springer.

Recommended reading

1. Beridze, T. M., Kononenko, V. V., & Pasichnyk, N. V. (2016). Zasady monitorynhu u reinzhynirynhu: monohrafiia [Principles of monitoring in reengineering: monograph]. Shcherbatykh O. V. 143 p.
2. Yefremenko, T. M., & Krasnokutska, Yu. V. (2019). Reinzhynirynh biznes-protsesiv: konspekt lektsii [Business process reengineering: lecture notes]. O. M. Beketov National University of Urban Economy in Kharkiv. 100 p.
3. Varenyk, V. M., & Piskova, Zh. V. (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
4. Varenyk, V. M., & Piskova, Zh. V. (2024). Soft, hard, and digital skills for managers in the digital age: Business requirements and the need to master them. Development Management, 23(1), 46–61. [Electronic edition]. https://devma.com.ua/web/uploads/pdf/Development_Management,_2024_Vol_23_No._1-46-61.pdf
5. Vynohradova, O. V. (2005). Reinzhynirynh biznes-protsesiv u suchasnomu menedzhmenti: monohrafiia [Business process reengineering in modern management: monograph]. 195 p.
6. Boutros, T., & Purdie, T. (2013). The Process Improvement Handbook: A Blueprint for Managing Change and Increasing Organizational Performance. McGraw-Hill Education. 416 p.
7. Harmon, P. (2024). Business Process Change: A Business Process Management Guide for Managers and Process Professionals (5th ed.). Morgan Kaufmann.
8. Kirchmer, M. (2023). Value-Driven Business Process Management: The Key to Management in a Digital World. Springer.

Web-resources

1. Object Management Group. (n.d.). Business Process Model and Notation (BPMN) – Official website. https://www.omg.org/bpmn/
2. Object Management Group. (n.d.). Business Process Management (BPM) Portal. https://www.omg.org/bpm/
3. bpmn.io. (n.d.). Online BPMN modeling and tools. https://bpmn.io/
4. International Organization for Standardization. (n.d.). ISO 9000 Quality Management Systems. https://www.iso.org

PRICING				
The course aims to form a system of theoretical knowledge and practical skills for developing and implementing an effective pricing policy for an enterprise in a market economy; the course is aimed at mastering the methodology for substantiating strategic and tactical decisions on pricing, studying the mechanisms for adapting price parameters to changes in demand, costs and the competitive environment, as well as mastering the tools for managing profitability through the price factor.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	7 / 14 weeks	4 / elective	Zoia Pestovska, PhD (Economics), Associate Professor	120 hours (26 h. lectures, 14 h. practical classes, 80 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) Be fluent in the regulatory framework of Ukraine and international standards (GATT / WTO, Incoterms) in the field of state regulation of prices, antitrust legislation and transfer pricing			Lecture, practical lesson, testing, problem solving	Problem solving, testing, explanation of problem solving (CAS)
2) Have a deep understanding of the principles of the relationship between price and the life cycle of a product and the strategic goals of the enterprise's marketing policy			Lecture, practical lesson, testing, solving analytical problems	Problem solving, testing, explanation of problem solving (CAS)
3) Systematically monitor competitors' pricing strategies, use analytical tools to forecast demand when price levels change			Lecture, examples of problem situations and audience involvement in their solution, testing, solving analytical problems	Problem solving, testing, assessment of practical skills, explanation of problem solving (CAS)
4) Be guided by the principles of ethical pricing and social responsibility, avoiding price discrimination or dumping that harm public welfare and the principles of fair competition			Lecture, discussion, testing, solving analytical problems	Testing, explanation of problem solving, participation in discussion (CAS)
5) Promptly adapt the company's pricing policy and make sound management decisions in conditions of high inflation, sharp fluctuations in exchange rates, logistical crises or force majeure changes in the market environment			Problem lecture, case study, testing, discussion	Testing, explanation of problem solving, assessment of practical skills solving a case study, participation in discussion (CAS)
Assessment				
The final grade is given on a 100-point scale, including: 30 points for an individual assignment; 70 points for examples of problem situations and audience involvement in their solution, testing, solving analytical problems. Assessment criteria: a) individual assignment				

26-30 points: the student fully understands the material, teaches it freely and with good reasoning, deeply reveals the content of theoretical questions, uses mandatory and additional scientific literature, independently solves problems with full justification of the choice of pricing strategies.
19-25 points: the student has a fairly complete knowledge of the material, but when teaching some questions, there is a lack of depth and reasoning; individual minor inaccuracies or minor errors in calculations are allowed, uses mainly basic educational literature.
11-18 points: the material is mastered in general, but the presentation of the content is without a deep comprehensive analysis; the student allows significant inaccuracies and errors, does not use the necessary additional literature, and the answers to additional questions are fragmentary.
5-10 points: the student has only partial knowledge of the material, is unable to present the content of most questions; the work is abstract in nature, is not formatted according to standards, and the content does not reveal the essence of the tasks; gross errors were made in the choice of pricing methods.
0-4 points: the task is not completed, written work is missing or the student refuses to answer any questions.
b) work in the semester (evaluation criteria for each practical lesson (0–10 points)):
9–10 points: the student demonstrates deep knowledge of the material and a creative approach to solving problems, calculations are performed without errors, is able to interpret the obtained figures and draw conclusions, and actively participates in the discussion.
7–8 points: the student understands the topic, but makes minor inaccuracies, the solution algorithm is correct, but there may be minor arithmetic errors, the justification of the conclusions may not be sufficiently substantiated.
5–6 points: the student has basic skills, but has gaps in knowledge, the task is partially completed, the conclusions are superficial or absent.
1–4 points: an attempt was made to complete the task, but the result is unsatisfactory, misunderstanding of the price structure, inability to explain the results obtained.
0 points: the task was not completed.

Content

Topic 1. Theoretical principles of pricing
Topic 2. Types and functions of prices
Topic 3. Price composition and formation of its elements
Topic 4. Methods of market pricing
Topic 5. Pricing policy of the enterprise
Topic 6. Pricing in the service sector
Topic 7. Pricing in the foreign market
Topic 8. State pricing policy and its impact on economic processes

Literature

Compulsory reading

1. Nepran, A. V., & Dmytriiev, I. A. (Eds.). (2024). Tsiny i tsinoutvorennia [Prices and pricing]. PP Ivanchenka. 446 p. https://vstup.htek.com.ua/wp-content/uploads/2024/10/39.2-Neprana.pdf
2. Matvieieva, N. M., Serohina, D. O., & Zhovtiak, H. A. (2023). Tsinoutvorennia [Pricing]. O. M. Beketov National University of Urban Economy in Kharkiv. 135 p.

Recommended reading

1. Chichulina, K. V. (2020). Navchalnyi posibnyk do vyvchennia kursu Tsiny i tsinoutvorennia [A study guide for the course Prices and Pricing]. National University Yuri Kondratyuk Poltava Polytechnic, 131 p. https://reposit.nupp.edu.ua/files/original/25/17529/85f903fa19dcb1b10443708c39c5b2f43a53c225.pdf
2. Kareba, M. I. (2017). Tsiny ta tsinoutvorennia: opornyi konspekt lektsii [Prices and pricing: supporting lecture notes]. MSAU. 100 p.
3. Andrus, O. I. (Compiler). (2019). Tsinoutvorennia: Rozrakhunkova robota [Pricing: Calculation work] [Electronic edition]. Igor Sikorsky Kyiv Polytechnic Institute. 55 p. https://ela.kpi.ua/server/api/core/bitstreams/f71ac4b0-7795-43f5-a2e5-556c1b177e6e/content

4. PriceControl. (2026). Servisy monitorynhu tsin v Ukraini ta Yevropi. TOP-12 naikrashchykh instrumentiv dlia internet-rynku [Price monitoring services in Ukraine and Europe. TOP-12 best tools for the online market]. https://www.pricecontrol.com.ua/ua/servisi-monitoringa-czin-v-ukraini/

Web-resources

1. Pricer24. (n.d.). Official website. https://pricer24.com/uk/
2. Horoshop. (n.d.). Official website. https://horoshop.ua/ua/

CRISIS MANAGEMENT				
The course aims to develop students' comprehensive understanding of the nature of crises and to master the tools of crisis management. The course is aimed at developing skills in diagnosing crisis phenomena, designing financial recovery strategies (turnaround management), forming crisis response teams, and studying the legal aspects of bankruptcy in Ukraine and globally.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	8 / 8 weeks	3 / elective	Halyna Ryzhkova PhD (Economics), Associate Professor	90 hours (16 h. lectures, 16 h. practical classes, 58 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) Explain the nature of crises and evaluate the legal, social and economic consequences of bankruptcy or recovery (financial rehabilitation) for the organization and society.			Visualization lectures, problem-based lectures, analysis of regulatory and legal frameworks	Participation in discussions (CAS), oral quizzes (CAS)
2) Diagnose signs of a crisis state, analyze financial data, and calculate bankruptcy probability using international and national models.			Practical workshops, calculation tasks in MS Excel, business intelligence using YouControl and Opendatabot	Calculation reports (CAS), final module test (CAS)
3) Apply crisis management tools, restructuring, and reengineering methods to develop business recovery strategies.			Case study method, workshops, scenario modeling	Case study reports (CAS), team project report (CAS)
4) Conduct research in teams, demonstrating leadership and the ability to adapt the collective to work under stress and high uncertainty.			Small group work, role-playing, stress-resistance training	Team interaction assessment (CAS), reflective report (CAS)
5) Perform effective communication when presenting crisis response solutions, demonstrating critical thinking and social responsibility.			Public speaking, business debates, presentation of turnaround projects	Project presentation (CAS), final assessment/test (CAS)
Assessment				
The final grade is given on a 100-point scale, with 20 points for the final assessment paper (CAS) and 80 points for the work in the semester (CAS). 80 points for the work in the semester (CAS): 20 points for an individual assignment (presentation); 20 points for participation in discussions; 40 points for practical assignments (Excel-cases, YouControl/OpenDataBot tasks and role-playing). Assessment Criteria a) Individual presentation 16–20 points: The student demonstrates an excellent understanding of the material, mastery of the content and depth of search. The student effectively uses modern scientific literature and databases (YouControl, OpenDataBot). The work contains elements of novelty and reflects the author's own point of view. The work is designed in accordance with the requirements.				

11–15 points: The student understands the material well and demonstrates a good mastery of the content and depth of search. Modern information sources were used to perform the task. There are minor violations of the design requirements for the task.
6–10 points: The structure is somewhat logical, but the ideas and concepts may not always be clearly or effectively expressed. The task may lack coherence and/or accuracy in certain areas.
1–5 points: The task is poorly structured, disorganized, inaccurate, and/or confusingly expressed. There are major omissions.
b) Participation in discussions
For participating in discussions and debates, the student will receive points from the total number specified in the course map:
81–100% (17–20 points): The discussion is conducted correctly. The student demonstrates excellent mastery of the educational material and successfully argues their position regarding crisis management strategies.
51–80% (11–16 points): The student demonstrates an understanding of the educational material, but some inaccuracies are noticed in argumentation or logical conclusions.
21–50% (5–10 points): A basic understanding of the material, but with significant gaps or omissions. Low activity during case study discussions.
1–20% (1–4 points): A lot of mistakes, with little to no understanding of the material's context regarding crisis phenomena.
c) Practical assignments
Assessment of work in Excel, data registries and participation in the role-playing game:
81–100% (33–40 points): Accurate execution of calculation tasks in Excel; professional use of YouControl/OpenDataBot. The student demonstrates leadership and efficiency in the role-playing game.
51–80% (21–32 points): Calculations are performed correctly, but the depth of risk analysis is insufficient. Demonstrates constructive work during the role-playing game.
21–50% (9–20 points): Significant errors in calculation models. Basic use of digital tools.
1–20% (1–8 points): Inability to complete the practical task; lack of understanding of diagnostic algorithms.
d) Final assessment paper (20 points)
The criteria for the final assessment (test and analytical exercise) are written on the assessment card.

Content

Topic 1. Definition of Crisis and Its Characteristics
Topic 2. Theoretical Foundations of Anti-Crisis Management
Topic 3. State Regulation of Crisis Phenomena
Topic 4. Crisis Situations in Enterprise Development
Topic 5. Diagnostics of Crisis Phenomena in the Management Process
Topic 6. Bankruptcy, Financial Rehabilitation (Recovery), and Liquidation of the Enterprise
Topic 7. Mechanism of Crisis Situation Management at the Enterprise
Topic 8. International Experience in Crisis Management

Literature

Compulsory reading

1. Hobela, V., Zhyvko, Z., Leskiv, H., & Melnyk, S. (2022). Upravlinnia kryzovymy sytuatsiiamy: navchalnyi posibnyk [Crisis management: a textbook] [Electronic edition]. Lviv State University of Internal Affairs. 228 p.
2. Kryvoviaziuk, I. (2024). Antykryzove upravlinnia pidpryiemstvom: navchalnyi posibnyk [Anti-crisis management of the enterprise: a textbook]. Kondor. 396 p.
3. Portna, O., Yershova, N., & Yurieva, I. (2025). Antykryzove upravlinnia pidpryiemstvom: navchalnyi posibnyk [Anti-crisis management of the enterprise: a textbook]. Magnolia 2006. 283 p.

Recommended reading

1. Alkema, V. (2026). Anti-crisis management of enterprises in conditions of unstable economic environment. Scientific Notes of Lviv University of Business and Law, (48), 144–154. https://nzlubp.org.ua/index.php/journal/article/view/2028

2. Boin, A., Stern, E., & Sundelius, B. (2024). The Politics of Crisis Management: Public Leadership under Pressure (2nd ed.) [Electronic edition]. Cambridge University Press. https://www.researchgate.net/publication/230383834_The_Politics_of_Crisis_Management_Public_Leadership_under_Pressure
3. Chykurkova, A. (2024). Antykryzove upravlinnia: Navchalnyi posibnyk [Anti-crisis management: A textbook]. Kamianets-Podilskyi. 170 p.
4. Lotti, O., Luiz, B., Torresani, P., Martins, R., Albuquerque, Savio, R., & Farina, B. (2024). Crisis management: a post-pandemic framework [Electronic edition]. European Journal of Innovation Management. https://www.emerald.com/ejim/article-abstract/28/5/1858/1249732/Crisis-management-a-post-pandemic-framework
5. Mikušová, M. (2021). Crisis Management: Theory and Practice [Electronic edition]. ResearchGate. 156 p. https://www.researchgate.net/publication/341766984_Crisis_Management_Theory_and_Practice
6. Naichuk-Khrushch, M., & Shchur, T. (2025). Systematyzatsiia instrumentiv antykryzovoho upravlinnia pidpryiemstvom: teoretychnyi i prykladnyi aspekty [Systematization of anti-crisis management tools of the enterprise: theoretical and applied aspects]. Business Inform, 6, 392–400. https://www.business-inform.net/article/?year=2025&abstract=2025_6_0_392_400
7. Riabtsev, V., Kozenkov, D., & Alyoshina, T. (2023). Upravlinnia zminamy yak neobkhidnyi element rozvytku promyslovoho pidpryiemstva [Change management as a necessary element of the development of an industrial enterprise]. Economic Bulletin of Dnipro University of Technology, 1, 122–132. https://doi.org/10.33271/ebdut/81.122
8. Sheffi, Y. (2021). A Guide to Resilient Business: Lessons from the Pandemic and Beyond. MIT Press.
9. Solvoll, M., & Olsen, R. (Eds.). (2024). Innovation through crisis: Journalism and news media in transition [Electronic edition]. Nordicom, University of Gothenburg. https://doi.org/10.48335/9789188855923
10. Sudomyr, S. (2026). Formuvannia systemy antykryzovoho upravlinnia na pidpryiemstvakh maloho ta serednoho biznesu: teoretychnyi aspekt [Formation of the anti-crisis management system at small and medium-sized businesses: theoretical aspect]. Aktualni pytannia ekonomichnykh nauk [Current issues of economic sciences], 22. https://doi.org/10.5281/zenodo.19670681
11. Turylo, A., Turylo, A., Korolenko, R., & Tishchenko, S. (2024). Antykryzove upravlinnia cherez pryzmu stratehichnoho upravlinnia i balansovoho rozvytku pidpryiemstva [Anti-crisis management through the prism of strategic management and balanced development of the enterprise]. Sotsialno-ekonomichni problemy i derzhava [Socio-economic problems and the state], 2(31), 44–51. http://sepd.tntu.edu.ua/images/stories/pdf/2024/24tambrp.pdf
12. Volianiuk, O., & Humeniuk, I. (2026). Kryza publichnoi polityky YeS v umovakh transformatsii svitoporiadku: akademichnyi dyskurs [The crisis of EU public policy in the conditions of transformation of the world order: academic discourse]. Empirio, 3(1), 3–17. https://doi.org/10.18523/3041-1718.2026.3.1.3-17

Web-resources

1. Business Continuity Institute (BCI). (n.d.). Resources for business continuity planning. Official website. https://www.thebci.org
2. Coursera. (n.d.). Crisis Management Courses by Top Universities. Official website. https://www.coursera.org
3. Harvard Business Review (HBR). (n.d.). Crisis Management Section. Official website. https://hbr.org/topic/crisis-management
4. Ministry of Justice of Ukraine. (n.d.). Register of bankruptcy cases. Official website. https://minjust.gov.ua
5. Opendatabot. (n.d.). Monitoring service for registration data of Ukrainian companies and court register. Official website. https://opendatabot.ua
6. UCU Business School (LvBS). (n.d.). Business resilience analytics during the war. Official website. https://lvbs.com.ua/insights/
7. YouControl. (n.d.). Analytical system for business analytics, risk diagnosis and counterparty checking. Official website. https://youcontrol.com.ua

RISK MANAGEMENT

The course aims to develop a holistic system of knowledge and practical skills in managing uncertainty in a business environment, including the ability to professionally identify, analyze and

assess potential threats and opportunities for the organization. The course is aimed at mastering modern tools for minimizing the negative consequences of risks and developing strategies for ensuring the financial stability of the company, which allows future managers to make informed management decisions in a changing market and crisis situations.

Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	8 / 8 weeks	3 / Elective	Pestovska Z.S., PhD (Economics), Associate Professor	90 hours (16 hrs. lectures, 16 hrs. tutorials, 58 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) Identify and classify potential internal and external risks affecting a business entity using professional frameworks	Interactive lectures, brainstorming sessions, analysis of business failure cases, testing	Evaluating participation in discussions (brainstorms), testing (CAS)
2) Evaluate and prioritize risks using qualitative and quantitative methods	Practical workshops, small group problem-solving, discussions	Individual or group practical task, evaluating participation in discussions (CAS)
3) Design and justify risk response strategies	Case study method, role-playing, testing	Presentation of a risk management strategy for a specific company, evaluating role-playing activity, testing (CAS)
4) Monitor and report on risk exposure and the effectiveness of control measures within a corporate governance structure	Discussions, independent research, case study, testing	Complex case analysis, research presentation (CAS)

Assessment

The final grade is given on a 100-point scale, including:
20 points for an individual assignment;
80 points for examples of problem situations and audience involvement in their solution, testing, and solving analytical problems.
Assessment criteria:
a) Individual assignment (designing the enterprise risk profile):
18–20 points: Deep analysis, original solutions, use of international standards; the student demonstrates critical thinking.
14–17 points: The work is completed in full, but the response strategies are somewhat formulaic.
10–13 points: Superficial identification of risks, errors in assessing probability or consequences.
0–9 points: The work does not correspond to the structure; the analysis is carried out formally; key threats are ignored.
b) Work in the semester (evaluation criteria for each practical lesson, 0–10 points):
9–10 points: The student demonstrated a deep understanding of the topic, proposed non-standard and well-reasoned solutions, performed calculations without errors, drew logical conclusions based on the risk management methodology, and actively participated in the discussion.
7–8 points: The task was completed in full, but there were minor inaccuracies in the argumentation or presentation of results; the student understands the algorithm of actions, but needed small prompts to clarify the details.

5–6 points: The student completed the main part of the work, but made significant errors in the risk assessment methodology or was unable to justify the choice of a response strategy; knowledge of the tools is superficial.
1–4 points: The student has only fragmentary knowledge; the task was partially completed; there is no logic in the conclusions; calculations are incorrect or missing; and there is a low level of involvement in the group's work.
0 points: The student is absent from class without a good reason or completely refuses to complete the task.

Content

Topic 1. Conceptual foundations of risk management
Topic 2. Classification and typology of business risks
Topic 3. The process of identification and qualitative analysis of risks
Topic 4. Quantitative assessment and modeling of risks
Topic 5. Strategies and methods of responding to risks
Topic 6. Risk management in the system of managerial decision-making
Topic 7. Monitoring, control and reporting on risks
Topic 8. Building a corporate culture of risk management

Literature

Compulsory reading

1. Kibik, O., Slobodianiuk, O., & Kuznetsova, L. (2024). Ryzyk-menedzhment: navch.-metod. posibnyk [Risk management: educational and methodical manual] [Electronic edition]. Feniks. 84 p. https://dspace.onua.edu.ua/server/api/core/bitstreams/72e0b2b3-f60a-41fc-a00d-8deaf4afbf6c/content
2. RIMS (Risk Management Society). (2025). 2025 ERM Special Edition (20-25). 36 p. https://webapps.rims.org/DigitalMagazine/static/publications/pdfDownload/2025-ERM-Special-Edition.pdf
3. ISO 31000:2018. (2018). Risk management — Guidelines. https://www.iso.org/standard/65694.html

Recommended reading

1. DSTU ISO 31000:2018. (2018). National Standard. Menedzhment ryzykiv [Risk management]. https://online.budstandart.com/ua/catalog/doc-page.html?id_doc=80322
2. Ataieva, O. A., Nikolashyn, A. O., & Tymoshyk, N. (2024). Stratehichne upravlinnia ryzykamy na pidpryiemstvi: analiz ta zmenshennia nehatyvnykh vplyviv [Strategic risk management at the enterprise: analysis and reduction of negative impacts]. Efektyvna ekonomika, (2). DOI: 10.32702/2307-2105.2024.2.52 https://www.researchgate.net/publication/378542204_STRATEGICNE_UPRAVLINNA_RIZIKAMI_NA_PIDPRIEMSTVI_ANALIZ_TA_ZMENSENNA_NEGATIVNIH_VPLIVIV
3. ERM Group. (2025). Annual Trends Report 2025: The Path Forward for Sustainable Business. 89 p. https://www.erm.com/globalassets/documents/insights/ermsi_annual-trends-report-2025-4.pdf
4. World Economic Forum. (2026). Growth in the New Economy: Towards a Blueprint. https://www.weforum.org/publications/
5. Varenyk, V., Pestovska, Z., & Miro, I. (2025) Sutnist' ta skladovi zahroz ekonomichniy bezpetsi zakladiv vyshchoyi osvity [The essence and components of threats to the economic security of higher education institutions]. Akademichnyy ohlyad, 1(62), 149–164. (Web of Science) DOI: 10.32342/3041-2137-2025-1-62-11
6. Pestovska, Z. S. & Miro, I. M. (2023) Suchasni aspekty menedzhmentu ekonomichnoi bezpeky pryvatnykh zakladiv vyshchoi osvity [Modern aspects of economic security management of private higher education institutions]. In Perspektyvy rozvytku hospodarsko-finansovoi diialnosti pidpryiemstv v Ukraini: teoriia, metodyka, praktyka [Prospects for the development of economic and financial activities of enterprises in Ukraine: theory, methodology, practice] (pp. 106–113) [Electronic edition]. PP Astraya.
7. 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
8. Pestovska, Z. S., Romanova, K. S., & Rozenberh, O. S. (2022) Praktychni aspekty suchasnoho antykryzovoho finansovoho menedzhmentu [Practical aspects of modern anti-crisis financial management]. Yevropeys'kyy vektor, 1(32), 91–108. DOI: 10.32342/2074-5362-2022-1-32-9

Web-resources

1. Pirani Academy. (n.d.). Risk Management eBooks. https://www.piranirisk.com/en/academy/ebooks
2. edX. (n.d.). Learn risk management. https://www.edx.org/learn/risk-management

3. OpenLearn. (n.d.). Risk Management. https://www.open.edu/openlearn/money-business/risk-management/content-section-0?active-tab=description-tab
4. National Institute of Standards and Technology. (n.d.). NIST AI Risk Management Framework (AI RMF). https://www.nist.gov/itl/ai-risk-management-framework
5. RISK-ACADEMY. (n.d.). Guide to Effective Risk Management. https://riskacademy.blog/free-book-guide-to-effective-risk-management/
6. GARP. (2026). FRM Learning Objectives 2026. https://www.garp.org/frm/study-materials
7. Journal of Risk and Financial Management (MDPI). (n.d.). Official website. https://www.mdpi.com/journal/jrfm
8. Library of Alfred Nobel University. (n.d.). Official website. https://lib.duan.edu.ua/uk/
9. Repository of Alfred Nobel University. (n.d.). Official website. https://ir.duan.edu.ua/home

COACHING AND COACHING TECHNOLOGIES

The course aims to develop students' theoretical knowledge and applied competencies in coaching as a professional practice and management instrument. The course introduces students to the conceptual foundations of coaching, its distinguishing features in relation to related practices, and the core models and communication technologies used in professional coaching interactions. Students develop practical skills in applying coaching conversation structures, diagnostic and goal-setting tools, and evidence-based approaches to coaching in individual and organisational contexts. The course culminates in the design and structured demonstration of a full coaching session, integrating competencies developed across all modules.

Core competencies developed:

understanding and applying theoretical foundations and core models of coaching; application of the GROW, OSKAR and solution-focused coaching frameworks; practice of active listening, powerful questioning and feedback delivery skills; use of coaching tools for goal-setting, values clarification and behavioural change; analysis of coaching in leadership, team and organisational development contexts; design and delivery of a structured coaching session; ethical and professional conduct in coaching relationships; self-directed learning and reflective professional development.

Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	8 / 8 weeks	4 / elective	Olena Lytvynenko, PhD (Economics), Associate Professor	120 hours (16 h. lectures, 16 h. practical skills workshops and peer coaching sessions, 88 h. self-directed learning and coaching session project)

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 the theoretical foundations of coaching as a professional discipline; distinguish coaching from related practices including mentoring, consulting, therapy and training on the basis of purpose, relationship structure, methodology and professional boundaries.	Lectures and problem-based lectures, structured comparative case discussion, oral questioning and framework analysis	Class participation and oral questioning (CAS), written comparative analysis task (CAS)
2) Apply core coaching models, including the GROW model, OSKAR and solution-focused coaching frameworks to structure coaching conversations; compare their applicability, underlying assumptions and appropriate conditions of use across different professional coaching contexts.	Lectures, coaching model application workshops, peer coaching practice (triads: coach–coachee–observer)	Peer coaching practice with observer feedback (CAS), written situational task response (CAS)
3) Apply core coaching communication competencies, including active listening, powerful questioning, acknowledgement and constructive feedback delivery in structured coaching conversations, demonstrating	Skills practice workshops, peer coaching sessions (triads), video	Peer coaching session assessment (CAS), self-reflection log (CAS)

awareness of their purpose and effect in the coaching interaction.	analysis and self-reflection	
4) Apply evidence-based coaching tools, including SMART and HARD goal-setting frameworks, the Wheel of Life, values clarification instruments and Dilts' Neurological Levels model to support goal identification and behavioural change in individual professional development contexts.	Lectures, coaching tools application workshops, peer coaching practice	Coaching tools application task (CAS), peer coaching session assessment (CAS)
5) Analyse the application of coaching in organisational contexts, including leadership coaching, team coaching and the development of a coaching culture and evaluate the conditions, enablers and barriers that determine the effectiveness of coaching as an organisational development instrument.	Lectures, case study analysis, seminar discussion	Case study presentation (CAS), class participation and discussions (CAS)
6) Design and deliver a complete, structured coaching session for a given professional development scenario, integrating a chosen coaching model, appropriate communication techniques and at least one diagnostic or goal-setting tool, with a coherent session arc from contracting to closing and forward commitment.	Integrated coaching session design workshop, peer coaching sessions (triads), instructor and peer feedback and debrief	Coaching session design plan (written) (CAS), coaching session practical demonstration and peer/instructor assessment (CAS)
7) Evaluate the ethical responsibilities, professional standards and relational boundaries inherent in coaching practice with reference to the ICF and EMCC competency frameworks; demonstrate an informed and well-argued position on ethical dilemmas arising in professional coaching contexts.	Lectures, ethical scenario analysis and debate, video-case analysis	Class participation, ethical debate contribution (CAS), written ethical scenario response (CAS)
Assessment		
The final grade is given on a 100-point scale. 100 points across content modules and diagnostic forms: Content Module 1 — 30 points: Topic 1–2: oral questioning, written comparative analysis task (coaching vs related practices) — 10 points Topic 3–4: coaching model application task and peer coaching session with observer feedback — 12 points Topic 5–6: coaching tools application task — 8 points Content Module 2 — 30 points: Topic 7–8: case study presentation (coaching in organisations) — 8 points Topic 9–10: coaching session design plan (written) — 10 points Topic 11–12: coaching session practical demonstration, self-reflection log and ethical scenario response — 12 points Total for practical class performance — 60 points. The final credit assessment (pass/fail) is based on a scale of 0–40 points and consists of a written assignment comprising theoretical questions, a model selection and application task (given a coaching scenario), and an ethical dilemma response. Admission to the final credit assessment requires a minimum of 36 points earned during the semester. A score below 24 points on the final credit assessment results in a failing final grade regardless of semester performance.		

Assessment criteria:
a) Written comparative analysis task (coaching vs related practices)
9–10 points: The student clearly and precisely distinguishes coaching from at least three related practices on the basis of conceptual criteria (purpose, methodology, relationship structure, boundaries). Analysis is structured and supported by theoretical references.
7–8 points: Distinctions are drawn correctly for most practices; minor gaps in precision or theoretical grounding.
5–6 points: Some distinctions are made but analysis is partial or descriptive rather than conceptually structured.
1–4 points: Practices are confused or distinctions are absent; no theoretical framework applied.
b) Coaching model application task and peer coaching session (triad)
11–12 points: The chosen coaching model is correctly applied throughout the session structure; the student demonstrates awareness of the model's logic in live practice. Observer feedback confirms session coherence. The written task justifies model selection for the given scenario.
8–10 points: Good model application; minor deviations from the model's logic or gaps in communication technique.
5–7 points: The model is applied in parts; the session lacks structural coherence or the student reverts to advising/telling rather than coaching.
1–4 points: The model is not applied; the session lacks a coaching character.
c) Coaching session design plan (written) and practical demonstration
11–12 points: The session plan is coherent, complete and well-justified: contracting, model selection, tool choice and session arc are all grounded in the specific scenario. The practical demonstration closely follows the plan; communication competencies (listening, questioning, feedback) are confidently demonstrated. Self-reflection log shows genuine critical awareness.
8–10 points: Plan is sound and mostly followed in practice; minor gaps in tool integration or communication fluency.
5–7 points: Plan exists but lacks coherent justification or is not consistently followed in practice.
1–4 points: Plan is absent or does not reflect a coaching session structure; demonstration does not demonstrate coaching competencies.
d) Ethical scenario response and debate contribution
9–10 points: The student demonstrates a clear, well-argued and professionally informed position; applies ICF or EMCC ethical principles explicitly; engages constructively with contrasting perspectives in the debate.
7–8 points: A reasonable ethical position is articulated; relevant professional standards referenced with minor gaps in argumentation.
5–6 points: Basic ethical awareness demonstrated; position lacks structured argumentation or professional standards reference.
1–4 points: Minimal engagement; ethical principles not applied or confused.
Academic Integrity Policy
Students must comply with academic integrity principles as defined by the Law of Ukraine "On Education." In peer coaching sessions, all participants (coach, coachee and observer) are expected to maintain confidentiality regarding personal content disclosed in practice sessions. Written tasks must be independently completed and appropriately cited. Violations may be referred to the Academic Integrity Commission.
Classroom Conduct Policy
Students are expected to: attend no fewer than 75% of class sessions, with particular regard to practical skills workshops which cannot be compensated by self-directed study; maintain respectful, confidential and ethically grounded conduct in all peer coaching interactions; come prepared for practical sessions with pre-assigned readings; notify the instructor prior to any excused absence.

Content

Module 1. Foundations, Models and Communication Technologies of Coaching

Topic 1. Coaching as a Professional Discipline: History, Conceptual Boundaries and Defining Characteristics
Topic 2. Coaching and Related Practices: A Comparative Analysis of Coaching, Mentoring, Consulting, Therapy and Training
Topic 3. The GROW Model: Structure, Application Logic and Use in Professional Coaching Conversations
Topic 4. OSKAR and Solution-Focused Coaching: Theoretical Foundations, Methodology and Practical Application
Topic 5. Core Coaching Communication Competencies: Active Listening, Levels of Listening, Powerful Questions and the Art of Silence
Topic 6. Acknowledgement, Feedback Delivery and the Coaching Relationship: Building Trust, Rapport and Productive Challenge
Module 2. Coaching Tools, Organisational Applications and Professional Ethics
Topic 7. Coaching Tools for Goal-Setting: SMART and HARD Frameworks, the Wheel of Life and Scaling Techniques
Topic 8. Coaching Tools for Self-Awareness and Change: Values Clarification, Dilts' Neurological Levels Model and Belief Work
Topic 9. Designing a Coaching Session: Contracting, Session Arc, Tool Integration and Session Closing with Forward Commitment
Topic 10. Coaching in Leadership and Organisational Development: Manager-as-Coach, Executive Coaching and Coaching Culture
Topic 11. Team Coaching: Principles, Models, Facilitation Competencies and Conditions for Effectiveness
Topic 12. Professional Ethics and Standards in Coaching: ICF and EMCC Competency Frameworks, Boundaries, Confidentiality and Ethical Dilemmas

Literature

Compulsory reading

1. Whitmore, J. (2017). Coaching for performance: The principles and practice of coaching and leadership (5th ed.). Nicholas Brealey Publishing. 256 p.
2. Starr, J. (2021). The coaching manual: The definitive guide to the process, principles and skills of personal coaching (5th ed.). Pearson Business. 320 p.
3. Passmore, J. (Ed.). (2021). The coaches' handbook: The complete practitioner guide for professional coaches. Routledge. 502 p.
4. International Coaching Federation. (2019). ICF core competencies. https://coachingfederation.org/credentials-and-standards/core-competencies

Recommended reading

1. Bachkirova, T., Spence, G., & Drake, D. (Eds.). (2017). The SAGE handbook of coaching. SAGE Publications. 672 p.
2. Clutterbuck, D. (2020). Coaching the team at work: The definitive guide to team coaching (2nd ed.). Nicholas Brealey Publishing. 288 p.
3. Grant, A. M., & Cavanagh, M. J. (2007). Evidence-based coaching: Flourishing or languishing? Australian Psychologist, 42(4), 239–254. https://doi.org/10.1080/00050060701648175
4. Dilts, R. (2003). From coach to awakener. Meta Publications. 330 p.

Web-resources

1. International Coaching Federation. (n.d.). Official website. https://coachingfederation.org
2. European Mentoring and Coaching Council. (n.d.). Official website. https://www.emccglobal.org
3. Alfred Nobel University. (n.d.). Official website. https://duan.edu.ua
4. Harvard Business Review. (n.d.). Coaching and leadership development insights. https://hbr.org
5. National Agency for Higher Education Quality Assurance. (n.d.). Official website. https://naqa.gov.ua

HR ADMINISTRATION				
The course aims to develop a comprehensive understanding of the theory and practice of HR administration, and 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	8 / 8 weeks	4 / elective	Hanna Mytrofanova Doctor of Science (Economics), Full Professor	120 hours (16 h. lectures, 16 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) Apply 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 manage 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) Ensure 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) Manage 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) Apply 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 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 labor 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 labor 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

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

	Semesters							
	1	2	3	4	5	6	7	8
Teaching Units (Courses), 152 ECTS* Mandatory								
Courses of General Training	20	13	10	10	5	4	3	3
Courses of Professional Training	10	9	12	12	13	14	15	13
TOTAL	**30**	**22**	**22**	**22**	**18**	**18**	**18**	**16**
Teaching Units (Courses), 67 ECTS Elective**								
Courses of General Training 24								
Courses of Professional Training 43								
Instructional Practical Training 'Nobel Studies: Management' 3 ECTS					Work Placement 4 ECTS		Pre-Graduation Internship 7 ECTS	
Bachelor's Thesis 7 ECTS								

TOTAL	Mandatory	Elective	Internship	Bachelor's Thesis
	152	67	14	7

*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.