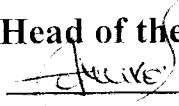


MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE

SUMY NATIONAL AGRARIAN UNIVERSITY

Chair of Management

«CONFIRMED»

Head of the Chair of Management


(A.M. Mykhailov)
«09» June 2020

CURRICULUM (SYLLABUS)

НДПП 1 Business-Management

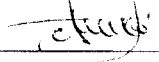
Specialty: *073 Management*

Educational program *«Administrative Management» (second level (master's) of higher education)*

Faculty: *Economics and Management*

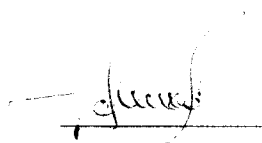
2020 – 2021 academic year

Curriculum of the discipline «**Business-Management**» was worked out for the first-year students FD «Master», specialty **073 «Management» EP «Administrative Management»**.

Elaborated by: Mykhailov A.M. , Prof., Dr.S. (econ), Head of Chair of Management.


Curriculum is reviewed during the meeting of the Chair of Management.
Protocol № 12 dated from 09 June 2020.

Head of the Chair of Management



A.M. Mykhailov

Coordinated by:

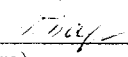
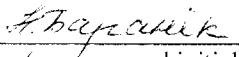
Guarantor of educational and professional program (project team leader) 
(signature)

(**M.O. Sokolov**)
(surname and initials)

Dean of the Faculty
(to which the department belongs)



(**N.I. Strochenko**)
(surname and initials)

Methodist of the Department of Education Quality, licensing and accreditation  ()
(signature) (surname and initials)

Registered in the electronic database: 16.07 2020.

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1. Description of the Course

Indicators	Branch of knowledge, training direction, qualification level	Characteristics of course	
		Full-time Studying	Part-time Studying
Number of credits - 6	Branch of knowledge: <i>07 Management and administration</i>	<i>According to the curriculum</i>	
Number of modules: 2	Specialty: <i>073 «Management» EP «Administrative Management»</i>	Academic year	
		2020-2021	2020-2021
		Year of studying	
		1	
		Semester	
		1	
		Lectures	
	Educational degree: <i>master</i>	40 hrs	
		Practical, seminars	
		38 hrs.	
		Laboratory work	
		-	-
		Individual work	
		102 hrs.	
	Final control form: exam.		
Hours: Total – 180			
Hours per week: Classroom activities hours – 3 Individual work - 3			

Note:

Ratio of hours of classroom activities and individual work is:
full-time studying –51% /49% (76/74)

2. Aim and Tasks

2.1. The purpose of discipline - is a study of purposes of enterprise functioning, exploring possible legal forms, basics of production and investment theory of the creation of enterprises as well as major methods of analysis and planning.

The main tasks of the discipline - to evaluate and solve modern management problems on the basis of scientific methodology; use modern technologies and management tools when considering management problems of organizations; generalize the theoretical basis of management of the enterprise and its divisions; to define methods and forms of rational construction of organizational structures of management; studying the methodology for performing technical and economic calculations related to the analysis and justification of a rational management decision on the relevance and priority of innovation production over the traditional one.

As a result of academic discipline's study of a student should:

know: the essence of the basic concepts and categories of business management; history of management development; principles and functions of management; the essence of the organization and the interconnection of its internal elements and the external environment; system of management technologies in business management; basics of planning, implementation of motivation and control; content and characteristics of the main types of organizational management structures; features of decision making in business management; communication and information provision of the management process; power and leadership in management, management styles; the directions of improving the organization's competitiveness and personal effectiveness of managers, the principles of effective self-management.

be able: to analyze the factors of the dynamic business environment of the organization; to make professional decisions in the process of designing and improving the organizational and production structure of enterprises; to develop a strategy for the development of the organization and to ensure its implementation; coordinate the activities of the services and divisions of the organization in the field of financial management, production, innovations, investments, personnel, marketing; to apply modern technologies of management of organizational processes and organizational behavior of the personnel; to substantiate the decision and to take the most expedient from the set of alternatives; Evaluate the effectiveness of organizations.

2.2. Tasks of the discipline

The study of the discipline "Business – management" involves the formation of students' competencies (derived from the educational and professional program):

Nº	Type of program competencies	Program competence	Code
1	General	Ability to use the tools of administrative management, communication and human resource management.	ZK1
2		Ability to analytical and forecasting activities, development and justification of the choice of the most effective solutions.	ZK2
3		Ability to work independently and make independent decisions, the ability to be responsible for their implementation.	ZK3
4		Ability to use communication skills, ability to work in a "team", willingness to cooperate and resolve conflicts.	ZK4
5		Ability to prepare and make management decisions and apply legal, economic, organizational, psychological and other tools of management.	ZK5
1	Professional (special)	Ability to analyze data from management cost accounting and other economic performance of departments and enterprises for management decisions.	SC 3
		Ability to identify advantages and justify the priority	SC 8

	areas of organizing their own business.	
2	Ability to evaluate innovation activity and its impact on the competitiveness of the object of management.	SC 9
3	Ability to organize the process of managing structural units of the object of management.	SC 11
4	Ability to make effective management decisions on management in domestic and foreign markets.	SC 12
5	Ability to substantiate the parameters of the directions of enterprise development, to work out the economic characteristics of the ways of their realization.	SC 15

2.3. Program learning outcomes

As a result of studying the discipline "Management" the student must be able to demonstrate the following learning outcomes (derived from the educational-professional program):

№	Program learning outcomes	Code
1	Determine the effectiveness of financial and investment measures.	PRN 4
2	Analyze the provision of the enterprise with material, labor and financial resources, identify the impact of relevant factors on economic performance.	PRN 6
3	To formulate the concept of the future development of the enterprise, to determine the ways of its implementation in the socio-economic activity of the region.	PRN 16

3. Program of Discipline

(Approved by an international working group in Agricultural Management and Rural Development led by the University of Applied Sciences Weihenstephan-Triesdorf (Germany) under statute MRHAR and cooperation agreement dated by 04.11.2008 and approved by Scientific Council SNAU protocol №3 dated by 12.12.2017)

Semantic module 1. Scientific-Economic Fundamentals of Business Management.

1. Entrepreneurship – general conception of aims and kinds of entrepreneur's behaviour.
2. Basic Forms of Ownership and Business Organizations. Classifications of Businesses
3. Fundamentals Of Business Theory
4. Starting Your Own Business
5. Leading Your Company
6. Buying an Existing Business
7. Running Your Own Company. Problem Solving
8. SEVEN S MODEL - Talking About Organizational Effectiveness. Change Management
9. Ideas for Growing Your Business. Strategic Thinking
10. Project Management

Semantic module 2. Practical Fundamentals of Business.

11. Analytical Tools in Business Management
12. Micro Environment of the Enterprise
13. Strategic Choice in Business Management
14. Organizational Flexibility Model
15. Values Chain Analysis - a Quantitative Analysis in Business Management
16. GAP Analysis - Self Evaluation Issue
17. Risk Management
18. Developing New Products
19. BCG Growth Matrix
20. Total Quality Management

4. Structure of the Course

Name of content modules and topics	Number of hours									
	full-time education					extramural studies				
	total	also				total	also			
		L ct	P C	L a b s	I W		I W	L ct	PC	L a b s
Module 1 Scientific-Economic Fundamentals of Business Management.										
1. Entrepreneurship – general conception of aims and kinds of entrepreneur’s behaviour.		2	2			6				
2. Basic Forms of Ownership and Business Organizations. Classifications of Businesses.		2	2			6				
3. Fundamentals of Business Theory		2	2			6				
4. Starting Your Own Business		2	2			6				
5. Leading Your Company. Buying an Existing Business		2	2			6				
6. Running Your Own Company		2	2			4				
7. Problem Solving		2	2			4				
8. SEVEN S MODEL - Talking About Organisational Effectiveness		2	2			4				
9. Change Management		2	2			4				
10. Ideas for Growing Your Business.		2	2			4				
Sum of Module 1		20	20			50				
Module 2 Practical Fundamentals of Business.										
11. Strategic Thinking. Strategic Choice in Business Management		2	2			6				
12. Project Management		2	2			6				
13. Analytical Tools in Business Management		2	2			6				
14. Micro Environment of the Enterprise. Risk Management		2	2			6				
15. Organizational Flexibility Model		2	2			6				
16. Values Chain Analysis - a Quantitative Analysis in Business Management.		2	2			6				
17. GAP Analysis - Self Evaluation Issue		2	2			4				
18. Developing New Products		2	2			4				
19. BCG Growth Matrix		2	2			4				
20. Total Quality Management		2				4				
Total hours for module 2		20	18			52				
Individual task										
Total hours for subject	180	40	38			102				

5. Lectures Topics

№	Topic and its plan	hours
1.	Entrepreneurship – general conception of aims and kinds of entrepreneur’s behaviour.	2
2.	Basic Forms of Ownership and Business Organizations. Classifications of Businesses. Business Types in US	2
3.	Fundamentals of Business Theory	2
4.	Starting Your Own Business	2
5.	Leading Your Company. Buying an Existing Business	2
6.	Running Your Own Company.	2
7.	Problem Solving	2
8.	SEVEN S MODEL - Talking About Organisational Effectiveness.	2
9.	Change Management	2
10.	Ideas for Growing Your Business.	2
11.	Strategic Thinking. Strategic Choice in Business Management	2
12.	Project Management	2
13.	Analytical Tools in Business Management	2
14.	Micro Environment of the Enterprise. Risk Management	2
15.	Organizational Flexibility Model	2
16.	Values Chain Analysis - a Quantitative Analysis in Business Management.	2
17.	GAP Analysis - Self Evaluation Issue	2
18.	Developing New Products	2
19.	BCG Growth Matrix.	2
20.	Total Quality Management	2
Total		40

6. Practical Classes Topics

№	Topic and its plan	hours
		Full time studying
1	Thinking about starting your own business.	4
2	Buying an existing business.	4
3	Analytical tools in starting your business: business management issues	2
4	Leading your company. Running your business.	2
5	Micro environment	2
6	Seven s model - talking about organisational effectiveness.	2
7	Change management	2
8	Ideas for growing your business.	2
9	Strategic thinking	4
10	Project management	4
11	Strategic choice.	2
12	Organisational flexibility	2
13	Value chain analysis - a quantitative analysis in business management.	2
14	Gap analysis - self evaluation issue	2
15	Risk management	2
Total		38

7. Individual work

№	Topic	Hours	Control form
1	Design the project of your potential business	50	Defence of the paper
2	Develop a business plan of your new or existing business	52	Defence of the paper
Total		102	X

8. Teaching methods

1. Methods of learning according to the source of knowledge:
 - 1.1. Verbal: story, explanation, conversation (heuristic and reproductive), lectures, instruction, work with the book (summarizing, making tables, graphs, summaries of support).
 - 1.2. Visual: demonstration, illustration, observation.
 - 1.3. Practical: a laboratory method, practical work, exercise, production practices.
2. Methods of training in logic of the knowledge nature.
 - 2.1. Analytic
 - 2.2. Synthesis
 - 2.3. Deductive method
3. Methods of studying according to the nature and level of independent intellectual activity of students.
 - 3.1. Problem (problem-information)
 - 3.2. Part-search (heuristic)
 - 3.3. Exploratory
 - 3.4. Reproductive
 - 3.5. Explanatory, demonstrative
4. Active learning methods - use of technical training, brainstorming, debates, round tables, business and role-playing games, talk shows, training, use of problem situations, group study, self-knowledge, simulation teaching methods (based on simulating future professional activity), and controlling the use of educational tests, the use of basic lectures)
5. Interactive learning technology - the use of multimedia technology, Kahoot, interactive Google tools, MIND mapping, platform MOODLE, Zoom; as well as:
 1. Plan • play and correct basic knowledge and experience of students; • communication of the topic, goals, objectives of the lesson and motivation of learning; • study of new material for mastering skills (training exercises); • primary application of acquired knowledge; • the use of knowledge by students in standard conditions; • creative use of knowledge and skills; • the results of the lesson, homework.
 2. Objective To form the skills and knowledge application.
 3. Active students Fulfillment of mental tasks for analysis, synthesis, comparison, generalization; organization of competitions, educational games.
 4. Logical system of evidence Performing exercises: a) on the model; b) according to the instructions; c) on the instructions of the teacher; poll; joint discussion of issues; case-method, carousel, debate; analysis of professional situations; discussion with brainstorming. Development of features of new professional situations. Training in collaboration.
 5. Prediction of questions method of trial and error, exercises “complete the sentence”
 6. Summing up intermediate conclusions, formulating conclusions orally, talking to students, drawing up summary tables, charts, graphs, forecasts of the situation, testing,
 7. Fixing proposed ideas on the blackboard or with the help of other visual aids, presentation, project method
 8. The ability of students to carry out the conclusions of performing written tasks of a creative nature (reports, abstracts); analysis of the production situations proposed by the teacher.

9. Control methods

- 1 Rating control a 100-point scale assessment ECTS
2. Holding control over the intermediate term (intermediate certification)

3. Poly-criteria assessment of the current work of students:
- The level of knowledge demonstrated in practical laboratory sessions and seminars;
 - Activity when discussing issues submitted to school;
 - Express control during practical classes;
 - Self study topics in general or specific issues;
 - Implementation of analytical and computational tasks;
 - Writing assignments during the tests;
 - Industrial situations, case studies and more.
4. Direct the final consideration in assessing the individual student specific tasks:
- Course work (project);
 - Educational and practical study of the presentation of results and more.

10. Points for the Total Score a Student Gets

On-going Testing								
1 st part of the Module 1	2 nd part of the Module 1	1 st part of the Module 2	2 nd part of the Module 2	Personal tasks	Total for modules and personal tasks	Accreditation tests	Exam	TOTAL
T1-4	T5-9	T10-14	T15-20	15	55 (40+10)	15	30	100
10	10	10	10					

11. Evaluation Criteria and ECTS

NATIONAL MARK	ECTS	DEFINITION OF ECTS	POINTS
excellent	A	<p>90-100 points ("excellent") - (with ECTS - A - almost without errors - 95 - 100 points; allowed a small number of errors - 86 - 94 points):</p> <ul style="list-style-type: none"> - Theoretical part - student systematically provides complete, specific, logical answers as oral and written. Uses more independently selected information on the topic is not limited to material or abstract teaching complex. - Practical part - 100-percent attendance at health facilities (except confirmed valid reasons) and total quality performance of all tasks in accordance with the guidelines. Entry and display of high skills in performing laboratory and practical problems. Independent of the preparatory phase to work on assignments, search for material to perform analytical and situational tasks, compiling individual algorithm decide tasks and situations. Protecting PSI required. - Individual work - timely, complete and efficient implementation of the objectives of training complexes (tests), using sources outside the NMC. Positive performance tests 86-100%. - Individual tasks - timely, complete and high-quality preparation and execution descriptive tasks (jobs), settlement 	90 - 100

		and graphic papers, essays, visual aids, etc.. Manifestation own initiative in the preparation and execution of individual tasks. - Other criteria for evaluating knowledge - responsibility, intelligence, creative line of work, creative thinking, the ability to express their own opinions and knowledge, the ability to rethink amounts of information, the ability to optimal behaviour in different situations and so on.	
good	B	above average with a few errors: - Theoretical part - student gives full, concrete answers as oral and written. May use additional information on the topic, and not limited to material or abstract teaching complex. - Practical part - 80-100% presence and working of missed PSI. Complete quality performance of all tasks in accordance with the guidelines. Entry and display good skills in performing laboratory and practical problems. Possible independent of the preparatory phase to work on assignments, search for material to perform analytical and situational problems. Protecting PSI required. - Individual work - timely, complete and efficient implementation of the objectives of training complexes (tests), you can use additional sources of information. Positive performance tests for 71 - 85%. - Individual tasks - timely, complete and high-quality preparation and execution descriptive tasks (jobs), settlement and graphic papers, essays, visual aids, etc.. Possible manifestation of his own initiative in the preparation and execution of individual tasks. - Other criteria for evaluating knowledge - responsibility, intelligence, possible manifestation of the creative direction of work, the ability to express their own opinions and knowledge.	82 – 89
	C	generally work is not very good, with a number of errors	75 – 81
sufficient	D	not bad, but a lot of mistakes - Theoretical part - student gives sufficient answer both oral and written. Limited material outline or teaching complex. - Practical part - 80-100-percent testing missed PSI according to the guidelines. Acquiring and sufficient manifestation skills in performing laboratory practical tasks Protection PSI is not required. - Individual work - timely performance objectives of training complexes (tests). Positive performance tests for 60 - 70%. - Individual objectives - Timely preparation and implementation of descriptive tasks (jobs), settlement and graphic papers, essays, visual aids, etc.. - Other criteria for evaluating knowledge - a manifestation of the desire to gain knowledge on the subject.	69 – 74
	E	Enough - performance meets the minimum criteria	60 – 68
insufficient	FX	35 - 59 points ("poor") - (with ECTS-FX - need to work before you get a positive evaluation).	35 – 59
	F	1 - 34 points ("poor") - (with ECTS - F - thorough and elaborate).	1 - 34

11. Methodological supplementation

1. Mykhailov A.M. Methodical guidelines and requirements for the implementation of coursework for "Master" degree students of specialty 281 (074) "Public administration and administration" EP "Administrative management" full-time training / Sumy, SNAU. - 2017 - 24 p.
2. Mykhailov A., Zamora O. Educational and methodical manual - Business management: theory, practice, independent study for 1-year students of OS —Master specialty 073 - Management EP – Administrative Management of full-time study. SNAU, Sumy. 2018. 92 pages
3. Educational - methodical materials of the course “Business – management” in the distance learning system MOODLE: <https://cdn.snau.edu.ua/moodle/course/view.php?id=2972>

12. Informational Resources

1. <http://businesscasestudies.co.uk/case-studies/by-company/#axzz2Js7N1knc>
2. <http://businesscasestudies.co.uk/case-studies/by-topic/#axzz2Js9aUuVP>
3. <http://www.bized.co.uk/virtual/economy/studies/government/issues.htm>
4. <http://www.smarta.com/advice/case-studies>
5. <http://www.alagse.com/pm/p8.php>
6. http://www.tutorialspoint.com/management_concepts/
7. <http://www.change-management.com/tutorials.htm>
8. http://media.wiley.com/product_data/excerpt/78/EHEP0004/EHEP000478.pdf
<http://www.buzzle.com/articles/type-of-organizational-structures.html>
9. <http://www.fao.org/docrep/w7503e/w7503e04.htm#exhibit>
<http://www.referenceforbusiness.com/management/Ob-Or/Organizational-Structure.html#b>
10. <http://www.fao.org/docrep/w7503e/w7503e00.htm#Contents>
11. <http://sameh.wordpress.com/2006/05/13/a7/>
12. Teece, D., Pisano, G., and Shuen, A. (2007). Dynamic Capabilities and Strategic Management. *Strategic Management Journal*, 18, 7: 509-533.
13. DeNisi, A.S. (2009). Performance appraisal and performance Management: A multilevel analysis. In K. Klein and S. Kozlowski (Eds.) *Multilevel theory, Research and Methods in Organizations*. San Francisco: Jossey–Bass.
14. Armstrong, M. (2001). *A Handbook of Human Resource Management and Practices*. London: Kogan Page.
15. Business Planning Guide <http://articles.bplans.com/writing-a-business-plan/>

13. Suggested Reading

- Brewer, P., & Venaik, S. 2014. The ecological fallacy in national culture research. *Organization Studies*, 35 (7): 1063–1086.[CrossRefGoogle Scholar](#)
- Caprar, D. V. 2011. Foreign locals: A cautionary tale on the culture of MNC local employees. *Journal of International Business Studies*, 42 (5): 608–628.[CrossRefGoogle Scholar](#)
- Frischknecht, B., Eckert, C., Geweke, J., & Louviere, J. J. 2014. A simple method for estimating preference parameters for individuals. *International Journal of Research in Marketing*, 31 (1): 35–48.[CrossRefGoogle Scholar](#)
- Kruschke, J. K., Aguinis, H., & Joo, H. 2012. The time has come: Bayesian methods for data analysis in the organizational sciences. *Organizational Research Methods*, 15 (4): 722–752.[CrossRefGoogle Scholar](#)
- Leung, K., Bhagat, R. S., Buchan, N. R., Erez, M., & Gibson, C. 2011. Beyond national culture and culture-centricism: A reply to Gould and Grein (2009). *Journal of International Business Studies*, 42 (1): 177–181.[CrossRefGoogle Scholar](#)
- Logan, J. R. 2012. Making a place for space: Spatial thinking in social science. *Annual Review of Sociology*, 38 (1): 507–524.[CrossRefGoogle Scholar](#)

- Marshall, T. C., Lefringhausen, K., & Ferenczi, N. 2015. The big five, self-esteem, and narcissism as predictors of the topics people write about in Facebook status updates. *Personality and Individual Differences*, 85: 35–40.[CrossRefGoogle Scholar](#)
- Pekerti, A. A., Moeller, M., Thomas, D. C., & Napier, N. K. 2015. *n*-culturals, the next cross cultural challenge: Introducing a multicultural mentoring model program. *International Journal of Cross Cultural Management*, 15 (1): 5–25.[CrossRefGoogle Scholar](#)
- Ronen, S., & Shenkar, O. 2013. Mapping world cultures: Cluster formation, sources and implications. *Journal of International Business Studies*, 44 (9): 867–897.[CrossRefGoogle Scholar](#)
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- Steel, P., & Taras, V. 2010. Culture as a consequence: A multi-level multivariate meta-analysis of the effects of individual and country characteristics on work-related cultural values. *Journal of International Management*, 16 (3): 211–233.[CrossRefGoogle Scholar](#)
- Suddaby, R. 2010. Construct clarity in theories of management and organization. *Academy of Management Review*, 35 (3): 346–357.[CrossRefGoogle Scholar](#)
- Taras, V., Steel, P., & Kirkman, B. L. 2010b. Negative practice-value correlations in the GLOBE data: Unexpected findings, questionnaire limitations and research directions. *Journal of International Business Studies*, 41 (8): 1330–1338.[CrossRefGoogle Scholar](#)
- Taras, V., Steel, P., & Kirkman, B. L. 2015. *Does country equal culture? Beyond geography in the search for cultural entities*. Working Paper, University of North Carolina at Greensboro.[Google Scholar](#)
- Thomas, D. C., & Brannen, M. Y. 2010. Bicultural individuals in organizations: Implications and opportunity. *International Journal of Cross Cultural Management*, 10 (1): 5–16.[CrossRefGoogle Scholar](#)
- Vidaurre, D., van Gerven, M. A. J., Bielza, C., Larrañaga, P., & Heskes, T. 2013. Bayesian sparse partial least squares. *Neural Computation*, 25 (12): 3318–3339.[CrossRefGoogle Scholar](#)
- Wyer, R. S. 2014. The automaticity of everyday life. *Advances in Social Cognition*. Vol. 10. New York: Psychology Press.[Google Scholar](#)
- Zaheer, S., Schomaker, M. S., & Nachum, L. 2012. Distance without direction: Restoring credibility to a much-loved construct. *Journal of International Business Studies*, 43 (1): 18–27.[CrossRefGoogle Scholar](#)

Electronic textbooks for course "Business - Management":

Carl Copeland-Parsons (2015). *Business Administration-The Principles Of Business Organization*.
URL: <http://www.ebooksread.com/authors-eng/carl-copeland-parsons/business-administration-the-principles-of-business-organization-and-system-and-hci/page-15-business-administration-the-principles-of-business-organization-and-system-and-hci.shtml>

BizMove Small Business Management: Essential Ingredients for Success (Best Business Books)
URL: <https://www.bizmove.com/free-pdf-download/small-business-management.pdf>

Ismael D. Tabije (2006) *Change management Volume 1*.
URL: http://infopaceindia.com/upload/change_management.pdf