

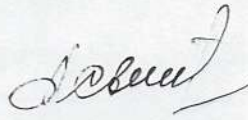
Ministry of education and science of Ukraine  
Sumy national agrarian university  
Faculty of economics and management  
Department of public management and administration

**Syllabus of the educational component**  
**BUSINESS-MANAGEMENT**


|                     |  |
|---------------------|--|
| Specialty           | <b>073 Management</b>                                  |
| Educational program | <b>Administrative management</b>                       |
| HE level            | <b>The second (master's) level of higher education</b> |

**Sumy 2024**

Creators:



Svitlana Lukash, PhD (Economics), ass. Professor

|   |  |
|---|--|
| Considered, reviewed and approved on the meeting of the department of | Minutes dated 17 June, 2024 # 15   |
| <b>Public management and administration</b>                           |  |
| Acting head of the department   | <br>(sign) <b>Nadiya STOVOLOS</b><br>(name) |


Agreed:

Guarantor of the educational program

  
(sign)

Larysa KALACHEVSKA  
(name)

Dean of the faculty where the educational program EP is implemented

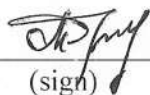
  
(sign)

Marharyta LYSHENKO  
(name)

A review of the work program has been provided


  
(sign)

Tetyana KHARCHENKO (attached)  
(name)

  
(sign)

Alina BRYCHKO (attached)  
(name)

Methodist of the Department of Education Quality, licensing and accreditation

  
(sign)

(Nadiya BARANIK)  
(name)

Registered in the electronic database: date: 11.06. 2024

### 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.   | Semester and duration of module  | 1 semester, 1-15 weeks   |            |                     |          |
| 7.   | ECTS credits number  | 5 ECTS   |            |                     |          |
| 8.   | Total workload and time allotment  | Directed study   |            | Self-directed study |          |
|      |  | Lectures   | Practicals | Labs                |          |
|      |  | 44 hours   | 30 hours   |                     | 76 hours |
| 9.   | Language of instruction  | English  |            |                     |          |
| 10.  | Lecturer/Leader of educational component   | Svitlana LUKASH, associate professor of Public management and administration department<br>Larysa KALACHEVSKA, professor of Public management and administration department<br>Consultation hours - every Tuesday at 12:15 p.m., room 205a (economic building) |            |                     |          |
| 11.1 | Contact information  | <a href="mailto:svitlana.lukash@snau.edu.ua">svitlana.lukash@snau.edu.ua</a><br><a href="mailto:svitlana.lukash@gmail.com">svitlana.lukash@gmail.com</a>   |            |                     |          |

|     |  |  |
|-----|--|--|
| 11. | 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 programming method planning II and simplified enterprise planning using programming method planning I; introduction into multiperiod calculations of investment efficiency.</p>   |
| 12. | 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 foundations of production and investment theory of enterprise creation, as well as the main methods of economic analysis and planning.</p>  |
| 13. | Prerequisites for educational component studying, connection with other educational components of EP | <p>The educational component is the basis for such courses as Enterprise Planning, Management Consulting.</p>  |
| 14. | 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).</p> <p><a href="https://snau.edu.ua/viddil-zabezpechennya-yakosti-osviti/zabezpechennya-yakosti-osviti/akademichna-dobrochesnist/">https://snau.edu.ua/viddil-zabezpechennya-yakosti-osviti/zabezpechennya-yakosti-osviti/akademichna-dobrochesnist/</a> ).</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"> <li>- repeated assessment (test, exam, credit, etc.);</li> <li>- repeated completion of the training course;</li> <li>- warning;</li> <li>- issuing a reprimand;</li> <li>- expulsion from the university; (Part 5 of Article 48 of the draft Law of Ukraine "On Education");</li> <li>- 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.</li> </ul> |

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

| Learning outcomes for EC (MLOs):<br>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) <sup>1</sup> |                  |                   |                   |                   | How assessed   |
|---|--|------------------|-------------------|-------------------|-------------------|--|
|   | PLO <sub>1</sub>   | PLO <sub>6</sub> | PLO <sub>10</sub> | PLO <sub>12</sub> | PLO <sub>13</sub> |  |
| 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                 | x                 | Conducting modular control, Business model canvas  |
| 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, discussion situational tasks), Business model canvas  |
| MLOs 3. To evaluate the personnel potential and form the personnel policy of the enterprise   |  |                  | x                 | x                 |                   | Practical classes, (tests on the Kahoot platform, 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                 |                   | x                 | Practical classes (tests on the Kahoot platform, work in groups, calculation tasks, solving practical cases and discussion situational tasks), Persona developing, Business plan |
| 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, essays, tests on the Kahoot platform  |

## 3. CONTENT OF THE EDUCATIONAL COMPONENT (CURRICULUM PROGRAM)

| Topic.<br>List of issues to be considered within the topic  | Distribution within the general time budget |            |      | Self-directed study | Learning resources <sup>2</sup> |
|---|---|------------|------|---------------------|---------------------------------|
|   | Directed study                              |            |      |                     |                                 |
|   | Lectures                                    | Practicals | Labs |                     |                                 |
| <b>Topic 1. Scientific and economic foundations of business management.</b><br>1. Management: general idea about the goals and types of an entrepreneur behavior.<br>1.1 Desire, needs, benefit, profit.<br>1.2 Concept of Business ethics<br>1.3 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                   |

<sup>1</sup> 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

<sup>2</sup> Конкретне джерело із основної чи додатково рекомендованої літератури

|   |   |   |  |    |                  |
|---|---|---|--|----|------------------|
| <p>2 Economy, enterprise, household.<br/>2.1 Individual performance indicators.<br/>3 General provisions on the theory of the agricultural enterprise.<br/>3.1 Elements of the economic model.<br/>3.2 Forms of the economic model.<br/>3.3 Normative and positive assessment of the model.<br/>4. Benchmarking</p>   |   |   |  |    |                  |
| <p><b>Topic 2. Factors of production.</b><br/>1. Buildings and structures.<br/>2. Machines, devices and fixed installations.<br/>3. Materials. Unfinished production (curriculum capital).<br/>4. Rights as means of production.</p>  | 2 | 2 |  | 4  | 1, 2, 4, 6, 7, 9 |
| <p><b>Topic 3. Classification of costs and revenues in agricultural enterprises (inputs and outputs).</b><br/>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.<br/>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.<br/>3. Examples of calculating the cost of manufactured products.</p>   | 6 | 4 |  | 10 | 1, 2, 4, 6, 7, 9 |
| <p><b>Topic 4. Fixed assets: essence and effectiveness of their use.</b><br/>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.<br/>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> | 6 | 4 |  | 10 | 1, 2, 4, 6, 7    |
| <p><b>Topic 5. Basic aspects of the economy of labor resources.</b><br/>1. Labor cost assessment indicators<br/>2. The need for working time for the production process.<br/>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.<br/>3.4. Compilation of the work balance. 3.5. Analysis of the structure of works.<br/>4. Payment of the labor force. 4.1. Payment of employees. 4.2. Wage rates for unpaid own labor.<br/>5. Personnel management and motivation theory</p>   | 6 | 2 |  | 8  | 1, 2, 4, 6, 7    |
| <p><b>Topic 6. Basics of production theory.</b><br/>1. General understanding of production theory.<br/>1.1. Prerequisites of production theory. 1.2. Concept of production function. 1.3. The main issues of the optimal organization of the enterprise.<br/>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.<br/>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.<br/>4. Optimal organization of the farm.</p>  | 6 | 4 |  | 10 | 1, 2, 4, 6, 7    |

|   |    |    |  |    |               |
|---|----|----|--|----|---------------|
| <p><b>Topic 7. Planning of enterprise activities using software planning II.</b></p> <p>1. General characteristics of the method.<br/> 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".<br/> 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><b>Topic 8. Simplified planning of the enterprise by the program planning method I.</b></p> <p>1. Principal features of the method.<br/> 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".<br/> 3. An example of enterprise optimization using program planning I.</p>  | 6  | 6  |  | 10 | 1, 2, 4, 6, 7 |
| <p><b>Topic 9. Introduction to multiperiod calculations of investment efficiency.</b></p> <p>1. Principles of investment efficiency assessment.<br/> 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).<br/> 2. Performance indicators in multiperiod calculations<br/> 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.<br/> 3. Sensitivity analysis.<br/> 4. Financial and mathematical indicators.<br/> 5. Examples of application of financial and mathematical indicators.</p> | 6  | 4  |  | 10 | 1, 2, 4, 6, 7 |
| <b>Total</b>  | 44 | 30 |  | 76 |               |

#### 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.<br>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.<br>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.<br>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.<br>Apply various methods of planning the company's activities and evaluate the results of its activities                                    | Lecture, practical session, discussion, case method, express survey  | 22 | Development of theoretical material, solving individual calculation tasks, visual presentation of calculation results and their analysis  | 22 |
| MLO 5.<br>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  |  | 74 |   | 76 |



## 5. EVALUATION BY THE EDUCATIONAL COMPONENT

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

| <b>№</b> | <b>Methods of summative assessment</b>  | <b>Points / Weight in the overall assessment</b> | <b>The date of compilation</b>      |
|----------|---|--|-------------------------------------|
| 1.       | Testing (multiple choice, open type tests)  | 45/45%   | 7-8 week                            |
| 2.       | INHT (calculation task)   | 25/25%   | 7-8 week                            |
| 3.       | 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

| <b>Component</b> | <b>Unsatisfactory</b>  | <b>Satisfactory</b>   | <b>Good</b>  | <b>Excellent</b>  |
|------------------|--|---|--|---|
| Testing          | <27 points   | 27-33 points  | 34-40 points   | 41-45 points  |
|                  | the correct answer was provided for less than 60% of the tasks | the correct answer was provided for 60%-74% of the tasks                                      | the correct answer was provided for 75%-89% of the tasks | 90% or more tasks were answered correctly   |
| INHT             | < 15 points  | 15-17 points  | 18-22 points   | 23-25 points  |
|                  | The task requirements have not been fulfilled                  | Most of the requirements are met, but some components are missing or insufficiently disclosed | All requirements of the task have been fulfilled         | All the requirements of the task were met, creativity and thoughtfulness were demonstrated, and an own solution to the problem was proposed |

### 5.2 Formative assessment:

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

| <b>№</b> | <b>Elements of formative assessment</b>   | <b>Date</b> |
|----------|---|-------------|
| 1        | Testing using Kahoot after learning all topics  | constantly  |
| 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  |   |
| 35-59   | not satisfactory with the possibility of retaking                 | not passed 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, second edition. Kent Olson and John Westra. New York, NY: Routledge, 2022. 560 p.
2. Ronald D. Kay, William M. Edwards and Patricia A. Duffy. Farm Management, 9th Edition. McGraw-Hill, Inc. 2020. 496 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.
8. Kahan, David. Farm Business Analysis Using Benchmarking. Food and Agriculture Organization of the United Nations (FAO), 2013. 158 p. DOI: 10.13140/2.1.3821.4720 URL: <https://www.fao.org/4/i3230e/i3230e.pdf>
9. Osterwalder, Alexander & Pigneur, Yves. Business Model Generation: A Handbook for Visionaries, Game Changers, and Challengers, 2010. 288 p. URL: [https://vace.uky.edu/sites/vace/files/downloads/9\\_business\\_model\\_generation.pdf](https://vace.uky.edu/sites/vace/files/downloads/9_business_model_generation.pdf)

### Additional sources

1. [www.ktbl.de](http://www.ktbl.de)
2. [www.minagro.gov.ua](http://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](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](http://www.ukrstat.gov.ua)
10. [www.sumystat.gov.ua](http://www.sumystat.gov.ua)
11. [www.agroinfo.ua](http://www.agroinfo.ua)

12. [www.agroua.net](http://www.agroua.net)
13. [www.usaid.com](http://www.usaid.com)
14. [www.farm.org](http://www.farm.org)
15. [www.kurkul.ua](http://www.kurkul.ua)
16. [www.latifundist.ua](http://www.latifundist.ua)
17. [www.aiaee.org](http://www.aiaee.org)
18. [www.icp.org.ua](http://www.icp.org.ua)
19. [www.usda.gov.com](http://www.usda.gov.com)

### **Software**

Computer programs MAX та Regio Max