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	D3 Management
Educational program	Administrative management
HE level	The second (master's) level of higher education

Creators:

Deseer

Svitlana LUKASH, PhD (Economics), ass. Professor

Considered, reviewed and approved on the meeting of the department of

Public management and administration

Minutes dated 03 June, 2025 # 20

Head of the

Alina BRYCHKO (name)

department (sign) Agreed: Larysa KALACHEVSKA Guarantor of the educational (name) (sign) program Dean of the faculty, where the educational Svitlana LUKASH program EP is implemented (name) (sign) A review of the work program Tetyana KHARCHENKO (attached) MG \$ has been provided (name) (sign) Alina BRYCHKO (attached) (name) (sigh)

Methodist of the Department of Education Quality, (Nadiya BARANIK) J. Tan licensing and accreditation (name) (sign)

2025 17.06 Registered in the electronic database: date:_



Information on syllabus reviewing:

Academic year in which the changes are made	The number of the annex to the work program with a	The cha	anges were reviewed and	approved
	description of the changes	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-Mar	nagement			
2.	Faculty/Department	Economics and Management/ Department of Public Management and Administration				
3.	State of EC	Obligatory				
4.	Program(s) to which the EC is attached (<i>to be</i> <i>filled in for obligatory</i> <i>types</i>)		1	i C	inistrative Management" alty D3 "Management"	
5.	The EC can be suggested for (<i>to be filled in for</i> <i>optional types</i>)					
6.	Semester and duration of module	1 semester, 1-	-15 weeks			
7.	ECTS credit number	5 ECTS				
8.	Total workload and		Directed study		Self-directed study	
	time allotment	Lectures 44 hours	Practicals 30 hours	Labs	76 hours	
9.	Language of instruction	English				
10.	Lecturer/Leader of the educational component	administratio	n department	•	blic management and p.m., room 207e (economic	
11.1	Contact information	svitlana.lukas	sh@snau.edu.ua sh@gmail.com			
11.	Educational component description	of the ability as well as th informational the organizati The goal of f functions and or by analog accumulate concepts on situations and The education students with management; in agricultura use; main asp theory; theore method plann	to choose and us e skills and abi l, methodical, m ton (unit). the course is to tools of enterpr y to solve exis knowledge on the success of business games nal discipline "B knowledge abou factors of produ l enterprises; fix pects of the econo- etical foundation ting II and simpling I; introduction	se management lities to independent lities to independent form students ise management ting management determining t the enterprise determining t the enterprise usiness Manage at: theoretical for the assets: essent bomy of labor re- s of enterprise p ified enterprise	cipline, ensures the formation concepts, methods and tools ndently plan and implement al and personnel support of a clear understanding of the t, which can be used directly ent situations, as well as to he impact of management e with the help of applied ement" is aimed at providing bundations of business ation of expenses and income ice and effectiveness of their sources; basics of production planning using programming planning using programming riod calculations of	
12.	Educational component aim	The purpose provide stude enterprise's o management,	of studying the d ents with thoroug peration, familia the foundations	h knowledge al rization with po of production a	ness Management" is to bout the goals of the ossible legal forms of and investment theory of ods of economic analysis and	

13.	Prerequisites for educational component studying, connection with other	The educational component is the basis for such courses as Enterprise Planning, Management Consulting.
	educational components of EP	
14.	Policy of academic integrity	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. Observance of academic integrity by students of higher education involves independent performance of educational tasks, tasks of current and final control, learning results. 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/). For violation of academic integrity, students of higher education may be held to the following academic responsibility: - 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.
15.	Keywords	Business management, administration, efficiency, enterprise analysis, business ethics, social responsibility, expenses, income, labour resources, land resources, fixed and working capital, human resource policy, leadership, enterprise planning, business planning, entrepreneurship, investments, efficiency of investment projects.

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	P	Program learning outcomes, PLOs (specify the number according to the numbering given in EP) ¹			How assessed	
	PLO ₁	PLO ₆	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 organisation.	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 Moodle/ Kahoot platform, calculation 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 cases; 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 of educational and scientific literature, including Internet resources on business management issues	x				х	Preparation and public presentation of topics for seminar classes

3. CONTENT OF THE EDUCATIONAL COMPONENT (CURRICULUM PROGRAM)

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

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

2 Longency enterprise, household, 31. Individual performance indicators is agricultural interprise. 3.1. Individual performance indicators is agricultural interprise. 4 3.1. Elements of the economic model. 33.1 symmatrixe and positive nonzemative of the model. 3.3.1 Strumative and positive nonzemative of the model. 4 3.3.1 Strumative and positive nonzemative of the model. 4 2.2.2.1 Methods of Structget Audysis in threader on symmatrixe in the model. 4 3.1.2.2.2.5 Methods of Structget Audysis in threader on symmatrixe indicators in the model. 4 3.1.2.2.2.5 Methods of Structget Audysis in threader on symmatrix indicators in the moder on symmetrixe indicators in the moder on symmetrixe indicators in the moder on symmetrix. 4 3.1.2.2.2.6.7.7 1.2.4.6.7 Topics 2.5 basiness Edites and Social Responsibility in the mode on symmetrix indicators in the moder on symmetri					
3 General provisions on the theory of the agricultural enterprise. The second resolution of the model. The second resolution of the model of the second resolution of the model of the second resolution of the sec	2 Economy, enterprise, household.				
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Topic 7. Basic aspects of the economy of labor	4	2	8	1, 2, 4, 6, 7
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.				
4. Payment of the labor force. 4.1. Payment of				
employees. 4.2. Wage rates for unpaid own labor.				
5. Personnel management and motivation theory				
<u> </u>	4	2		1 2 4 (7
Topic 7: Formation of Enterprise HR Policy and	4	2	8	1, 2, 4, 6, 7
Key Aspects of Labor Resource Economics				
1. The Essence and Importance of Enterprise HR Policy 2. Key Indicators for Evaluating Labor Costs in HR				
Policy				
3. Determining the Need for Labor Resources				
4. Developing a Labor Balance and Job Structure				
5. Main Directions of HR Policy Implementation				
6. Wages as an Element of HR Policy				
7. Strategic Planning in HR Policy				
8. Analysis of HR Policy Effectiveness				
Topic 8: Motivation Mechanism and Leadership in	2	2	6	1, 2, 4, 6, 7
a Team	-	-	0	
1. Introduction to the Topic				
2. Theoretical Foundations of Motivation				
3. Motivational Mechanism in a Team				
4. Leadership as a Factor in Team Motivation				
5. Formation of an Effective Team				
6. Practical Aspects of Applying Motivation Mechanisms				
and Leadership				
7. Conclusions and Discussion				
Topic 9. Basics of production theory.	4	2	6	1, 2, 4, 6, 7
1. General understanding of production theory.	4	2	0	1, 2 , 7 , 0 , /
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.				
	1		1	

Topic 10. Planning of enterprise activities using software planning II.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.	4	2	6	1, 2, 4, 6, 7
 Topic 11. Simplified planning of the enterprise by the program planning method I. 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. 	4	2	6	1, 2, 4, 6, 7
 Topic 12. Introduction to multiperiod calculations of investment efficiency. Principles of investment efficiency assessment. The concept of investment. Sources of investment 1.2. Static and multiperiod calculations of investment efficiency. Payment Streams, Periods and Cash Flow. 1.4. Financial and mathematical indicators of investment evaluation 1.5. Actual value (current). 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-Increase. Sensitivity analysis. Financial and mathematical indicators. Examples of application of financial and mathematical indicators. 	4	4	8	1, 2, 4, 6, 7
Total	44	30	76	

4. TEACHING AND LEARNING METHODS

MLO	Teaching methods (work to be carried out by the teacher <u>during</u> <u>classroom classes</u> , consultations)	Number of hours	Teaching methods (what types of educational activities should the student <u>perform</u> <u>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	22	Development of theoretical material, solving individual calculation tasks, visual presentation of calculation results and their analysis	22
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		74		76

5. EVALUATION BY THE EDUCATIONAL COMPONENT

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

Nº	Methods of summative assessment	Points / Weight in the overall assessment	The date of compilation
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

Component	Unsatisfactory	Satisfactory	Good	Excellent
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

No	Elements of formative assessment	Date
1.	Verbal feedback from the teacher during classroom work	constantly
2.	Oral survey during classes and feedback from the teacher during classroom work	constantly
3.	Conversation and discussion during classroom lectures	constantly
4.	Written feedback from the teacher based on the results of the INHW	7-8 week
5.	Discussion of situational tasks and presentations on the subject of independent study of the discipline	constantly
6.	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	Evaluation on a national scale			
educational activities	For an exam, a course project (work), practice, or qualification work	For a credit		
90 - 100	excellent			
82-89	1			
75-81	good	passed		
69-74	antiafantamy			
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. Штрьобель: 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 Moodle platform.

8. Osterwalder, Alexander & Pigneur, Yves. Business Model Generation: A Handbook for Visionaries, Game Changers, and Challengers, 2017. 288 p. URL: https://vace.uky.edu/sites/vace/files/downloads/9_business_model_generation.pdf

Others source

1. Lukash, S., Sokhan, I., & Pasko, O. (2023). Management of family farms development in the context of economic transformations: Assessment of their role and measures to support their sustainable development. Bulletin of Sumy National Agrarian University, (1[93]), 40–45. https://doi.org/10.32782/bsnau.2023.1.8

2. Yingxue, D., & Lukash, S. (2023). Research on enterprise risk management: A literature review. Economy and Society, (55). <u>https://doi.org/10.32782/2524-0072/2023-55-76</u>

3. Yihan, Z., & Lukash, S. (2023). Management of human resources development in small and medium-sized enterprises – Theoretical review. Economy and Society, (55). <u>https://doi.org/10.32782/2524-0072/2023-55-77</u>

4. Brychko, A. M., & Lukash, S. M. (2021). Minimization of risks of innovative business development. Economics, Management and Administration, (4[98]), 37–41. <u>https://doi.org/10.26642/ema-2021-4(98)-37-41</u>

5. Brychko, A., & Lukash, S. (2021). State support and regulation of farming in Sumy region.

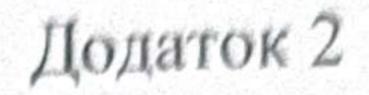
Public Administration and Regional Development, (12), 376–407. https://doi.org/10.34132/pard2021.12.04. Available at: https://pard.mk.ua/index.php/journal/article/view/248

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.agroinfo.ua
- 11. www.agroua.net
- 12. www.usaid.com
- 13. www.farm.org
- 14. www.kurkul.ua
- 15. www.latifundist.ua
- 16. www.aiaee.org
- 17. www.icp.org.ua
- 18. www.usda.gov.com

Software

Computer programs MAX ta Regio Max



РЕЦЕНЗІЯ НА РОБОЧУ ПРОГРАМУ (СИЛАБУС)

Параметр, за яким оцінюється робоча програма (силабус) освітнього компонента гарантом або членом проєктної групи	Так	Hi	Коментар
Результати навчання за освітнім компонентом (ДРН) відповідають НРК	4		
Результати навчання за освітнім компонентом (ДРН) відповідають передбаченим ПРН (для обов'язкових ОК)	4		
Результати навчання за освітнім компонентом дають можливість виміряти та оцінити рівень їх досягнення	+		

Член проектної групи ОП Адміністративний менеджмент, к.е.н., доцент

Аліна БРИЧКО

Параметр, за яким оцінюється робоча програма (силабус) освітнього компонента викладачем	Так	Hi	Коментар
відповідної кафедри Загальна інформація про освітній компонент є достатньою	L		
Загальна інформація про освітни компонент є достативою 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)	4		
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	4		
Навантаження студентів є адекватним обсягу освітнього компонента	4		
Рекомендовані навчальні ресурси є достатніми для досягнення результатів навчання (ДРН)	+		
Література є актуальною	+		
Перелік навчальних ресурсів містить необхідні для досягнення ДРН програмні продукти	+		

Доцент кафедри публічного управління та адміністрування, д.н.держ.упр., доцент



Тетяна ХАРЧЕНКО