

Ministry of education and science of Ukraine
Sumy national agrarian university
Faculty of economics and management
Department of public management and administration

Syllabus of the educational component
BUSINESS-MANAGEMENT

Specialty	073 Management
Educational program	Administrative management
HE level	The second (master's) level of higher education

Sumy 2022

Creators:



Larysa Kalachevska, D.Sc. (Economics), professor

Svitlana Lukash, PhD (Economics), ass.professor

Considered, reviewed and approved on the meeting of the department of	Minutes dated 06 June, 2022 # 17
Public management and administration	
The head of the department	_____ (sign) Slavkova O.P. (name)

Agreed:

Guarantor of the educational program



_____ (sign)

Kalachevska L.I. (name)

Dean of the faculty where the educational program EP is implemented

_____ (sign)

Strochenko N.I. (name)

A review of the work program has been provided _____ Slavkova O.P. (attached)
(sign) (name)

_____ (sign)

Brychko A.M. (attached)
(name)

Methodist of the Department of Education Quality, licensing and accreditation

_____ (sign)

(Baranik N.M.) (name)

Registered in the electronic database: date: _____ 2022

Information on viewing the work program (syllabus):

Academic year in which the changes are made	The number of the annex to the work program with a description of the changes	The changes were reviewed and approved		
		Date and number of the protocol of the meeting of the department	Head of department	Guarantor of EP

1. GENERAL INFORMATION ABOUT THE EDUCATIONAL COMPONENT

1.	Name of EC	Business-Management		
2.	Faculty/Department	Economics and Management/ Department of Public Management and Administration		
3.	State of EC	Obligatory		
4.	Program(s) to which module is attached (<i>to be filled in for obligatory types</i>)	Educational and professional program "Administrative Management" of the second level of higher education, specialty 073 "Management"		
5.	Module can be suggested for (<i>to be filled in for optional types</i>)			
6.	Level of the national qualifications framework	7-th		
7.	Semester and duration of module	1 semester, 1-15 weeks		
8.	ECTS credits number	5 ECTS		
9.	Total workload and time allotment	Directed study		Self-directed study
		Lectures	Practicals	Labs
		46 hours	30 hours	74 hours
10.	Language of instruction	English		
11.	Lecturer/Leader of educational component	Svitlana Lukash, associate professor of Public management and administration department Larysa Kalachevska, professor of Public management and administration department Consultation hours - every Tuesday at 12:15 p.m., room 205a (economic building)		
11.1	Contact information	svitlana.lukash@snau.edu.ua svitlana.lukash@gmail.com		

12.	Educational component description	<p>Business management, as an educational discipline, ensures the formation of the ability to choose and use management concepts, methods and tools, as well as the skills and abilities to independently plan and implement informational, methodical, material, financial and personnel support of the organization (unit).</p> <p>The goal of the course is to form students a clear understanding of the functions and tools of enterprise management, which can be used directly or by analogy to solve existing management situations, as well as to accumulate knowledge on determining the impact of management concepts on the success of the enterprise with the help of applied situations and business games.</p> <p>The educational discipline "Business Management" is aimed at providing students with knowledge about: theoretical foundations of business management; factors of production; classification of expenses and income in agricultural enterprises; fixed assets: essence and effectiveness of their use; main aspects of the economy of labor resources; basics of production theory; theoretical foundations of enterprise planning using software planning II and simplified enterprise planning using the method of software planning I; input into multiperiod calculations of investment efficiency.</p>
13.	Educational component aim	<p>The purpose of studying the discipline "Business Management" is to provide students with thorough knowledge about the goals of the enterprise's operation, familiarization with possible legal forms of management, the basics of production and investment theory of enterprise creation, as well as the main methods of economic analysis and planning.</p>
14.	Prerequisites for educational component studying, connection with other educational components of EP	<p>The educational component is the basis for such courses as Planning of the Enterprise, Management Consulting.</p>
15.	Policy of academic integrity	<p>According to the Code of Academic Integrity of the Sumy NAU, academic integrity is a set of principles, rules of behavior of participants in the educational process, aimed at forming an independent and responsible personality, capable of solving tasks in accordance with the educational level in compliance with the norms of law and social morality.</p> <p>Observance of academic integrity by students of higher education involves independent performance of educational tasks, tasks of current and final control, learning results.</p> <p>It is expected that students of higher education will adhere to the principles of academic integrity, being aware of the consequences of its violation, which is determined by the regulatory documents of the Sumy National Agrarian University, in particular the Code of Academic Integrity, the Regulations on the Prevention and Detection of Academic Plagiarism at the Sumy NAU (a full list of regulatory documents is posted on the university's website. https://snau.edu.ua/viddil-zabezpechennya-yakosti-osviti/zabezpechennya-yakosti-osviti/akademichna-dobrochesnist/).</p> <p>For violation of academic integrity, students of higher education may be held to the following academic responsibility:</p> <ul style="list-style-type: none"> - repeated assessment (test, exam, credit, etc.); - repeated completion of the training course; - warning; - issuing a reprimand; - expulsion from the university; (Part 5 of Article 48 of the draft Law of Ukraine "On Education"); - arrest or restriction of liberty, or deprivation of liberty, with deprivation of the right to hold certain positions or engage in certain activities with a fine.

2. LEARNING OUTCOMES UNDER THE EDUCATIONAL COMPONENT AND THEIR RELATIONSHIP WITH PROGRAM LEARNING OUTCOMES

Learning outcomes for EC (MLOs): On successful completion the educational component, the student will be able...	Program learning outcomes, PLOs (specify the number according to the numbering given in EP) ¹				How assessed
	PLO ₁	PLO ₁₀	PLO ₁₂	PLO ₁₃	
MLOs 1. Apply the conceptual and categorical apparatus and tools of business management to build an economic model of the enterprise's activity and determine its optimal organization.	x		x	x	Conducting modular and attestation control
MLOs 2. Separate categories of production costs and evaluate their impact on the final result of the enterprise.	x			x	Current test control (tests on the Kahoot platform, calculation tasks)
MLOs 3. To evaluate the personnel potential and form the personnel policy of the enterprise		x	x		Practical classes, (business game; solution of practical cases)
MLOs 4. Apply various methods of planning the company's activities and evaluate the results of its activities	x	x		x	Practical classes (work in groups, calculation tasks, solving practical cases)
MLOs 5. Independent study educational and scientific literature, including Internet resources on business management issues	x			x	Preparation and public presentation of topics for seminar classes

3. CONTENT OF THE EDUCATIONAL COMPONENT (CURRICULUM PROGRAM)

Topic. List of issues to be considered within the topic	Distribution within the general time budget			Self-directed study	Learning resources ²
	Directed study		Lectures		
	Practicals	Labs			
Topic 1. Scientific and economic foundations of business management. 1. Management: general idea about the goals and types of an entrepreneur behavior. 1.1 Desire, needs, benefit, profit. 1.2 Types of behavior of an entrepreneur. The principle of rationality. The principle of Economy. The principle of profitability.	2	2		4	1, 2, 4, 6, 7

¹ It must correspond to the Matrix of ensuring the programmatic learning outcomes by the relevant components of the educational program, specified for the compulsory educational components of OP I and II levels, for all (obligatory and optional EC) EP III

² Конкретне джерело із основної чи додатково рекомендованої літератури

<p>2 Economy, enterprise, household. 2.1 Individual performance indicators. 3 General provisions on the theory of the agricultural enterprise. 3.1 Elements of the economic model. 3.2 Forms of the economic model. 3.3 Normative and positive assessment of the model.</p>					
<p>Topic 2. Factors of production. 1. Buildings and structures. 2. Machines, devices and fixed installations. 3. Materials. Unfinished production (curriculum capital). 4. Rights as means of production.</p>	2	2		4	1, 2, 4, 6, 7
<p>Topic 3. Classification of costs and revenues in agricultural enterprises (inputs and outputs). 1. The essence and classification of costs in agricultural production. 1.1. Definition and structure of costs in agricultural production. 1.2. Classification of costs according to the method of their allocation to the final product. 1.3. Classification of expenses according to their variability. 1.4. Classification of costs depending on the planned situation. 2. Essence, classification and methodology of income assessment. 2.1. Income classification. 2.2. Income assessment methods. 2.3. Determination of true value. 2.4. Evaluation of the use of production stocks. 3. Examples of calculating the cost of manufactured products.</p>	6	4		10	1, 2, 4, 6, 7
<p>Topic 4. Fixed assets: essence and effectiveness of their use. 1. Fixed assets and costs arising from their use. 1.1. The essence of fixed assets. 1.2. Expenses arising from the use of fixed assets. Depreciation deductions. Expenses arising from the use of capital. Costs of maintenance of fixed assets. Insurance. 1.3. Variable costs for the use of fixed assets. 1.4. Variable costs for the use of fixed assets. 1.5. Additional calculations when determining mechanization costs. 2. The economically justified period of use of the equipment, the date of its replacement. 2.1. Optimal period of use and date of replacement of the tractor. 2.2. The optimal period of use of the vineyard with its identical replacement. 3. Examples of calculating production mechanization costs processes.</p>	8	4		8	1, 2, 4, 6, 7
<p>Topic 5. Basic aspects of the economy of labor resources. 1. Labor cost assessment indicators 2. The need for working time for the production process. 3. Balance of working time and structure of work. 3.1. Determination of periods of performance of works. 3.2. Determination of labor potential 3.3. Determination of the need for working time. 3.4. Compilation of the work balance. 3.5. Analysis of the structure of works. 3. 4. Payment of the labor force. 4.1. Payment of employees. 4.2. Wage rates for unpaid own labor.</p>	6	2/		8	1, 2, 4, 6, 7
<p>Topic 6. Basics of production theory. 1. General understanding of production theory. 1.1. Prerequisites of production theory. 1.2. Concept of production function. 1.3. The main issues of the optimal organization of the enterprise. 2. Simple production. 2.1. Production functions with one variable resource. 2.2. Production functions with two variable resources. 2.3. Direction of production expansion. 3. Interrelated production (an enterprise that produces several types of products). 3.1. Parallel (independent) production. 3.2. Competitive (alternative) production. 3.3. Related production. 3.4. Determination of the optimal production direction. 4. Optimal organization of the farm.</p>	6	4		10	1, 2, 4, 6, 7

<p>Topic 7. Planning of enterprise activities using software planning II.</p> <p>1. General characteristics of the method. 2. Methodology of implementation of program planning II. 2.1. Data collection and presentation Fact-enterprise. 2.2. Definition and analysis of additional production processes. 2.3. Aggregation of fodder production and animal husbandry. 2.4. Determination of the scope of competition. 2.5. Calculation of enterprise plans. 2.6. Choosing the "optimal plan". 3. An example of optimization of the production direction of the enterprise with the help of program planning II.</p>	4	2		10	1, 2, 4, 6, 7
<p>Topic 8. Simplified planning of the enterprise by the program planning method I.</p> <p>1. Principal features of the method. 2. Methodology of simplified planning. 2.1. Method of simplified planning. 2.2. Notes to the costing example. 2.3. Calculation of marginal income. 2.4. Total marginal revenue and profit of the Fact-enterprise. 2.5. Comparative marginal income in Plan-enterprise. 2.6. Evaluation of plans and selection of the "optimal plan". 3. An example of enterprise optimization using program planning I.</p>	6	6		10	1, 2, 4, 6, 7
<p>Topic 9. Introduction to multiperiod calculations of investment efficiency.</p> <p>1. Principles of investment efficiency assessment. 1.1. The concept of investment. Sources of investment 1.2. Static and multiperiod calculations of investment efficiency. 1.3. Payment Streams, Periods and Cash Flow. 1.4. Financial and mathematical indicators of investment evaluation 1.5. Actual value (current). 2. Performance indicators in multiperiod calculations 2.1. Selection criteria. 2.2. Net present value. 2.3. Equivalent annuity. 2.4. Internal rate of return. 2.5. Duration of amortization (pay-off period). 2.6. Benefit-Cost Ratio (BCR) 2.7. Net Benefit-Investment Ratio (NBIR). 2.8. Net Benefit-Increase. 3. Sensitivity analysis. 4. Financial and mathematical indicators. 5. Examples of application of financial and mathematical indicators.</p>	6	4		10	1, 2, 4, 6, 7
Total	46	30		74	

4. TEACHING AND LEARNING METHODS

MLO	Teaching methods (work to be carried out by the teacher <u>during classroom classes</u> , consultations)	Number of hours	Teaching methods (what types of educational activities should the student <u>perform independently</u>)	Number of hours
MLO 1. Apply conceptual and categorical apparatus and tools of business management to build an economic model of the enterprise and determine its optimal organization	Lecture, practical session, discussion, explanation, express survey	16	Development of theoretical material, a report with a presentation on the topic of independent study of the discipline	14

MLO 2. Separate categories of production costs and evaluate their impact on the final result of the enterprise.	Lecture, practical session, discussion, work in small groups, explanations, solution of situational problems, express survey	20	Development of theoretical material, solution of calculation individual tasks, visual presentation of calculation results and their analysis	16
MLO 3. To evaluate the personnel potential and form the personnel policy of the enterprise	Lecture, practical session, discussion, case method, express survey	8	Development of theoretical material, presentation of the results of group work, preparation of visual materials based on the results of literature analysis, a report with a presentation on the subject of independent study of the discipline	8
MLO 4. Apply various methods of planning the company's activities and evaluate the results of its activities	Lecture, practical session, discussion, case method, express survey	24	Development of theoretical material, solving individual calculation tasks, visual presentation of calculation results and their analysis	20
MLO 5. Development of theoretical material, solving individual calculation tasks, visual presentation of calculation results and their analysis	Lecture, practical session, discussion, explanation, express survey	8	Development of theoretical material, a report with a presentation on the topic of independent study of the discipline, participation in a discussion club on the chosen topic	16
Number of hours		76		74

5. EVALUATION BY THE EDUCATIONAL COMPONENT

5.1.1 To assess the expected learning outcomes, it is provided:

№	Methods of summative assessment	Points / Weight in the overall assessment	The date of compilation
1.	Testing (multiple choice, open type tests)	30/30%	7-8 week
2.	Calculation task	25/25%	7-8 week
3.	INHT (calculation task)	15/15%	14-15 week
4.	Exam (written answer to open questions and performance of a practical calculation task)	30 / 30%	According to the session's schedule

5.1.2 Evaluation criteria

Component	Unsatisfactory	Satisfactory	Good	Excellent
Calculation task	< 15 points	15-17 points	18-22 points	23-25 points
	<i>The task requirements have not been fulfilled</i>	<i>Most of the requirements are met, but individual components are missing or insufficiently disclosed, there is no analysis of other approaches to the issue</i>	<i>All requirements of the task have been fulfilled</i>	<i>All the requirements of the task were met, creativity and thoughtfulness were demonstrated, and an own solution to the problem was proposed</i>
Testing	<18 points	18-21 points	22-26 points	27-30 points
	<i>the correct answer was provided for less than 60% of the tasks</i>	<i>the correct answer was provided for 60%-74% of the tasks</i>	<i>the correct answer was provided for 75%-89% of the tasks</i>	<i>90% or more tasks were answered correctly</i>
INHT	<9 points	9-10 points	11-13 points	14-15 балие
	<i>The task requirements have not been fulfilled</i>	<i>Most of the requirements are met, but some components are missing or insufficiently disclosed</i>	<i>All requirements of the task have been fulfilled</i>	<i>All the requirements of the task were met, creativity and thoughtfulness were demonstrated, and an own solution to the problem was proposed</i>

5.2 Formative assessment:

5.2.1 To evaluate the current progress in education and understand the areas of further improvement, it is provided

№	Elements of formative assessment	Date
1	Testing using Kahoot after learning the topics № 1-2; 3-4.	3 week, 7 week
2	Verbal feedback from the teacher during classroom work	constantly
3	Oral survey during classes and feedback from the teacher during classroom work	constantly
4	Conversation and discussion during classroom lectures	constantly

5	Written feedback from the teacher based on the results of the INHW	7-8 week
6	Discussion of situational tasks and presentations on the subject of independent study of the discipline	constantly
7	Verbal feedback from the teacher and students after the exam	15 week

Self-assessment can be used as an element of summative assessment and formative assessment.

5.3 Total number of points for EC and rating scale

The total number of points for the educational component is 100 points.

5.3.1 Evaluation scale operating at the University:

The sum of points for all types of educational activities	Evaluation on a national scale	
	For an exam, course project (work), practice, qualification work	For a credit
90 – 100	excellent	passed
82-89	good	
75-81		
69-74		
60-68	satisfactory	not passed with the possibility of retaking
35-59	not satisfactory with the possibility of retaking	
0-34	not satisfactory with obligatory repeated study of the discipline	not passed with obligatory repeated study of the discipline

EDUCATIONAL RESOURCES (LITERATURE)

Main resources

Books, textbooks

1. Economics of farm management in a global setting/ Kent D. Київ: John Wiley & Sons, Inc., 2010. 542 p.
2. Ronald D. Kay, William M. Edwards and Patricia A. Duffy. Farm Management, 7th Edition. McGraw-Hill, Inc. 2012. 466 p.
3. Виробнича економіка / В.П. Галушко та ін.; за ред. В.П. Галушко, Г. Штръобель: навч. посіб. Вінниця: Нова Книга, 2005. 400 с.

Methodical recommendations

4. Lukash S. E-course on “Business management”: <https://cdn.snau.edu.ua/moodle/course/view.php?id=2972>
5. MOOC Massive Open On-line Course "Agrarian Production Economics": <https://erasmus-topas.eu/expected-results/mooc-topas>
6. Lukash S. Business-management: course-book for English-speaking students of master’s degree of speciality 073 “Management”, educational program “Administrative management” / Sumy, 2022, 145 p.
7. Online learning materials “Corporate Planning and Investment Theory”, “Machinery costs calculation” are uploaded on the Moodle..

Additional sources

1. www.ktbl.de
2. www.minagro.gov.ua
3. <https://ima.hswt.de/en/triesdorf-en/mooc-en>
4. <https://ima.hswt.de/en/triesdorf-en/literature-en>
5. <http://www.fas.usda.gov/commodities.asp>
6. <http://usda.mannlib.cornell.edu/MannUsda/viewDocumentInfo.do?documentID=1047>
7. http://epp.eurostat.ec.europa.eu/statistics_explained/index.php/Agricultural_products

8. <http://www.jle.com/e-docs/00/04/26/4D/article.phtml>
9. www.ukrstat.gov.ua
10. www.sumystat.gov.ua
11. www.agroinfo.ua
12. www.agroua.net
13. www.usaid.com
14. www.farm.org
15. www.kurkul.ua
16. www.latifundist.ua
17. www.aiaee.org
18. www.icp.org.ua
19. www.usda.gov.com

Software

Computer programs MAX та Regio Max

РЕЦЕНЗІЯ НА РОБОЧУ ПРОГРАМУ (СИЛАБУС)

Параметр, за яким оцінюється робоча програма (силабус) освітнього компонента гарантом або членом проєктної групи	Так	Ні	Коментар
Результати навчання за освітнім компонентом (ДРН) відповідають НРК			
Результати навчання за освітнім компонентом (ДРН) відповідають передбаченим ПРН (для обов'язкових ОК)			
Результати навчання за освітнім компонентом дають можливість виміряти та оцінити рівень їх досягнення			

Член проєктної групи ОП Адміністративний менеджмент,

к.е.н., доцент

Бричко А.М.

Параметр, за яким оцінюється робоча програма (силабус) освітнього компонента викладачем відповідної кафедри	Так	Ні	Коментар
Загальна інформація про освітній компонент є достатньою			
Результати навчання за освітнім компонентом (ДРН) відповідають НРК			
Результати навчання за освітнім компонентом (ДРН) дають можливість виміряти та оцінити рівень їх досягнення			
Результати навчання (ДРН) стосуються компетентностей студентів, а не змісту дисципліни (містять знання, уміння, навички, а не теми навчальної програми дисципліни)			
Зміст ОК сформовано відповідно до структурно-логічної схеми			
Навчальна активність (методи викладання та навчання) дає змогу студентам досягти очікуваних результатів навчання (ДРН)			
Освітній компонент передбачає навчання через дослідження, що є доцільним та достатнім для відповідного рівня вищої освіти			
Стратегія оцінювання в межах освітнього компонента відповідає політиці Університету/факультету			
Передбачені методи оцінювання дозволяють оцінити ступінь досягнення результатів навчання за освітнім компонентом			

Навантаження студентів є адекватним обсягу освітнього компонента			
Рекомендовані навчальні ресурси є достатніми для досягнення результатів навчання (ДРН)			
Література є актуальною			
Перелік навчальних ресурсів містить необхідні для досягнення ДРН програмні продукти			

Завідувач кафедри
публічного управління та адміністрування,
д.е.н., проф.

Славкова О.П.