SUPPLEMENT 5

ALFRED NOBEL UNIVERSITY

STUDY PROGRAMME
“BUSINESS ADMINISTRATION”
MASTER IN MANAGEMENT

COURSE CATALOGUE

2025-2026 academic year

Dnipro 2026

TABLE OF CONTENT

Mandatory Courses....3
ECONOMIC ANALYSIS OF THE BUSINESS ENVIRONMENT....3
CONCEPTUAL FOUNDATIONS OF MANAGEMENT....6
LEADERSHIP, CORPORATE CULTURE AND ORGANIZATIONAL ADAPTABILITY....10
MANAGEMENT OF MARKETING ACTIVITIES....14
INNOVATION AND DIGITAL TRANSFORMATION MANAGEMENT....18
FINANCIAL MANAGEMENT....21
INTERNATIONAL AND CROSS-CULTURAL MANAGEMENT....25
STRATEGIC MANAGEMENT....28
SUSTAINABLE DEVELOPMENT OF THE ORGANIZATION....32
PROJECT MANAGEMENT....36
INVESTMENT MANAGEMENT AND RISK MANAGEMENT....39
HR MANAGEMENT....43
ACADEMIC FOREIGN LANGUAGE....47
INTERNSHIP....52
PRE-GRADUATION INTERNSHIP....57
Elective Courses....62
PSYCHOLOGY OF THE NEGOTIATION PROCESS....62
LABORATORY OF INNOVATIONS, IDEAS AND STARTUPS....67
NEW TECHNOLOGIES OF FINANCIAL MARKETS....71
PSYCHOLOGICAL TECHNOLOGIES OF BUSINESS CONSULTING....75
PRACTICAL PSYCHOLOGY: POST-TRAUMATIC STRESS RECOVERY TECHNIQUES....78
HR ADMINISTRATION....84
CIRCULAR ECONOMY AND ECO-INNOVATIONS....87
BUSINESS PROCESS MODELING....92
INFORMATION SECURITY IN BUSINESS....95
TECHNOLOGY OF BUSINESS ANALYSIS....98
INFORMATION SYSTEMS AND DIGITALIZATION OF MANAGEMENT....102
WORLD-CLASS PRODUCTION ORGANIZATION SYSTEMS....105
OPERATIONAL MANAGEMENT....109
CATEGORY MANAGEMENT....112
CHANGE MANAGEMENT....114
Structure of the Business Administration Study Programme (Master's degree)....117

Mandatory Courses

ECONOMIC ANALYSIS OF THE BUSINESS ENVIRONMENT				
The course aims to develop in MBA students systemic economic thinking and the ability to apply the tools of micro- and macroeconomic analysis to make effective management decisions in business, evaluate the market behavior of business entities, and analyze the impact of state economic policy, global economic processes, and the macroeconomic environment on the activities of companies, industries and investment strategies.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	1/14 weeks	3 / mandatory	Anatolii Zadoia, Doctor of Science (Economics), Full Professor	90 h. (18 h. lectures, 6 h. seminars/practical, 66 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) assess demand, supply, elasticity, cost structure, pricing mechanisms, competitive strategies and features of the functioning of various market structures (perfect competition, monopoly, oligopoly) to justify management decisions			Interactive lectures, seminars, discussions, independent work	Participation in discussions, presentations, work in small groups (CAC), final exam (FAC)
2) analyze key macroeconomic indicators (GDP, inflation, unemployment, exchange rate, interest rates), determine the impact of fiscal and monetary policy on the business environment and adapt corporate strategies to changes in the economic cycle			Interactive lectures, seminars, discussions, independent work scenario analysis workshops	Participation in the discussion, scenario-based assignments, presentation (CAS), final exam (FAS)
3) use economic models to forecast market trends, assess risks, strategic planning, enter new markets and manage a company in a global competitive environment.			Lectures, practical classes, discussions, independent work, case analysis	Participation in a discussion, work in small groups (CAC), final exam (FAC)
4) combine micro- and macroeconomic approaches to form a comprehensive vision of enterprise development, increasing its competitiveness, investment attractiveness, and sustainability in the national and international environment.			Interactive lectures, seminars, independent work, case analysis	Presentation, participation in the discussion (CAC), final exam (FAC)
Assessment				
The final grade is given on a 100-point scale, including 60 points for the current control and 40 points for the final control. 60% – current control: 30% – work in small groups; 30% – participation in discussions, presentations. 40 % – final exam. In particular:				

20 – analysis of situation;
20 – case solving.
Assessment criteria:
a) participation in discussions, presentations
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.

b) work in small groups
For working in small groups, the student will receive points from the total number specified in the course map for this type of assessment:
81–100%: The student actively participates in the discussion of the problem, proposes original solutions and can justify them. The proposals are based on a deep understanding of micro- and macroeconomic processes and patterns.
51–80%: The student proposes generally correct solutions, but admits minor errors in the justification. Some proposals require additional reasoning
21–50%: The student understands the essence of the problem and possible directions for its solution. The proposals are general in nature and do not have reasoning..
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. Economic thinking in business management: subject, methods and role of micro- and macroeconomics
Topic 2. Demand, supply and market equilibrium: applied analysis for management
Topic 3. Consumer theory, customer behavior and value creation
Topic 4. Costs, production and firm strategy
Topic 5. Market structures and competitive strategies of companies
Topic 6. Macroeconomic indicators and business environment
Topic 7. Fiscal, monetary and regulatory policy of the state
Topic 8. International economy, globalization and geoeconomic risks
Topic 9. Economic analysis for strategic management and MBA decisions

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. 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

6. 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

7. 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

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

6. Zadoia, A. O., Mahdich, A. C., Zadoia, O. A. (2022). *Makroekonomichni kryteriyi valyutno-finansovoyi konverhentsiyi: oriyentyry dlya Ukrayiny* [Macroeconomic criteria for monetary and financial convergence: guidelines for Ukraine]. Academy Review. 2022. No.2 (57). P.5–23. https://doi.org/10.32342/2074-5354-2022-2-57-1

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. (n.d.). *Official website.* Available at: http://www.moodys.com

CONCEPTUAL FOUNDATIONS OF MANAGEMENT

The course aims to develop students' critical and integrative understanding of management as a scholarly discipline and professional domain at the conceptual, theoretical and philosophical level. Rather than providing an operational survey of management techniques, the course equips MBA students to critically engage with competing management paradigms, evaluate theoretical frameworks in relation to complex organisational realities, and construct evidence-based managerial arguments grounded in advanced scholarly synthesis. The course foregrounds the epistemological foundations of management thought, the integrative logic of management functions, and the ethical and social responsibility dimensions of management theory and practice in contemporary organisational environments.

Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	1 / 14 weeks	3 / mandatory	Volodymyr Momot, Doctor of Science (Economics), Full Professor	90 hours (12 h. lectures, 12 h. seminars and case study workshops, 66 h. self-directed learning)

Learning outcomes **On completion of the course, students will be able to:**	**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1. Critically evaluate competing management paradigms, schools of thought and conceptual frameworks, constructing a reasoned scholarly position on their explanatory power, applicability and limitations in contemporary organisational contexts.	Lectures and problem-based lectures, seminar debate and structured discussion, case study analysis and critical review	Class participation and structured debates (CAS) Critical review paper (CAS) Final examination (FAS)
2. Analyse the conceptual architecture of management systems, diagnosing functional interdependencies and evaluating their contribution to organisational effectiveness in dynamic, uncertain and post-conflict environments.	Lectures, situational problem analysis, case study analysis	Case study presentation (CAS) Oral examination and class participation (CAS) Final examination (FAS)
3. Construct and justify comprehensive, evidence-based managerial arguments for complex and ambiguous organisational scenarios, integrating multiple theoretical frameworks into coherent analytical positions.	Problem-based lectures, decision-making simulations, integrative case analysis	Integrative case study report (CAS) Simulation outcomes and peer assessment (CAS) Final examination (FAS)

4. Design integrated management approaches that align organisational structure, culture and leadership philosophy with strategic objectives, institutional context and external environmental constraints.	Strategic workshop, small-group research project, business case analysis	Research project and presentation (CAS) Case study report (CAS) Final examination (FAS)
5. Evaluate leadership paradigms and organisational communication models across diverse cultural, institutional and post-conflict contexts, appraising their effectiveness and appropriate conditions of application.	Lectures, case study analysis, seminar discussion	Case study presentation (CAS) Class participation and discussions (CAS) Final examination (FAS)
6. Synthesise management theory and empirical evidence to generate original, analytically grounded scholarly recommendations on complex, multi-level management problems, demonstrating intellectual independence and research competence.	Individual and group research projects, independent literature review, research seminar	Research project and presentation (CAS) Individual analytical essay (CAS) Final examination (FAS)
7. Evaluate the ethical, social responsibility and sustainability dimensions of management theory and practice; design governance and management frameworks that embed responsible, inclusive and stakeholder-oriented principles.	Lectures, scenario analysis workshops, seminar discussion	Case study report (CAS) Class participation and discussions (CAS) Final examination (FAS)
8. Critically appraise management effectiveness frameworks and measurement approaches; propose evidence-based strategies for improving management quality at the organisational and systemic level, grounded in theoretical and empirical analysis.	Lectures, problem-solving workshops, research project	Research project and presentation (CAS) Individual analytical essay (CAS) Final examination (FAS)

Assessment

The final grade is given on a 100-point scale, including 60 points for work in the semester and 40 points for the final examination.
60 points for work in the semester:
- Critical review paper (individual) — 20 points
- Research project and presentation (group) — 25 points
- Class participation and structured discussions — 15 points

Assessment criteria:
a) Critical review paper (individual)
17–20 points: The paper demonstrates outstanding critical depth and a well-constructed, theoretically sophisticated argument. The student engages independently and incisively with

multiple competing frameworks, draws original conclusions, and deploys contemporary academic literature with scholarly command. The paper reflects the student's own analytical voice and meets all formal requirements.
13–16 points: The paper demonstrates strong critical competence and solid command of course theory. The analytical framework is applied appropriately, with minor gaps in originality or theoretical integration. Academic sources are used correctly.
8–12 points: The paper is logically structured but lacks consistent critical depth. Conclusions are insufficiently grounded in theoretical evidence; some conceptual links remain underdeveloped.
1–7 points: The paper is poorly structured, analytically superficial, and fails to engage meaningfully with course theory or evidence.
b) Research project and presentation (group)
21–25 points: The project addresses a real or simulated management problem with excellent analytical rigour, creative and well-substantiated proposals, and polished scholarly presentation. All group members demonstrate mastery of the conceptual content and theoretical argumentation.
16–20 points: The project is well-structured with sound analysis and appropriate theoretical grounding. The presentation is clear; minor gaps in depth or conceptual integration may be present.
10–15 points: Adequate treatment of the topic but with significant gaps in theoretical depth or insufficient synthesis of multiple conceptual frameworks.
1–9 points: The project lacks coherent analysis, theoretical grounding, or professional presentation standards.
c) Class participation and structured discussions
13–15 points: The student actively initiates and advances substantive discussions, demonstrates outstanding grasp of conceptual material, and argues a well-founded scholarly position with precision and intellectual independence.
9–12 points: The student participates regularly and demonstrates sound understanding of the theoretical content, though some contributions lack analytical depth or conceptual integration.
5–8 points: Participation is infrequent or predominantly descriptive, with limited critical engagement with management theory.
1–4 points: Minimal or no meaningful participation; very limited engagement with course content.
d) Final examination
The final examination is conducted as a written paper comprising integrated case analysis tasks and conceptual-theoretical questions, assessed on a scale of 0–40 points. A minimum of 24 points must be obtained to receive a passing grade. Students who score below 24 points on the examination receive a failing final grade regardless of their semester performance. Admission to the examination requires a minimum of 36 points earned during the semester.

Content

Content Module 1. Epistemological and Historical Foundations of Management
Topic 1. Management as a Scientific Discipline and Professional Domain: Epistemological Perspectives and Conceptual Boundaries
Topic 2. The Evolution of Management Thought: From Classical Schools to Contemporary Paradigms and Post-Industrial Theories
Topic 3. Ontological Foundations of Management: Core Principles, Patterns and the Logic of Systemic Management
Topic 4. Management Functions as a Conceptual System: Theoretical Architecture, Interdependencies and Integrative Logic
Topic 5. Managerial Decision-Making: Theories, Models, Ethical Dimensions and Conditions of Uncertainty
Content Module 2. Conceptual Architecture of Organisational Management
Topic 6. Strategic Planning: Conceptual Frameworks, Goal-Setting Philosophies and Environmental Uncertainty

Topic 7. Organisational Design: Structure, Configuration Theory and Contingency Perspectives
Topic 8. Motivation Theory and Its Managerial Application: From Behaviourism to Self-Determination and Positive Psychology
Topic 9. Control Systems and Performance Evaluation: Theoretical Foundations, Feedback Models and Contemporary Approaches
Topic 10. Management Communication: Information Architecture, Organisational Cognition and Communication Design
Topic 11. Leadership Theory: From Trait Approaches to Transformational, Servant and Distributed Models
Topic 12. Organisational Culture, Change and Institutional Theory: Managerial Implications
Topic 13. Management Effectiveness and Value Creation: Conceptual Frameworks, Measurement Approaches and Directions for Improvement

Literature

Compulsory reading

1. Mintzberg, H. (2020). *Managing* (2nd ed.). Berrett-Koehler Publishers. 356 p.
2. Robbins, S. P., & Coulter, M. (2021). *Management* (15th ed.). Pearson. 720 p.
3. Drucker, P. F. (2017). *The Effective Executive: The Definitive Guide to Getting the Right Things Done*. HarperBusiness. 208 p.
5. Morgan, G. (2006). *Images of Organization* (Updated ed.). SAGE Publications. 504 p.

Recommended reading

1. Kotter, J. P. (2012). *Leading Change*. Harvard Business Review Press. 208 p.
2. Senge, P. M. (2006). *The Fifth Discipline: The Art and Practice of the Learning Organization* (2nd ed.). Doubleday. 445 p.
3. Luthans, F., Youssef-Morgan, C. M., & Avolio, B. J. (2015). *Psychological Capital and Beyond*. Oxford University Press. 392 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. European Foundation for Management Development. (n.d.). *Official website*. https://www.efmd.org
4. American Management Association. (n.d.). *Resources and insights*. https://www.amanet.org
5. Alfred Nobel University. (n.d.). *Official website*. https://duan.edu.ua

LEADERSHIP, CORPORATE CULTURE AND ORGANIZATIONAL ADAPTABILITY				
The course aims to develop students' advanced theoretical and applied competencies in leadership and corporate culture management within complex, dynamic and post-conflict organisational environments. Integrating two complementary scholarly domains, the course equips MBA students to critically evaluate leadership paradigms, diagnose and transform organisational cultures, and design evidence-based frameworks for aligning leadership philosophy, team performance and corporate culture with strategic organisational objectives. Special emphasis is placed on the interplay between leadership style, cultural dynamics, ethical governance, workforce diversity and organisational resilience.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	1 / 14 weeks	3 / mandatory	Olena Lytvynenko, PhD (Economics), Associate Professor	90 hours (12 h. lectures, 12 h. seminars, case study workshops and business simulations, 66 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1. Critically evaluate competing leadership paradigms — trait, behavioural, contingency, transformational, servant, authentic and distributed — appraising their explanatory power, contextual applicability and evolving relevance in contemporary management practice.			Lectures and problem-based lectures, seminar debate and structured discussion, critical case study analysis	Class participation and structured debates (CAS) Critical review paper (CAS)
2. Analyse leader–follower dynamics, power and influence mechanisms, and group development processes; diagnose leadership effectiveness across diverse organisational, cross-cultural and post-conflict professional contexts.			Lectures, situational problem analysis, case study analysis and discussion	Case study presentation (CAS) Class participation and discussions (CAS)
3. Design integrated team leadership strategies; construct evidence-based approaches to team composition, role allocation, group dynamics management and the optimisation of collective performance under conditions of uncertainty and change.			Problem-based lectures, business simulations and role-playing, team project and workshop	Simulation outcomes and peer assessment (CAS) Group project and presentation (CAS)

4. Analyse and diagnose organisational culture using competing theoretical frameworks (Schein, Cameron–Quinn, Hofstede, Trompenaars); evaluate typological classification systems and assess their strategic managerial implications for diverse organisational settings.	Lectures, case study analysis, diagnostic workshop and comparative analysis	Case study presentation (CAS) Diagnostic project report (CAS)
5. Design and critically assess corporate culture formation, transmission and transformation interventions; develop evidence-based governance frameworks including corporate codes, acculturation programmes, cultural onboarding systems and strategic change initiatives.	Problem-based lectures, case study analysis and scenario workshops, individual and group research projects	Research project and presentation (CAS) Individual analytical essay (CAS)
6. Evaluate culture–leadership alignment and its strategic impact on organisational effectiveness, resilience and post-conflict recovery; construct integrative frameworks for aligning corporate culture, leadership philosophy and organisational strategy.	Lectures, strategic workshop and integrative case analysis, small-group research project	Group project and presentation (CAS) Class participation and discussions (CAS)
7. Critically assess the ethical, corporate social responsibility and workforce diversity dimensions of leadership and organisational culture; design inclusive governance and leadership frameworks grounded in responsible management, multicultural awareness and professional ethics.	Lectures, video-case analysis and discussion, scenario analysis workshops	Class participation and discussions (CAS) Case study report (CAS)
8. Synthesise leadership theory and corporate culture evidence to generate original, analytically grounded scholarly and professional recommendations for complex organisational challenges in dynamic, uncertain and cross-cultural environments.	Individual and group research projects, independent literature review, research seminar and peer critique	Research project and presentation (CAS) Individual analytical essay (CAS)

Assessment

The final grade is given on a 100-point scale, including 60 points for work in the semester and 40 points for the final examination.
60 points for work in the semester:
- Critical review paper (individual) — 20 points
- Group research project and presentation — 25 points
- Class participation, discussions and simulation outcomes — 15 points

Assessment criteria:
a) Critical review paper (individual)
17–20 points: The paper demonstrates outstanding critical depth and a theoretically sophisticated, well-structured argument. The student engages independently and incisively with multiple competing frameworks in both leadership and corporate culture theory, draws original conclusions, and deploys contemporary scholarly literature with command and precision. The work reflects an authorial analytical voice and meets all formal requirements.
13–16 points: The paper demonstrates strong critical competence and solid command of course

theory across both domains. The analytical framework is applied appropriately, with minor gaps in originality or theoretical integration.
8–12 points: The paper is logically structured but lacks consistent critical depth. Conclusions are insufficiently grounded in theoretical evidence, and some conceptual links remain underdeveloped.
1–7 points: The paper is poorly structured, analytically superficial, and fails to engage meaningfully with course theory or empirical evidence.
b) Group research project and presentation
21–25 points: The project addresses a real or simulated organisational challenge at the intersection of leadership and corporate culture, with excellent analytical rigour, creative and well-substantiated proposals, and polished scholarly presentation. All group members demonstrate mastery of both theoretical domains.
16–20 points: The project is well-structured with sound analysis and appropriate integration of leadership and culture theory. The presentation is clear; minor gaps in depth or cross-domain synthesis may be present.
10–15 points: Adequate treatment of the topic but with significant gaps in theoretical depth or in integrating the two course domains.
1–9 points: The project lacks coherent analysis, theoretical grounding, or professional presentation standards.
c) Class participation, discussions and simulation outcomes
13–15 points: The student actively initiates and advances substantive discussions, demonstrates outstanding conceptual grasp of both leadership and corporate culture material, and argues a well-founded scholarly position. Simulation participation is professional and analytically reflective.
9–12 points: The student participates regularly and demonstrates sound understanding of course theory, though some contributions lack analytical depth or cross-domain integration.
5–8 points: Participation is infrequent or predominantly descriptive, with limited critical engagement.
1–4 points: Minimal or no meaningful participation; limited engagement with course content.
d) Final examination
The final examination is conducted as a written paper comprising integrated case analysis tasks and conceptual-theoretical questions drawing on both leadership and corporate culture content. The paper is assessed on a scale of 0–40 points. A minimum of 24 points must be obtained to receive a passing grade. Admission to the examination requires a minimum of 36 points earned during the semester. Students who score below 24 points on the examination receive a failing final grade regardless of their semester performance.

Content

Content Module 1. Leadership: Theory, Practice and Team Dynamics
Topic 1. Leadership as a Scholarly Domain: Conceptual Boundaries, Paradigmatic Shifts and Epistemological Foundations
Topic 2. Classic and Neo-Classical Leadership Theories: Trait, Behavioural and Contingency Approaches
Topic 3. Contemporary Leadership Paradigms: Transformational, Servant, Authentic and Distributed Leadership
Topic 4. Leader–Follower Dynamics, Power, Influence and Ethical Dimensions of Leadership
Topic 5. Team Leadership and Group Dynamics: Composition, Roles, Development and Performance Optimisation
Topic 6. Leadership Resilience, Stress Management and Adaptive Leadership in Uncertain and Post-Conflict Contexts
Content Module 2. Corporate Culture: Theory, Diagnostics and Strategic Management
Topic 7. Organisational Culture: Concept, Levels, Functions and Theoretical Frameworks (Schein, Hofstede, Cameron–Quinn)

Topic 8. Corporate Culture Typologies and Classification Systems: Comparative Analysis and Managerial Implications
Topic 9. Diagnosing Organisational Culture: Evidence-Based Methodologies, Instruments and Analytical Approaches
Topic 10. Culture Formation, Transmission and Transformation: Mechanisms, Acculturation and Change Management
Topic 11. Corporate Governance and Cultural Identity: Codes, Communications, Branding and Event Management
Topic 12. Culture–Leadership Alignment: Integrative Frameworks, Strategic Impact and Organisational Effectiveness

Literature

Compulsory reading

1. Northouse, P. G. (2022). *Leadership: Theory and Practice* (9th ed.). SAGE Publications. 608 p.
2. Schein, E. H., & Schein, P. (2017). *Organizational Culture and Leadership* (5th ed.). Jossey-Bass. 409 p.
3. Cameron, K. S., & Quinn, R. E. (2011). *Diagnosing and Changing Organizational Culture: Based on the Competing Values Framework* (3rd ed.). Jossey-Bass. 288 p.
4. Robbins, S. P., & Judge, T. A. (2022). *Organizational Behavior* (19th ed.). Pearson. 752 p.

Recommended reading

1. Luthans, F., Youssef-Morgan, C. M., & Avolio, B. J. (2015). *Psychological Capital and Beyond*. Oxford University Press. 392 p.
2. Hofstede, G., Hofstede, G. J., & Minkov, M. (2010). *Cultures and Organizations: Software of the Mind* (3rd ed.). McGraw-Hill. 576 p.
3. Trompenaars, F., & Hampden-Turner, C. (1998). *Riding the Waves of Culture: Understanding Diversity in Global Business*. Nicholas Brealey. 270 p.
4. 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.

Web-resources

1. Alfred Nobel University. (n.d.). *Official website*. https://duan.edu.ua
2. Harvard Business Review. (n.d.). *Leadership and management insights*. https://hbr.org
3. Society for Human Resource Management. (n.d.). *Official website*. https://www.shrm.org
4. Chartered Institute of Personnel and Development. (n.d.). *Official website*. https://www.cipd.org
5. National Agency for Higher Education Quality Assurance. (n.d.). *Official website*. https://naqa.gov.ua

MANAGEMENT OF MARKETING ACTIVITIES				
The course aims to develop students' knowledge and practical skills in planning, organizing, implementing and controlling marketing activities within an organization. The course focuses on managerial decision-making in product, pricing, distribution, communication and digital marketing, as well as on evaluating marketing performance in a dynamic business environment.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	1 / 14 weeks	3/ mandatory	Tetiana Mishustina, PhD (Economics), Associate Professor	90 hours (12 h. lectures, 12 h. seminars/practical, 66 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1. Explain the principles, functions and processes of marketing management and their role in achieving organizational objectives.			Interactive lectures; guided discussions; analysis of business examples; independent study	Participation in discussions, short quizzes, practical tasks (CAS);
2. Analyze internal and external marketing environments to support managerial decision-making.			Case studies; analytical exercises; group discussions	Case study analysis, analytical assignments (CAS);
3. Develop marketing plans and justify managerial decisions related to product, pricing, distribution and marketing communication policies.			Problem-based learning; workshops; project work	Individual marketing plan, practical assignment, presentation (CAS);
4. Apply modern marketing management tools and digital technologies to improve marketing performance.			Practical classes; software demonstrations; analysis of digital marketing tools	Practical assignments, analytical report (CAS);
5. Evaluate the effectiveness of marketing activities using appropriate performance indicators and propose improvement measures.			Analytical exercises; case analysis; teamwork	Marketing performance analysis, group presentation (CAS);
6. Make evidence-based marketing decisions by interpreting market research results and business data.			Research-based learning; data analysis; independent work	Research assignment, analytical report (CAS);
7. Demonstrate teamwork, communication, and presentation skills while solving marketing management problems.			Team projects; presentations; discussions	Group project, oral presentation, participation (CAS); final test (FAS)

8. Demonstrate the ability to integrate marketing management concepts into solving practical business problems under dynamic market conditions.	Integrated case studies; simulation exercises; project-based learning	Comprehensive case study, practical project (CAS); final test (FAS)

Assessment

The final grade is given on a 100-point scale, including 40 points as a result of the Final Test and 60 points as a result of Continuous Assessment of activities throughout the semester.
40 points: Final Test (2 written assignments, each including theoretical questions and a practical/analytical task).
Assessment criteria:
a) Theoretical questions – 20 points
18–20 points: The student demonstrates comprehensive knowledge of marketing management concepts, principles, and tools. Answers are accurate, well-structured, and supported by appropriate examples. The student is able to justify managerial decisions and apply theoretical knowledge to practical business situations.
14–17 points: The student demonstrates good knowledge of the course material. Answers are generally correct and logically presented, although some explanations or arguments may lack depth.
10–13 points: The student demonstrates satisfactory knowledge of the subject. Answers cover the main issues but contain minor inaccuracies or incomplete explanations.
6–9 points: The student demonstrates limited understanding of marketing management concepts. Answers are fragmented, contain significant omissions, and provide weak justification.
0–5 points: The student fails to demonstrate basic knowledge of the course material. Answers are incorrect or irrelevant and reveal a fundamental misunderstanding of the subject.
b) Practical/analytical task – 20 points
18–20 points: The student provides a comprehensive and well-structured analysis of the marketing situation. Appropriate marketing management tools are correctly applied. Conclusions and recommendations are logical, feasible, and supported by evidence.
14–17 points: The student correctly analyzes the situation and proposes appropriate managerial decisions. Minor shortcomings in analysis or justification may be present.
10–13 points: The student demonstrates a basic ability to analyze marketing situations and propose solutions, although recommendations are only partially justified.
6–9 points: The student provides limited analysis of the problem. Important aspects are omitted, and proposed solutions are weak or insufficiently justified.
0–5 points: The student fails to analyze the marketing situation or propose appropriate managerial decisions. Conclusions are absent, incorrect, or unsupported.
60 points: Continuous assessment:

- 10 points Participation in discussions and practical classes
- 20 points Case study analysis
- 20 points Practical and analytical assignments
- 10 points Individual or group presentation (oral, multimedia)

Contents

Topic 1. Fundamentals of Marketing Management
Topic 2. Marketing Planning.
Topic 3. Marketing Information and Decision-Making.
Topic 4. Product and Brand Management.
Topic 5. Pricing Management.
Topic 6. Distribution Channel Management.
Topic 7. Integrated and Digital Marketing Communications Management.

Topic 8. Marketing Performance Evaluation and Control.

Literature

Compulsory reading

1. Balabanova, L., Kholod, V., Balabanova, I. (2021). *Stratehichnyi marketynh* [Strategic Marketing]. Tsentr uchbovoi literatury. 612 p.
2. Kotler, Ph., Kartajaya, H., & Setiawan, I. (2021). *Marketing 5.0: Technology for Humanity*. Wiley. 224 p.
3. Kotler, Ph., Keller, K. L., & Chernev, A. (2022). *Marketing Management* (16th edition). Pearson Education. 834 p.
4. Ferrell, O. C., Hartline, M., & Hochstein, B. (2021). *Marketing Strategy* (8th edition). Cengage Learning. 576 p.
5. 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**.
6. Chaffey, D., & Ellis-Chadwick, F. (2022). *Digital Marketing: Strategy, Implementation and Practice* (9th ed.). Pearson. 640 p.
7. Pride, W., & Ferrell, O. C. (2024). *Marketing* (21st edition). Cengage Learning. 792 p.

Recommended reading

1. Lambin, J. J., & Schuiling, I. (2012). *Market-Driven Management: Strategic and Operational Marketing* (3rd edition). Red Globe Press. 624 p.
2. Protsyshyn, Yu. T. (2022). *Stratehichnyi marketynh* [Strategic Marketing]. Zakhidno-Ukrainskyi natsionalnyi universytet. 146 p.
3. Tomczak, T., Reinecke, S., & Kuss, A. (2018). *Strategic Marketing: Market-Oriented Corporate and Business Unit Planning*. Springer. 261 p.
4. Hooley, G. J., Piercy, N. F., Nicoulaud, B., & Rudd, J. M. (2017). *Marketing Strategy and Competitive Positioning* (6th ed.). Pearson. 585 p.
5. Kingsnorth, S. (2022). *Digital Marketing Strategy: An Integrated Approach to Online Marketing* (3rd ed.). Kogan Page. 544 p.
6. Taranenko, I. V., & Kokariev, I. I. (2025). *Analiz konkurentnoho stanu rynku kondyterskykh vyrobiv i stratehichni napriamky rozvytku* [Analysis of the competitive state of the confectionery market and strategic directions of development]. *Naukovi perspektyvy*, 7(61), 705–720.
7. Taranenko, I. V., Naumenko, V. S., Shevchenko, V. M., & Yaremenko, S. S. (2025). *Analiz konkurentnoi sytuatsii na rynku dlia formuvannia stratehichnoho vektoru rozvytku pidpryiemstva* [Analysis of the competitive situation in the market for forming a strategic vector of enterprise development]. *Academy Review*, 1(62), 211–226. Web of Science.
8. 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.

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. World Bank. (n.d.). Business Ready (B-READY). https://www.worldbank.org/en/businessready
4. Nielsen. (n.d.). https://www.nielsen.com/
5. American Marketing Association. (n.d.). https://www.ama.org/
6. Marketing Strategy Journal. (n.d.). https://www.sciencedirect.com/journal/marketing-strategy-journal

7. Journal of Strategic Marketing. (n.d.). https://www.tandfonline.com/journals/rjsm20

INNOVATION AND DIGITAL TRANSFORMATION MANAGEMENT

The course aims to develop advanced knowledge and practical skills in innovation and digital transformation management, focusing on the analysis of innovation opportunities, the design and implementation of innovation strategies, the development and management of innovation projects, and the evaluation of innovation performance to enhance organizational competitiveness and sustainable development.

Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	2/11 weeks	3 / mandatory	Valeriia Pysarkova Ph.D (Economics)	90 hours (12 h. lectures, 12 h. practical classes, 66 h. self-directed learning)

Learning outcomes **On completion of the course, students will be able to:**	**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1. Evaluate innovation potential and identify opportunities for innovative development in organizations, supporting managerial decision-making.	Lectures, case-based discussions, interactive problem-solving sessions	Case analysis reports, problem-solving tasks (CAS)
2. Develop and structure innovation management systems at both strategic and operational levels.	Lectures, innovation strategy workshops, collaborative design activities	Strategic assignments, innovation system design projects (CAS)
3. Coordinate and implement innovation projects, including the transformation of ideas into viable business solutions.	Lectures, project-oriented learning, team-based assignments	Innovation project development, project presentations, teamwork evaluation (CAS)
4. Assess and organize informational, methodological and financial support for innovation activities within enterprises.	Lectures, data analysis sessions, applied practical exercises	Analytical reports, practical assignments (CAS)

Assessment

The final grade is given on a 100-point scale.
100 points for work in the semester:
40 points for project work;
35 points for analytical reports;
25 points for presentations.
Assessment criteria:
a) project work
34–40 points: The student demonstrates a comprehensive and well-structured innovation project, strong analytical and creative thinking, effective application of innovation management tools and feasible, well-justified managerial solutions.
26–33 points: The project is generally well-developed and logically structured, though some elements lack depth, analytical support or practical justification.
16–25 points: The project is partially developed, demonstrates limited analysis and contains weak justification of proposed solutions.

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

Content

Topic 1. Theoretical foundations and key concepts of innovation management
Topic 2. Innovation strategies and their role in ensuring enterprise competitiveness
Topic 3. Organization and management of innovation processes in enterprises
Topic 4. Development and management of innovation projects
Topic 5. Risk and uncertainty management in innovation activities
Topic 6. Evaluation of innovation performance and effectiveness

Literature

Compulsory reading

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

Recommended reading

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

6. Bodin, L. (2025). *Atomic scaling: How small teams create huge growth*. London: Entrepreneur Press. 300 p.

Web-resources

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

FINANCIAL MANAGEMENT

The course aims to develop a strategic mindset and advanced practical skills in corporate financial management for future business leaders. The course focuses on mastering financial modeling in Excel, utilizing professional analytical tools such as YouControl, and integrating financial decisions with human resources and information strategy. Students will learn to diagnose organizational problems, optimize capital structure, manage risks in a BANI world, and ensure sustainable development through effective budgeting and performance analysis.

Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	1 / 14 weeks	4 / Mandatory	Viktoriia Varenyk PhD (Economics), Associate Professor	120 hours (24 h. lectures, 12 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) Identify organizational problems and justify financial solutions through market and counterparty analysis.	Lectures, practical use of YouControl for financial diagnostics and business reputation checks.	Analytical report based on YouControl diagnostic results (CAS); Final Exam (FAS)
2) Plan organizational activities strategically and tactically, ensuring financial sustainability.	Presentations, case studies, discussions on long-term capital management strategies.	Presentation of a strategic financial plan for the company (CAS); Final Exam (FAS)
3) Apply specialized software to solve management tasks by developing financial models in Excel.	Practical sessions: building dynamic models in Excel.	Defense of an original financial model (Excel-based calculation file) (CAS); Final Exam (FAS)
4) Plan and implement financial support of a unit, integrating it with HR and information needs	Solving situational budgeting tasks, formation of operating and financial budgets.	Individual budgeting assignment (Master Budget preparation) (CAS); Final Exam (FAS)
5) Analyze and structure organizational problems to make management decisions based on financial statements.	Small group work on the Miro board: visualizing reporting structures and management decision mechanisms.	Continuous testing and assessment of contribution to the teamwork on Miro (CAS); Final Exam (FAS)

Assessment

The final grade is based on a cumulative system: 60 points for continuous assessment during the semester (CAS) and 40 points for the final assessment (FAS).
Distribution of Points (CAS — 60 points):
20 points — Participation in discussions and analytical work with YouControl (financial

diagnostics of real companies, counterparty and competitor risk analysis).
25 points — Presentation of financial models developed in Excel (individual or team defense of WACC calculations, CVP analysis, projected Balance Sheets, and Cash Flow).
15 points — Midterm progress test (comprehensive test and express tasks before the final exam).
Assessment Criteria:
a) Work with YouControl and participation in discussions (20 points)
17–20 points: The student demonstrates expert mastery of YouControl tools, fluently interprets financial indicators, and proposes justified strategic solutions during case studies.
11–16 points: The student uses the system to collect data but makes minor errors in risk analysis or financial stability interpretation.
1–10 points: Passive participation; the report based on YouControl results contains only superficial data without deep analysis.
b) Presentation of Excel-based financial models
21–25 points: The Excel model is professional: automated, includes "what-if" scenarios, and maintains dynamic links between the three financial statements. The logic of the forecast is flawlessly justified.
13–20 points: The model is logical and functional, but there are technical flaws (formatting errors, lack of sensitivity analysis) or weak argumentation of certain indicators.
1–12 points: The model contains critical calculation errors, logical connections are broken, and the student cannot explain the source of the figures.
c) Computerized Testing (Max: 4 points): Conducted via the university platform. The score is generated automatically based on the percentage of correct answers:
90%–100% of correct answers = 4 points
75%–89% of correct answers = 3 points
60%–74% of correct answers = 2 points
35%–59% of correct answers = 1 point
less than 35% of correct answers = 0 points
d) Practical Calculation Task (Max: 11 points):
10–11 points: Faultless completion of a complex calculation task: accurate calculation of EBITDA, WACC, liquidity, and profitability ratios with a correct and insightful interpretation of the results.
6–9 points: The task is completed, but there are minor inaccuracies in calculations or isolated methodological errors in the classification of expenses or assets.
1–5 points: Gross errors in analytical calculations, inability to conduct a basic financial analysis based on the provided financial statements.
e) Final Examination
The criteria for the examination are written in the exam card.

Content

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

Literature

Compulsory reading

1. Berk, J., & DeMarzo, P. (2023). *Corporate Finance* (6th ed.). Pearson. 1200 p.
2. Brealey, R., Myers, S., & Allen, F. (2022). *Principles of Corporate Finance* (14th ed.). McGraw-Hill Education. 1024 p. https://studylib.net/doc/27826781/principles-of-corporate-finance
3. Brigham, E., & Houston, J. (2022). *Fundamentals of Financial Management* (16th ed.). Cengage

Learning. 864 p. ISBN: 9780357710005
4. Damodaran, A. (2024). *Applied Corporate Finance* (5th ed.). Wiley / Damodaran Online. 700 p. https://share.google/uVHdCUA28lAZeoDrC
5. Krupka, M., Kovaliuk, O., Kovalenko, V., et al. (2019). *Finansovyi menedzhment* [Financial management] (M. Krupka, Ed.). Ivan Franko National University of Lviv. 440 p. https://econom.lnu.edu.ua/wp-content/uploads/2021/02/Finansovyy-menedzhment-1.pdf
6. Vakhovych, I. (2023). *Finansovyi menedzhment: mahisterskyi kurs* [Financial management: Master's course] (3rd ed.). Nadstyr'ia. 640 p.
7. Verlanov, Y. (2021). *Finansovyi menedzhment* [Financial management] (2nd ed.). Petro Mohyla Black Sea State University Publishing House. 336 p.
8. Vernimmen, P., Quiry, P., & Fur, Y. (2022). *Corporate Finance: Theory and Practice* (6th ed.). Wiley. 1040 p.

Recommended reading

1. Aranchii, V., Tomilin, O., & Dorohan-Pysarenko, L. (2021). *Finansovyi menedzhment* [Financial management]: Textbook. PDAU. 300 p. https://fpk.in.ua/images/biblioteka/4bac_finan/Navch.posib._Finansovyy-menedzhment-2021r.pdf
2. *Finansovyi menedzhment: navchalnyi posibnyk u skhemakh i tablytsiakh* [Financial management: textbook in diagrams and tables]. Lviv State University of Internal Affairs. 2022. 224 p. https://www.researchgate.net/publication/367023192_Finansovij_menedzment_navcalnij_posibnik_-_Sevcenko_NV_Melnik_SI_VIDANIJ
3. Zhyhalkevych, Zh., & Kamianska, O. (2022). *Finansovyi menedzhment* [Financial management]: Textbook for Master's degree students in specialty 073 "Management". Igor Sikorsky Kyiv Polytechnic Institute. 214 p. https://ela.kpi.ua/server/api/core/bitstreams/ca819830-66f0-4152-9e27-1eb3651fe9fc/content

Web-resources

1. *Amortyzatsiia osnovnykh zasobiv* [Depreciation of fixed assets]. (2017). *Official website*. https://i.factor.ua/ukr/journals/nibu/2017/november/issue-94/article-32188.html
2. *Analizuiemo finansovu zvitnist: yak diznatysia pro stan pidpryiemstva* [Analyzing financial statements: how to learn about the state of the enterprise]. (2023). *Official website*. https://news.dtkt.ua/accounting/reposts/86254
3. Baziura, O. (2024). *Formuvannia ta analiz finansovoi zvitnosti: pidsumky roku dlia biznesu* [Formation and analysis of financial reporting: year-end results for business]. *Official website*. https://www.finmap.online/ua/blog/year-end-financial-review-guide
4. *Chomu neobkhidno vyvchaty finansovyi menedzhment?* [Why is it necessary to study financial management?]. (2022). *Official website*. https://finacademy.net/ua/materials/article/chto-takoe-finansovuj-menedgment
5. *Formula tochky bezzbytkovosti: yak rozrakhuvaty pokaznyk?* [Breakeven point formula: how to calculate the indicator?]. (2023). *Official website*. https://online.novaposhta.education/blog/formula-tochki-bezzbitkovosti-yak-rozrahuvati-pokaznik
6. Konoplianikova, N. (2023). *Holovni finansovi zvity kompanii ta yak ikh vesty za mizhnarodnymy standartamy* [Main financial reports of the company and how to maintain them according to international standards]. *Official website*. https://laba.ua/blog/3664-golovni-finansovi-zviti-kompaniji
7. Levytska, S., & Panchuk, I. (2013). *Orhanizatsiia finansovoi diialnosti pidpryiemstva yak obiekta bukhhalterskoho obliku* [Organization of financial activity of the enterprise as an object of accounting]. *Official website*. https://ecj.oa.edu.ua/articles/2013/n23/67.pdf
8. Onyshchenko, V. (2023). *Zvit pro rukh hroshovykh koshtiv* [Statement of cash flows]. *Official website*. https://buhplatforma.com.ua/article/7086-zvt-pro-ruh-groshovih-koshtv
9. *Orhanizatsiia finansovoho obliku: etapy, dokumenty ta zalucheni fakhivtsi* [Organization of financial accounting: stages, documents, and involved specialists]. (2022). *Official website*. https://finacademy.net/ua/materials/article/organizaciya-finansovogo-obliku
10. *Rol finansovoho menedzhera v upravlinni efektyvnistiu kompanii* [The role of the financial

manager in company performance management]. (2021). *Official website*. https://finacademy.net/ua/webinars/thanks-free-webinars?video=353731242
11. *Statutnyi kapital pidpryiemstva* [Share capital of the enterprise]. (2023). *Official website*. https://buhplatforma.com.ua/article/7256-statutniy-kaptal-pdprimstva
12. Verbovetska, S. (2011). *Formuvannia tsentriv vidpovidalnosti v systemi biudzhetuvannia pidpryiemstva* [Formation of responsibility centers in the enterprise budgeting system]. *Official website*. https://journals.khnu.km.ua/vestnik/pdf/ekon/2011_3_3/046-049.pdf
13. *Vidminnosti mizh funktsiiamy holovbukha i findyrektora* [Differences between the functions of a chief accountant and a financial director]. (2022). *Official website*. https://community.uteka.ua/ua/publication/profession-20-moya-profesiya-62-razlichiya-mezhdu-funkciyami-glavbuxa-i-findirektora
14. YouControl. *Official website*. https://youcontrol.com.ua/

INTERNATIONAL AND CROSS-CULTURAL MANAGEMENT				
The course aims to develop a system of theoretical knowledge and practical skills in international and cross-cultural management, focusing on the effective implementation of core managerial functions – planning, organizing, communication, motivation, leadership and control – in a multicultural business environment.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	2 / 11weeks	3 / mandatory	Hanna Mytrofanova Doctor of Science (Economics), Full Professor	90 hours (12 h. lectures, 12 h. practical classes, 66 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1. Apply modern methods and tools of international and cross-cultural management to address managerial challenges in global business environments			Interactive lecture, panel discussion	Participation in discussions (CAS)
2. Adapt and integrate international management practices within the context of culturally diverse organizations, including Ukrainian companies.			Problem lecture, case study	Presentation of the case study (CAS)
3. Design, lead and manage international teams in multicultural environments, considering cultural differences and communication styles.			Lecture, practical task	Evaluation of student reports (CAS)
4. Apply cross-cultural motivation strategies and leadership approaches to enhance employee engagement and performance.			Problem lecture, case study, conducting a research project	Presentation of the case study, presentation of the results of the research project (CAS)
5. Develop and implement corporate social responsibility (CSR) practices in an international and intercultural context.			Lecture, case study, work in small groups	Presentation of the case study, presentation of the results of work in small groups (CAS)
6. Use analytical tools and performance indicators to evaluate organizational processes and support decision-making in dynamic global environments.			Problem lecture, case study, conducting a research project	Presentation of the case study, presentation of the results of the research project (CAS)
7. Assess organizational effectiveness and design, taking into account cultural factors, and compare different organizational models in international settings.			Lecture, conducting a research project	Presentation of the results of the research project (CAS)
8. Demonstrate awareness of global and national economic changes, and engage in lifelong learning, including the ability to support the learning of others.			Case study	Presentation of the case study (CAS)

9. Conduct independent research using academic, statistical and digital sources in the field of management.	Conducting a research project	Presentation of the results of the research project (CAS)

Assessment

The final grade is given on a 100-point scale, including 40 points for the test and case study; 60 points for the work in the semester.
60 points for work in the semester:
30 points for case study reports, presentations;
30 points for the assessment of results of the research project.
a) case study reports, presentations
90–100%: The student actively contributes to group work, demonstrates initiative and formulates well-reasoned arguments. The work reflects the student's own perspective and includes elements of originality. The student demonstrates excellent use of relevant international data, examples and case materials. The student presents a clear and logical sequence of actions when analysing international business situations and applies appropriate analytical tools consistently and effectively.
75–89%: The student actively participates in group work and demonstrates a good understanding of international management issues. The student provides well-argued responses and uses relevant examples. The student demonstrates a generally clear sequence of actions in analysing situations and applies analytical methods in most cases.
60–74%: The student shows limited participation in group work. The student provides partially developed arguments and uses insufficient supporting data. The student demonstrates an incomplete or inconsistent sequence of actions when analysing international business situations.
1–59%: The student demonstrates a lack of understanding of the problem or question. Important information is missing, or irrelevant information is provided. The student fails to demonstrate a logical sequence of actions when analysing the situation. Parts of the work do not address the task requirements.
b) assessment of the results of the research project
90–100%: The student demonstrates a high level of independence in conducting the research project. The research is well-structured, methodologically sound, and clearly presented. The student applies appropriate research methods and analytical tools effectively. The findings are original, well-justified and supported by relevant data and sources. The student demonstrates critical thinking, draws well-grounded conclusions, and clearly links theory with practice, particularly in the context of international management.
75–89%: The student demonstrates a good level of independence in conducting the research project. The structure and methodology are generally appropriate, with minor inconsistencies. The student applies relevant methods of analysis, though justification may be partially incomplete. The findings are supported by data, but originality or depth may be limited. Conclusions are generally clear and relevant.
60–74%: The student demonstrates a basic level of independence. The research project has structural or methodological weaknesses. The use of analytical tools is limited or inconsistent. The findings are insufficiently supported by data or lack depth. Conclusions are general and only partially justified.
1–59%: The student demonstrates a lack of independence and understanding of the research task. The project is poorly structured and lacks a clear methodology. Analytical methods are not applied appropriately. The findings are unsupported, irrelevant or incorrect. Conclusions are missing or not related to the research objectives.
c) test
The criteria for the test assignment are written on the test card.

Content

Topic 1. Introduction to International Management and Cross-Cultural Management
Topic 2. Globalization and the International Business Environment. ESG Principles
Topic 3. Cross-Cultural Aspects of International Business and Management Practices across

Countries
Topic 4. Strategies of International Companies in a Global and Multicultural Context
Topic 5. Decision-Making in International Companies. Ethics and Corporate Social Responsibility
Topic 6. Organizational Design and Development of International Companies in a Cross-Cultural Environment.
Topic 7. Human Resource Management in International Corporations: Cross-Cultural Dimension
Topic 8. Modern Organizational Typologies and Models in International Business
Topic 9. International Experience in Quality Management and Standards

Literature

Compulsory reading

1. Hlukha, H. Ya., et al. (2018). *Mizhnarodnyi menedzhment* [International management]. Dnipro: Alfred Nobel University. 70 p.
2. Krysovatyi, A. I., Zvarych, R. Ye., Bahlei, R. R., et al. (2024). *Mizhnarodnyi menedzhment* [International management] (A. Krysovatyi & R. Zvarych, Eds.) [Electronic edition]. Ternopil: ZUNU. 511 p.
3. Kuzmin, O. Ye., et al. (2019). *Mizhnarodnyi menedzhment* [International management]. Lviv: Rastr-7. 200 p.
4. Luthans, F., Doh, J. P., & Gaur, A. S. (2023). *International Management: Culture, Strategy, and Behavior* (12th ed.) [International student edition]. McGraw-Hill Education. 619 p.
5. Selishcheva, A. V. (2024). *Mizhnarodnyi menedzhment* [International management]. Zaporizhzhia: Zaporizhzhia National University. 108 p.

Recommended reading

1. Bardas, A., et al. (2016). *Mizhnarodnyi menedzhment ta lohistyka* [International management and logistics]. Dnipro: Herda. 294 p.
2. Deresky, H., & Miller, S. R. (2023). *International Management: Managing Across Borders and Cultures: Text and Cases* (10th ed., Global ed.). Pearson Education Limited.
3. Hlukhyy, A. O., Yevtushenko, O. A., & Mytrofanova, H. Ya. (2026). *Svitovi tendentsii u formuvanni personalu orhanizatsii* [Global trends in personnel formation of organizations]. *Akademichnyi ohliad* [Academic Review], 2 (in press).
4. Kim, W. C., & Mauborgne, R. (2015). *Blue Ocean Strategy: How to Create Uncontested Market Space and Make the Competition Irrelevant* (Expanded ed.). Harvard Business Review Press. 320 p.
5. Mead, R., & Andrews, T. G. (2009). *International Management* (4th ed.). Wiley-Blackwell. 486 p.
6. Meshko, N. P., et al. (2018). *Mizhnarodnyi menedzhment: suchasni teorii ta praktyky* [International management: modern theories and practices] (N. P. Meshko, Ed.). Dnipro: Litohraf. 375 p.
7. Mytrofanova, H. Ya., Luhovyi, M. D., & Musiienko, K. A. (2025). Tsyfrovi instrumenty upravlinnia orhanizatsiieiu ta proiektamy: mizhnarodni tendentsii ta innovatsii [Digital tools for organization and project management: international trends and innovations]. *Zhurnal z menedzhmentu, ekonomiky ta tekhnolohii* [Journal of Management, Economics and Technology], 2, 80–96.
8. Shkura, I., & Mytrofanova, H. (2022). Evolyutsiya kontseptsiyi korporatyvnoyi sotsial′noyi vidpovidal′nosti: vid vytokiv do oriyentatsiyi na stvorennya spil′nykh tsinnostey v konteksti stiykoho rozvytku [The evolution of the concept of corporate social responsibility: from the origins to the orientation towards the creation of shared values in the context of sustainable development]. *Yevropeys'kyy vektor ekonomichnoho rozvytku* [European vector of economic development], 2(33), 106–116. https://doi.org/10.32342/2074-5362-2022-2-33-9

STRATEGIC MANAGEMENT				
The course aims to develop a systematic body of theoretical knowledge and practical skills in the organisation of strategic activity, and to build the capacity to apply specific models and methods of strategic management grounded in a systems approach to understanding the functioning and evolution of organisations.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	1 / 14 weeks	4 / mandatory	Volodymyr Momot, Doctor of Science (Economics), Full Professor	120 hours (24 h. lectures, 12 h. practical classes, 88 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) Analyse and evaluate the applicability of contemporary management concepts, methods and tools to specific organisational conditions, substantiating the selection of instruments for effective and efficient organisational management.			Lectures, discussion, small-group work	Class participation in discussions, oral questioning, small-group presentations (CAS), final examination (FAS)
2) Analyse the structural relationships and interdependencies between elements of an organisational management system and synthesise evidence-based conclusions on their influence on strategic performance outcomes.			Lectures, case study analysis	Testing, case study presentation (CAS), final examination (FAS)
3) Design strategic and tactical organisational activity plans and evaluate their alignment with organisational structure, established standards of activity and the dynamic requirements of the external environment.			Lectures, practical assignments, strategy development	Oral questioning, evaluation of student reports, testing (CAS), final examination (FAS)
4) Evaluate the dynamics of economic growth and institutional development from multiple theoretical perspectives, assessing the implications of key external environment factors for the strategic positioning and adaptive capacity of organisations.			Lectures, case study analysis	Testing, case study presentation (CAS), final examination (FAS)
5) Evaluate organisational development trajectories and assess the			Lectures, case study analysis	Testing, case study presentation (CAS), final

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

options and develop actionable implementation conditions for substantiated management decisions.		examination (FAS)
13) Construct formal models of management objects and processes using mathematical methods and information technologies and evaluate their explanatory and predictive validity in relation to real organisational and strategic management tasks.	Problem-based lectures, problem-solving exercises	Explanation of problem-solving process and reasoning (CAS), final examination (FAS)
14) Design comprehensive organisational change management programmes – encompassing informational, methodological, material, financial and human resource dimensions – and assess their alignment with international management standards and excellence model recommendations, substantiating implementation through a research-based project.	Lectures, research project execution	Research project results presentation (CAS), final examination (FAS)

Assessment

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

Content

Content Module 1. The Essence of Strategic Management

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

Content Module 2. Specific Dimensions of Strategic Management

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

Literature

Compulsory reading

1. Thompson, A. A., Peteraf, M. A., Gamble, J. E., & Strickland, A. J. (2022). *Crafting and executing strategy: The quest for competitive advantage* (23rd ed.). McGraw-Hill. 672 p.
2. Porter, M. E. (2008). *Competitive advantage: Creating and sustaining superior performance* (2nd ed.). Free Press. 592 p.
3. Kotler, P., Berger, R., & Bickhoff, N. (2016). *The quintessence of strategic management: What you really need to know to survive in business* (2nd ed.). Springer. 140 p.
4. Mintzberg, H., Ahlstrand, B., & Lampel, J. (2009). *Strategy safari: A guided tour through the wilds of strategic management* (2nd ed.). Prentice Hall. 416 p.
5. Danylyshyn, B. M., & Krysovatyi, A. I. (2022). *Stratehichnyi menedzhment* [Strategic management]. KNEU. 384 p.

Recommended reading

1. Ansoff, H. I., & McDonnell, E. J. (1990). *Implanting strategic management* (2nd ed.). Prentice Hall. 520 p.
2. Barney, J. B., & Hesterly, W. S. (2020). *Strategic management and competitive advantage: Concepts and cases* (6th ed.). Pearson. 416 p.
3. Collis, D. J., & Rukstad, M. G. (2008). Can you say what your strategy is? *Harvard Business Review, 86*(4), 82–90.
4. Kaplan, R. S., & Norton, D. P. (1996). *The balanced scorecard: Translating strategy into action*. Harvard Business School Press. 322 p.
5. Kolesnyk, H. M. (2021). *Upravlinski rishennia v menedzhmenti* [Management decisions in management]. Tsentr uchbovoi literatury. 256 p.

Web-resources

1. Harvard Business Review. (n.d.). *Strategy insights*. https://hbr.org/topic/strategy
2. McKinsey & Company. (n.d.). *Strategy and corporate finance*. https://www.mckinsey.com/capabilities/strategy-and-corporate-finance/our-insights
3. MIT Sloan Management Review. (n.d.). *Strategic management*. https://sloanreview.mit.edu/topic/strategy/
4. Strategic Management Society. (n.d.). *Official website*. https://www.strategicmanagement.net
5. Verkhovna Rada of Ukraine. (n.d.). *Legislation database*. https://zakon.rada.gov.ua

<table>
<tr><td colspan="5">SUSTAINABLE DEVELOPMENT OF THE ORGANIZATION</td></tr>
<tr><td colspan="5">The course aims to develop in MBA students integrated strategic and managerial understanding of how corporations translate the global sustainable development agenda into operational and financial performance.</td></tr>
<tr><td>Language of teaching</td><td>Semester / Duration</td><td>ECTS credits / Type of course (mandatory, elective)</td><td>Course Coordinator</td><td>Student workload</td></tr>
<tr><td>Ukrainian</td><td>2/11 weeks</td><td>3 / mandatory</td><td>Svitlana Fedulova Doctor of Sciences (Economics), Full Professor</td><td>90 h. (18 h. lectures, 6 h. seminars/practical, 66 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) recall the key terminology, historical milestones, and authorship of the foundational frameworks of sustainable development – the Brundtland definition, the Triple Bottom Line, Stakeholder Theory, the UN SDGs, GRI, ISSB, CSRD, and TCFD – as well as the principal AI/digital technologies used across ESG measurement, reporting, and decarbonization</td><td>Interactive lectures, seminars, discussions, independent work</td><td>Participation in discussions, presentations, work in small groups (CAS), final exam (FAS)</td></tr>
<tr><td colspan="3">2) explain the logical relationship between stakeholder theory, shareholder primacy and shared-value creation, and describe the mechanisms through which artificial intelligence and digital platforms are reshaping ESG data collection, reporting automation and climate-risk analytics</td><td>Interactive lectures, seminars, discussions, independent work, scenario analysis workshops</td><td>Participation in the discussion, scenario-based assignments, presentation (CAS), final exam (FAS)</td></tr>
<tr><td colspan="3">3) apply diagnostic tools of sustainability management – materiality assessment, Scope 1/2/3 carbon accounting, TCFD scenario analysis, and circular-economy business model canvases – to a real or simulated company case</td><td>Lectures, practical classes, discussions, independent work, case analysis</td><td>Participation in a discussion, work in small groups (CAS), final exam (FAS)</td></tr>
<tr><td colspan="3">4) analyze a specific corporate case (Patagonia, Unilever, IKEA, Interface, Ørsted, Nike, Microsoft, Walmart) in terms of its alignment with sustainability frameworks and its level of digital/AI maturity in sustainability management</td><td>Lectures, work in small groups, business game</td><td>Presentation of the results of work in small groups
Participation in a business game (CAS)</td></tr>
<tr><td colspan="3">5) evaluate strategic alternatives for an organization’s sustainable development trajectory (decarbonization pathway, circular business model redesign, ESG governance reform) considering risks, costs, stakeholder trade-offs and reputational exposure to greenwashing, and justify a managerial recommendation</td><td>Interactive lectures, seminars, independent work, case analysis</td><td>Presentation, participation in the discussion (CAS), final exam (FAS)</td></tr>
</table>

6) design a comprehensive sustainable development roadmap (final project) for a real or case company that integrates ESG diagnostics, materiality assessment, decarbonization and circular economy opportunities, and the strategic use of AI/digital tools	Lectures, seminars, discussions, scenario analysis workshops	Participation in the discussion, scenario-based assignments, presentation (CAS), final exam (FAS)

Assessment

The final grade is given on a 100-point scale, including 60 points for the current control and 40 points for the final control.
60% – current control:
20% – work in small groups;
40% – individual assignment (presentation).

40 % – final exam. In particular:
20 – analysis of situation;
20 – case solving.

Assessment criteria:
a) individual assignment (presentation)
31–40 points: The student demonstrates excellent understanding of the material, mastery of the content and depth of search. The student uses modern scientific and information literature and databases. The work contains elements of novelty and reflects the author's own point of view. The work is designed in accordance with the requirements.
21–30 points: The student understands the material well and demonstrates a good mastery of the content and depth of search. Modern information sources were used to perform the task. There are minor violations of the requirements in the design of the task.
11–20 points: The structure is somewhat logical, but the ideas and concepts may not always be clearly or effectively expressed. The task may lack coherence and/or accuracy in certain areas.
1–10 points: The task is poorly structured, disorganised, inaccurate and/or confusingly expressed. There are major omissions.

b) work in small groups
For working in small groups, the student will receive points from the total number specified in the course map for this type of assessment:
81–100%: The student actively participates in the discussion of the problem, proposes original solutions and can justify them. The proposals are based on a deep understanding of micro- and macroeconomic processes and patterns.
51–80%: The student proposes generally correct solutions, but admits minor errors in the justification. Some proposals require additional reasoning
21–50%: The student understands the essence of the problem and possible directions for its solution. The proposals are general in nature and do not have reasoning.
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. Introduction: From CSR to Sustainable Development in the 21st Century
Topic 2. Sustainable Development Goals (SDGs) and the Business Case for Sustainability
Topic 3. Stakeholder Theory and the Triple Bottom Line: Balancing Profit, Planet, and People
Topic 4. ESG Frameworks and Ratings: Measuring Corporate Sustainability Performance
Topic 5. Corporate Governance for Sustainability: Board Oversight and Fiduciary Duty
Topic 6. Sustainable Business Models and Value Creation: From Shareholder to Stakeholder Value

Topic 7. Circular Economy: Principles, Business Models, and Industrial Symbiosis
Topic 8. Sustainability Reporting and Disclosure: GRI, CSRD, ISSB, and Non-Financial Reporting
Topic 9. Climate Risk and Scenario Analysis: TCFD and the Net-Zero Transition
Topic 10. Life Cycle Assessment and Carbon Accounting: Scope 1, 2, and 3 Emissions
Topic 11. Sustainable Supply Chain Management and ESG Due Diligence in Global Value Chains
Topic 12. Artificial Intelligence and Digital Technologies for Sustainable Development
Topic 13. Strategic Synthesis: Designing an Organization's Sustainable Development Roadmap

Literature

Compulsory reading

1. Global Reporting Initiative (GRI). GRI Standards [Electronic resource]. Amsterdam: GRI. Available at: https://www.globalreporting.org/standards/download-the-standards/
2. IFRS Foundation. (2023). IFRS S1 General Requirements for Disclosure of Sustainability-related Financial Information and IFRS S2 Climate-related Disclosures [Electronic resource]. London: IFRS Foundation. Available at: https://www.ifrs.org/issued-standards/ifrs-sustainability-standards-navigator/ifrs-s2-climate-related-disclosures/
3. European Parliament and Council. (2022). Directive (EU) 2022/2464 on Corporate Sustainability Reporting (CSRD) [Electronic resource]. Brussels: Official Journal of the European Union. Available at: https://eur-lex.europa.eu/eli/dir/2022/2464/oj/eng
4. Task Force on Climate-related Financial Disclosures (TCFD). (2017). Recommendations of the Task Force on Climate-related Financial Disclosures [Electronic resource]. Basel: Financial Stability Board. Available at: https://assets.bbhub.io/company/sites/60/2021/10/FINAL-2017-TCFD-Report.pdf
5. Ellen MacArthur Foundation. What is a Circular Economy? [Electronic resource]. Isle of Wight: Ellen MacArthur Foundation. Available at: https://www.ellenmacarthurfoundation.org/topics/circular-economy-introduction/overview

Recommended reading

1. Business Roundtable. (2019). *Statement on the Purpose of a Corporation* [Electronic resource]. Washington, DC: Business Roundtable. Available at: https://www.businessroundtable.org/business-roundtable-redefines-the-purpose-of-a-corporation-to-promote-an-economy-that-serves-all-americans
2. Christensen, D. M., Serafeim, G., & Sikochi, A. (2022). Why is Corporate Virtue in the Eye of the Beholder? The Case of ESG Ratings. *Harvard Business School Working Paper* [Electronic resource]. Available at: https://www.hbs.edu/ris/Publication Files/Microsoft Word - 2021-02-18 ESG disagreement - Manuscript_8e138800-d982-4d3d-9242-6fca3ddceda9.pdf
3. Science Based Targets initiative (SBTi). (2024). *Corporate Net-Zero Standard, Version 2.0* [Electronic resource]. Available at: https://files.sciencebasedtargets.org/production/files/Corporate-Net-Zero-Standard-V2-Executive-Summary.pdf
4. European Commission. (2024). *Directive (EU) 2024/1760 on Corporate Sustainability Due Diligence (CSDDD)* [Electronic resource]. Brussels: European Commission. Available at: https://commission.europa.eu/topics/business-and-industry/doing-business-eu/sustainability-due-diligence-responsible-business/corporate-sustainability-due-diligence_en
5. European Parliament. (2024). *Stopping Greenwashing: How the EU Regulates Green Claims* [Electronic resource]. Brussels: European Parliament. Available at: https://www.europarl.europa.eu/topics/en/article/20240111STO16722/stopping-greenwashing-how-the-eu-regulates-green-claims
6. McKinsey & Company. (2024). *AI for Social Good: Improving Lives and Protecting the Planet* [Electronic resource]. Available at: https://www.mckinsey.com/capabilities/quantumblack/our-insights/ai-for-social-good
7. Boston Consulting Group. (2025). *Tackling the Climate Challenge — and Creating Value* (BCG + CO2 AI Climate Survey) [Electronic resource]. Available at: https://www.bcg.com/publications/2025/tackling-climate-challenge-creating-value
8. Boston Consulting Group & Temasek. (2026). *The Private Capital Opportunity in AI-Enabled*

Climate and Sustainability Sectors [Electronic resource]. Available at: https://www.bcg.com/publications/2026/the-capital-opportunity-in-ai-enabled-sustainability
9. World Economic Forum. (2025). *AI's Role in the Climate Transition and How It Can Drive Growth* [Electronic resource]. Available at: https://www.weforum.org/stories/2025/01/artificial-intelligence-climate-transition-drive-growth/
10. World Economic Forum. (2026). *AI-Driven Circular Economy Key to Managing Global Resources* [Electronic resource]. Available at: https://www.weforum.org/stories/artificial-intelligence/what-is-ai-driven-circular-economy/

Web-resources

1. *International Monetary Fund*. (n.d.). *Official website.* Available at: https://www.imf.org/external/index.htm
2. *The World Bank*. (n.d.). *Official website.* Available at: https://www.worldbank.org/
3. *Eurostat*. (n.d.). *Official website.* Available at: https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Main_Page
4. *Moody's Investor Service*. (n.d.). *Official website.* Available at: http://www.moodys.com

PROJECT MANAGEMENT				
The course aims to develop a comprehensive understanding of the theory and practice of project management, as well as to build competencies in planning, organizing, implementing and controlling projects, taking into account modern methodologies and tools.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	2 / 11weeks	3 / mandatory	Valeriia Pysarkova Ph.D (Economics)	90 hours (12 h. lectures, 12 h. practical classes, 66 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) Design effective management systems for organizations.			Lecture, work in small groups	Test, presentation of the case study, presentation of the results of the research project (CAS), final test (FAS)
2) Justify, manage and implement projects, as well as generate entrepreneurial ideas.			Lecture, case study, conducting a research project	Presentation of the case study, presentation of the results of the research project (CAS), final test (FAS)
3) Demonstrate the ability to delegate authority and lead an organization or organizational unit.			Lecture, practical task, case study, conducting a research project	Evaluation of student reports (CAS), final test (FAS)
4) Demonstrate leadership skills, work effectively in a team, interact with people and influence behaviour to achieve professional objectives.			Lecture, case study, problem situations, case study, conducting a research project	Presentation of the case study, presentation of the results of the research project (CAS), final test (FAS)
5) Ensure personal professional development and effectively manage own time.			Lecture, work in small groups	Presentation presentation of the results of work in small groups (CAS), final test (FAS)
6) Present and justify personal viewpoints in discussions based on ethical principles and social responsibility.			Lecture, case study, conducting a research project	Presentation of the case study, presentation of the results of the research project (CAS), final test (FAS)
Assessment				
The final grade is given on a 100-point scale, including 40 points for the test; 60 points for the work in the semester. Additionally: Successful completion of the “Management in Product IT”				

module (Genesis IT company) may substitute for the course examination assessment (final test). Reassessment or retaking of specific topics may be allowed where necessary.
60 points for work in the semester:
20 points for case study reports, presentations;
40 points for the assessment of results of the research project.
a) case study reports, presentations
90–100%: The student actively contributes to group work, demonstrates initiative and formulates well-reasoned arguments. The work reflects the student's own perspective and includes elements of originality. The student demonstrates excellent use of relevant project management tools, methods and case materials. The student presents a clear and logical sequence of actions when analysing project-related situations and applies appropriate project management methodologies consistently and effectively.
75–89%: The student actively participates in group work and demonstrates a good understanding of project management principles. The student provides well-argued responses and uses relevant examples and tools. The student demonstrates a generally clear sequence of actions in analysing situations and applies project management methods in most cases.
60–74%: The student shows limited participation in group work. The student provides partially developed arguments and uses insufficient supporting data. The student demonstrates an incomplete or inconsistent sequence of actions when analysing project situations.
1–59%: The student demonstrates a lack of understanding of the problem or task. Important information is missing, or irrelevant information is provided. The student fails to demonstrate a logical sequence of actions when analysing the situation. Parts of the work do not address the task requirements.
b) assessment of the results of the research project
90–100%: The student demonstrates a high level of independence in conducting the research project. The project is well-structured, methodologically sound and clearly presented. The student applies appropriate research and project management methods effectively. The findings are original, well-justified and supported by relevant data. The student demonstrates critical thinking, draws well-grounded conclusions, and clearly links theory with practical project management applications.
75–89%: The student demonstrates a good level of independence. The structure and methodology are generally appropriate, with minor inconsistencies. Analytical and project management methods are applied correctly, though justification may be partially incomplete. The findings are supported by data, but depth or originality may be limited.
60–74%: The student demonstrates a basic level of independence. The project has structural or methodological weaknesses. The application of tools and methods is limited or inconsistent. The findings lack depth and are insufficiently supported.
1–59%: The student demonstrates a lack of independence and understanding of the research task. The project is poorly structured and lacks a clear methodology. Analytical and project management methods are not applied appropriately. The findings are unsupported or irrelevant.
c) test
The criteria for the test assignment are written on the test card.

Content

Topic 1. General characteristics of project management
Topic 2. Project participants
Topic 3. Justification of the feasibility of the project
Topic 4. The main forms of the organizational structure of the project
Topic 5. General approaches to project planning
Topic 6. Project structuring. grid and calendar planning of the project
Topic 7. Planning of costs, budget, time and schedule of the project
Topic 8. Project implementation control
Topic 9. Risk management in projects

Topic 10. Project Quality Management

Literature

Compulsory reading

1. Mykytiuk, P. P., Brych, V. Ya., Mykytiuk, Yu. I., & Trush, I. M. (2021). *Upravlinnia proiektamy* [Project Management]. Ternopil. 416 p.
2. Mytrofanova, H. Ya., & Yevtushenko, O. A. (2024). *Proiektnyi menedzhment: praktykum* [Project Management: Practical Course] [Electronic edition]. Dnipro: Alfred Nobel University. 92 p.
3. Project Management Institute. (2021). *A Guide to the Project Management Body of Knowledge (PMBOK® Guide)* (7th ed.) [Electronic edition]. Retrieved from https://pmiukraine.org/pmbok7/

Recommended reading

1. Azarenkova, H. M., & Piskunov, R. O. (2015). *Proektnyi analiz (u skhemakh ta prykladakh)* [Project Analysis (in Schemes and Examples)]. Kyiv: UBS NBU. 338 p.
2. Bohuslavska, O. H. (2015). *Formuvannia proektnoi komandy* [Project Team Formation]. Zaporizhzhia: ZDIA. 49 p.
3. Khadzhyradieva, S. K., & Obushna, N. I. (2018). *Proektnyi analiz ta pryiniattia rishen* [Project Analysis and Decision-Making]. Kyiv: Karavella. 270 p.
4. Mytrofanova, H. Ya., Luhovyi, M. D., & Musiienko, K. A. (2025). Tsyfrovi instrumenty upravlinnia orhanizatsiieiu ta proiektamy: mizhnarodni tendentsii ta innovatsii [Digital tools for organization and project management: international trends and innovations]. *Zhurnal z menedzhmentu, ekonomiky ta tekhnolohii* [Journal of Management, Economics and Technology], 2, 80–96.
5. Petrenko, N. O., Kustrich, L. O., & Homeniuk, M. O. (2017). *Upravlinnia proiektamy* [Project Management]. Kyiv: TsUL. 242 p.
6. Popova, N. V. (2016). *Proektnyi analiz* [Project Analysis]. Kharkiv: KhNADU. 163 p.
7. Rach, V. A., Rossoshanska, O. V., & Medvedieva, O. M. (2010). *Upravlinnia proiektamy: praktychni aspekty realizatsii stratehii rehionalnoho rozvytku* [Project Management: Practical Aspects of Implementing Regional Development Strategies]. Kyiv: K.I.S. 276 p.
8. Shyshmarova, L. O. (2015). *Upravlinnia proiektamy* [Project Management]. Kharkiv: KhNEU im. S. Kuznetsia. 135 p.
9. DeMarco, T., & Lister, T. (2013). *Peopleware: Productive Projects and Teams* (3rd ed.). Addison-Wesley.
10. Sutherland, J. (2014). *Scrum: The Art of Doing Twice the Work in Half the Time*. Crown Business.

INVESTMENT MANAGEMENT AND RISK MANAGEMENT

The course aims to form in managers a systemic understanding of capital management mechanisms and develop competencies in building sustainable financial strategies in a volatile business environment. The course is aimed at mastering the tools for evaluating investment projects, optimizing portfolio assets and implementing comprehensive risk management systems, which allows making informed management decisions to maximize the market value of the company while maintaining a balance between profitability and financial security.

Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	2 / 11 weeks	3 / Elective	Zoia Pestovska, PhD (Economics), Associate Professor	90 hours (12 hrs. lectures, 12 hrs. tutorials, 66 hrs. self-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) Justify the choice of investment instruments and strategies to achieve long-term business goals	Interactive lectures, analysis of applied business cases	Group presentation of the company's investment strategy (CAS)
2) Evaluate investment projects under uncertainty using modern financial models	Workshops on financial modeling in Excel, group discussions	Defense of a calculation project to estimate the NPV/IRR of a selected startup (CAS)
3) Identify and quantify the organization's key financial risks	Simulation games, analysis of real market scenarios	Express tests and analytical note on the risk profile of the industry (CAS)
4) Develop comprehensive risk mitigation plans and hedging strategies for corporate assets	Strategy sessions, problem lectures, independent work with data terminals	Solving a complex case on risk management (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 for examples of problem situations and audience involvement in their solution, testing, solving analytical problems.

Evaluation criteria for each practical lesson (0–10 points):

9–10 points: the student demonstrated in-depth analysis, calculations are impeccable, the hedging/investment strategy is logical and takes into account alternative scenarios, the conclusions have high practical value for business.

7–8 points: the work is completed in full, the correct analysis tools are selected, there are minor errors in the calculations or insufficiently deep justification for the choice of risk management strategy.

5–6 points: the student understands the basic algorithms, but applies them mechanically, the risk analysis is superficial, the proposed solutions are templated without taking into account the specifics of the case.

3–4 points: gross errors in the calculations, lack of connection between the identified risks and methods for minimizing them.
1–2 points: the work is fragmentary, the student does not know the terminology and basic course tools.
0 points: the task is not completed.

Content

Topic 1. Strategic Landscape of Investment Management
Topic 2. Investment Project Evaluation and Decision Making
Topic 3. Modern Portfolio Theory and Asset Management
Topic 4. Foundations of Risk Management in Business
Topic 5. Quantitative Assessment Methods and Stress Testing
Topic 6. Corporate Risk Management and Investment Reporting

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

Recommended reading

1. National Bank of Ukraine. (n.d.). *Tsentr finansovoi obiznanosti* [Financial Literacy Center]. https://bank.gov.ua/ua/stability/report
2. New York Institute of Finance. (n.d.). *Risk Management*. EDX. https://www.edx.org/learn/risk-management
3. 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
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. 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
15. 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 [Academic review], №1 (62), pp. 149-164. DOI:10.32342/3041-2137-2025-1-62-11 Web of Science Ukr.
16. Pestovska Z. (2022) Digital technologies in the management of audit services. Digital macro trends and technologies of the XXI century: monograph. Part I. Edited by I. Tatomyr, Liubov Kvasnii. Praha: OKTAN PRINT, 2022, 170 p., pp. 118-130. https://doi.org/10.46489/dmtatotc-02,*Eng.*
17. Pestovs'ka Z.S., Miro I.M. (2023) *Suchasni aspekty menedzhmentu ekonomichnoyi bezpeky pryvatnykh zakladiv vyshchoyi osvity* [Modern aspects of economic security management of private higher education institutions]. Perspektyvy rozvytku hospodars'ko-finansovoyi diyal'nosti pidpryyemstv v Ukrayini: teoriya, metodyka, praktyka : kolektyvna monohrafiya / Kol. avtoriv. Poltava: PP “Astraya” [Prospects for the development of economic and financial activities of enterprises in Ukraine: theory, methodology, practice: collective monograph / Collective of authors. Poltava: PP “Astraya”], 133 p., pp. 106-113. Ukr.

Web-resources

1. Bloomberg. (n.d.). *Bloomberg Terminal*. *Official website*. https://bloomberg.com/professional/solution/bloomberg-terminal
2. LSEG. (n.d.). *LSEG Workspace*. *Official website*. https://lseg.com/en/data-analytics/products/workspace
3. *TradingView. (n.d.). Official* website. https://tradingview.com
4. Yahoo Finance. (n.d.). *Official website*. https://finance.yahoo.com
5. Federal Reserve Economic Data. (n.d.). *FRED. Official website*. https://fred.stlouisfed.org
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/

13. National Bank of Ukraine. (n.d.). *Official website*. https://www.bank.gov.ua
14. Library of Alfred Nobel University. (n.d.). *Official website*. https://lib.duan.edu.ua/uk/
15. Repository of Alfred Nobel University. (n.d.). *Official website*. https://ir.duan.edu.ua/home

HR MANAGEMENT				
The course aims to develop students' advanced strategic and applied competencies in human resource management within complex, dynamic organisational environments. Drawing on evidence-based HRM theory, contemporary people analytics and international management practice, the course equips MBA students to formulate and implement HR strategies, design talent management systems, and make well-founded decisions in recruitment, performance management, learning and development, and workforce transformation. Special attention is given to HR challenges arising from organisational change, digitalisation and post-conflict recovery contexts.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
English	2 / 11 weeks	3 / mandatory	Olena Lytvynenko, PhD (Economics), Associate Professor	90 hours (12 h. lectures, 12 h. seminars and case study workshops, 66 h. self-directed learning and research 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. Critically evaluate strategic HRM trends, theoretical frameworks and contemporary challenges, including workforce digitalisation, talent market dynamics and post-conflict HR management.			Lectures, group discussion and debate, case study analysis	Class participation and discussions (CAS) Case study reports (CAS) Final examination (FAS)
2. Design and justify a comprehensive HR strategy and policy framework aligned with the organisation's mission, competitive environment, regulatory context and sustainable development goals.			Lectures, strategic planning workshops, business case analysis	Research project and presentation (CAS) Case study reports (CAS) Final examination (FAS)
3. Conduct systematic workforce analysis and design evidence-based HR planning solutions, including headcount optimisation, talent allocation and succession pipeline development.			Lectures, problem-solving workshops, case study analysis	Case study reports (CAS) Research project and presentation (CAS) Final examination (FAS)
4. Evaluate the effectiveness of recruitment, selection and employer branding processes using			Lectures, case study	Case study reports (CAS)

multi-criteria diagnostic frameworks and recommend data-driven improvements.	analysis, role-playing and selection simulations	Participation in simulations (CAS) Final examination (FAS)
5. Design and critically assess performance management, attestation and talent development systems; evaluate their strategic impact on organisational learning and HR effectiveness.	Lectures, strategic workshops, research project	Research project and presentation (CAS) Class participation and discussions (CAS) Final examination (FAS)
6. Develop effective HR communication strategies that facilitate stakeholder engagement, constructive conflict resolution and cross-functional team integration in diverse professional environments.	Lectures, role-playing and business simulations, business game	Participation in simulations and business games (CAS) Case study reports (CAS) Final examination (FAS)
7. Assess organisational culture and design socially responsible, ethical and inclusive HR practices that promote workforce wellbeing, diversity management and corporate social responsibility.	Lectures, case study analysis, scenario analysis workshops	Class participation and discussions (CAS) Research project and presentation (CAS) Final examination (FAS)
8. Synthesise empirical HR data, academic literature and professional analytics to generate original, evidence-based recommendations on complex HR management challenges.	Research project, independent study and literature review, case study analysis	Research project and presentation (CAS) Individual analytical essay (CAS) Final examination (FAS)
Assessment		
The final grade is given on a 100-point scale, including 40 points for the final examination and 60 points for work in the semester. 60 points for work in the semester: • Individual analytical case study report — 25 points • Group research project and presentation — 25 points • Class participation and discussions — 10 points Assessment criteria: a) Individual analytical case study report 21–25 points: The report demonstrates outstanding analytical depth and a well-structured, evidence-based argument. The student applies theoretical frameworks critically and independently, draws original conclusions, and uses contemporary academic and professional sources effectively. The work reflects the student's own scholarly perspective and is presented in accordance with academic requirements. 16–20 points: The report demonstrates strong analytical competence and good command of course content. The theoretical framework is applied appropriately with minor gaps in depth or originality. Sources are used correctly; the presentation largely meets requirements.		

10–15 points: The report is logically structured, but analytical depth is inconsistent. Conclusions lack sufficient grounding in evidence, and some theoretical links are underdeveloped.
1–9 points: The report is poorly structured, analytically weak, and/or fails to engage meaningfully with course theory or empirical evidence.
b) Group research project and presentation
21–25 points: The project addresses a real or simulated HR management problem with excellent analytical rigour, creative and well-substantiated recommendations, and polished professional presentation. All team members demonstrate mastery of the content.
16–20 points: The project is well-structured with sound analysis and appropriate recommendations. The presentation is clear; minor gaps in argumentation or depth may be present.
10–15 points: Adequate treatment of the topic but with significant gaps in analytical depth or insufficient integration of course theory.
1–9 points: The project lacks coherent analysis, evidence-based reasoning, or professional presentation standards.
c) Class participation and discussions
9–10 points: The student actively initiates and advances discussions, demonstrates excellent grasp of the material, and argues their position with precision and evidence.
7–8 points: The student participates regularly and demonstrates sound understanding, though some contributions lack depth or analytical precision.
5–6 points: Participation is infrequent or mostly descriptive, with limited analytical engagement.
1–4 points: Minimal or no meaningful participation; limited engagement with course content.
d) Final examination
The final examination is conducted as a written paper comprising case analysis tasks and conceptual questions, assessed on a scale of 0–40 points. A minimum of 24 points must be obtained to receive a passing grade. Students who score below 24 points on the examination receive a failing final grade regardless of their semester performance.

Content

Module 1. Strategic Foundations of HR Management

Topic 1. Strategic HRM: Frameworks, Contemporary Trends and Digital Transformation

Topic 2. HRM as a Social System: Organisational Culture, Values and Workforce Diversity

Topic 3. HR Strategy Design and HR Policy Development

Topic 4. Workforce Planning and HR Analytics

Module 2. Core HRM Processes

Topic 5. Talent Acquisition: Recruitment, Selection and Employer Branding

Topic 6. HR Service Delivery Models and Organisational Structure of HR Functions

Topic 7. Team Building, Cohesion and Organisational Effectiveness

Topic 8. Performance Management, Appraisal and Attestation Systems

Topic 9. Motivation, Total Rewards and Compensation Design

Module 3. HRM Effectiveness, Development and Social Responsibility

Topic 10. Learning & Development Strategy and Talent Pipeline Management

Topic 11. Change Management, HR in Crisis and Post-Conflict Recovery Contexts

Topic 12. Social Partnership, Employment Law and Ethical HR Practice

Topic 13. Measuring HR Effectiveness: Analytics, KPIs and Strategic Impact

Literature

Compulsory reading

1. Armstrong, M., & Taylor, S. (2023). *Armstrong's Handbook of Human Resource Management Practice* (16th ed.). Kogan Page. 800 p.

2. Noe, R. A., Hollenbeck, J. R., Gerhart, B., & Wright, P. M. (2023). *Human Resource Management: Gaining a Competitive Advantage* (13th ed.). McGraw-Hill. 752 p.
3. Fedulova, S., Zadoia, A., Mahdich, A., Lymonova, E., Zadoia, O., & Kliuchnyk, R. (2025). *Europe's competitiveness in the new global economy* (A. Zadoia & S. Fedulova, Eds.) [Electronic edition]. Alfred Nobel University. 241 p.
4. Ulrich, D., Younger, J., Brockbank, W., & Ulrich, M. D. (2012). *HR from the Outside In: Six Competencies for the Future of Human Resources*. McGraw-Hill. 288 p.

Recommended reading

1. Boudreau, J. W., & Ramstad, P. M. (2007). *Beyond HR: The New Science of Human Capital*. Harvard Business Review Press. 272 p.
2. Luthans, F., Youssef-Morgan, C. M., & Avolio, B. J. (2015). *Psychological Capital and Beyond*. Oxford University Press. 392 p.
4. Law of Ukraine "On Employment of Population". (2012, July 5). Verkhovna Rada of Ukraine. https://zakon.rada.gov.ua/laws/show/5067-17

Web-resources

1. Alfred Nobel University. (n.d.). *Official website*. https://duan.edu.ua
2. Society for Human Resource Management. (n.d.). *Official website*. https://www.shrm.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

ACADEMIC FOREIGN LANGUAGE				
The primary objective of the Academic Foreign Language course is to ensure practical mastery of a foreign language at a professional level and to develop the necessary communicative competence for the professional interaction in both oral and written forms. The course aims to enhance the English linguistic competence of Master's students specializing in Management. It focuses on developing skills for fluent and correct communication across a wide range of academic and professional situations, with an emphasis on pragmatic, professional, and intercultural communication, mastering monologues and dialogues within socio-political, general economic, and specialized topics to develop skills for articulating a professional stance and employing methods for effective influence on interlocutors, preparing, delivering, and publicly discussing presentations on professional issues and personal research results, with a focus on the communicative aspects of academic discourse.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
English	3/ 5 weeks	3 / Mandatory	Maryna Dolzhenko, PhD in Pedagogy, Svitlana Kozhushko, Doctor of Sciences (Pedagogy), Full Professor	90 hours (24 h. practical classes, 66 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) Demonstrate skills in academic, professional, and intercultural communication, as well as international cooperation, presenting results of scientific research in the field of management in a foreign language in both oral and written forms and possessing a level of English language proficiency sufficient for successful communication in professional and social spheres.			Completing tasks for self-directed learning, reading various types of periodicals, analyzing information from specialized academic journals, business magazines, and professional news outlets, listening to audio and video materials in the field of study	Assessment of practical skills, oral answers to questions, checking the correctness of completing test tasks (CAS), final test (FAS)
2) Analyse verbal and video texts of upper-intermediate professional complexity, where authors express specific attitudes and viewpoints and recognize a wide range of specialized terminology and abbreviations within the professional field.			Self-directed learning assignments, Internet searches, textbook assignments, vocabulary drills, essay writing based on reading, reading skills testing	Assessment of practical skills, oral answers to questions, checking written work, checking the correctness of test tasks (CAS), final test (FAS)
3) Search, process, analyse and contextualize a significant volume of			Writing abstracts, reviews, literature	Assessment of written assignments, oral

scientific information from diverse sources; interpret research findings in a foreign language in both written and oral forms to participate in extensive conversations and discussions regarding the interpretation of business phenomena and contemporary global management issues.	surveys, or essays on professional topics; testing of speaking and writing skills; short reports (presentations) followed by discussions to identify and analyze the viewpoints of all participants	questioning, presentation evaluation, written work review, oral interview (CAS), final test (FAS)
4) Critically evaluate, competently analyse, interpret and annotate scientific research and economic articles in a foreign language in both written and oral forms while recognizing the value of a subjective position within the information space and account for the specifics of its perception by the interlocutors.	Searching for and selecting relevant academic and professional data using global databases and online resources; critically examining texts and providing structured oral assessments of professional literature and materials; summarizing and synthesizing key findings from field-specific articles, expert reports, and video content.	Assessment of written assignments, oral questioning, presentation evaluation, written work review, oral interview (CAS), final test (FAS)
5) Communicate the results of scientific inquiry and research through clear, detailed descriptions and presentations on a wide range of professional topics, and effectively develop and support arguments using advanced communicative strategies in a foreign language to engage and persuade the audience.	Preparation and delivery of a presentation, researching a topic, designing visual aids, and presenting findings orally to the audience	Presentation evaluation, peer assessment (CAS), language skills assessment (within a professional context) (FAS)
6) Adapt to and act within new and unconventional situations; generate innovative ideas for solving professional, scientific, and practical problems while recognizing the importance of appropriate behaviour within a multicultural environment, taking into account the national and cultural characteristics of representatives from diverse backgrounds.	Brainstorming, pair work and small group work, role-plays, Internet research	Assessment of interactional skills (pair/ group work), speech skills evaluation (CAS), final test (FAS)
Assessment		
Final grade (final assessment) as a result of 100% continuous assessment: 20 points for participation in discussions / problem-solving situations; 20 points for participation in role-plays/ case studies; 20 points for written assignments: summary/ abstract/ essay; 10 points for research project presentation (oral with multimedia support); 30 points for final test		

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

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

Content

Topic 1. Academic Life: The Social and Academic Environment
Topic 2. Strategic Professional Interaction: Mastering Complex Communication Models in International Business
Topic 3. Managing Invention and Innovation
Topic 4. Research Paper: Planning, Thinking, and Interacting
Topic 5. Organising and Presenting Ideas
Topic 6. Hedging, Argumentation, and Controversies
Topic 7. Academic Integrity and Ethics of Attribution
Topic 8. Management of Professional Information Sources and Multimedia Presentation of Research Results

Literature

Compulsory reading

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

Recommended reading

1. Caplan, N. A., Johns. A. (2022). *Essential Actions for Academic Writing: A Genre-Based Approach.* Kindle Edition. University of Michigan Press ELT.
2. Cargill, M., O'Connor, P. (2021). *Writing Scientific Research Articles*. Wiley-Blackwell.Kindle Edition.
3. Duarte, N. (2019). *DataStory: Explain Data and Inspire Action Through Storytelling.* Ideapress Publishing. 240 p.
4. HBR Guide. (2021). *HBR Guide to Better Business Writing.* Harvard Business Review Press. 240 p.
5. Higgins, J. (2020). *10 Skills for Effective Business Communication: Practical Strategies from the World's Greatest Leaders*. Tycho Press.
6. Knaflic, C. N. (2020). *Storytelling with Data: Let's Practice!* Wiley. 448 p.

7. Starodubtseva, T. V., & Miasoid, H. I. (Eds.). (2009). *Present your diploma project in English*: materialy dlia samostiinoi roboty studentiv [Present your diploma project in English: Materials for students' self-study]. DUEP. 53 p.
8. Wizner, A., Devis, A., & Sen, S. (2016). *Communication Strategies in a Diverse World*. Kendall Hunt Publishing Company.

Web-resources

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

INTERNSHIP

The Internship aims to develop students' capacity to apply acquired theoretical knowledge and professional competencies in real organisational settings. The internship provides hands-on experience in analysing management processes, formulating and implementing managerial decisions, and participating in project and advisory activities. It fosters professional autonomy, accountability, communication and leadership skills through the performance of applied professional tasks in a working organisation.

Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
English	2 / 4 weeks	5 / mandatory	Olena Lytvynenko, PhD (Economics), Associate Professor	150 hours (internship at host organisation: 90 h., self-directed work and reporting: 60 h.)

Learning outcomes On completion of the course, students will be able to:	**Teaching methods, learning and teaching activities**	**Forms of assessment (internship diary D, final report FR, public defence PD)**
1. Critically analyse, select and evaluate scientific, methodological and analytical tools for managing organisations in dynamic and unpredictable professional conditions.	Participatory observation, analysis of organisational structure and management processes, preparation of analytical materials and conclusions	Practice diary analysis (D) Evaluation of the analytical section of the internship report (FR) Oral examination during the public defence (PD)
2. Identify and diagnose organisational problems, evaluate their root causes, and justify evidence-based methods for their resolution.	Analysis of organisational and management processes, performance of applied professional practice tasks, preparation of analytical materials and conclusions	Evaluation of the internship report (FR) Assessment of the validity of proposed solutions (FR) Oral examination during the public defence (PD)
3. Apply and integrate specialised software and information systems to solve organisational management tasks in a real-world environment.	Performance of applied professional practice tasks, analysis of organisational and management processes	Assessment of completed practical tasks (FR) Evaluation of the internship report (FR) Oral examination during the public defence (PD)

4. Design and formulate strategic and tactical organisational plans grounded in real-world data and management analysis.	Analysis of organisational and management processes, performance of applied professional practice tasks, preparation of analytical materials and conclusions	Evaluation of planning-related analytical materials (FR) Assessment of participation in planning processes (D) Oral examination during the public defence (PD)
5. Demonstrate leadership qualities, collaborate within cross-functional teams, and influence stakeholder behaviour to address professional management challenges.	Participatory observation, performance of applied professional practice tasks, professional experience reflection	Practice diary analysis (D) Evaluation of teamwork description in the report (FR) Oral examination during the public defence (PD)
6. Plan and coordinate the informational, methodological, material, financial and human resource support of an organisation or its subdivision.	Performance of applied professional practice tasks, analysis of organisational and management processes, preparation of analytical materials and conclusions	Evaluation of the internship report (FR) Assessment of resource management activities description (FR) Oral examination during the public defence (PD)
7. Organise and implement effective communications within the team and with external stakeholders in professional and international contexts.	Performance of applied professional practice tasks, professional experience reflection	Practice diary analysis (D) Evaluation of the public defence presentation (PD) Oral examination during the public defence (PD)
8. Communicate effectively in professional and academic environments in both Ukrainian and English.	Performance of applied professional practice tasks, preparation of analytical materials and conclusions	Evaluation of the internship report (FR) Evaluation of the public defence presentation (PD) Oral examination during the public defence (PD)
9. Evaluate personal professional development, reflect on competency acquisition, and manage individual time and learning strategically.	Performance of applied professional practice tasks, professional experience reflection	Practice diary analysis (D) Evaluation of reflective conclusions in the report (FR) Oral examination during the public

		defence (PD)
10. Evaluate authority structures, delegate responsibilities, and lead an organisation or unit by applying strategic and ethical management principles.	Performance of applied professional practice tasks, professional experience reflection, analysis of organisational and management processes	Evaluation of the internship report (FR) Assessment of reflective and ethical conclusions (FR) Oral examination during the public defence (PD)
11. Demonstrate and justify socially responsible, civic-conscious behaviour grounded in professional ethics and institutional values.	Performance of applied professional practice tasks, professional experience reflection, analysis of organisational and management processes	Evaluation of the internship report (FR) Assessment of reflective and ethical conclusions (FR) Oral examination during the public defence (PD)

Assessment

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

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

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

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

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

Content

1. Familiarisation with the host organisation: its structure, scope of activities, management system and core management processes.
2. Analysis of the department(s) in which the internship is conducted, including the roles, responsibilities and authority of participants in the management process.
3. Study and analysis of internal regulatory documents governing management activity, planning, resource use and decision-making.
4. Identification of current management problems or organisational bottlenecks; participation in developing potential solutions.
5. Participation in applied professional tasks related to planning, organising work, resource allocation and the implementation of management decisions.
6. Use of information systems, specialised software and digital management tools in the course of internship assignments.
7. Participation in professional communications within the team and with external stakeholders; adherence to standards of business communication, professional ethics and corporate culture.
8. Analysis of personal contribution to the completion of internship tasks; evaluation of individual and team performance.
9. Generalisation of practical experience; formation of analytical conclusions and proposals for improving management activity in the host organisation.
10. Reflection on professional development: acquired competencies, level of responsibility and readiness for continued professional activity.

Literature

Compulsory reading

1. Robbins, S. P., & Coulter, M. (2021). *Management* (15th ed.). Pearson. 720 p.
2. Mintzberg, H. (2020). *Managing* (2nd ed.). Berrett-Koehler Publishers. 356 p.
4. Drucker, P. F. (2017). *The Effective Executive: The Definitive Guide to Getting the Right Things Done*. HarperBusiness. 208 p.

Recommended reading

1. Kotter, J. P. (2012). *Leading Change*. Harvard Business Review Press. 208 p.
2. Luthans, F., Youssef-Morgan, C. M., & Avolio, B. J. (2015). *Psychological Capital and Beyond*. Oxford University Press. 392 p.
4. Law of Ukraine “On Higher Education”. (2014, July 1). Verkhovna Rada of Ukraine. https://zakon.rada.gov.ua/laws/show/1556-18

Web-resources

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

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

PRE-GRADUATION INTERNSHIP				
The pre-graduation internship aims to deepen and integrate students' professional competencies through immersive engagement with real organisational management processes. The internship provides experience in independently resolving complex management challenges, applying contemporary information systems and management tools, and collecting, analysing and systematising empirical materials for the preparation and substantiation of the qualification thesis. It also develops professional autonomy, accountability and readiness to make evidence-based management decisions in real professional settings.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	3 / 5 weeks	6 / mandatory	Volodymyr Momot, Doctor of Science (Economics), Full Professor	180 hours (internship at host organisation and thesis data collection: 120 h., self-directed analytical and reporting work: 60 h.)
Learning outcomes **On completion of the course, students will be able to:**			**Teaching methods, learning and teaching activities**	**Forms of assessment (internship diary D, final report FR, public defence PD)**
1. Critically analyse, select and evaluate scientific, methodological and analytical tools for managing organisations in dynamic and unpredictable conditions.			Analysis of organisational activities and management processes, analysis of management decisions and their outcomes, preparation of analytical conclusions and proposals	Analysis of the pre-graduation internship report (FR) Evaluation of analytical conclusions (FR) Oral examination during the public defence (PD)
2. Design effective management systems for organisations, integrating theoretical frameworks with empirical evidence collected during professional practice.			Analysis of organisational activities and management processes, processing and synthesis of practical field materials, analysis of management decisions and their outcomes	Analysis of the pre-graduation internship report (FR) Evaluation of the logic and substantiation of system-design proposals (FR) Oral examination during the public defence (PD)
3. Identify and diagnose complex			Analysis of	Evaluation of the

organisational problems, evaluate their root causes and interdependencies, and justify evidence-based management solutions.	management processes and decisions, preparation of analytical conclusions and proposals, processing and synthesis of practical field materials	analytical section of the report (FR) Assessment of the validity and depth of proposed solutions (FR) Oral examination during the public defence (PD)
4. Apply and critically evaluate specialised software and information systems to address complex organisational management tasks.	Processing and synthesis of practical field materials, analysis of organisational activities, preparation of analytical conclusions and proposals	Analysis of report materials on information systems usage (FR) Evaluation of digital tool application (FR) Oral examination during the public defence (PD)
5. Plan and coordinate the informational, methodological, material, financial and human resource support of an organisation, substantiating decisions with empirical evidence.	Processing and synthesis of practical field materials, analysis of management processes and decisions, preparation of analytical conclusions and proposals	Evaluation of the pre-graduation internship report (FR) Analysis of resource management materials (FR) Oral examination during the public defence (PD)
6. Organise and implement effective professional communications within interdisciplinary teams and with external stakeholders, including in international and academic-professional contexts.	Processing and synthesis of practical field materials, professional experience reflection, professional presentation of internship results	Practice diary analysis (D) Evaluation of the public defence presentation (PD) Oral examination during the public defence (PD)
7. Communicate complex management findings effectively in professional and academic environments in both Ukrainian and English, including in the defence of the qualification thesis.	Preparation of analytical conclusions and proposals, professional presentation of internship results, professional experience reflection	Evaluation of the public defence presentation (PD) Assessment of professional argumentation (PD) Oral examination during the public defence (PD)
8. Demonstrate leadership qualities, build effective teamwork, and influence stakeholder	Analysis of management processes	Practice diary analysis (D)

behaviour to resolve complex professional and research-oriented management challenges.	and decisions, professional experience reflection, professional presentation of internship results	Evaluation of the public defence presentation (PD) Oral examination during the public defence (PD)
9. Evaluate personal professional development, reflect critically on competency acquisition, and manage individual time and research learning strategically.	Professional experience reflection, processing and synthesis of practical field materials	Practice diary analysis (D) Evaluation of the reflective section of the report (FR) Oral examination during the public defence (PD)
10. Develop and implement organisational and business development strategies aligned with the smart city concept, regulatory frameworks and institutional support mechanisms; design approaches to city or regional branding and optimise human capital management using evidence-based management tools.	Professional experience reflection, analysis of management processes and decisions	Evaluation of reflective and strategic materials in the report (FR) Assessment of responses during the defence (PD) Oral examination during the public defence (PD)
11. Make well-founded decisions on change management in conditions of uncertainty and post-conflict recovery, identifying key influencing factors and aligning solutions with sustainable development goals.	Professional experience reflection, preparation of analytical conclusions and proposals	Evaluation of reflective and ethical conclusions in the report (FR) Analysis of the pre-graduation internship report (FR) Oral examination during the public defence (PD)
Assessment		
The final grade is given on a 100-point scale. 100 points across the following components: Practice Diary — 20 points: • Regularity and completeness of entries — 8 points • Correspondence of entries to the internship content — 6 points • Reflection on professional experience and independent initiative — 6 points Internship Report — 60 points: • Description of the host organisation and its management system — 10 points • Analytical section (problems identified, analysis, interpretation) — 20 points • Substantiation of management decisions and improvement proposals — 10 points • Collected and systematised materials for the qualification thesis — 10 points • Generalisation of results and conclusions for the thesis framework — 10 points Public Defence of the Report — 20 points:		

- Logic and structure of the presentation — 8 points
- Reasoned responses to committee questions — 6 points
- Demonstration of professional position and academic responsibility — 6 points

Assessment criteria:

a) Practice Diary

17–20 points: Entries are systematic, complete and analytically structured. They reflect critical engagement with observed management processes, original professional judgements, and well-founded reflections on independent competency development.

11–16 points: Entries are consistent and informative; reflection is present but lacks analytical depth or independence in certain areas.

6–10 points: Entries are incomplete or insufficiently detailed; reflection is superficial or descriptive rather than analytical.

1–5 points: Entries are missing, irregular or do not correspond to the internship content.

b) Internship Report

51–60 points: The report demonstrates excellent analytical depth, structured reasoning and original evidence-based recommendations. The student exhibits a high degree of independence and mastery. Materials collected are directly applicable to the qualification thesis and contain elements of genuine scholarly contribution.

41–50 points: The report is well-structured and demonstrates strong understanding of the host organisation. Some proposals or thesis materials may lack depth or sufficient empirical grounding.

21–40 points: The report has adequate structure but shows gaps in analytical depth, argumentation, or the link to the thesis topic.

1–20 points: The report is poorly structured, lacks analytical content, and/or contains significant inaccuracies or an insufficient connection to the qualification thesis.

c) Public Defence

17–20 points: The defence is conducted confidently and with academic fluency. The student demonstrates mastery of the report content and thesis materials, argues a well-founded professional and scholarly position.

11–16 points: Sound understanding of outcomes is evident; some answers lack precision or fail to establish a clear link to the thesis objectives.

6–10 points: Basic understanding is present, but with significant gaps in argumentation or scholarly positioning.

1–5 points: Major weaknesses in presentation and responses; limited understanding of professional outcomes or thesis relevance.

Content

1. Familiarisation with the host organisation: its structure, scope of activities, management system and core management processes relevant to the qualification thesis topic.
2. Analysis of the department(s) in which the internship is conducted, including roles, decision-making authority and management responsibilities within the organisational hierarchy.
3. Study and critical analysis of internal regulatory documents governing management activity, strategic planning, resource use and decision-making.
4. Identification and in-depth diagnosis of current management problems or systemic bottlenecks; development of evidence-based solutions with a view to their incorporation into the qualification thesis.
5. Collection, verification and systematisation of empirical data and analytical materials required for the preparation and substantiation of the qualification thesis.
6. Independent design of management improvement proposals grounded in both theoretical frameworks and evidence gathered during the internship.
7. Use of specialised information systems, software and digital management tools in the analysis and resolution of practical management tasks.

8. Participation in professional communications within the team and with external stakeholders; adherence to standards of business communication, professional ethics and corporate culture.
9. Generalisation and scholarly synthesis of practical findings; formation of analytical conclusions and substantiated proposals for the qualification thesis.
10. Reflection on professional development: integration of acquired competencies, evaluation of scholarly and practical readiness for the qualification thesis defence.

Literature

Compulsory reading

1. Robbins, S. P., & Coulter, M. (2021). *Management* (15th ed.). Pearson. 720 p.
2. Mintzberg, H. (2020). *Managing* (2nd ed.). Berrett-Koehler Publishers. 356 p.
3. Saunders, M., Lewis, P., & Thornhill, A. (2023). *Research Methods for Business Students* (9th ed.). Pearson. 784 p.

Recommended reading

1. Kotter, J. P. (2012). *Leading Change*. Harvard Business Review Press. 208 p.
2. Drucker, P. F. (2017). *The Effective Executive: The Definitive Guide to Getting the Right Things Done*. HarperBusiness. 208 p.
3. Law of Ukraine "On Higher Education". (2014, July 1). Verkhovna Rada of Ukraine. https://zakon.rada.gov.ua/laws/show/1556-18

Web-resources

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

Elective Courses

<table>
<tr><td colspan="5">PSYCHOLOGY OF THE NEGOTIATION PROCESS</td></tr>
<tr><td colspan="5">The course aims to develop students' ability to apply psychological knowledge and techniques in negotiation processes, including understanding cognitive, emotional and communicative mechanisms of interaction, managing conflicts, making ethical decisions, and effectively presenting and justifying positions in professional and intercultural contexts.</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>1/14 weeks</td><td>4 / elective</td><td>Inesa Harkusha, PhD (Social Communications), Associate Professor</td><td>120 h. (18 h. lectures, 14 h. seminars/practical, 88 h. self-directed learning)</td></tr>
<tr><td colspan="2">Learning outcomes
On completion of the course, students will be able to:</td><td colspan="2">Teaching methods, teaching and learning activities</td><td>Forms of assessment (continuous assessment CAS, final assessment FAS)</td></tr>
<tr><td colspan="2">1) Search, analyse and critically evaluate psychological information related to negotiation processes using modern information and communication technologies</td><td colspan="2">Interactive lectures, guided research tasks, digital resource analysis; analysis of scientific sources on negotiation psychology; work with databases and online materials; mini-research tasks on negotiation strategies</td><td>Analytical tasks, literature review assignments, participation in discussions (CAS)</td></tr>
<tr><td colspan="2">2) Effectively present and justify negotiation positions, participate in professional discussions, and communicate arguments clearly in oral and written forms</td><td colspan="2">Case-based learning, role-play, simulation exercises; negotiation simulations (business, conflict, intercultural cases); group discussions and debates; preparation of negotiation briefs and presentations</td><td>Participation in simulations and discussions, presentation tasks, communication performance, simulation-based negotiation case, presentation of position with justification (CAS)</td></tr>
<tr><td colspan="2">3) Identify and resolve ethical dilemmas in negotiation processes based on legal norms, ethical principles and professional standards</td><td colspan="2">Problem-based learning, ethical case analysis; analysis of ethical dilemmas in negotiations; discussion of professional codes and standards;
situational tasks (pressure, manipulation, conflict of interest)</td><td>Case analysis, ethical decision-making tasks, participation in discussions, written case analysis of an ethical negotiation dilemma with justification of decisions (CAS)</td></tr>
<tr><td colspan="2">4) Demonstrate readiness for continuous professional development and self-improvement in negotiation psychology and related fields</td><td colspan="2">Reflective learning, self-directed learning, coaching elements; reflective journals on negotiation experience; self-assessment of communication skills; personal development planning</td><td>Reflective diary, self-assessment tasks, learning portfolio,
integrated reflective portfolio (professional development trajectory + self-analysis of negotiation</td></tr>
</table>

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

Assessment

The final grade is given on a 100-point scale, including 60 points for continuous assessment and 40 points for the final test. Continuous assessment – 60 points: 20 points – practical tasks, negotiation simulations and participation in role-play activities; 20 points – case analysis and analytical assignments on negotiation processes; 20 points – individual or group project (development of negotiation strategy / psychological model of effective negotiation with presentation). Final test – 40 points: The final credit assessment includes: test tasks on theoretical foundations of psychology of negotiations; situational (case-based) analysis of negotiation conflict or decision-making process; reflective/analytical task focused on communication strategies, ethical aspects, and decision-making in negotiations.

Assessment criteria:

a) Continuous assessment (CAS) – 60 points

48–60 points: The student demonstrates a high level of engagement in all types of activities. Successfully applies psychological principles of negotiation in simulations and practical tasks. Analytical assignments are well-structured, critical, and evidence-based. The project is coherent, professionally oriented, and demonstrates strong ability to design effective negotiation strategies with justified conclusions.

36–47 points: Good level of understanding and regular participation. Practical application is mostly correct, though some inconsistencies or limited depth in analysis may be present. The project is completed, but argumentation or originality may be partially limited.

24–35 points: Basic understanding of negotiation psychology. Participation is irregular. Practical and analytical tasks show gaps in reasoning or incomplete justification. The project lacks coherence or full applicability.

12–23 points: Low level of engagement. Tasks are partially completed or poorly structured. Significant difficulties in applying psychological concepts in negotiation contexts.

0–11 points: No meaningful participation or tasks not completed.

b) Final credit assessment (FAS) – 40 points

32–40 points: The student demonstrates comprehensive knowledge of negotiation psychology, successfully completes test tasks, provides well-reasoned case analysis, and shows strong reflective and ethical decision-making in negotiation contexts.

24–31 points: Good understanding with minor inaccuracies. The student is able to apply knowledge in practical situations, but analysis may lack depth or full justification.

16–23 points: Basic understanding with noticeable gaps. Application of knowledge is inconsistent, and reasoning is only partially supported.

8–15 points: Limited understanding. Significant errors in test tasks and weak or superficial case analysis.

1–7 points: Minimal understanding, fragmented answers, lack of coherence in responses.

0 points: No completion of final assessment tasks.

c) Criteria for awarding credit (pass/fail decision)

Pass: The student has obtained at least 60 points in total, demonstrates basic competence in psychological principles of negotiation, and is able to apply them in standard communication, conflict, and decision-making situations.

Fail: The student has obtained less than 60 points, demonstrates insufficient understanding of negotiation psychology, and is unable to apply psychological techniques in practical or situational negotiation tasks.

Content

Module 1. Rhetoric. Speech culture and language activity
Topic 1. The Culture of Speech as a Factor in Universal Culture
Topic 2. Dialogue and Its Principles
Topic 3. Techniques and Tactics of Argumentation in the Negotiation Process
Topic 4. The Emotional Aspect and Emotional Intelligence in the Negotiation Process
Module 2. Mediation, Business Negotiations, and High-Stakes Negotiations
Topic 5. Negotiations – a collaborative process
Topic 6. Psychological Aspects of the Negotiation Process.
Topic 7. Negotiation and manipulation
Topic 8. Mediation and Negotiation in Extreme Conditions
Topic 9. Crisis Negotiations: The Psychological Aspects of Terrorism

Literature

Compulsory reading

1. Bystrytskyi, Ye., Zymovets, R., & Proleiev, S. (2020). Komunikatsiia i kultura v hlobalnomu sviti [Communication and culture in the global world]. Dukh i Litera. 416 p.
2. Velychko, K. Yu. (2024). Biznes-perehovory: konspekt lektsii z dystsypliny dlia zdobuvachiv pershoho (bakalavrskoho) rivnia vyshchoi osvity usikh spetsialnostei [Business negotiations: lecture notes]. DBTU. 96 p. https://repo.btu.kharkov.ua/bitstream/123456789/57924/1/KL_Byznes_peregovory_2024.pdf
3. Voloshenko, M., & Azarkina, O. (2021). Psykholohiia profesiinoho spilkuvannia [Psychology of professional communication]. Oldi-Plus. 280 p. https://www.yakaboo.ua/ua/psihologija-profesijnogo-spilkuvannja.html
4. Harkusha, I. V. (2019). Rytorychna kultura movlennia suchasnoho fakhivtsia-psykholoha [Rhetorical culture of speech of a modern psychologist]. Alfred Nobel University. 144 p.
5. Heorhiieva, Ye. (2021). Psykholohiia efektyvnosti perehovornoho protsesu [Psychology of negotiation effectiveness]. Mykolaiv. https://dspace.mnau.edu.ua/jspui/bitstream/123456789/7023/1/ychast_conf_2020-21.pdf
6. Kemp, J. (2019). Spershu skazhy "NI" [Never split the difference]. Nash Format. 256 p. https://www.yakaboo.ua/ua/spershu-skazhi-ni-instrumenti-profesijnogo-peregovornika.html
7. Hlovyuk, I. V., Lapkin, A. V., Mazur, M. R., Nor, V. T., Torbas, O. O., Tumaniants, A. R., & Tsuvina, T. A. (2022). Perehovory i mediatsiia u kryminalnomu provadzhenni [Negotiation and mediation in criminal proceedings]. Lviv: LNU. 328 p.
8. Rakhlis, V. L. (2021). Perehovory i mediatsiia: pidruchnyk dlia profesiinoho perehovirnyka [Negotiation and mediation]. 2nd ed. 344 p.
9. Stone, D., Patton, B., & Heen, S. (2019). Skladni rozmovy. Yak obhovoriuvaty te, shcho khvyliuie naibilsh [Difficult conversations]. Vivat. 272 p. https://www.yakaboo.ua/ua/skladni-rozmovi-jak-obgovorjuvati-te-scho-hviljue-najbil-she.html
10. Barker, A. (2019). Improve Your Communication Skills: How to Build Trust, Be Heard and Communicate with Confidence. Kogan Page. 176 p.
11. Goulston, M. (2017). Talking to Crazy: How to Deal with the Irrational and Impossible People in Your Life. AMACOM. 289 p.

Recommended reading

1. Verba-Sydor, O. B. (Ed.). (2021). Alternatyvni sposoby vyrishennia tsyvilnykh sporiv za zakonodavstvom Ukrainy [Alternative dispute resolution]. Lviv State University of Internal Affairs. 416 p.
2. Harkusha, I. V., & Kryzhanovskyi, A. Ye. (2021). Komunikatyvni kompetentsii maibutnikh fakhivtsiv. In Modeliuvannia kompetentnisnoi profesiinoi osvity (pp. 183–197). Alfred Nobel University.
3. Harkusha, I. V., & Vasylieva, A. Yu. (2022). Komunikatyvni bariery hromadian Ukrainy. Visnyk universytetu imeni Alfreda Nobelia, 2(24), 98–107.
4. Zhygilii, Ye. (2019). Maister dzvinka [Phone call mastery]. Monolit. 376 p.
5. Katsavec, R. S. (2021). Oratorske mystetstvo [Oratory skills]. Alerta. 250 p.

6. King, L., & Gilbert, B. (2019). Yak rozmovliaty bud-z-kym, bud-koly i bud-de [How to talk to anyone]. Monolit. 208 p.
7. Voss, C., & Raz, T. (2019). Nikoly ne ydit na kompromis [Never split the difference]. Nash Format. 264 p.
8. Roberts, E. (2021). Liderstvo v chasy viiny [Leadership in wartime]. KM-BUKS. 216 p.
9. Romanenskyi, M. (2021). Perehovory z delfinamy [Negotiations with dolphins]. Fabula. 176 p.
10. Ross, J. (2019). Perehovory u styli Trampa [Trump-style negotiation]. KM-BUKS. 240 p.
11. Martin, S., Cialdini, R., & Goldstein, N. (2019). Tak! 60 sekretiv iz nauky perekonannia [Yes! 60 secrets of persuasion]. Book Chef. 304 p.
12. Sharov, O. M. (2019). Ekonomichna dyplomatiia: osnovy, problemy ta perspektyvy [Economic diplomacy]. NISD. 560 p.
13. Malhotra, D. (2008). Psychological Influence in Negotiation. Harvard Business School. 90 p.
14. Gates, S. (2022). The Negotiation Book. Wiley. 272 p.
15. Wheeler, M. (2019). The Art of Negotiation. Brilliance Audio. 320 p.
16. Gelfand, M. J., & Brett, J. M. (2004). The Handbook of Negotiation and Culture. Stanford University Press. 479 p.
17. Aquilar, F., & Galluccio, M. (2008). Psychological Processes in International Negotiations. 171 p.
18. Khamlichi, N., & Benahmed, N. (2024). Decisions and negotiations in business. International Journal of 16. Trade and Management, 1(3), 51–60. https://doi.org/10.34874/PRSM.ijtm-vol1iss3.1342
19. Lee, V. (2020). The negotiator's assembly line. Victoria University of Wellington. https://doi.org/10.26686/wgtn.17142347.v1
20. Goulston, M. (2015). Just Listen. AMACOM. 256 p.
21. Stone, D., Patton, B., & Heen, S. (2019). Difficult Conversations. Penguin Books. 315 p.

Web-resources

1. De Dreu, C. K. W., Beersma, B., Steinel, W., & Van Kleef, G. A. (2007). The psychology of negotiation: Principles and basic processes [Electronic resource]. ResearchGate. Available at: https://www.researchgate.net/publication/232513754_The_psychology_of_negotiation_Principles_and_basic_processes
2. Vorng, P. (2025). The psychology of negotiation and conflict resolution: Building consensus through communication and empathy [Electronic resource]. Global Jurist. Available at: https://www.researchgate.net/publication/396395716_THE_PSYCHOLOGY_OF_NEGOTIATION_AND_CONFLICT_RESOLUTION_BUILDING_CONSENSUS_THROUGH_COMMUNICATION_AND_EMPATHY
3. Prassa, K., & Stalikas, A. (2020). Towards a better understanding of negotiation: Basic principles, historical perspective and the role of emotions [Electronic resource]. Psychology Journal.
Available at: https://www.scirp.org/journal/paperinformation?paperid=97750
4. Inayaturrahmah, R., Barkah, C. S., & Novel, N. J. A. (2022). Analysis the role of negotiation as communication skills in conflict management [Electronic resource]. Jurnal Bisnis Teori dan Implementasi. Available at: https://www.researchgate.net/publication/368469487_ANALYSIS_THE_ROLE_OF_NEGOTIATION_AS_COMMUNICATION_SKILLS_IN_CONFLICT_MANAGEMENT
5. Siagian, E. I., Nurkarim, M. C., & Maharani, N. (2024). Persuasive communication in business negotiations: strategies and techniques [Electronic resource]. Ilomata International Journal of Social Science. Available at: https://www.researchgate.net/publication/381544476_Persuasive_Communication_in_Business_Negotiations_Strategies_and_Techniques
6. The Psychology of Negotiation: Power and Confidence. https://ubedit.com.ua/per
7. Course Negotiations The ability to negotiate effectively, defend your position, and resist pressure. https://ubedit.com.ua/perk

8. Negotiations: How Not to Settle for Less. https://prometheus.org.ua/prometheus-plus/negotiations-3/
9 LISTEN TO OUR PODCAST. Why Your BATNA is the Key to Negotiation Planning with George Siedel, Ep #361 https://negotiations.ninja/podcast/why-your-batna-is-the-key-to-negotiation-planning-with-george-siedel-ep-361/

LABORATORY OF INNOVATIONS, IDEAS AND STARTUPS				
The course aims to develop students' competencies in creating and advancing innovative projects and startups based on creative thinking, entrepreneurial initiative and modern technological solutions. It provides an understanding of the processes of generating innovative ideas and transforming them into commercially viable projects. The course is designed to prepare students for launching their own startups through practical, laboratory-based learning, incorporating real-life cases and project-based activities within an innovation lab environment.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	1/14 weeks	4 / elective	Inna Strelchenko Doctor of Science (Economics), Full Professor	120 hours (10 h. lectures, 22 h. practical classes, 88 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) Analyse and forecast market phenomena and processes based on the application of fundamental principles, theoretical knowledge and applied skills in e-commerce activities.			Lectures, case study analysis	Class participation and discussions, case study reports (CAS)
2) Use digital information and communication technologies, as well as relevant software tools, required for the effective implementation of modern e-commerce activities and the practical application of e-commerce instruments.			Lectures, case study analysis	Class participation and discussions, case study reports (CAS)
3) Apply innovative approaches to the implementation of marketing activities of an economic entity and flexibly adapt to changes in the e-commerce environment.			Lectures, seminars, discussions, case study analysis	Class participation and discussions, case study reports (CAS)
4) Assess the risks associated with e-commerce 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)
5) Communicate information, ideas, problems, and alternative managerial decision-making options to both specialists and non-specialists in e-commere, as well as to representatives of different structural units of an economic entity.			Lectures, discussions, leadership workshops	Class participation and discussions, teamwork evaluation (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 e-commerce.			Lectures, discussions, role-playing and simulations	Class participation and discussions, teamwork evaluation (CAS)

7) Take responsibility for the outcomes of one's activities and demonstrate entrepreneurial and managerial initiative in the field of e-commerce.	Lectures, discussions, leadership workshops	Class participation and discussions, teamwork evaluation (CAS)
8) Perform functional responsibilities within a team and propose well-founded e-commerce decisions.	Lectures, role-playing and simulations, leadership workshops	Teamwork evaluation, class discussions and peer assessment (CAS)
9) Demonstrate responsibility in relation to the moral, cultural, and scientific values and achievements of society in professional e-commerce activities.	Lectures, role-playing and leadership workshops	Teamwork evaluation, class discussions (CAS)
10) Demonstrate skills in initiating and implementing innovative projects in e-commerce.	Lectures, seminars, discussions, business case analysis	Participation in the discussion (CAS)
11) Solve professional tasks related to the application of e-commerce technologies and systems, modern online payment systems, and logistics technologies in e-commerce.	Lectures, seminars, discussions, business case analysis	Participation in the discussion (CAS)

Assessment

The final grade is given on a 100-point scale, including 100 points 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

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

Literature

Compulsory reading

1. Strelchenko, I., Pysarkova, V., Arakelova, I. (2025). Sotsialno-oriientovani startapy v Ukraini ta sviti: tendentsii i skladnoshchi realizatsii [Socially-oriented startups in Ukraine and the world: trends and implementation challenges]. *Scientific Bulletin of the Odessa National Economic University*, 6 (331), 17-26. DOI: 10.32680/2409-9260-2025-6-331-17-26.
2. Strelchenko, I., Pysarkova, V., Tereschenko, P. (2025). Mekhanizmy stymuliuvannia startap-aktyvnosti cherez rehionalni klastery v systemi innovatsiinoho rozvytku [Mechanisms for stimulating startup activity through regional clusters in the system of innovative development]. *Review of transport economics and management, 14* (30), 34-44. DOI: 10.15802/rtem2025/344966.
3. Lidow, D. (2022). *The Entrepreneurs: The Relentless Quest for Value*. New York, NY: Columbia University Press. URL: https://principus.si/2023/12/05/derek-lidow-the-entrepreneurs-the-relentless-quest-for-value/.
4. Gupta, A., George, G., & Fewer, T. J. (2024). *Venture Meets Mission: Aligning People, Purpose, and Profit to Innovate and Transform Society*. Stanford University Press.
5. Mills, K. G. (2024). *Fintech, Small Business & the American Dream* (2nd ed.). Boston, MA: Palgrave Macmillan. URL: https://www.hbs.edu/faculty/Pages/item.aspx?num=66328.
6. Gobela, V. V., & Leskiv, H. Z. (2024). Menedzhment startapiv [Startup management]. Lvivskyi derzhavnyi universytet vnutrishnikh sprav. URL: https://dspace.lvduvs.edu.ua/bitstream/1234567890/8616/1/menedzStartup_Maket.pdf
7. Yastremska, O. M. (2022). Innovatsiine pidpryiemnytstvo ta upravlinnia startap proiektamy [Innovative entrepreneurship and startup project management]. KhNEU.
8. Hnatenko, I. A. (2023). Osoblyvosti formuvannia ta rozvytku startapiv [Features of startup formation and development]. Ekonomika i upravlinnia, 152–153.

Recommended reading

1. Blank, S. Four Steps to the Epiphany: Successful Strategies for Startups That Win. K & S Ranch, 2005.
2. Isenberg, D. Worthless, Impossible, and Stupid: How Contrarian Entrepreneurs Create and Capture Extraordinary Value. Harvard Business Review Press, 2013.
3. Collins, J. Good to Great: Why Some Companies Make the Leap and Others Don't. HarperBusiness, 2001.
4. Strelchenko, I., Shevchenko, V., Hamzah, O., Lysenko, A. Vdoskonalennia internet-marketynhovoi stratehii po prosuvanniu tovariv pidpryiemstva v umovakh viiskovoho stanu [Improvement of internet marketing strategy for promoting enterprise products under martial law]. International Scientific Journal "Internauka". Series: Economic Sciences, 7. DOI: 10.25313/2520-2294-2025-7-11235.
5. Strelchenko I., et al. (2025). *Informatsiinyi biznes ta internet-marketynh: navchalnyi posibnyk* [Information business and internet marketing: a study guide] (S. Kolodynskyi & T. Mishustina, Eds.) [Electronic edition]. Condor 480 p.
6. Strelchenko I., Hamzah, O. (2025). *Marketynhovi doslidzhennia: praktykum* [Marketing research: a textbook]. [Electronic edition]. Alfred Nobel University. 68 p.

Web-resources

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

NEW TECHNOLOGIES OF FINANCIAL MARKETS

The course aims to introduce students to modern technological innovations transforming financial markets and to provide in-depth knowledge and skills to analyse and apply these technologies in financial practice. Students will also study the impact of new technologies on the structure of financial markets, risk management mechanisms and the creation of innovative financial products, as well as their legal and ethical aspects. Mastering ethics in the financial sector will help build a successful career and influence other areas of life, creating a culture of integrity through the development of ethical thinking, facilitated by the ability to recognise ethical dilemmas, knowledge of ethical standards, and the ability to act in accordance with them.

Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	2 / 11 weeks	4 / Elective	Zoia Pestovska, Candidate of Science (Economics), Associate Professor	120 hours (18 hrs. lectures, 14 hrs. tutorials, 88 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) Estimate the financial state and verify the adequacy of resource infrastructure (information, financial and personnel support) using analytical tools in unpredictable conditions	Lecture, discussion, problem-based learning, case-study, work in pairs to solve problem tasks, test	Testing, discussion, case study (CAS)
2) Recommend and justify strategic financial management decisions under uncertainty, taking into account legal requirements, professional ethics and corporate social responsibility	Lecture, discussion, analysis of specific situations (case-study), role playing, debates	Participating in discussion, role play assessment, evaluation of the argumentation of a position in a debate (CAS)
3) Plan and implement comprehensive managerial, financial-credit and methodological support to ensure the effective performance of the organization or unit	Problem lecture, discussion, case-study analysis, test	Testing, discussion, presentation of case study solving (CAS)

Assessment

Final assessment:

70% current control: solving problems and situational tasks, testing, role play, discussions, problematic issues.

Criteria for assessing work in practical classes (during the class you can get the following points if the student):

9-10 - performs tasks with an explanation of the sequence of logical actions, with references to theoretical knowledge (terms, methods, principles, rules), may make minor mistakes, performs 90-100% of test tasks;

7-8 - independently solves problems with sufficient explanation, independently corrects the specified errors, performs 75-90% of test tasks;

5-6 - independently solves problems with sufficient explanation, performs 60-75% of test tasks;

3-4 - makes mistakes in tasks that cannot be corrected independently, performs 45-60% of test tasks;

1-2 - tries, but cannot cope with the tasks independently, completes less than 45% of the test tasks;

0 - inactive or absent from classes.
Criteria for assessing the results of an individual task - complex situations of applying the rules of financial etiquette and their solution (30 points in total):
28-30 - the assignment is completed and handed in on time, is well written, has all the necessary calculations and explanations, and there are no arithmetic errors;
21-27 - the assignment is completed, but there are minor errors or inaccuracies in the solution of the task, or it is submitted with a delay of up to 5 days;
14-20 - the assignment is completed, but there are logical and/or arithmetic errors in the process of solving the assignment, or submitted 10 days late;
4-13 - the assignment is completed, but there are significant errors in the solution, or submitted 15 days late;
0-3 - the task is not completed or has just begun to be solved, or is submitted 15 days late.

Content

Topic 1. Profit or Principle: the long history of the ethical dilemma of financiers
Topic 2. Technical analysis
Topic 3. Fundamental analysis
Topic 4. Derivative financial instruments
Topic 5. Standard 1 Professionalism, Standard 2 Integrity of capital markets
Topic 6. Standard 3 Duties to Clients, Standard 4 Duties to Employers
Topic 7. Standard 5 Investment Analysis, Recommendations and Actions, Standard 6 Conflicts of Interest, Codes for Asset Management Companies
Topic 8. Financial engineering
Topic 9. (R)evolution of banking

Literature

Compulsory reading

1. Slaviuk, N. R., & Hushchenko, S. V. (2022). *Rynok finansovykh posluh* [Financial services market]. NaUKMA. 206 p. https://ekmair.ukma.edu.ua/server/api/core/bitstreams/20517829-c856-41f3-b0c1-2ac07f9fbaf5/content
2. Trusova, N. V., Nesterenko, S. A., Yakusheva, I. Ye., et al. (2021). *Finansovyi rynok* [Financial market]. Vydavnychyi budynok MMD. 236 p.
3. Saunders, A., & Cornett, M. (n.d.). Financial Markets and Institutions (7th ed.). McGraw Hill. https://www.mheducation.com/highered/product/financial-markets-institutions-saunders-cornett/M9781259919718.html
5. Prybutok chy pryntsypy: velyka istoriia etychnoi dylemy finansystiv [Profit or principles: a great history of the ethical dilemma of financiers]. (n.d.). LIGA.net. https://project.liga.net/projects/ethics-in-finance/
6. Etyka fakhivtsia z finansiv ta investytsii [Ethics of a finance and investment specialist]. (n.d.). YouTube. https://www.youtube.com/watch?v=j0pjiEC3bLM
7. Finance code of ethics. (n.d.). U.S. Securities and Exchange Commission. https://www.sec.gov/Archives/edgar/data/1396279/000119312507083128/dex141.htm
8. 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. Constitution of Ukraine. (1996, June 28). Verkhovna Rada of Ukraine. https://zakon.rada.gov.ua/laws/show/254к/96-вр
2. Law of Ukraine On Payment Systems and Money Transfer in Ukraine. (2001, April 05). Verkhovna Rada of Ukraine. https://zakon.rada.gov.ua/laws/show/2346-14#Text
3. Law of Ukraine On Prevention and Counteraction to Laundering of Proceeds of Crime, Terrorist Financing and Financing of Proliferation of Weapons of Mass Destruction. (2019, December 06). Verkhovna Rada of Ukraine. https://zakon.rada.gov.ua/laws/show/361-20#Text
4. Law of Ukraine On Payment Services. (2021, June 30). Verkhovna Rada of Ukraine. https://zakon.rada.gov.ua/laws/show/1591-20#Text

5. Law of Ukraine On Virtual Assets. (2021, September 08). Verkhovna Rada of Ukraine. https://zakon.rada.gov.ua/go/2074-20
6. Kravchenko, P., Skriabin, B., & Dubinina, O. (2019). *Blokchein i detsentralizovani systemy: navch. posibnyk u 3 ch. Ch. 1* [Blockchain and decentralized systems: training manual in 3 parts. Part 1]. PROMART. 452 p. https://repository.kpi.kharkov.ua/items/6f82ba95-8781-4d77-a6da-e939716c2b05
7. Darškuvienė, V. (n.d.). Financial Markets. Vytautas Magnus University. https://www.bcci.bg/projects/latvia/pdf/7_Financial_markets.pdf
8. Fundamentals of Financial Market. (n.d.). Education Bureau. https://www.edb.gov.hk/attachment/en/curriculum-development/kla/technology-edu/resources/business-edu/1_financial_market_6097.pdf
9. Financial Markets Leonardo da Vinci programme project. (n.d.). https://www.bcci.bg/projects/latvia/pdf/7_Financial_markets.pdf
10. Fabozzi, F. J. (n.d.). Capital Markets: Institutions, Instruments, and Risk Management (5th ed.). MIT Press. https://mitpress.mit.edu/books/capital-markets-fifth-edition
11. Guide to Financial Markets. Why they exist and how they work. (n.d.). The Economist. https://media.economist.com/sites/default/files/pdfs/Guide_to_Financial_Markets_6e.pdf
12. Jansen, S. (2020). Machine Learning for Algorithmic Trading: Predictive Models to Extract Signals from Market and Alternative Data. Packt Publishing. https://helion.pl/ksiazki/machine-learning-for-algorithmic-trading-predictive-models-to-extract-signals-from-market-and-alter-stefan-jansen,e_2af0.htm?srsltid=AfmBOoqsBXGIai42y3m2D14WPvuv1HCSTwUGOoP8SraLzcNR53IBldfE
13. Scholkopf, B., Papadopoulos, P., Arribas, I. P., & Kersting, K. (2019). Artificial Intelligence in Finance: A Comprehensive Overview. https://www.researchgate.net/publication/377563906_Artificial_intelligence_in_Finance_a_comprehensive_review_through_bibliometric_and_content_analysis
14. Hacker, P., & Lianos, I. (2020). Regulating Blockchain: Technological Innovation and the Challenge to Law. Oxford University Press. https://global.oup.com/academic/product/regulating-blockchain-9780198842187
15. Manoylenko, O., & Kuznetsova, S. (2023). Development of digital financial instruments and their use in the activities of entities of the pharmaceutical industry of Ukraine. Ekonomia – Wroclaw Economic Review, 30(2), 77–91. https://repozytorium.uni.wroc.pl/Content/140915/PDF/05_O_Manoylenko_S_Kuznetsova_Development_of_digital_financial_instruments_and_their_use.pdf
16. Van Hijfte, S. (2020). Decoding Blockchain for Business: Understand the Tech and Prepare for the Blockchain Future. Apress. https://link.springer.com/book/10.1007/978-1-4842-6137-8
17. 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
18. 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
19. 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
20. 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
21. 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.
22. 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.
23. 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.
24. 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
25. 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
26. 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
27. 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. Pidhotovchyi elektronnyi kurs dlia kandydativ prohramy CFA (I riven) [Preparatory electronic course for candidates of the CFA program (Level I)]. (2023). CFA Society Ukraine.
2. The Importance of Ethics in Finance. (n.d.). Kelley School of Business. https://execed.kelley.iu.edu/the-importance-of-ethics-in-finance/
5. Guide to Financial Markets. Why they exist and how they work. (n.d.). The Economist. https://media.economist.com/sites/default/files/pdfs/Guide_to_Financial_Markets_6e.pdf
6. Forex Club. (n.d.). *Official website*. http://www.fxclub.org
7. State Statistics Service of Ukraine. (n.d.). *Official website*. http://www.ukrstat.gov.ua/
8. National Securities and Stock Market Commission. (n.d.). *Official website*. http://nssmc.gov.ua/
9. New York Stock Exchange. (n.d.). *Official website*. https://nyse.nyx.com/
10. PFTS Stock Exchange. (n.d.). *Official website*. http://www.pfts.com
11. Ukrainian Stock Exchange. (n.d.). *Official website*. http://www.ukrse.kiev.ua
12. National Bank of Ukraine. (n.d.). *Official website*. https://www.bank.gov.ua
13. Insurance Top. (n.d.). *Website* of the insurance market of Ukraine. https://www.insurancetop.com
14. Library of Alfred Nobel University. (n.d.). *Official website*. https://lib.duan.edu.ua/uk/
15. Repository of Alfred Nobel University. (n.d.). *Official website*. https://ir.duan.edu.ua/home

PSYCHOLOGICAL TECHNOLOGIES OF BUSINESS CONSULTING				
The course aims to develop students' systematic understanding of psychological technologies used in business consulting. It focuses on the analysis of psychological factors influencing the effectiveness of managerial consulting, human resource management and organizational development. The course also aims to enhance students' ability to apply psychological methods, tools and interventions in consulting practice, including problem diagnosis, decision-making support and the development of recommendations for improving organizational performance and business communication.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Psychological Technologies of Business Consulting	2 / 11 weeks	4 /elective	Serhii Dubinskyi Ph.D (Economy), AssociaTTte Professor	120 hours (18 h. lectures, 14 h. practical classes, 88 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) Analyse theoretical foundations, models and stages of business consulting, including psychological determinants of consulting effectiveness.			Lectures, problem-based learning, discussions	Class participation, analytical tasks, written assignments (CAS),
2) Evaluate psychological aspects of management, leadership, human resource management and organizational behaviour in consulting contexts.			Lectures, case studies, discussions	Testing, case analysis, analytical tasks (CAS),
3) Apply methods of psychological diagnosis and analysis of organizational and managerial processes.			Lectures, practical exercises, case studies	Practical tasks, case analysis, written assignments (CAS),
4) Design and implement consulting interventions based on psychological technologies, including communication strategies and behavioural influence techniques.			Simulations, role-playing, workshops	Practical tasks, role-play evaluation, project work (CAS),
5) Develop evidence-based recommendations for improving organizational effectiveness, business communication and decision-making processes.			Case studies, project-based learning	Case analysis, project work, presentations (CAS),
6) Evaluate the effectiveness of consulting interventions and reflect on professional performance in complex and uncertain organizational environments.			Reflective exercises, discussions	Reflective reports, analytical tasks (CAS),
7) Demonstrate ethical, responsible and culturally sensitive behaviour in business consulting and professional interaction.			Lectures, discussions, case analysis	Participation, case analysis, reflective assignments (CAS)
Assessment				
The final grade is given on a 100-point scale and is based on continuous assessment (CAS).				

100 points for assessment:

10 points – participation in discussions;
10 points – participation in role-playing activities;
20 points – presentation of a thematic case study;
25 points – modular assessment (tests and case-based tasks);
15 points – oral responses;
20 points – final presentation (oral, multimedia format).

Assessment criteria:

a) Participation and role-playing activities

81–100%: The student demonstrates a high level of engagement, well-developed communication skills and the ability to apply psychological consulting techniques in simulated business situations.

51–80%: The student participates regularly and demonstrates a good understanding of consulting processes, with minor inaccuracies.

21–50%: The student shows limited participation and only basic understanding.

1–20%: Minimal participation and insufficient understanding.

b) Case study presentation

Assessment is based on the depth of analysis, application of psychological theories, ability to diagnose organizational problems and propose effective consulting solutions.

c) Modular assessment

Evaluation focuses on theoretical knowledge, analytical thinking and the ability to apply consulting tools to real or simulated business situations.

d) Final presentation

The student is assessed based on the quality of developed recommendations, logical structure, argumentation and practical applicability in business consulting contexts.

e) Final test (FAS)

The final test evaluates the integration of theoretical knowledge and practical competencies, including the ability to analyse organizational situations, apply psychological technologies and develop consulting strategies.

Content

Topic 1. Key Areas of Business Consulting
Topic 2. Stages of the Business Consulting Process
Topic 3. Organization of Consulting Activities and Professional Career of a Business Consultant
Topic 4. Psychological Characteristics of Professional Business Activity
Topic 5. Motivation in Business Organizations
Topic 6. Leadership in Business
Topic 7. Psychology of Personal Success in Business
Topic 8. Business Coaching as a Specialized Consulting Approach
Topic 9. Strategies of Business Consulting

Literature

Compulsory reading

1. Block, P. (2011). *Flawless Consulting: A Guide to Getting Your Expertise Used* (3rd ed.). Pfeiffer.
2. Cummings, T. G., & Worley, C. G. (2015). *Organization Development and Change* (10th ed.). Cengage Learning.
3. Schein, E. H. (2010). *Process Consultation Revisited: Building the Helping Relationship*. Addison-Wesley.
4. Kets de Vries, M. F. R. (2006). *The Leader on the Couch: A Clinical Approach to Changing People and Organizations*. Jossey-Bass.
5. International Coaching Federation (ICF). (n.d.). *ICF Core Competencies and Code of Ethics*. https://coachingfederation.org

Recommended reading

1. Verba, V. A. (2007). Development of management consulting as a scientific discipline. *Strategy of Economic Development*.
2. Smihunova, O. V. (2011). *Management Consulting*. Kharkiv: Miskdruk.
3. Goleman, D. (2021). *Emotional Intelligence in Business*. Kharkiv: Vivat.
4. Karamushka, L. M., & Tkalich, M. H. (2009). *Self-Actualization of Managers in Professional Activity*. Kyiv.
5. Pachkovskyi, Yu. F. (2018). *Psychology of Entrepreneurship*. Kyiv: Karavela.
6. Dolynska, L. V., & Temruk, O. V. (2017). *Personal and Professional Development: Psychological Trainings*. Kyiv: Karavela.
7. Korolchuk, M. S., & Krainiuk, V. M. (2010). *Theory and Practice of Professional Psychological Selection*. Kyiv.
8. Cherniavska, T. P. (2010). *Psychology of Success in Business*. Odesa: Astroprint.

Web-resources

1. International Coaching Federation (ICF). (n.d.). https://coachingfederation.org
2. Harvard Business Review. (n.d.). Management, leadership and consulting. https://hbr.org
3. McKinsey & Company. (n.d.). Consulting and organizational insights. https://www.mckinsey.com
4. Boston Consulting Group (BCG). (n.d.). https://www.bcg.com
5. Deloitte Insights. (n.d.). https://www2.deloitte.com/insights
6. American Psychological Association (APA). (n.d.). https://www.apa.org
7. Society for Industrial and Organizational Psychology (SIOP). (n.d.). https://www.siop.org
8. MIT Sloan Management Review. (n.d.). https://sloanreview.mit.edu
9. Google Scholar. (n.d.). https://scholar.google.com
10. ResearchGate. (n.d.). https://www.researchgate.net
11. National Academy of Educational Sciences of Ukraine. (n.d.). https://naps.gov.ua

PRACTICAL PSYCHOLOGY: POST-TRAUMATIC STRESS RECOVERY TECHNIQUES				
The course aims to provide students with theoretical knowledge and practical skills in the field of trauma psychology and recovery from traumatic stress, with a focus on evidence-based psychological assessment, intervention, and support. It is designed to develop competencies in analysing trauma-related conditions, planning and implementing psychological assistance, and designing psychoprophylactic, psychotherapeutic, and rehabilitation programs for individuals and groups in crisis situations.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	2/11 weeks	4 / elective	Inesa Harkusha, PhD (Social Communications), Associate Professor	120 h. (18 h. lectures, 14 h. seminars/practical, 88 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:		**Teaching methods, teaching and learning activities**		**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) Search, analyse, and critically evaluate scientific and applied sources on trauma, PTSD, and recovery using modern digital tools.		Interactive lectures (theoretical foundations of trauma and PTSD); guided work with scientific databases and digital resources; analysis of international guidelines (trauma-informed care, WHO protocols); independent research tasks (literature review, source comparison)		Analytical tasks, source review, participation in discussions (CAS)
2) Assess psychological states after traumatic experiences and make informed predictions regarding personal recovery and adaptation.		Case study analysis (trauma, PTSD, crisis conditions); practical exercises on symptom identification and assessment; group discussions (interpretation of psychological states); work with diagnostic frameworks (trauma response models)		Case analysis, diagnostic tasks, participation in discussions, integrated case task (assessment, psychological prognosis) (CAS)
3) Design and implement evidence-based psychological interventions (counselling, training, rehabilitation techniques) for individuals and groups affected by traumatic stress.		Workshops on intervention techniques (CBT elements, stabilization methods); practical training sessions (application of psychological techniques); project-based learning (development of intervention programs); group work (design of counselling and rehabilitation strategies)		Practical assignments, development of intervention elements, group work, project defence (design and justification of psychological intervention program) (CAS)
4) Plan and provide psychological support for individuals in crisis situations using		Role-playing (psychological support in crisis situations); simulation of counselling sessions; practical exercises (psychological first aid,		Participation in simulations, practical performance, reflective tasks, situational task (development

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

Assessment

The final grade is given on a 100-point scale, including 60 points for continuous assessment and 40 points for the final test. Continuous assessment (CAS) – 60 points: 20 points – practical tasks and participation in stress-management exercises; 20 points – case analysis and analytical assignments; 20 points – individual or group project (development of stress recovery strategies/programme with presentation). The final test: test tasks (theoretical foundations of traumatic stress and recovery); situational (case-based) analysis; reflective/analytical task focused on decision-making under stress and ethical aspects.

Assessment criteria:

a) Continuous assessment (CAS) – 60 points

48–60 points: The student demonstrates a high level of engagement and consistently applies psychological techniques in practical tasks. Analytical assignments are well-structured, evidence-based and show critical thinking. The project is coherent, relevant to professional (economic/international) contexts, and includes justified recommendations.

36–47 points: The student shows good understanding and regular participation. Practical application and analysis are generally correct, though may lack depth or consistency. The project is complete but may contain minor weaknesses in argumentation or originality.

24–35 points: The student demonstrates a basic level of understanding. Participation is irregular, and practical or analytical tasks contain gaps or insufficient justification. The project shows limited coherence or applicability.

12–23 points: Low level of engagement. Tasks are incomplete or poorly structured, with significant inaccuracies and weak application of psychological concepts.

0–11 points: The student does not complete the required tasks or demonstrates a lack of understanding.

b) Final credit assessment (FAS) – 40 points

32–40 points: The student demonstrates a comprehensive understanding of traumatic stress and recovery techniques, successfully completes test tasks, provides well-reasoned situational analysis, and demonstrates strong reflective and ethical thinking.

24–31 points: Good understanding of the material with minor inaccuracies. The student is able to apply knowledge in practical situations, though depth of analysis may be limited.

16–23 points: Basic understanding with noticeable gaps. Application of knowledge is inconsistent, and reasoning is only partially justified.

8–15 points: Limited understanding with significant errors in test results and weak situational analysis.

1–7 points: Minimal understanding, fragmented answers, lack of coherence.

0 points: The student does not complete the final assessment tasks.

c) Criteria for awarding credit (pass/fail decision)

Pass: The student has obtained at least 60 points in total, demonstrates basic competence in applying psychological techniques for recovery from traumatic stress, and is able to analyse and respond to stress-related situations in professional contexts.

Fail: The student has obtained less than 60 points, demonstrates insufficient understanding of key

concepts and inability to apply psychological techniques in practical or situational tasks.

Content

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

Literature

Compulsory reading

1. Van der Kolk, B. (2022). Tilo vede lik: yak lyshyty psykhotravmy v mynulomu [The Body Keeps the Score: Brain, Mind, and Body in the Healing of Trauma]. Vivat. 664 p.
2. Biuzen, T. (2021). Mapa dumok. Dokladnyi posibnyk iz vyvchennia i zastosuvannia naipotuzhnishoho instrumenta myslennia u sviti [Mind Map: The Ultimate Thinking Tool]. Vydavnytstvo Staroho Leva. 224 p.
3. World Health Organization (2021). Vazhlyvi navychky v periody stresu: iliustrovane kerivnytstvo [Doing What Matters in Times of Stress: An Illustrated Guide]. WHO Regional Office for Europe. 127 p.
4. Haba, I. (2025). Kohnityvno-povedinkova terapiia u systemi suchasnykh pidkhodiv roboty z psykhotravmoiu [Cognitive-behavioural therapy in modern approaches to trauma]. Osobystist ta navkolyshnie seredovyshche, 4(1), 94–100. DOI: 10.31652/2786-6033-2025-4(1)-94-100
5. Hrandt, V. V. (2023). Psykholohiia travmuiuchykh sytuatsii [Psychology of Traumatic Situations]. Zaporizhzhia: ZNU. 110 p.
6. Omelchenko, Ya. M., Kisarchuk, Z. H., Hurlieva, T. S., & et al. (2023). Zastosuvannia psykhoterapevtychnykh tekhnolohii u nadanni dopomohy postrazhdalym z proiavamy PTSD [Application of psychotherapeutic technologies in PTSD support]. Instytut psykholohii im. H. S. Kostiuka. 256 p.
7. Musii, O. S., Pinchuk, I. Ya., Khaustova, O. O., et al. (2014). Innovatsiini pidkhody do orhanizatsii medyko-psykholohichnoi dopomohy PTSD [Innovative approaches to PTSD care]. Kyiv. 32 p.
8. Miuller, M. (2014). Yakshcho vy perezhyly psykhotravmuiuchu podiiu [If You Have Experienced Trauma]. Svichado. 120 p.
9. Overchenko, A. I. (2014). Psykholohiia travmuiuchykh sytuatsii [Psychology of Traumatic Situations]. Kyiv: Nats. akad. vnutr. sprav. 177 p.
10. Romanovska, D. D., & Ilashchuk, O. V. (Eds.). (2014). Profilaktyka PTSD: psykholohichni aspekty [Prevention of PTSD]. Chernivtsi: Tekhnodruk. 133 p.
11. Kisarchuk, Z. H. (Ed.). (2015). Psykholohichna dopomoha postrazhdalym [Psychological support for trauma victims]. Lohos. 206 p.
12. Herman, J. (2015). Psykholohichna travma ta shliakh do vyduzhannia [Trauma and Recovery]. Vydavnytstvo Staroho Leva. 416 p.
13. Fedotova, S. (2024). Suchasni metody psykhoterapii pry roboti z psykhotravmoiu [Modern psychotherapy methods in trauma work]. Problemy ekstremalnoi ta kryzovoi psykholohii, 2(8), 91–99. DOI: 10.52363/dcpp-2024.2.9
14. Grace, J. J., Kinsella, E. L., Muldoon, O. T., & Fortune, D. G. (2015). Posttraumatic growth

following acquired brain injury: A systematic review and meta-analysis. Frontiers in Psychology, 6. DOI: 10.3389/fpsyg.2015.01162
15. Linden, M., & Rutkowski, K. (Eds.). (2013). Hurting Memories and Beneficial Forgetting. Elsevier. 240 p.
16. Nuttman-Shwartz, O., & Regev, I. (2017). Life in a continuous traumatic situation. Cambridge University Press.
17. Schwartz, A., Maiberger, B., & Shapiro, R. (2018). EMDR Therapy and Somatic Psychology. W. W. Norton. 384 p.
18. Schwartz, A., & Thai, L. (2025). The Polyvagal Theory Workbook for Trauma. New Harbinger Publications. 184 p.
PESI Publishing (2025). The Complete Trauma Treatment Guide. 372 p.
19. Van der Kolk, B. A., McFarlane, A. C., & Weisaeth, L. (Eds.). (2014). Traumatic Stress. The Guilford Press. 596 p.
20. Ishchenko, Y., Chystovska, Y., Vovchenko, O., Harkusha, I., & Voshkolup, H. (2023). The role of emotional intelligence in rehabilitation of former prisoners of war. International Journal of Statistics in Medical Research, 12, 240–248. DOI: 10.6000/1929-6029.2023.12.28

Recommended reading

1. Harkusha, I. V. (2016). Kharakterystyka psykhichnykh staniv yak reaktsii na ekstremalnu sytuatsiiu [Mental states as reactions to extreme situations]. Danubius University Proceedings, 71–75.
2. Harkusha, I., & Riabukha, N. (2022). Tryvozhnist yak indyvidualna vlastyvist osobystosti [Anxiety as a personality trait]. International Science Group Conference.
3. Harkusha, I. V., & Dubinskyi, S. V. (2023). Osoblyvosti zhyttievoi sytuatsii vymushenykh pereselentsiv [Life situation of internally displaced persons]. Alfred Nobel University Journal, 1(25), 131–140.
4. Harkusha, I. V., & Dubinskyi, S. V. (2023). Faktory adaptatsii ta tryvozhnist bizhentsiv [Adaptation and anxiety of refugees]. Alfred Nobel University Journal, 2(26), 110–121.
5. Harkusha, I. V., & Dubinskyi, S. V. (2021). Problema zhyttievoi kryzy osobystosti [Life crisis problem]. Alfred Nobel University Journal, 1(23), 49–59.
6. Harkusha, I. V., & Kaiko, V. I. (2019). Determinanty stiikosti do boiovoho stresu [Determinants of combat stress resilience]. Alfred Nobel University Journal, 1(17), 61–70.
7. Harkusha, I. V., & Kaiko, V. I. (2017). Zhyttieva perspektyva osobystosti [Life perspective of personality]. Kherson State University Journal, 33–39.
8. Harkusha, I. V., Kaiko, V. I., & Matsiievska, S. M. (2020). Stress resistance as a psychological feature of the military. Annali d'Italia, 5(2), 49–54.
9. Harkusha, I. V., & Kaiko, V. I. (2018). Emotsiina sfera pislia ekstremalnykh sytuatsii [Emotional sphere after extreme events]. Baltija Publishing.
10. Hotsuliak, N. Ye. (2015). Psykholohichna travma: analiz ta shliakhy podolannia [Psychological trauma: analysis and coping]. National Academy Journal, 1(74).
11. Vlad, S. P. (2018). Dytyacha psykhotravma [Childhood trauma]. Shkilnyi svit. 112 p.
12. Katolyk, H. V., & Korniienko, I. O. (2003). Tekhnohenni katastrofy: psykholohichna dopomoha [Technogenic disasters]. Chervona Kalyna. 124 p.
13. Korniienko, I., Katolyk, H., et al. (2005). Skryvdzena dytyna [Abused child]. Romus-Polihraf. 303 p.
14. Mykhailov, B. V., et al. (2014). Posttravmatychni stresovi rozlady [PTSD]. KhMAPO. 223 p.
15. Muzychenko, I. V. (2017). Psykholohichna travma: analiz problem [Psychological trauma]. Lviv University.
16. Panok, V. H. (1999). Metodychni pidkhody do dopomohy [Methodological approaches to support]. Kyiv. 106 p.
17. Tytarenko, T. M. (Ed.). (2011). Profilaktyka porushen adaptatsii molodi [Prevention of maladaptation]. Milenium. 271 p.
18. Kisarchuk, Z. H. (Ed.). (2015). Psykholohichna dopomoha postrazhdalym [Psychological

support]. Lohos. 206 p.
19. Herman, J. (2015). Psykholohichna travma ta shliakh do vyduzhannia [Trauma and Recovery]. 416 p.
20. Acharya, K., & Muldoon, O. T. (2015). Why "I" became a combatant. Terrorism and Political Violence, 29, 1006–1025.
21. Van der Kolk, B. (2015). The Body Keeps the Score. Penguin. 464 p.
22. Becker, J. C., & Tausch, N. (2017). Dynamic model of collective action. European Review of Social Psychology, 26, 43–92.
23. Bradshaw, D., & Muldoon, O. T. (2019). Social cure and identity. British Journal of Social Psychology, 59(1), 209–226.
24. Perry, B. D., & Winfrey, O. (2022). What Happened to You? Bluebird. 272 p.
25. Cruwys, T., Haslam, S. A., et al. (2014). Social identification and depression. Journal of Affective Disorders, 159, 139–146.

Web-resources

1. Library of Alfred Nobel University. URL: https://lib.duan.edu.ua/uk/
2. V. Vernadsky Library. http://w.w.w.nbuv.gov.ua/
3. Maksymovych Library. Taras Shevchenko National University of Kyiv. http://www.library.univ.kiev.ua/eng/title4.php3
4. I.I. Mechnikov Odessa National University Library. http://lib.onu.edu.ua/
5. Odessa National Scientific Library. http://w.w.w.ognb.odessa.ua/
6. APA PsycNet resources from the American Psychological Association (access to journals and books). https://psycnet.apa.org/home
7. Google Scholar access to academic articles, dissertations, and research papers. https://scholar.google.com/
8. Journal of Psychology Research (Bulletin of Dnipropetrovsk University. Series: Psychology). https://www.dnu.dp.ua/visnik/fpsih/16
9. Personality and Environmental Issues (Mykhailo Kotsyubynsky Vinnytsia State Pedagogical University). https://intranet.vspu.edu.ua/pei/index.php/journal/issue/archive
10. PubMed a database of biomedical and psychological research. https://pubmed.ncbi.nlm.nih.gov/
11. ResearchGate a platform for sharing scientific articles and communication among researchers. https://www.researchgate.net/
12. Scopus a multidisciplinary database for searching scientific articles. https://www.scopus.com/home.uri
SpringerLink scientific articles and books on psychology. https://link.springer.com/
13. European Commission. (n.d.). Official website. https://education.ec.europa.eu
14. European Commission. (n.d.). European Education Area. https://education.ec.europa.eu/about-eea
15. Erasmus+. (n.d.). Official website. https://erasmus-plus.ec.europa.eu
16. LearningApps. (n.d.). Official website. https://learningapps.org
17. Ministry of Education and Science of Ukraine. (n.d.). Official website. https://mon.gov.ua
18. National Library of Ukraine named after V. I. Vernadskyi. (n.d.). Official website. http://www.nbuv.gov.ua
19. OECD. (n.d.). Official website. https://www.oecd.org/education
20. State Statistics Service of Ukraine. (n.d.). Official website. http://www.ukrstat.gov.ua
21. UNESCO. (n.d.). Official website. https://www.unesco.org/en/education
22. Verkhovna Rada of Ukraine. (n.d.). Official website. https://zakon.rada.gov.ua
23. BULLETIN OF THE UKRAINIAN CRIMINAL LAW ASSOCIATION: An Electronic Academic Journal
24. European Society for Traumatic Stress Studies (ESTSS). https://estss.org/
25. European Journal of Psychotraumatology (Open Access Journal). https://www.tandfonline.com/journals/zept20

26. EMDR Europe Association. https://www.emdr-europe.org/
27. Council of Europe – Mental Health & Trauma Resources. https://www.coe.int/en/web/kyiv
28. European Institute of Psychotraumatology and Stress Management (IEP, Italy). https://www.psicotraumatologia.org/en/iep-european-institute-of-psychotraumatology-and-stress-management/
29. European Journal of Psychiatry. https://www.elsevier.es/en-revista-european-journal-psychiatry-431-estadisticas-trauma-personality-disorders-in-danish-S0213616325000382
30. https://beckinstitute.org/beck-institute-on-demand-training/?gad_source=1&gad_campaignid=21745981344&gclid=CjwKCAjwnZfPBhAGEiwAzg-VzPXJ4fchEAlkKChl9WX-kpCiSFiOo9DRatXqzMmwvP_GpAYDfuW5ORoC4eUQAvD_BwE
31. International Society for Traumatic Stress Studies (ISTSS). https://istss.org/

HR ADMINISTRATION				
The course aims to develop a comprehensive understanding of the theory and practice of personnel administration, as well as to provide students with systematised knowledge of documentation processes and the legal aspects of personnel work as an integral part of human resource management.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	1 / 14 weeks	3 / elective	Hanna Mytrofanova Doctor of Science (Economics), Full Professor	90 hours (12 h. lectures, 12 h. practical classes, 66 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) Select modern methods of personnel document management, including the creation, systematisation and maintenance of HR documentation in compliance with legal requirements.			Lecture, practical task, business game	Evaluation of the results of practical work, presentation of the case study, participation in a business game (CAS)
2) Develop and design internal regulatory and organisational documents related to HR processes, including recruitment, appraisal, transfer and termination of employment.			Lecture, practical task, business game	Evaluation of the results of practical work, presentation of the case study, participation in a business game (CAS)
3) Examine proper organisation of personnel records (orders, employment records, personal files) and compliance with national standards and labour legislation.			Lecture, practical task, case study .	Evaluation of the results of practical work, presentation of the case study (CAS)
4) Analyse and resolve labour-related issues and conflicts using appropriate legal and regulatory frameworks, including the calculation of employee entitlements.			Lecture, practical task, case study .	Evaluation of the results of practical work, presentation of the case study (CAS)
5) Demonstrate effective communication, decision-making, and teamwork skills, including the ability to plan, delegate and coordinate HR activities.			Business game, case study	Participation in a business game, presentation of the case study (CAS)
6) Implement principles of professional ethics, legal responsibility and respect for human rights in personnel administration.			Business game, case study	Participation in a business game, presentation of the case study (CAS)
Assessment				
The final grade is given on a 100-point scale for the work in the semester: 25 points for participation in business games.				

35 points for practical work including problem solving.
40 points for presentations of case studies, and group work results.
a) participation in business games
90–100%: The student actively participates in business simulations related to personnel administration. Demonstrates a deep understanding of HR documentation, labour legislation, and personnel procedures. Provides well-reasoned and legally grounded responses, shows initiative, and effectively contributes to solving tasks. Communicates clearly and professionally.
75–89%: The student actively participates in group work and demonstrates a good understanding of personnel administration processes. Responses are generally correct and supported by relevant HR documentation. The student contributes to group tasks, though with minor inconsistencies.
60–74%: The student demonstrates limited participation in group work. Responses are partially correct but lack sufficient justification or reference to legislation. Engagement in business simulations is inconsistent.
1–59%: The student demonstrates low or no participation. Responses are incorrect, irrelevant, or lack understanding of personnel administration processes. The student does not contribute effectively to group work.
b) practical work including problem solving
90–100%: The student accurately completes practical tasks related to personnel documentation (orders, employment records, personal files, etc.). Correctly applies labour legislation and HR documentation. Solutions are well-structured, justified, and legally compliant. Demonstrates strong analytical and practical skills.
75–89%: The student demonstrates a good level of performance in practical tasks. Documentation is generally correct, with minor errors. The student applies relevant legal norms, though justification may be partially incomplete.
60–74%: The student demonstrates a basic level of performance. Tasks contain errors or are incomplete. Application of labour legislation is limited or inconsistent. Problem-solving lacks depth.
1–59%: The student demonstrates a lack of understanding of practical tasks. Documentation is incorrect or missing. The student fails to apply labour legislation and cannot solve practical кадрові 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

CIRCULAR ECONOMY AND ECO-INNOVATIONS				
The course aims to explore the circular economy as a systemic alternative to the traditional linear model, developing students' capacity to critically evaluate circular economy frameworks, design context-appropriate circular management solutions and formulate evidence-based strategies for eco-innovation in urban and regional environments. Particular attention is given to the intersection of circular economy principles with smart city governance, digital technologies, policy instruments and post-war urban reconstruction in Ukraine.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
English	3 / 5 weeks	3 / elective	Volodymyr Momot, Doctor of Science (Economics), Full Professor	90 hours (12 h. lectures, 12 h. practical classes, 12 h. individual work, 66 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1. Critically evaluate scientific, methodological and analytical frameworks of circular economy governance, selecting appropriate instruments for managing urban eco-innovation processes under conditions of uncertainty, resource scarcity and post-war reconstruction.			Problem-based lectures; thematic expert discussions (invited practitioners); comparative case study analysis	Case study analysis report, oral questioning on framework selection rationale (CAS);
2. Evaluate and compare circular economy business models — including product-as-a-service, closed-loop supply chains, sharing platforms and resource recovery systems — assessing their strategic viability, scalability and contextual fit for specific industries and urban territories.			Business Model Canvas workshop; case study analysis (industry-specific CE practices); small-group comparative discussion	Individual practical assignment: comparative business model analysis report (CAS);
3. Design an evidence-based circular management system for an urban organisation or territory, integrating eco-design principles, lifecycle thinking and industrial symbiosis, and justify structural and process recommendations through empirical data and circularity metrics.			Eco-design challenge (team-based product redesign); practical project development; peer teaching and design critique	Individual practical assignment: circular management system design project (CAS);
4. Critically assess the contribution of digital technologies — IoT tracking systems, blockchain for supply chain transparency, AI and big data analytics — to enabling circular economy			Problem-based lecture with live case demonstrations; practical work with	Individual practical assignment: digital technology assessment for a

transitions in urban contexts, evaluating their practical limitations and implementation conditions alongside their transformative potential.	digital CE tools and software; case study analysis (digital CE enablers)	specific CE application (CAS);
5. Evaluate circular economy policies and governance frameworks at urban, national and international levels, including the EU Circular Economy Action Plan and extended producer responsibility instruments, and formulate evidence-based policy recommendations for circular economy adoption in the context of Ukrainian post-war urban reconstruction.	Problem-based lectures (EU policy and Ukrainian legislative context); scenario analysis workshop; discussion of international CE governance cases	Individual practical assignment: policy analysis paper with contextualised recommendations (CAS);
6. Construct a multi-dimensional circularity assessment of an organisation or urban territory using lifecycle assessment methodology, resource efficiency indicators and social impact measures, and synthesise findings into a structured set of actionable circular economy improvement proposals with prioritisation rationale.	Analytical practical exercises (LCA and circularity metrics application); individual research project; consultations with supervisor	Individual practical assignment: circularity assessment report with improvement proposals (CAS); semester test (FAS)
7. Communicate circular economy concepts, analytical findings and strategic proposals effectively in professional and academic settings in English, demonstrating appropriate disciplinary argumentation, critical engagement with evidence and the capacity to adapt communicative register to specialist and non-specialist audiences.	Seminar-dialogue format practical classes; oral presentations of project results; peer teaching sessions on CE topics	Oral presentation of practical assignment results; participation in English-language expert discussions (CAS);
8. Demonstrate leadership competencies and collaborative skills in team-based circular economy project development, influencing team dynamics and decision-making processes, and reflecting critically on the effectiveness of one's own contribution and leadership practice in achieving shared project outcomes.	Group circular economy project (cross-topic integration task); Circular Economy Workshop (team-based industry analysis); peer evaluation and group discussion	Peer evaluation of group project contribution and leadership role; group project presentation (CAS);
9. Organise and lead circular economy implementation initiatives in urban or organisational contexts, delegating responsibilities according to team competencies, evaluating institutional readiness for circular transitions and substantiating strategies for overcoming systemic policy, corporate and behavioural barriers.	Practical project management exercises (CE initiative planning); case studies on barriers to CE implementation; virtual field visit to circular economy facility	Individual practical assignment: CE initiative implementation plan with barrier analysis (CAS); semester test (FAS)
Assessment		

The final grade is given on a 100-point scale, based on 100% continuous assessment with no traditional written examination: 80 points for individual practical assignments and 20 points for semester-end testing.
100 points across content modules and diagnostic forms:
Content Module 1 — 30 points (3 practical assignments × 10 pts each):
Practical Assignment 1. Circular economy framework evaluation: critical analysis of CE governance instruments applicable to a selected urban context — 10 pts
Practical Assignment 2. Circular business model comparison: evidence-based assessment of CE business model viability for a defined industry and territory — 10 pts
Practical Assignment 3. Eco-design project: circular management system design with lifecycle thinking and industrial symbiosis rationale — 10 pts
Content Module 2 — 50 points (5 practical assignments × 10 pts each):
Practical Assignment 4. Digital technology assessment: critical evaluation of IoT / blockchain / AI contribution to a specific CE application — 10 pts
Practical Assignment 5. CE policy analysis paper: evaluation of governance frameworks with contextualised recommendations for Ukrainian post-war reconstruction — 10 pts
Practical Assignment 6. Circularity assessment report: multi-dimensional evaluation of an organisation or urban territory with prioritised improvement proposals — 10 pts
Practical Assignment 7. CE initiative implementation plan: barrier analysis, delegation structure and institutional readiness assessment — 10 pts
Practical Assignment 8. Integrated group project presentation: cross-topic circular economy strategy for a defined urban or organisational context — 10 pts
Semester Test — 20 points (20 questions × 1 pt each):
The test covers key theoretical concepts, definitions, models and policy instruments across all 12 course topics and is completed online via Google Classroom.
Total — 100 points

Assessment Criteria for Practical Assignments:
9–10 points: The assignment is completed correctly and demonstrates deep understanding of the material. All required conclusions are drawn in full, with detailed justification. The work reflects the student's original analytical perspective.
7–8 points: The assignment is completed with minor inaccuracies that do not affect the overall result. Generalised conclusions are present; the approach is sound.
5–6 points: The student demonstrates insufficient understanding of the material. The task is partially or superficially completed; only partial conclusions are drawn.
3–4 points: The student demonstrates poor command of the material. The assignment contains significant errors; conclusions are absent or unsupported.
1–2 points: The student demonstrates very poor command of the material. The assignment is incomplete and conclusions are absent.
0 points: The assignment has not been completed.

Content

Content Module 1. Foundations and Frameworks of Circular Economy
Topic 1. Introduction to Circular Economy: Definition, Historical Context and Key Drivers
Topic 2. Principles of Circular Economy: Designing Out Waste, Keeping Materials in Use, Regenerating Natural Systems
Topic 3. Circular Economy Business Models: Product-as-a-Service, Closed-Loop Supply Chains, Sharing Platforms, Resource Recovery
Topic 4. Circular Design and Sustainable Innovation: Cradle-to-Cradle Design, Biomimicry, Ecodesign, Lifecycle Thinking, Industrial Symbiosis
Content Module 2. Sectoral Applications, Digital Enablers and Governance

Topics 5–7. Circular Economy in Specific Sectors: Manufacturing; Food Systems; Fashion and Textiles; Energy Systems; Water Management; Construction and Built Environment; Circular Supply Chains and Waste Management
Topic 8. Circular Economy in Action: Case Studies from Ukraine (Fashion, Electronics, Construction, Packaging)
Topic 9. Digital Technologies Enabling Circular Economy: IoT, Blockchain, AI and Big Data
Topic 10. Measuring Circularity and Social Impact: CE Metrics, Lifecycle Assessment, Economic Advantages, Behaviour Change
Topic 11. Policy and Governance for Circular Economy: Extended Producer Responsibility; EU Circular Economy Action Plan; Economic Instruments for Circularity; International Frameworks
Topic 12. Future Trends and Challenges: Scaling Circular Practices; Barriers at Policy, Corporate and Consumer Levels; Opportunities for Post-War Reconstruction; International Cooperation

Practical Classes
Practical Class 1. Circular Economy Workshop: group activities to identify linear vs. circular practices across industries and map CE principles to real organisational examples
Practical Class 2. Eco-Design Challenge: team-based redesign of a common product using sustainable materials and circular design principles; group presentations with environmental impact justification
Practical Class 3. Virtual Field Visit to a Circular Economy Facility: observation of sorting, recycling and material recovery processes; analysis of technologies used and operational challenges
Practical Class 4. Urban Agriculture and Circular Food Systems: virtual urban farm tour; analysis of sustainable food production practices and their integration with circular economy principles
Practical Class 5. Business Model Canvas Workshop: development of a circular business model for a hypothetical urban organisation; evaluation of resource loops, product life extension and waste reduction strategies

Literature

Compulsory reading

1. Ellen MacArthur Foundation. (2013). *Towards the circular economy: Economic and business rationale for an accelerated transition* (Vol. 1). Ellen MacArthur Foundation.
2. Stahel, W. R. (2019). *The circular economy: A user's guide*. Routledge. 197 p.
3. McDonough, W., & Braungart, M. (2002). *Cradle to cradle: Remaking the way we make things*. North Point Press. 193 p.
4. Ghisellini, P., Cialani, C., & Ulgiati, S. (2016). A review on circular economy: The expected transition to a balanced interplay of environmental and economic systems. *Journal of Cleaner Production, 114*, 11–32. DOI: 10.1016/j.jclepro.2015.09.007
5. Geissdoerfer, M., Savaget, P., Bocken, N. M. P., & Hultink, E. J. (2017). The circular economy — A new sustainability paradigm? *Journal of Cleaner Production, 143*, 757–768. DOI: 10.1016/j.jclepro.2016.12.048

Recommended reading

1. Bocken, N. M. P., de Pauw, I., Bakker, C., & van der Grinten, B. (2016). Product design and business model strategies for a circular economy. *Journal of Industrial and Production Engineering, 33*(5), 308–320.
2. Korhonen, J., Honkasalo, A., & Seppälä, J. (2018). Circular economy: The concept and its limitations. *Ecological Economics, 143*, 37–46.
3. Kirchherr, J., Reike, D., & Hekkert, M. (2017). Conceptualizing the circular economy: An analysis of 114 definitions. *Resources, Conservation and Recycling, 127*, 221–232.
4. Lacy, P., Long, J., & Spindler, W. (2020). *The circular economy handbook: Realizing the circular advantage*. Palgrave Macmillan. 320 p.

Web-resources

1. Ellen MacArthur Foundation. (n.d.). *Circular economy resources and case studies*. https://www.ellenmacarthurfoundation.org
2. European Commission. (n.d.). *Circular Economy Action Plan*. https://ec.europa.eu/environment/circular-economy/
3. McKinsey & Company. (n.d.). *Sustainability and circular economy insights*. https://www.mckinsey.com/capabilities/sustainability/our-insights
4. United Nations Environment Programme. (n.d.). *Circular economy resources*. https://www.unep.org/explore-topics/resource-efficiency/what-we-do/responsible-industry/circular-economy
5. Circle Economy Foundation. (n.d.). *Circularity Gap Reports and tools*. https://www.circularity-gap.world

BUSINESS PROCESS MODELING

The course aims to develop advanced theoretical knowledge and practical competencies in the architectural description and optimization of organizational business processes. The course focuses on mastering the methodological tools of BPMN 2.0, studying the principles of diagnosing bottlenecks in operational activities, and designing target process models (TO-BE). Particular emphasis is placed on justifying management decisions regarding process reengineering to ensure the strategic resilience and digital transformation of the enterprise.

Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	2 / 11 weeks	3 / Elective	Viktoriia Varenyk PhD (Economics), Associate Professor	90 hours (12 h. lectures, 12 h. practical classes, 66 h. self-directed learning)

Learning outcomes On completion of the course, students will be able to:	**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) Critically select analytical tools for process management in unpredictable environments.	Lecture-presentations, discussions, comparative analysis of notations on FigJam / Miro online boards.	Express testing on theoretical foundations and standards (CAS); Final test (FAS)
2) Identify organizational problems (bottlenecks) and justify solutions through business process diagnostics.	Case-study method, analysis of AS-IS models, brainstorming in small groups to identify logical gaps.	Analytical report on diagnostics of the problem area of the selected process (CAS); Final test (FAS)
3) Justify optimization projects and generate ideas for process reengineering to increase efficiency.	Group project work, building algorithms in specialized software app.diagrams.net, development of resource maps	Project assessment or project presentation (CAS); Final test (FAS)
4) Apply information technology for management, monitoring and simulation of process execution.	Role-playing games, simulation of process execution, work in digital task management environments (Trello, etc.).	Assessment of practical work on configuring a digital process model (CAS); Final test (FAS)

Assessment

The final grade is based on a cumulative system and is given on a 100-point scale. It includes points for the work during the semester (80 points / CAS) and points for the final assessment work (20 points / FAS).

Distribution of points:

36 points — Project presentation.

44 points — Continuous work in practical classes: participation in professional discussions, comparative analysis of notations, solving case studies on process diagnostics and bottleneck identification.

20 points — Final assessment.

Assessment Criteria:

a) Project presentation

29–36 points: The student demonstrates an excellent understanding of business process architecture and professional mastery of BPMN 2.0. The TO-BE model is logically flawless, automated, and includes an evidence-based efficiency justification.

19–28 points: The student understands the modeling methodology well and correctly uses symbols and gateways. There are minor violations in the project's logic, syntax, or secondary process details.
10–18 points: The structure is logical, but the process models lack depth; some "bottlenecks" are not identified, or the optimization ideas are superficial.
1–9 points: The project contains significant logical errors, the BPMN syntax is violated, or there is no clear connection between the current (AS-IS) and target (TO-BE) states.
b) Discussions, Continuous Tasks, and Diagnostics (Maximum — 44 points)
Evaluated based on activity during practical sessions and work with interactive tools:
36–44 points: The student demonstrates high analytical skills, actively argues their position during process diagnostic sessions, and consistently provides constructive, data-driven solutions for reengineering cases.
23–35 points: The student participates in discussions but occasionally makes mistakes in interpreting process metrics (e.g., Lead Time, Cycle Time, ABC costing) or notation semantics.
10–22 points: The student demonstrates only a basic understanding of modeling topics, shows low activity in group discussions on Miro/FigJam, and makes significant errors in practical exercises.
1–9 points: Superficial knowledge of BPM principles, inability to identify logical gaps in a simple process workflow, and a lack of participation in teamwork.
c) Final assessment work
The criteria are written on the test card.

Content

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

Literature

Compulsory Reading

1. Benedict, T., Kirchmer, M., Scharsig, M., Franz, P., et al. (2019). *BPM CBOK Version 4.0: Guide to the Business Process Management Common Body of Knowledge*. Association of Business Process Management Professionals (ABPMP). 464 p. https://www.researchgate.net/publication/340950650_BPM_CBOK_Version_40_Guide_to_the_Business_Process_Management_Common_Body_Of_Knowledge
2. Dumas, M., La Rosa, M., Mendling, J., & Reijers, H. (2023). *Fundamentals of Business Process Management* (3rd ed.). Springer. 643 p. https://share.google/3VhrFGZp2nQhgBpwD
3. Kozyr, S., Sliesariev, V., Us, S., & Khomiak, T. (2022). *Modeliuvannia ta reinzhynirynh biznes-protsesiv* [Modeling and reengineering of business processes]: Textbook. NTU "DP". 162 p.
4. Pistunov, I. (2021). *Modeliuvannia biznes protsesiv* [Business process modeling] (Electronic edition). NTU "DP". 130 p. http://pistunovi.inf.ua/MOD_BIZ_IIPOU.pdf

Recommended reading

1. Biznes-protsesy: poniattia, vydy ta pryklady [Business processes: concepts, types, and examples]. Edilo. https://edilo.com.ua/blog/biznes-proczesy-ponyattya-vydy-ta-pryklady/
2. Klasyfikatsiia biznes-protsesiv – yaki vony buvaiut? [Classification of business processes – what are they?]. Todo.ltd. https://todo.ltd/blog/klasyfikacziya-biznes-proczesiv-yaki-von/
3. Kolomiiets, V. (2024). *Shcho take BPMN-diahrama i navishcho vona potribna z prykladamy* [What is a BPMN diagram and why it is needed with examples]. iampm. https://iampm.club/ua/blog/shho-take-bpmn-diagrama-i-navishho-vona-potribna-z-prikladami-2/
4. Modeliuvannia ta optymizatsiia biznes-protsesiv na pidpryiemstvi [Modeling and optimization of business processes at the enterprise]. Edilo. https://edilo.com.ua/blog/modelyuvannya-ta-optymizacziya-biznes-proczesiv-na-pidpryyemstvi/
5. Notatsii dlia biznes-protsesiv: vydy, perevahy ta nedoliky [Notations for business processes: types, advantages, and disadvantages]. Todo.ltd. https://todo.ltd/blog/notacziyi-dlya-biznes-

proczesiv-vydy-perevagy-ta-nedoliky/
6. Rozhko, V., & Khlystun, A. (2023). *Modeliuvannia biznes-protsesiv u suchasnomu biznes-seredovyshchi* [Modeling of business processes in the modern business environment]. *Problems of Economy*, No. 4 (58), pp. 159-164. https://www.problecon.com/export_pdf/problems-of-economy-2023-4_0-pages-159_164.pdf
7. Vanner, C. (2024). *A Quick Guide to BPMN: Business Process Model and Notation*. https://www.bizagi.com/en/blog/guide-to-bpmn
8. Vizualizatsiia biznes-protsesiv: yak korystuvatys blok-skhemamy [Business process visualization: how to use flowcharts]. (2019). Manageable. https://manageable.com.ua/vizualizatsiya-biznes-protsesiv-yak-korystuvatys-blok-shemamy/
9. What is a Business Process Architecture (BPA). Eficio. https://eficio.ca/en/blog/what-is-a-business-process-architecture-bpa/
10. Zosym, M. (2023). *Blok-skhema (Flowchart)* [Flowchart]. https://www.maxzosim.com/blok-skhema/

Web-resources

1. BPMN 2.0 | A simple, 5-minute introduction. (2022). *Official website*. https://www.youtube.com/watch?v=Uk6WaW9QWn8
2. Camunda. Yak pochaty modeliuvaty v BPMN 2.0. [How to start modeling in BPMN 2.0]. (2023). *Official website*. https://www.youtube.com/watch?v=BNZqNa7NEwU
3. Diagrams.net (Draw.io). (n.d.). *Official website*. https://app.diagrams.net
4. Draw.io. Diahramy: Instruktsiia ta opys funktsionalu. [Draw.io. Diagrams: Instructions and functional description]. (2023). *Official website*. https://www.youtube.com/watch?v=PThiWVFWmXA
5. Drawio dlia skladannia blok skhem alhorytmiv. [Drawio for creating algorithm flowcharts]. (2022). *Official website*. https://www.youtube.com/watch?v=UeLk_WvgBS
6. FigJam. (n.d.). *Official website*. https://www.figma.com/figjam/
7. Miro. (n.d.). *Official website*. https://www.miro.com
8. Opys osnovnoho protsesu prodazhiv v notatsii BPMN. [Description of the main sales process in BPMN notation]. (2023). *Official website*. https://www.youtube.com/watch?v=P4L4ArsR8Kk
9. Ryzhkova, Y. Modeliuvannia biznes-protsesiv u notatsii BPMN. [Business process modeling in BPMN notation]. (2023). *Official website*. https://www.youtube.com/watch?v=9ckX8X830kE
10. Trello. (n.d.). *Official website*. https://trello.com
11. Vebinar Biznes-shkoly UKU. Modeliuvannia biznes-protsesiv sohodni: z choho pochaty? [UCU Business School webinar. Business process modeling today: where to start?]. (2023). *Official website*. https://www.youtube.com/watch?v=zE_aqYmW3_o&t=2561s
12. Vse pro BPMN 2.0: Yak chytaty ta stvoriuvaty diahramy. [Everything about BPMN 2.0: How to read and create diagrams]. (2023). *Official website*. https://www.youtube.com/watch?v=AP90xZ-CEqg

INFORMATION SECURITY IN BUSINESS

The course aims to provide advanced knowledge and develop practical skills in managing information security in business environments, focusing on risk assessment, cybersecurity, data protection, and the implementation of security management systems to ensure the protection of organizational assets and support effective decision-making in the digital economy.

Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	2/11 weeks	3 / elective	Valeriia Pysarkova Ph.D (Economics)	90 hours (12 h. lectures, 12 h. practical classes, 66 h. self-directed learning)

Learning outcomes On completion of the course, students will be able to:	**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1. Analyze and apply advanced analytical tools and information security methods to support managerial decision-making in complex and uncertain digital environments.	Lectures, cybersecurity case analysis, risk assessment simulations	Cybersecurity case reports, risk assessment tasks (CAS)
2. Identify information security risks and organizational vulnerabilities and justify appropriate solutions to ensure business continuity and data protection.	Lectures, problem-based learning, and security incident analysis	Incident analysis reports, problem-solving tasks (CAS)
3. Develop and manage information security projects, including implementing cybersecurity solutions and protective measures in business environments.	Lectures, project-based learning, and cybersecurity solution design	Information security project development, project reports, solution design tasks (CAS)

Assessment

The final grade is given on a 100-point scale.
100 points for work in the semester:
35 points for analytical reports;
25 points for practical assignments;
25 points for project work;
15 points for presentations.
Assessment criteria:
a) analytical reports
30–35 points: The student demonstrates a high level of analytical skills, conducts in-depth analysis of information security risks and organizational vulnerabilities, effectively applies digital and analytical tools, and provides well-justified conclusions and recommendations.
22–29 points: The report is generally well-prepared with a good level of analysis, though minor inaccuracies or insufficient justification may be present.
13–21 points: The report demonstrates a basic level of analysis with limited depth and weak justification of conclusions.
1–12 points: The report is poorly prepared, lacks analytical reasoning and contains significant errors.
b) practical assignments
21–25 points: The student demonstrates a high level of practical skills in applying cybersecurity

tools and techniques, including risk assessment, incident analysis and data protection methods, with accurate and well-justified results.
16–20 points: The tasks are generally completed correctly with a good level of practical application, though minor inaccuracies may be present.
10–15 points: The tasks demonstrate a basic level of practical skills with limited accuracy and weak justification.
1–9 points: The tasks are poorly completed, incomplete or not submitted.
c) project work
21–25 points: The student develops a well-structured information security project, demonstrates strong analytical thinking, effectively applies cybersecurity solutions and provides feasible and well-justified managerial decisions.
16–20 points: The project is generally well-developed and logically structured, though some elements lack depth or clarity.
10–15 points: The project is partially developed, demonstrates limited analysis and contains weak justification of proposed solutions.
1–9 points: The project is incomplete, poorly structured or lacks logical consistency.
d) presentations
13–15 points: The student demonstrates excellent understanding of the material, presents ideas clearly, logically and professionally, effectively explains cybersecurity risks and solutions, and demonstrates confident communication skills.
10–12 points: The student demonstrates a good understanding of the material with minor inaccuracies in structure or presentation.
6–9 points: The structure is somewhat logical, though ideas are not always clearly expressed or sufficiently justified.
1–5 points: The presentation is poorly structured and contains significant errors.

Content

Topic 1. Information security in business: essence, principles and key threats
Topic 2. Risk management and assessment in information security
Topic 3. Cybersecurity and protection of information systems in organizations
Topic 4. Data protection, privacy and regulatory requirements
Topic 5. Security management systems and organizational measures
Topic 6. Evaluation of information security effectiveness and incident response

Literature

Compulsory reading

1. Stallings, W., & Brown, L. (2023). *Computer security: principles and practice* (5th ed.). Pearson. 800 p.
2. Sharda, R., Delen, D., & Turban, E. (2024). *Business intelligence, analytics, and data science: a managerial perspective* (5th ed.). Pearson. 832 p.
3. Kim, D., & Solomon, M. G. (2022). *Fundamentals of information systems security* (4th ed.). Jones & Bartlett Learning. 520 p.
4. Ciampa, M. (2022). *Security+ guide to network security fundamentals* (7th ed.). Cengage Learning. 720 p.
5. Gibson, D. (2022). *Managing risk in information systems* (3rd ed.). Jones & Bartlett Learning. 450 p.

Recommended reading

1. Langer, A. M. (2023). *Information technology and organizational learning: managing behavioral change and transformation in the digital age* (3rd ed.). CRC Press. 350 p.
2. Whitman, M. E., & Mattord, H. J. (2022). *Management of information security* (7th ed.). Cengage Learning. 544 p.
3. Braccini, A. M., Tursunbayeva, A., & Virili, F. (2021). *Management and information technology after digital transformation*. Routledge. 350 p.
4. Busulwa, R. (2022). *Navigating digital transformation in management*. Taylor & Francis. 280 p.

Web-resources

1. National Institute of Standards and Technology (NIST). (n.d.). *Official website*. https://www.nist.gov
2. NIST Cybersecurity Framework. (n.d.). *Official website*. https://www.nist.gov/cyberframework
3. European Union Agency for Cybersecurity (ENISA). (n.d.). *Official website*. https://www.enisa.europa.eu
4. Cybersecurity and Infrastructure Security Agency (CISA). (n.d.). *Official website*. https://www.cisa.gov
5. World Economic Forum Cybersecurity. (n.d.). *Official website*. https://www.weforum.org

TECHNOLOGY OF BUSINESS ANALYSIS

The course aims to develop students' advanced capabilities in strategic and analytical thinking for complex, dynamic and uncertain business environments. Moving beyond classical descriptive analysis, the course equips MBA students to distinguish causation from correlation, detect early warning signals of systemic change, design evidence-based benchmarking studies, build Environmental and Marketing Intelligence systems, and apply Horizon Scanning methodology to construct scenario-based strategic intelligence products. The course emphasises practitioner-oriented reasoning: every analytical framework is examined through the lens of its managerial implications and organisational conditions for effective use.

Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	2 / 11 weeks	3 / elective	Volodymyr Momot, Doctor of Science (Economics), Full Professor	90 hours (12 h. lectures, 12 h. practical classes, 66 h. self-directed learning)

Learning outcomes **On completion of the course, students will be able to:**	**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1. Critically evaluate the limitations of correlation-based business analysis; apply Granger causality logic and structured causal reasoning to diagnose real drivers of business outcomes and justify evidence-based management interventions in complex, multi-factor organisational environments.	Lectures and problem-based lectures; case study analysis (e-commerce, HR/operations, retail, platform business); structured discussion and debate	Individual analytical memo — causal diagnosis section (CAS) Class participation and debates (CAS)
2. Analyse nonlinear dynamics in business systems; identify, interpret and critically assess early warning indicators, tipping-point signals and resilience metrics as predictive instruments for proactive management, distinguishing them from lagging KPI-based measures.	Lectures; signal-identification workshops with real business data; case study analysis (retail, platform, HR)	Individual analytical memo — early warning section (CAS) Class participation and discussions (CAS)
3. Design evidence-based benchmarking studies focused on operational mechanisms, decision rules and process logics rather than output metrics; evaluate organisational readiness for benchmarking implementation and construct adaptive cross-industry learning frameworks.	Lectures; case study analysis (Toyota/GM, Southwest Airlines, Amazon, IKEA, Netflix); benchmarking design workshop	Group strategic intelligence project — benchmarking module (CAS) Case study presentation (CAS)

4. Evaluate the conceptual architecture of Environmental and Marketing Intelligence systems; design an integrated intelligence framework — incorporating regulatory, technological, socio-behavioural and value-chain intelligence — that enables market sensing and proactive strategic positioning ahead of visible market shifts.	Lectures; signal-based analysis workshop; case study analysis (BlackBerry, Yahoo, Gillette; B2B, FMCG, Financial Services)	Group strategic intelligence project — intelligence architecture module (CAS) Class participation and discussions (CAS)
5. Construct scenario-based strategic analyses using Horizon Scanning methodology; synthesise weak signals, PESTLE and SWOT into structured, internally consistent strategic intelligence products that support decision-making under uncertainty and multi-horizon planning.	Lectures; Horizon Scanning simulation workshop; group scenario development project	Group strategic intelligence project — scenario module (CAS) Analytical seminar presentation (CAS)
6. Critically appraise systemic analytical and strategic management failures arising from cognitive biases, information bubbles and organisational design flaws; design institutionalised analytical processes that embed intelligence capability into organisational governance and strategic decision-making structures.	Lectures; case study analysis (Kodak, Nokia, GE Capital, Wirecard); analytical seminar discussion	Individual analytical memo — institutional design section (CAS) Analytical seminar presentation (CAS)

Assessment

The final grade is given on a 100-point scale, including 60 points for work in the semester and 40 points for the final test.
60 points for work in the semester:
Individual analytical memo — 30 points
Group strategic intelligence project and presentation — 20 points
Class participation, debates and analytical seminar contributions — 10 points
Assessment criteria:
a) Individual analytical memo
The analytical memo is structured in three sections corresponding to the course modules: (1) causal diagnosis of a chosen business problem, (2) early warning signal identification, and (3) institutional design proposal. Students select a real company or industry context for the memo and apply course frameworks consistently throughout.
25–30 points: The memo demonstrates exceptional analytical depth, conceptual rigour and intellectual independence across all three sections. Causal diagnosis moves convincingly beyond correlation; early warning signals are correctly identified and interpreted; institutional design proposals are specific, feasible and grounded in course theory. Academic and business sources are deployed with scholarly command. The memo reflects an authorial analytical voice.
19–24 points: Strong analytical quality across most sections. The causal framework is applied correctly, with minor gaps in depth or evidence. Signal identification is sound; institutional proposals are reasonable but may lack specificity.
12–18 points: Adequate engagement with course concepts, but analytical depth is inconsistent. Some sections remain descriptive rather than analytical; conclusions may lack grounding in evidence.
1–11 points: The memo fails to apply course frameworks analytically. Sections are superficial,

poorly structured, or do not demonstrate understanding of causal vs correlational reasoning.
b) Group strategic intelligence project and presentation
Groups of 3–4 students select a real industry or company context and produce a structured strategic intelligence report comprising: a benchmarking study (mechanism-focused), an Environmental and Marketing Intelligence architecture, and a Horizon Scanning output with 2–3 scenarios. The project is presented and defended in an analytical seminar format.
17–20 points: The project integrates all three analytical components coherently around a single business context. Benchmarking targets mechanisms rather than outcomes; the intelligence architecture is specific and actionable; scenarios are internally consistent, contrastive and grounded in identified weak signals and PESTLE analysis. The presentation is professional and analytically fluent.
13–16 points: Good analytical quality; the three components are adequately integrated. Minor gaps in cross-component coherence or scenario rigour.
8–12 points: The project addresses all components but without sufficient analytical depth or integration across modules.
1–7 points: Components are treated independently as descriptive reports rather than an integrated intelligence product.
c) Class participation, debates and analytical seminar contributions
9–10 points: The student consistently initiates and advances substantive analytical debates; challenges assumptions in case discussions with precision; demonstrates command of the distinction between causal and correlational reasoning in live discussion.
7–8 points: Regular and analytically grounded participation; some contributions may remain at the descriptive level.
5–6 points: Infrequent or primarily descriptive contributions; limited critical engagement with course frameworks.
1–4 points: Minimal or no meaningful participation.

Content

Content Module 1. Causal Reasoning and Nonlinear Dynamics in Business
Topic 1. Why Business Systematically Confuses Causes and Effects: Correlation, Causality and the Manager's Cognitive Traps
Topic 2. Why Causality in Business is Complex: Time Lags, Feedback Loops, Adaptive Behaviour and Multi-Variable Systems
Topic 3. Causal Analysis as a Management Instrument: From Correlation Metrics to Intervention Levers
Topic 4. Granger Causality: Operational Logic, Managerial Value and Practical Application in Business Contexts
Topic 5. Early Warning Indicators: Why Businesses React Too Late and Which Signals Actually Work
Topic 6. Tipping Points and Nonlinear Dynamics: Structural Breaks, Asymmetric Reactions and Management Implications
Content Module 2. Benchmarking as Strategic Organisational Learning
Topic 7. Benchmarking: Conceptual Foundations, Common Misconceptions and the Distinction from Competitive Analysis
Topic 8. Types of Benchmarking and the Strategic Logic of Cross-Industry Learning
Topic 9. What to Benchmark: Decision Rules, Process Logics, Governance Models and Organisational Readiness
Topic 10. Benchmarking as a Source of Innovation: Logic Transfer, Idea Recombination and Uniqueness Creation
Content Module 3. Environmental and Marketing Intelligence
Topic 11. Why Classical Marketing Analysis Produces a False Picture of the Market: Illusions,

Biases and Structural Blind Spots
Topic 12. Environmental Intelligence: Regulatory, Technological, Socio-Behavioural and Value Chain Components
Topic 13. Marketing Intelligence: Market Sensing Capability, Demand Logic, Behavioural Breaks and Signal-Based Analysis
Topic 14. Institutionalising Intelligence: Architecture, Governance, Frequency, Format and Integration with Strategic Decision-Making
Content Module 4. Strategic Foresight: Horizon Scanning
Topic 15. Why Classical Strategic Planning Systematically Fails: Sources of Strategic Blindness in Organisations
Topic 16. Horizon Scanning in the Logic of Strategic Intelligence: What is Scanned and How it Differs from Forecasting
Topic 17. Theoretical Framework: Weak Signals, Trends and Structural Breaks; PESTLE as Environmental Map; SWOT as Interpreter
Topic 18. The Horizon Scanning Process: From Strategic Question Formulation to Signal Collection, Clustering, PESTLE Interpretation and Prioritisation
Topic 19. Scenario Construction and Strategic Response: Building Internally Consistent Futures and Organisational Readiness

Literature

Compulsory reading

1. Pearl, J., & Mackenzie, D. (2018). *The Book of Why: The New Science of Cause and Effect*. Basic Books. 432 p.
2. Taleb, N. N. (2012). *Antifragile: Things That Gain from Disorder*. Random House. 519 p.
3. Camp, R. C. (1989). *Benchmarking: The Search for Industry Best Practices That Lead to Superior Performance*. ASQC Quality Press. 299 p.
4. Fedulova, S., Zadoia, A., Mahdich, A., Lymonova, E., Zadoia, O., & Kliuchnyk, R. (2025). *Europe's competitiveness in the new global economy* (A. Zadoia & S. Fedulova, Eds.) [Electronic edition]. Alfred Nobel University. 241 p.
5. Schwartz, P. (1996). *The Art of the Long View: Planning for the Future in an Uncertain World*. Doubleday Currency. 272 p.

Recommended reading

1. Granger, C. W. J. (1969). Investigating causal relations by econometric models and cross-spectral methods. *Econometrica, 37*(3), 424–438.
2. Senge, P. M. (2006). *The Fifth Discipline: The Art and Practice of the Learning Organization* (2nd ed.). Doubleday. 445 p.
3. Porter, M. E. (2008). The five competitive forces that shape strategy. *Harvard Business Review, 86*(1), 78–93.
4. Christensen, C. M., Raynor, M. E., & McDonald, R. (2015). What is disruptive innovation? *Harvard Business Review, 93*(12), 44–53.

Web-resources

1. Alfred Nobel University. (n.d.). *Official website*. https://duan.edu.ua
2. Harvard Business Review. (n.d.). *Strategy and analytics insights*. https://hbr.org
3. McKinsey & Company. (n.d.). *Management and organisation*. https://www.mckinsey.com/capabilities/people-and-organizational-performance/our-insights
4. CSIS — Center for Strategic and International Studies. (n.d.). *Official website*. https://www.csis.org
5. National Agency for Higher Education Quality Assurance. (n.d.). *Official website*. https://naqa.gov.ua

INFORMATION SYSTEMS AND DIGITALIZATION OF MANAGEMENT

The course aims to provide advanced knowledge and develop practical skills in the application of information systems and digital technologies in management. It focuses on data-driven decision-making, the digital transformation of business processes, and the strategic use of information systems to enhance organizational performance, innovation and competitiveness in a dynamic business environment.

Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	2/11 weeks	3 / elective	Valeriia Pysarkova PhD (Economics)	90 hours (12 h. lectures, 12 h. practical classes, 66 h. self-directed learning)

Learning outcomes On completion of the course, students will be able to:	**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1. Critically analyze and apply advanced analytical tools and information systems for managerial decision-making in complex and uncertain digital environments.	Lectures, data-driven case analysis, decision-making simulations	Case analysis reports, decision-making tasks (CAS))
2. Identify and justify digital solutions to organizational problems using information systems and data analytics.	Lectures, problem-based learning, data analytics workshops	Analytical assignments, data analysis tasks (CAS)
3. Design integrated information systems to support business process transformation and organizational performance.	Lectures, system design workshops, digital solution development sessions	Information system design projects, digital solution development tasks (CAS)
4. Evaluate, plan and organize information and technological support using modern digital tools and business analytics platforms (Power BI, ERP simulators, and cloud-based collaboration systems).	Lectures, practical labs using Power BI, ERP simulators, and cloud-based collaboration platforms	Practical assignments, applied digital tasks (CAS)

Assessment

The final grade is given on a 100-point scale.
100 points for work in the semester:
40 points for project work;
35 points for analytical reports;
25 points for presentations.
Assessment criteria:
a) project work
34–40 points: The student demonstrates a comprehensive and well-structured project, strong analytical and critical thinking, effective application of information systems, digital technologies

and business analytics tools, and provides feasible and well-justified managerial solutions.
26–33 points: The project is generally well-developed with a good level of analysis and practical application, though some elements lack depth, analytical support or clarity.
16–25 points: The project is partially developed, demonstrates limited analysis, weak application of digital tools and insufficient justification of decisions.
1–15 points: The project is incomplete, poorly structured or lacks analytical depth and logical consistency.
b) analytical reports
30–35 points: The student demonstrates a high level of analytical skills, conducts in-depth analysis of managerial and digital processes, effectively uses data and digital tools, and provides well-justified conclusions and recommendations.
22–29 points: The report is generally well-prepared with a good level of analysis, though minor inaccuracies or insufficient justification may be present.
13–21 points: The report demonstrates a basic level of analysis with limited depth and weak justification of conclusions.
1–12 points: The report is poorly prepared, lacks analysis and contains significant errors.
c) presentations
21–25 points: The student demonstrates excellent understanding of the material, strong analytical insights and professional presentation skills. Ideas are presented clearly, logically and professionally, with evidence of independent thinking and effective communication.
16–20 points: The student demonstrates a good understanding of the material with minor inaccuracies in structure or presentation.
10–15 points: The structure is somewhat logical, though ideas are not always clearly expressed or sufficiently justified.
1–9 points: The presentation is poorly structured and contains significant errors.

Content

Topic 1. Information systems in management: essence and role in the digital economy
Topic 2. Digital transformation of business processes and organizational activities
Topic 3. Data management and data-driven decision-making in organizations
Topic 4. Enterprise information systems and digital platforms
Topic 5. Risk management and cybersecurity in digital environments
Topic 6. Evaluation of the effectiveness of information systems and digital solutions

Literature

Compulsory reading

1. Baltzan, P. (2024). *Business driven information systems* (9th ed.). McGraw-Hill. 672 p.
2. Sharda, R., Delen, D., & Turban, E. (2024). *Business intelligence, analytics, and data science: a managerial perspective* (5th ed.). Pearson. 832 p.
3. Novakivskyi, I. I., Hrybyk, I. I., & Smolinska, N. V. (2024). *Informatsiini systemy v menedzhmenti: adaptyvnyi pidkhid* [Information systems in management: adaptive approach]. Kyiv: Kondor. 440 p.

Recommended reading

1. Langer, A. M. (2023). *Information technology and organizational learning: managing behavioral change and transformation in the digital age* (3rd ed.). CRC Press. 350 p.
2. Gupta, A., George, G., & Fewer, T. J. (2024). *Venture meets mission: Aligning people, purpose, and profit to innovate and transform society*. Stanford: Stanford University Press. 280 p.
3. Kane, G. C., Phillips, A. N., Copulsky, J., & Andrus, G. (2023). *The technology fallacy: how people are the real key to digital transformation* (updated ed.). MIT Press. 280 p.
4. Busulwa, R. (2022). *Navigating digital transformation in management*. Taylor & Francis. 280 p.
5. Braccini, A. M., Tursunbayeva, A., & Virili, F. (2021). *Management and information technology after digital transformation*. Routledge. 350 p.
5. Hillson, D. (2023). *The risk management handbook: a practical guide to managing risk in organizations* (2nd ed.). Kogan Page. 320 p.

6. Hopkin, P. (2024). *Fundamentals of risk management: understanding, evaluating and implementing effective risk management* (6th ed.). Kogan Page. 520 p.

Web-resources

1. OECD Digital. (n.d.). *Official website*. https://www.oecd.org/digital
2. OECD. (n.d.). *Official website.* https://www.oecd.org
3. World Bank. (n.d.). *Official website*. https://www.worldbank.org
4. World Bank Digital Development. (n.d.). *Official website*. https://www.worldbank.org/en/topic/digitaldevelopment
5. International Monetary Fund. (n.d.). *Official website*. https://www.imf.org
6. Gartner Digital Information Technology. (n.d.). *Official website.* https://www.gartner.com/en/information-technology
7. MIT Technology Review. (n.d.). *Official website.* https://www.technologyreview.com
8. McKinsey Digital. (n.d.). *Official website.* https://www.mckinsey.com/capabilities/mckinsey-digital/our-insights
9. Deloitte Insights: Digital Transformation. (n.d.). *Official website.* https://www2.deloitte.com/us/en/insights/topics/digital-transformation.html
10. Microsoft Learn: Power BI Documentation. (n.d.). *Official website.* https://learn.microsoft.com/en-us/power-bi/

<table>
<tr><td colspan="5">WORLD-CLASS PRODUCTION ORGANIZATION SYSTEMS</td></tr>
<tr><td colspan="5">The course aims to develop in MBA students a strategic and managerial understanding of how the world's leading manufacturing companies organize their operational activities to achieve sustainable competitive advantage.</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>3/5 weeks</td><td>3 / elective</td><td>Svitlana Fedulova Doctor of Sciences (Economics), Full Professor</td><td>90 h. (18 h. lectures, 6 h. seminars/practical, 66 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) reproduce the key terminology, historical development stages, and authorship of the classical concepts of WCM, TPS, Lean, Six Sigma, TQM, TPM, JIT and TOC, as well as the core Industry 4.0/5.0 technologies</td><td>Interactive lectures, seminars, discussions, independent work</td><td>Participation in discussions, presentations, work in small groups (CAS)</td></tr>
<tr><td colspan="3">2) explain the logic of interrelationship between the technical and managerial ‘pillars’ of Yamashina’s WCM model, as well as the mechanisms through which AI transforms firms’ positioning within global value chains</td><td>Interactive lectures, seminars, discussions, independent work scenario analysis workshops</td><td>Participation in the discussion, scenario-based assignments, presentation (CAS)</td></tr>
<tr><td colspan="3">3) apply production system diagnostic tools (VSM, 5S audit, Cost Deployment, TOC bottleneck analysis) to a real or simulated company case</td><td>Lectures, practical sessions, discussions, independent learning, case study analysis, problem-solving activities, and analytical report preparation.</td><td>Completion of an individual assignment, presentation, and participation in discussions (CAS).</td></tr>
<tr><td colspan="3">4) evaluate strategic alternatives for transforming a company’s production system (reshoring, automation, platformization) considering risks to its position within global value chains, and justify a management decision</td><td>Lectures, practical classes, discussions, independent work, case study analysis</td><td>Participation in a discussion, work in small groups (CAS)</td></tr>
<tr><td colspan="3">5) develop a comprehensive production system transformation plan (final project) for a real or case-study company that integrates WCM principles, digital technologies and a strategy for participation in global value chains</td><td>Interactive lectures, seminars, independent work, case study analysis</td><td>Presentation, participation in the discussion (CAS)</td></tr>
<tr><td colspan="5">Assessment</td></tr>
<tr><td colspan="5">The final grade is given on a 100-point scale, including 60 points for the current control and 40 points for the individual assignment.
60% – current control. This includes:
40% – work in small groups;</td></tr>
</table>

20% – participation in discussions.
40% – individual assignment.

Assessment criteria:
a) Individual assignment (analytical project)
The individual assignment is evaluated on the following scale:
31–40 points:
The student demonstrates a profound understanding of the course material and a high level of analytical competence. The work shows strong research depth, supported by the use of up-to-date academic literature, scientific publications and relevant data sources. The assignment contains elements of originality and reflects the student's independent reasoning and critical perspective. The structure and formatting fully comply with academic requirements.
21–30 points:
The student shows a solid understanding of the subject matter and good analytical skills. Relevant and modern information sources are used appropriately. The work is generally well-structured, although minor inconsistencies or formatting issues may be present.
11–20 points:
The work demonstrates a basic logical structure, but the presentation of ideas and concepts is not always clear or consistent. Some sections may lack depth, coherence or analytical precision.
1–10 points:
The assignment is poorly structured and lacks clarity. Significant gaps in understanding are evident, and the content is insufficient, inaccurate or confusing.

b) Work in small groups
For working in small groups, the student will receive points from the total number specified in the course map for this type of assessment:
81–100%: The student actively participates in the discussion of the problem, proposes original solutions and can justify them. The proposals are based on a deep understanding of micro- and macroeconomic processes and patterns.
51–80%: The student proposes generally correct solutions, but admits minor errors in the justification. Some proposals require additional reasoning
21–50%: The student understands the essence of the problem and possible directions for its solution. The proposals are general in nature and do not have reasoning.
1–20 %: A lot of mistakes, with little to no understanding of the material's context.

c) Participation in discussions
Student performance in discussions is assessed according to the level of engagement and understanding of the topic:
81–100%:
The student actively participates in discussions, demonstrates an excellent understanding of the subject matter, and provides well-reasoned and logically supported arguments.
51–80%:
The student shows a good general understanding of the material, although minor inaccuracies or incomplete arguments may occur.
21–50%:
The student demonstrates a basic level of understanding, but significant gaps in knowledge and limited participation are evident.
1–20%:
Participation is minimal, with frequent misunderstandings and a lack of engagement with the topic.

Content

Topic 1. Introduction: What Does 'World-Class Manufacturing' Mean in the 21st Century
Topic 2. Lean Production: From Toyota to a Global Standard

Topic 3. Yamashina's WCM Model: 10 Technical + 10 Managerial Pillars
Topic 4. Total Quality Management (TQM) and the Culture of Quality
Topic 5. Six Sigma and DMAIC: Managing Process Variation
Topic 6. Total Productive Maintenance (TPM) and Autonomous Maintenance
Topic 7. Just-in-Time, Kaizen, Theory of Constraints (TOC), and VSM/5S
Topic 8. Industry 4.0: Cyber-Physical Systems and Smart Factory Architecture
Topic 9. Autonomous Manufacturing Systems, Robotics, and AI in Fulfillment
Topic 10. Industry 5.0: Human-Centricity, Sustainability, and Resilience
Topic 11. Global Value Chains (GVCs) in the Age of AI: Governance and Value Capture
Topic 12. Reshoring, Nearshoring, and the Transformation of Manufacturing Geography
Topic 13. Strategic Synthesis: Designing the Manufacturing System of the Future

Literature

Compulsory reading

1. World Manufacturing Foundation. (2024). World Manufacturing Report 2024: New Perspectives for the Future of Manufacturing – Outlook 2030 [Electronic resource]. Available at: https://worldmanufacturing.org/wp-content/uploads/14/6-WM-REPORT_2024_LD_E-Book_b_Final.pdf
2. Yamashina, H. (2000). Challenge to World-Class Manufacturing. International Journal of Quality & Reliability Management, 17(2), 132–143. Available at: https://doi.org/10.1108/02656710010304546
3. D'Orazio, L., Messina, R., Schiraldi, M. M. (2020). Industry 4.0 and World Class Manufacturing Integration: 100 Technologies for a WCM-I4.0 Matrix [Electronic resource]. Applied Sciences, 10(14), 4942. Available at: https://www.mdpi.com/2076-3417/10/14/4942/pdf
4. De Carlo, F., Simioli, G. R. (2018). Lean Production and World Class Manufacturing: A Comparative Study of the Two Most Important Production Strategies of Recent Times [Electronic resource]. International Journal of Industrial and Operations Research, 1(1), Article 001. Available at: https://www.vibgyorpublishers.org/content/ijior/ijior-1-001.pdf
5. Silva Sprock, O. A., Chang López, R. (2024). Critical Success Factors of World Class Manufacturing in the Mexican Automotive Industry: An Analysis through Structural Equation Models [Electronic resource]. Project, Design and Management, 6(2), 26–49. Available at: https://doi.org/10.35992/pdm.v6i2.2623
6. Moya-Rodríguez, D., Alzate-Ibáñez, A. (2025). World Class Manufacturing Implementation in Fiberglass Industry: A Performance Analysis of Operational Excellence [Electronic resource]. International Journal of Production Management and Engineering. Available at: https://polipapers.upv.es/index.php/IJPME/article/view/22690
7. Benslimane, T., Benabbou, R., Mouatassim, S., Benhra, J. (2024). Understanding the Relationship, Trends, and Integration Challenges Between Lean Manufacturing and Industry 4.0: A Literature Review [Electronic resource]. International Journal of Production Management and Engineering, 12(2), 195–209. Available at: https://doi.org/10.4995/ijpme.2024.21473
8. Powell, D. J., Laubengaier, D. A., Tortorella, G. L., Saabye, H., Antony, J., Cagliano, R. (2024). Digitalization in Lean Manufacturing Firms: A Cumulative Capability Development Perspective. International Journal of Operations & Production Management, 44(6), 1249–1278. Available at: https://doi.org/10.1108/IJOPM-05-2023-0414
9. Yang, Y. (2024). Impact of Artificial Intelligence on Manufacturing Industry Global Value Chain Position [Electronic resource]. Sustainability, 16(3), 1341. Available at: https://doi.org/10.3390/su16031341

Recommended reading

1. Psarommatis, F., Prouvost, S., May, G., Kiritsis, D. (2020). Product Quality Improvement Policies in Industry 4.0 [Electronic resource]. Frontiers in Computer Science, 2, Article 26. Available at: https://www.frontiersin.org/articles/10.3389/fcomp.2020.00026/pdf
2. Valamede, L. S., Akkari, A. C. S. (2020). Lean 4.0: A New Holistic Approach for the Integration of Lean Manufacturing Tools and Digital Technologies [Electronic resource].

International Journal of Mathematical, Engineering and Management Sciences, 5(5), 851–868. Available at: https://www.ijmems.in/volumes/volume5/number5/66-IJMEMS-20-73-5-5-851-868-2020.pdf

3. Maisiri, W., Makwangudze, F., Bilibana, L. (2023). Factors that Influence World Class Manufacturing Adoption in Developing Countries [Electronic resource]. South African Journal of Industrial Engineering, 34(3), 231–244. Available at: https://sajie.journals.ac.za/pub/article/download/2961/1245

4. World Trade Organization. (2025). World Trade Report 2025: Making Trade and AI Work Together to the Benefit of All [Electronic resource]. Geneva: WTO. Available at: https://doi.org/10.30875/9789287074560

5. World Economic Forum. (2026). How Globalization Is Being Shaped by AI and Regionalized Supply Chains [Electronic resource]. Available at: https://www.weforum.org/stories/supply-chains-and-transportation/ai-powered-supply-chains-and-regional-ecosystems-shaping-globalization/

Web-resources

4. *International Monetary Fund*. (n.d.). *Official website.* Available at: https://www.imf.org/external/index.htm

5. *The World Bank*. (n.d.). *Official website.* Available at: https://www.worldbank.org/

6. *Eurostat*. (n.d.). *Official website.* Available at: https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Main_Page

4. *Moody's Investor Service*. (n.d.). *Official website.* Available at: http://www.moodys.com

OPERATIONAL MANAGEMENT				
The course aims to develop systemic knowledge and practical skills in managing operational processes, which will allow 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	3/5 weeks	3 / elective	Zhanna Piskova, PhD, Associate Professor	90 hours (12 h. lectures, 12 h. practical classes, 66 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) Evaluate the essence of operations management as a core determinant of strategic business competitiveness			Problem-based lecture, discussion on the role of operations in corporate capitalization	Participation in discussion, short analytical essay based on the discussion results (CAS)
2) Construct process maps to visualize and document an organization's current business processes			Workshop using Miro/Visio, developing process maps for real-world companies	Verification of the technical accuracy of the ‘As Is’ process model (CAS)
3) Implement Lean and Six Sigma methodologies to eliminate waste within value-creating chains			Workshop on identifying 8 types of waste (Muda) in a production sequence	Presentation of value stream analysis for a selected enterprise, calculation of Value-Added Time (CAS)
4) Analyze complex business processes through decomposition into discrete operations for efficiency auditing			Reverse engineering method: breaking down a complex service into elementary operations and control checkpoints	Graphical audit of the decomposed flowchart; identification of redundant steps (CAS)
5) Critically assess a company's existing operations strategy for alignment with its mission and business administration objectives			Case studies of large-scale operational transformations	Solving a complex case: operations strategy audit and reengineering proposals (CAS)
6) Justify the choice between outsourcing and in-house execution of operations within the value chain			Case study on vertical integration vs. outsourcing, calculation of the break-even point for the ‘Make or Buy’ decision, considering fixed costs of an in-house line vs. variable costs of a contractor	Analytical report on case results highlighting critical success factors for both strategies (CAS), calculation and graphical work: ‘Plotting the break-even point for operation X’ (CAS)
7) Synthesize new ‘To Be’ business processes by integrating digital technologies to achieve radical productivity			Small group collaboration on real-world business challenges	Public defense of the Master's project: ‘Optimizing the

gains		Operating System of Company X' (CAS)

Assessment

The final grade is assigned on a 100-point scale, including 40 points for the test and 60 points for semester work.
60 points for semester work:
20 points for individual assignment
40 points for discussions
Assessment criteria
a) Individual assignment
16–20 points: the student completed the work correctly, demonstrates 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. 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 Economics and Management, 14(30), 184–193.

https://pte.ust.edu.ua/article/view/344831/339750
3. Baker, K., & Trietsch, D. (2019). *Principles of Sequencing and Scheduling* (2nd ed.). Wiley. 638 p.
4. 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

CATEGORY MANAGEMENT

The course aims to develop theoretical knowledge and practical skills and abilities in the field of category management of product assortment, necessary for effective activity and the development of a professional approach to selecting methods for managing the basic categories of goods (products) during its life cycle.

Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	3 / 5 weeks	3 / elective	Olena Serhieieva, PhD (Public Administration), Associate Professor	90 hours (12 h. lectures, 12 h. seminars/practicals, 66 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) critically reflect, choose tools for managing the category range of products;	Lectures, case study analysis	Class participation and discussions, case study reports (CAS), test (CAS)
2) make management decisions regarding sales channels, visual merchandising and relationship management in trade;	Problem lecture, solving problems using appropriate software, individual presentation	Solving problems, presentation assessment (CAS), test (CAS)
3) design effective management of the competitive advantages of a trading enterprise;	Lecture, case study	Participation in the discussion, case study, test (CAS)
4) reasonably manage the categories of the product range and effectively manage trade.	Lectures, discussions, scenario analysis workshops	Participation in the discussion, scenario-based assignments, presentation (CAS), test (CAS)

Assessment

The final grade is given on a 100-point scale, including:.
40 points for the test
20 points for an individual assignment
40 points for discussions
Assessment criteria:
a) individual presentation
16-20 points: The student demonstrates excellent understanding of the material, mastery of the content, depth of search. The student uses modern scientific and information literature, databases. The work contains elements of novelty and reflects the author's own point of view. The work is designed in accordance with the requirements.
11-15 points: The student understands the material well, demonstrates good mastery of the content and depth of search. Modern information sources were used to perform the work. There are minor violations of the requirements in the design of the work.
6-10 points: Comparatively logical structure in which relevant ideas / concepts are not always reasonably expressed. Work may lack coherence and/or accuracy in places.
1-5 points: Work is poorly structured, disorganised, inaccurate and/or confusingly expressed. There are major omissions.
b) participation in discussions
For participating in the discussion, the student will receive points from the total number specified in

the course map for this type of assessment:
81-100%: The discussion is conducted correctly. The student demonstrates excellent mastery of the educational material, expresses and successfully argues his / her position.
51-80%: The student demonstrates understanding of the educational material, some inaccuracies are noticed.
21-50%: A sufficient grasp of the material, but there are some major omissions.
1-20 %: A lot of mistakes. Little or no appreciation of the context of the material.
c) test papers
The criteria for test assignment are written in the test card.

Contents

Topic 1. Basic concepts of product management
Topic 2. Needs and demand.
Topic 3. Assortment management
Topic 4. Ensuring basic commodity characteristics during the RCT
Topic 5. The concept of categorical management
Topic 6. Analytical bases of product range management
Topic 7. Inventory management
Topic 8. Office of procurement of goods

Literature

Compulsory reading

1. Berkhout, Constant. (2021). *The Retail Innovation Toolkit: 42 Category Management Tools for Growth*. (Berkhout Constant) [Electronic edition]. Lannoo Publishers. 216 p.
2. Mykytenko, Nelya. (2019). *Tovarni katehoriyi v systemi upravlinnya torhovel'nym protsesom.* [Product categories in the trade process management system]. [Electronic edition]. URL: http://visnik.knute.edu.ua/files/2019/05/7.pdf.
3. Schwerdt, Adelaida. (2021). *Category Management Organization: Implementing True Category Management*. Routledge. 67 p.
4. Ahmet Nuri, Küçükosmanoğlu, Ali Murat, Özkeçeli, & Mehmet Fatih, Karakaya and Dr. *Category management vs. discount retailing practices: a case from Turkey*. [Electronic edition]. URL: https://www.academia.edu/1927768/CATEGORY_MANAGEMENT_VS_DISCOUNT_RETAILING_PRACTICES_A_CASE_STUDY_FROM_TURKEY.

Recommended reading

1. Viktor, Korsak, & Roman, Korsak. (2021). *Anatomiya riteyla.* [Anatomy of Retail]. Lutsk, Kolo Publishing House. 816 p.
2. Natalia Lyalina, A. Samoilenko, A. Kulyk, O. Melnyk (2025). *Katehoriynyy menedzhment. Navchal'nyy posibnyk.* [Categorical Management. Textbook]. Center for Educational Literature. 156 p.

CHANGE MANAGEMENT

The course aims to provide students with general theoretical and practical training in managing change within an organization, familiarizing and understanding of what change is, how it occur, how to implement it in practice, and how to overcome the difficulties employees may 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	3 / 5 weeks	3 / elective	Halyna Ryzhkova PhD (Economics), Associate Professor	90 hours (12 h. lectures, 12 h. practical classes, 66 h. self-directed learning)

Learning outcomes On completion of the course, students will be able to:	**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1. Identify, analyze and rank the problems of the organization's activities and justify methods for solving them	Lectures, leadership workshops, case study analysis	Class participation and discussions, case study reports (CAS), test (CAS)
2. Plan the organization's activities in a modern and strategic perspective using basic approaches to managing organizational, team and structural changes in the organization	Lectures, role-playing, leadership workshops	Teamwork evaluation, class discussions and peer assessment (CAS), final test (FAS)
3. Demonstrate leadership skills and the ability to work in a team, interact with people, influence their behavior to solve professional tasks related to the development of a comprehensive system for managing resistance to change	Lectures, leadership workshops, business case analysis	Case study reports, strategic project development milestones (CAS), test (CAS)
4. Ensure personal professional development and planning of one's own time in order to form an individual manager's self-development program	Lectures, seminars, discussions,	Participation in the discussion, presentation (CAS), test (CAS)

Assessment

A final grade is given for the semester work on a 100-point scale, including 40 points for the test and 60 points for the semester work.
60 points for work in the semester:
20 points for a presentation (individual assignment);
40 points for participation in the discussion
Assessment criteria:
a) individual presentation
15–20 points: The student demonstrates excellent understanding of the material, mastery of the content and depth of search. The work contains elements of novelty and reflects the author's own point of view. The work is designed in accordance with the requirements.

11–14 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 for the content of the task.
5–10 points: The structure of the completed task is logical to some extent, but some questions are not always clearly expressed. The task lacks accuracy of the material provided.
1–4 points: The task is performed inaccurately; the statement is confusing. There are significant shortcomings in the content of the task.
b) participation in discussions
For participating in the discussion, the student will receive points from the total number specified in the course map for this type of assessment:
81–100%: if the student demonstrates excellent mastery of the educational material and successfully argues his opinion.
61–80%: if the student masters the educational material, at the same time making minor inaccuracies.
31–60%: if the student demonstrates a general understanding of the material, but with significant gaps.
1–30%: if the student makes significant errors and does not master the educational material.
c) module tests
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

1. Budnik, M. M., Kurylova, O. V. (2020). *Upravlinnia zminami*. [Change Management]. Publishing House "Kondor". 284 p.
2. Zakharova, O. V., Rudenko, M. V. (2023). *Upravlinnia zminami*. Educational Literature Center. 312 p.
3. Ovsyanyuk-Berdadina, O. F., Ostroverkhov, V. M. (2023). *Upravlinnia zminami* (*navchal`nii` posibnik*) [Change Management]. Ternopil: ZUNU. 148 p.
4. Jeffrey Hyatt, Timothy Creasey. (2021). *Upravlinnia zminami: liuds`kii` aspekt*. [Change Management human aspect]. Our format. 304 p.
5. Bernard Burnes. (2020) *Managing Change*. *8th ed.* Harlow: Pearson Education Limited. 600 p.
6. Colin, A. Carnall, Jean-Louis Barsoux (2021). *Managing Change in Organizations*. *7th ed.* Harlow : Pearson. 408 p.

Recommended reading

1. Lozhachevska, O. M., Zos-Kior, M. V., Gnatenko, I. A. (2024). Transformatciia strategiï upravlinnia zminami konkurentospromozhnogo pidpriємstva 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 pidpriємstvakh 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 pidpriємstvi [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

Structure of the Business Administration Study Programme (Master's degree)

Semesters

	1	2	3
Teaching Units (Courses), 41 ECTS* Mandatory			
Courses of Professional Training	23	15	3
TOTAL	23	15	3
Teaching Units (Courses) 23 ECTS Elective**			
Courses of General Training	4	4	0
Courses of Professional Training	3	6	6
TOTAL	7	10	6
Internship 11 ECTS	-	Internship 5	Pre-Graduation Internship 6
Master's Thesis 15 ECTS	-		Master's Thesis 15

TOTAL	Mandatory	Elective	Internship	Master's Thesis
	41	23	11	15

*One ECTS credit = 30 academic hours.
**There are no restrictions of choice for students within each elective block. The only requirement for the student is to obtain the determined number of credits for each elective block.