

MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE  
SUMY NATIONAL AGRARIAN UNIVERSITY  
Economics and Management Faculty  
Economics and Entrepreneurship Chair

**CURRICULUM (SYLLABUS)**

NDPP 4 Enterprise planning

(obligatory)

Implemented under the training program

**Administrative management**

for specialty 073 «Management»


for second (Master) level of high education

Sumy – 2022

**Author:**  **Inna Koblianska, PhD, Associate Professor of Economics and Entrepreneurship Chair**

Discussed and approved at meeting of Economics and Entrepreneurship Chair	Record from <u>June 21, 2022</u> _____ .№ <u>14</u> _____
	Head of the Chair _____ <b>S. Tereshchenko</b> (signature) (Name)

**Agreed:**

Guarantor of the training program  Kalachevska L.I.  
(signature) (name)

Head of the Faculty where the training program is implemented \_\_\_\_\_  
(signature) (name)

Syllabus reviewers:  
Brychko A.M.   
(name)  
Kovalova O.M.   
(name)

Specialist of Department of Education Quality,  
Licensing and Accreditation \_\_\_\_\_ (\_\_\_\_\_)

Registered at electronic database: \_\_\_\_\_ 20\_\_\_\_.

Information about syllabus review:

Year for changes	Record of list of changes	Changes discussed and agreed		
		Record of Chair meeting	Head of the Chair	Guarantor of the training program

## 1. GENERAL INFORMATION ABOUT EDUCATIONAL COMPONENT

1.	Title	Planning of enterprises		
2.	Faculty/ Chair	Economics and Management Faculty / Economics and Entrepreneurship Chair		
3.	Type	Obligatory		
4.	Training program / Specialty (for obligatory)	Administrative management / 073 «Management»		
5.	Training program / Specialty (for selective)			
6.	Level of NQF	NQF of Ukraine – 7 level, FQ-EHEA – second cycle, EQF-LLL – 7 level		
7.	Semester and study duration	2 semester, 1-15 weeks		
8.	Number of ECTS credits	6 credits of ECTS (180 hours)		
9.	Total duration (hours)	Contact work (classes)		Individual work
		Lectures 40	Practices 38	Labs -
10.	Language	Ukrainian, English		
11.	Lecturer/Coordinator	Inna Koblianska (coordinator, lecturer) – PhD, Associate Professor of Economics and Entrepreneurship Chair		
11.1	Contact information	<a href="mailto:koblianska@protonmail.com">koblianska@protonmail.com</a> SNAU, Economics and Management Faculty building, Office 403a		
12.	General description of educational component	<p>Planning is the primary and basic function of the management cycle, so learning the basics, content, methods, principles and organization of planning in the enterprise (and acquiring relevant practical skills) is an integral part of achieving the goals of the educational program: training in management and administration. Within the educational component, the information base and planning methods are studied, including with an emphasis on methods that allow to justify optimal management decisions in the field of production, finance and investment. Such knowledge and skills, in particular, contribute to the improvement of student self-organization skills, contributing to personal development. The study of the discipline "Enterprise Planning" ends with a final control in the form of an exam.</p>		
13.	Goal	<p>to form knowledge about the objective laws, conditions, processes and specific features of economic activity and development of enterprises in the field of agriculture;</p> <p>to form practical skills in the application of planning methods in the substantiation of optimal management decisions regarding the organization of production and economic processes.</p>		
14.	Knowledge and skills needed for study, interrelation with other educational components of TP	<p>1. The educational component is based on the knowledge and skills acquired during the study of other educational components of the educational program (obligatory), in particular: PNP 3. Production Economics; PNP 4. Analysis and control of the enterprise.</p> <p>2. The educational component provides the acquisition of competencies that are the basis for further study of other educational components of the educational program, in particular: PNP 7. Planning and evaluation of projects; PNP 6. Strategy of international agricultural marketing.</p>		

		3. There are no restrictions for studying the discipline.
15.	The policy of academic integrity	<p>The policy on academic integrity is based on the norms of the "Code of Academic Integrity of SNAU" and "Regulations on the Prevention and Detection of Academic Plagiarism in Sumy NAU" (approved by the Academic Council of SNAU № 6 of 26.12.2017),</p> <p>In particular, for violating the rules of academic integrity (in one form or another provided by the Code) during the study of the OK, persons studying at the university may be held liable for such forms as:</p> <ul style="list-style-type: none"> <li>- re-assessment;</li> <li>- repeated training course;</li> <li>- warning;</li> <li>- reprimand;</li> <li>- deductions from the university; (Part 5 of Article 48 of the draft Law of Ukraine "On Education");</li> <li>- arrest or restriction of liberty, or imprisonment, with deprivation of the right to hold certain positions or engage in certain activities with a fine.</li> </ul> <p>Violations of the Code of Academic Integrity by any participant in the educational process (student or teacher) must be reported to the Academic Integrity Council in accordance with the procedure specified in the Code (Section 4).</p>
16.	Distance learning course	<a href="https://cdn.snau.edu.ua/moodle/course/view.php?id=2988">https://cdn.snau.edu.ua/moodle/course/view.php?id=2988</a>

## 2. EDUCATIONAL COMPONENT'S LEARNING OUTCOMES AND THEIR RELATION WITH PROGRAM LEARNING OURCOMES (PLO)

Educational component's learning outcomes:	Program learning outcomes to be achieved by the EC (indicate the number according to the numbering given in the profile of the TP)						Evaluation of ALO
	PLO 2	PLO 3	PLO 4	PLO 5	PLO 13	PLO 14	
ALO 1. After studying the educational component, the student is expected to be able to analyze the parameters of the agricultural enterprise functioning: indicators of stability, liquidity and profitability of production and the factors that determine them (at least 4 indicators from each group).	X		X				Multiple choice tests; calculation task
ALO 2. After studying the educational component, the student is expected to be able to provide a description of the production processes of the enterprise (through the description of at least 5 characteristics of the production process).					X		Multiple choice tests; calculation task
ALO 3. After studying the educational component, the student is expected to be able to use at least two different planning methods (both static and dynamic) to develop individual components of the system of enterprise plans: production plan, cost plan, financial plan.		X	X	X	X		Multiple choice tests; calculation task
ALO 4. After studying the educational component, the student is expected to be able to form the optimal production plan, optimal investment and financing plans.	X		X	X	X	X	Multiple choice tests; calculation task

PR2. Identify problems in the organization and justify methods of solving them; PR3. Design effective management systems for organizations; PR4. Substantiate and manage projects, generate business ideas; PR5. Plan the activities of the organization in strategic and tactical sections; PR13. Be able to plan and implement information, methodological, material, financial and personnel support of the organization (unit); PR14. To substantiate the parameters of the directions of enterprise development, to work out the economic characteristics of the ways of their realization.

### 3. CONTENT OF EDUCATIONAL COMPONENT (DISCIPLINE'S PROGRAM)

Topic. Issues to be studied	Timing				References
	Contact work			Individual work	
	Lectures	PracticesC	Labs		
<p><i>Topic 1. The essence of the project.</i> List of questions to study: 1. The principle of marginal value. 2. Features of enterprise planning. 3. The optimal amount of costs. 4. Optimal cost formation.</p>	2	2	-	6	main: 1-14;
<p><i>Topic 2. Description of production processes, production plans</i> List of questions to study: 1. The optimal direction of production. 2. The principle of opportunity costs. 3. Description of production processes, development of production plans.</p>	2	2	-	6	main: 1-14; 17; additional: 21-23;
<p><i>Topic 3. Data sources for planning</i> List of questions to study: 1. Characteristics of the enterprise. 2. Comparison of the impact of different measures on production efficiency. 3. The presence of production factors and other production restrictions.</p>	2	2	-	6	main: 1-19; additional: 20; 23-25; 27;
<p><i>Topic 4. Property and capital</i> List of questions to study: 1. Establishment of production processes for the Fact-enterprise. 2. Calculation of production and economic indicators for the Fact-enterprise</p>	2	2	-	6	main: 1-19; additional: 20; 23-25; 27;
<p><i>Topic 5. Analysis of production: purpose, data sources</i> List of questions to study: 1. Profitability analysis. Reflecting the situation of the Fact-enterprise. 2. Analysis of economic and socio-economic problems of the enterprise.</p>	4	4	-	6	main: 1-19; additional: 20-27;

3. Analysis of goals. Establishing a hierarchy of goals. Reflection of weaknesses in the organization of production and development of possible directions of development of the enterprise					
<i>Topic 6. Analysis of stability and liquidity indicators</i> List of questions to study: 1. Liquidity ratios for a certain period. 2. Stability indicators (income and property evaluation criteria). 3. Liquidity ratios at a certain point of time.	4	4	-	6	main: 1-19; additional: 20-27;
<i>Topic 7. Classification of different methods of enterprise planning</i> List of questions to study: 1. Static method. 2. Dynamic method. 3. The method of constation. 4. Optimization method.	2	2	-	6	main: 1-14; additional: 20-22
<i>Topic 8. Methods of static planning of the enterprise</i> List of questions to study: 1. Estimation of the enterprise. 2. Program planning. 3. Linear programming.	4	2	-	6	main: 1-14;
<i>Topic 9. Carrying out a simplified planning process, its purpose</i> List of questions to study: 1. Characteristics and presentation of the Fact-enterprise. 2. Analysis of the enterprise. 3. Enterprise development plan. Evaluation and selection of the optimal plan.	4	4	-	6	main: 1-14;
<i>Topic 10. Determining the scale of competition</i> List of questions to study: 1. The sequence of ranks of assessment of production factors. 2. The relative advantage of production processes. 3. Drawing up production plans	2	2	-	6	main: 1-14;



<p><i>Topic 11. Calculation of marginal income (MI)</i> List of questions to study: 1. Total MI and profit of the Fact-enterprise. 2. Comparable MI in the Plan-enterprise.</p>	2	2	-	6	main: 1-14;
<p><i>Topic 12. Forms of financing</i> List of questions to study: 1. Classification of forms of financing. 2. Own financing. 3. Credit financing.</p>	2	2	-	6	main: 1-14; additional: 18-19
<p><i>Topic 13. Evaluation of plans and selection of the "optimal plan".</i> List of questions to study: 1. The cost of fixed factors of production. 2. Income from the release of factors of production</p>	2	2	-	6	main: 1-14; additional: 18-19
<p><i>Topic 14. Basics and concepts of investment</i> List of questions to study: 1. Property and capital. 2. The concept and reasons for investing. 3. Concepts and cases of financing.</p>	2	2	-	6	main: 1-14; additional: 18-19
<p><i>Topic 15. Loans: types, costs</i> List of questions to study: 1. Forms of loans. 2. Effective interest rate Subsidized loan. 3. Loan payments.</p>	2	2	-	6	main: 1-14; additional: 18-19
<p><i>Topic 16. Liquidity and financial plan</i> List of questions to study: 1. Funding rules. 2. Cash balance. 3. Liquidity and financial plan. 4. Financial planning.</p>	2	2	-	6	main: 1-14; additional: 18-19
Total	40	38	-	102	

#### 4. METHODS OF TEACHING AND STUDYING

<b>ALO</b>	Teaching methods (work to be carried out by the teacher during classes, consultations)	<b>Number of hours</b>	<b>Learning methods</b> (what types of educational activities the student must perform independently)	<b>Number of hours</b>
ALO 1. After studying the educational component, the student is expected to be able to analyze the parameters of the agricultural enterprise functioning: indicators of stability, liquidity and profitability of production and the factors that determine them (at least 4 indicators from each group).	Lecture, practical lesson, discussion, explanation of methods of solving specific calculation problems, case method	19	Elaboration of theoretical material, performance of calculation tasks	25
ALO 2. After studying the educational component, the student is expected to be able to provide a description of the production processes of the enterprise (through the description of at least 5 characteristics of the production process).	Lecture, practical lesson, discussion, explanation	19	Elaboration of theoretical material, performance of calculation tasks	25
ALO 3. After studying the educational component, the student is expected to be able to use at least two different planning methods (both static and dynamic) to develop individual components of the system of enterprise plans: production plan, cost plan, financial plan.	Lecture, practical lesson, discussion, explanation of methods of solving specific calculation problems, case method	20	Elaboration of theoretical material, performance of calculation tasks	26
ALO 4. After studying the educational component, the student is expected to be able to form the optimal production plan, optimal investment and financing plans.	Lecture, practical lesson, discussion, explanation of methods of solving specific calculation problems, case method	20	Elaboration of theoretical material, performance of calculation tasks	26
<b>Total</b>		<b>78</b>		<b>102</b>

## 5. EVALUATION

### 5.2 Summative evaluation

5.2.1 To evaluate the expected learning outcomes will be used:

<b>№</b>	<b>Methods of summative evaluation</b>	<b>Points / Weight in the overall score</b>	<b>Date</b>
1.	Testing (multiple choice tests, open type)	30/30%	7-8 week; 14-15 week
2.	Calculation task	25/25%	7-8 week; 14-15 week
3.	Individual task (calculation task)	15/15%	14-15 week
4.	Exam (written answer to open-ended questions and performance of calculation task)	30 / 30%	According to the session schedule

### 5.2.2 Evaluation criteria

<b>Method</b>	<b>Unsatisfactory</b>	<b>Satisfactory</b>	<b>Good</b>	<b>Excellent</b>
Calculation task	< 15 points	15-17 points	18-22 points	23-25 points
	<i>Task requirements not met</i>	<i>Most requirements are met, but some components are missing or insufficiently disclosed, there is no analysis of other approaches to the question</i>	<i>All task requirements are met</i>	<i>All task requirements are met, creativity, thoughtfulness is demonstrated, own solution of the problem is offered</i>
Test	<18 points	18-21	22-26 points	27-30 points
	<i>the correct answer to less than 60% of tasks is given</i>	<i>the correct answer is given to 60% - 74% of tasks</i>	<i>the correct answer is given to 75% -89% of tasks</i>	<i>the correct answer is given to 90% and more tasks</i>
Individual task	<9 points	9-10	11-13 points	14-15 points
	<i>Task requirements not met</i>	<i>Most requirements are met, but some components are missing or insufficiently disclosed, there is no analysis of other approaches to the question</i>	<i>All task requirements are met</i>	<i>All task requirements are met, creativity, thoughtfulness is demonstrated, own solution of the problem is offered</i>

### 5.3 Formative assessment:

5.3.1 To assess current progress in learning and to understand areas for further improvement will be used:

<b>№</b>	<b>Elements of formative assessment</b>	<b>Date</b>
1	Testing using Kahoot after studying topics № 1-4; 5-6; 7-13; 14-16.	Week 3, Week 7, Week 10, Week 15

2	Oral feedback from the teacher on solving calculation tasks during classroom work	constantly
3	Oral questioning 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 on the results of the Individual task	14-15 week

Self-assessment can be used both for summative and formative assessment.

#### 5.4 Total points for EC and rating scale

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

##### 5.4.1 Assessment scale applied in the University:

Total points	ECTS	National rating	
		Exams, term paper, practice	credit
90 – 100	<b>A</b>	Excellent	passed
82-89	<b>B</b>	Good	
75-81	<b>C</b>		
69-74	<b>D</b>		
60-68	<b>E</b>	Satisfactory	
35-59	<b>FX</b>	Unsatisfactory	Not passed, but can have second attempt
1-34	<b>F</b>	Poor	Not passed, need add training

## 6. REFERENCES

### 6.1 Main

#### 6.1.1 Handbooks

- 1) Виробнича економіка : навч. посіб. для підгот. фах. аграр. вищих навч. заклад. За ред. В. П. Галушко, Г. Штрюбеля. Вінниця: Нова книга, 2005. - 392 с.
- 2) Македон В.В. Бізнес-планування. Київ: ЦУЛ, 2017. 236 с.
- 3) Коблянська І.І., Строченко Н.І. Планування і контроль на підприємстві: навчальний посібник для студентів економічного та управлінського напрямів підготовки денної та заочної форм навчання освітнього ступеня «Бакалавр». Суми: СНАУ, 2022. 237 с.
- 4) Koblanska I. (ed.) Planning of enterprises: course-book for english-speaking students of master's degree of speciality 073 "Management", training program "Administrative management" / Sumy, 2020, 102 p. – 2nd edition, improved.
- 5) Bochtis D., Achillas C., Baniyas G., Lampridi M. (2020). Bio-economy and Agri-production: Concepts and Evidence. Academic Press; 1 edition. 348 p. ISBN-13: 978-0128197745.
- 6) Dr. Harl Neil E., Achenbach Jr. Robert P. (2016). Farm Estate and Business Planning. Agricultural Law Press; 19th edition. 510 p. ISBN-13: 978-0967785691
- 7) Henderson E., North K. (2011). Whole-Farm Planning: Ecological Imperatives, Personal Values, and Economics (Organic Principles and Practices Handbook Series). Chelsea Green Publishing; Revised and updated edition edition. 96 p.
- 8) Kaiser Harry M. & Messer Kent D. (2011). Mathematical programming for agricultural, environment and resource economics, University of Delaware, USA.
- 9) Project management professional handbook. (2012). Project management Institut Inc.
- 10) Stephenson G. (2019). Whole Farm Management: From Start-Up to Sustainability. Storey Publishing, LLC. 312 p. ISBN-13: 978-1635860740
- 11) Volk J. (2017). Compact Farms: 15 Proven Plans for Market Farms on 5 Acres or Less; Includes Detailed Farm Layouts for Productivity and Efficiency. Storey Publishing, LLC. 462 p.

#### 6.1.2 Methodical support

- 12) Коблянська І.І. Планування підприємств: методичні рекомендації для практичних занять і самостійної роботи для студентів Іго курсу спеціальності 073 Менеджмент освітньої програми «Адміністративний менеджмент» освітнього ступеня «Магістр» денної та заочної форм навчання. Суми: СНАУ, 2017. 36 с.
- 13) Distance learning course on "Planning of enterprises" (MOODLE course), Koblanska I.I., 2020. <https://cdn.snau.edu.ua/moodle/course/view.php?id=2988>
- 14) Scrypts „Unternehmensorganisation” by High School Vaienschtefan, 2019.

#### 6.1.3 Other sources

- 15) Koblanska I., Kalachevska L. Problems of the Institutional-Legal and Organizational Provision of Systemic Innovation Policy: the Case of Ukraine. *Comparative Economic Research. Central and Eastern Europe*, 2019. Volume 22, Number 1. <http://doi.org/10.2478/cer-2019-0004>
- 16) Koblanska I., Pasko O., Kalachevska L. Adaptation of KTBL's Databases for Planning and Benchmarking the Sustainable Use of Farm Machinery in Developing Countries. Tropentag 2019: Filling gaps and removing traps for sustainable resources management. September 18 - 20, 2019, Universities of Kassel and Goettingen, Germany.
- 17) Beginning farmers: an online resource for farmers. URL: <http://www.beginningfarmers.org/farm-business-planning/>
- 18) Farm business and financial planning. Guidance. URL: <https://www.gov.uk/farm-business-and-financial-planning>
- 19) Agriculture farm business plan. Guidance. URL: [http://www.bplans.com/agriculture\\_farm\\_business\\_plan/financial\\_plan\\_fc.php](http://www.bplans.com/agriculture_farm_business_plan/financial_plan_fc.php)

- 20) Коблянська І.І., Стоянець Н.В. Стратегічне планування діяльності торгівельного центру на основі КРІ. *Інтелект XXI*, 2021. № 4. <https://doi.org/10.32782/2415-8801/2021-4.2>.
- 21) Коблянська І. І., Лукаш С. М. Формалізація процесу планування заходів із виходу підприємства на міжнародні ринки агропродукції, *Міжнародний науковий журнал "Інтернаука". Серія: "Економічні науки"*. 2021. №9. <https://doi.org/10.25313/2520-2294-2021-9-7516>
- 22) Коблянська І.І., Ковальова О.М. Планування інновацій з урахуванням екологічних аспектів: огляд сучасних програмних продуктів. *Інфраструктура ринку*, 2021. № 58. С. 46–51. DOI: <https://doi.org/10.32843/infrastruct58-9>

## 6.2 Additional

- 23) Dave Lavinsky. Marketing Plan Template: Exactly What To Include. URL: <http://www.forbes.com/sites/davelavinsky/2013/09/30/marketing-plan-template-exactly-what-to-include/>
- 24) Developing a Marketing Plan. URL: <https://www.sba.gov/content/developing-marketing-plan>
- 25) Taylor E. Service Operations Planning vs. Manufacturing Planning. Demand Media. URL: <http://smallbusiness.chron.com/service-operations-planning-vs-manufacturing-planning-20343.html>
- 26) Report on the workforce planning capabilities of agricultural employers. NRAC. URL: <http://www.daff.gov.au/SiteCollectionDocuments/agriculture-food/drought/nrac/nrac-planning-report.pdf>
- 27) Strategic Planning Basics. URL: <http://balancedscorecard.org/Resources/Strategic-Planning-Basics>
- 28) The Strategic Planning Process. URL: <http://www.quickmba.com/strategy/strategic-planning/>
- 29) O'Donovan, Dana & Flower, Noah Rimland. The Strategic Plan is Dead. Long Live Strategy. – URL: [http://www.ssireview.org/blog/entry/the\\_strategic\\_plan\\_is\\_dead.\\_long\\_live\\_strategy](http://www.ssireview.org/blog/entry/the_strategic_plan_is_dead._long_live_strategy)
- 30) Machinery management. URL: <https://www.extension.iastate.edu/agdm/cdmachinery.html>


## 6.3 Software

- 31) Kahoot Software - in the process of formative assessment, Google Cloud & Docs - to provide methodological materials, communication with students (placement of completed tasks).
- 32) Software of the distance learning system Moodle 3.11 - for the organization of distance learning of students (access to teaching materials, communication with the teacher, the implementation of various types of assessment).
- 33) Zoom Video Communications, Inc. software v. 5.6.1 - to organize training via video link (if necessary).

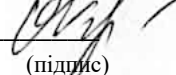
Рецензія на робочу програму (силабус) освітнього компонента  
NDPP 4 Enterprise planning (in English)

Розроблену викладачем кафедри Економіки та підприємництва Коблянською І.І.  
(назва) (ПІБ)

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	X		
Результати навчання за освітнім компонентом (ДРН) відповідають передбаченим ПРН (для обов'язкових ОК)	X		
Результати навчання за освітнім компонентом дають можливість виміряти та оцінити рівень їх досягнення	X		

Член проєктної групи ОП Адміністративний менеджмент 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	X		
Результати навчання за освітнім компонентом (ДРН) відповідають НРК	X		
Результати навчання за освітнім компонентом (ДРН) дають можливість виміряти та оцінити рівень їх досягнення	X		
Результати навчання (ДРН) стосуються компетентностей студентів, а не змісту дисципліни (містять знання, уміння, навички, а не теми навчальної програми дисципліни)	X		
Зміст ОК сформовано відповідно до структурно-логічної схеми	X		
Навчальна активність (методи викладання та навчання) дає змогу студентам досягти очікуваних результатів навчання (ДРН)	X		
Освітній компонент передбачає навчання через дослідження, що є доцільним та достатнім для відповідного рівня вищої освіти	X		
Стратегія оцінювання в межах освітнього компонента відповідає політиці Університету/факультету	X		
Передбачені методи оцінювання дозволяють оцінити ступінь досягнення результатів навчання за освітнім компонентом	X		
Навантаження студентів є адекватним обсягу освітнього компонента	X		
Рекомендовані навчальні ресурси є достатніми для досягнення результатів навчання (ДРН)	X		
Література є актуальною	X		
Перелік навчальних ресурсів містить необхідні для досягнення ДРН програмні продукти	X		

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(назва) (посада, ПІБ) (підпис)