

Ministry of education and science of Ukraine
Sumy national agrarian university
Faculty of economics and management
Department of management named by professor L.Mykhailova

Syllabus of the educational component

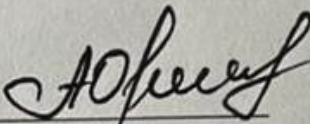
BUSINESS MANAGEMENT (selective)

Specialty	D3 Management
Educational program	Management
HE level	doctor of philosophy the third (educational and scientific) level of higher education

Creator:  Sokhan I., Dr.Sci in Management, Professor of Management Department
named after professor L.Mykhailova

Considered, reviewed and approved on the meeting
of the Management Department named after professor L.Mykhailova

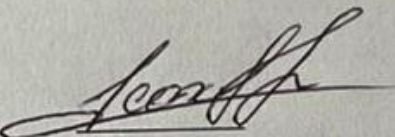
The head
of the department


(sign)

Alvina ORIEKHOVA
(name)

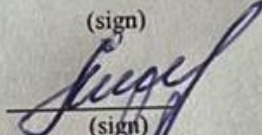
Approved:

Guarantor of the educational program


(sign)

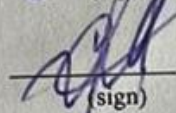
Inna SOKHAN.
(name)

Dean of the Faculty


(sign)

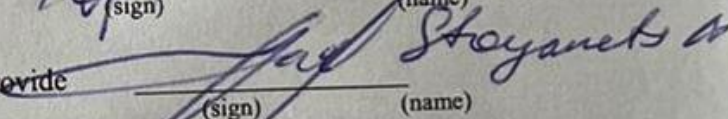
Marharyta LYSHENKO
(name)

Head of PhD Department

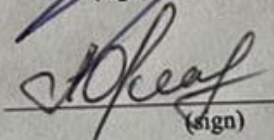

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Svitlana Yaroshchuk
(name)

A review of the work program has been provide

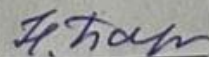

(sign)

(name)


(sign)

Orieckhova A.
(name)

Methodist of the Department of Education Quality,
licensing and accreditation


(sign)

(Baranik N.)
(name)

Registered in the electronic database: date: 06.07. 2024

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	Faculty of Economic and Management / Department of Management named by professor L.Mykhailova		
3.	State of EC	Selective		
4.	Program/Specialty	Scientific and educational program «Management». The third (educational and scientific) level of higher education. Level of higher education: doctor of philosophy. Field of study: 07 - «Management and administration». Specialty: 073 - «Management».		
5.	Level of NFC	8		
6.	Semester and studying duration	Full-time 3 semester		
7.	ECTS credits number	3		
8.	Total workload and time allotment Language of instruction	Directed study		
		Lectures	Seminars	Self-directed study
		20	30	100
9.	Lecturer/Leader of educational component	English		
10.	ECTS credits number	Inna Sokhan, Dr.Sci in Management, professor of Management department named by provessor L.Mykhailova		
11.	Contacts	Consultations hours – every tuesday at 12.15, online; innalozynska@gmail.com		
12.	Educational component description	The discipline "Business Management" is an important component of the training of specialists and occupies a significant place in future practical activities. The discipline studies theoretical and applied aspects of business management, business model, functional subsystems of the enterprise, operational, commercial activities of business implementation, interaction with partners and stakeholders in the business environment, as well as the application of business management tools in the activities of industrial enterprises. The component of the educational program provides for the study of the business system of the enterprise, the construction and improvement of the business model, the development of the concept of a business enterprise, functional areas of business management, operational procedures and business models of the enterprise's functioning in the business environment, its purchasing and commercial activities, stakeholder management with the study of approaches and tools for managing relations with suppliers and consumers, as well as determining business efficiency based on key indicators.		
13.	Educational component aim	Formation and understanding of theoretical, methodological and practical provisions of business management implemented by enterprises, application of management tools and technologies in business, development of management and administration capabilities of the components of the enterprise's business activities in predictable and unpredictable conditions.		
14.	Prerequisites for educational component studying, connection with other educational components of EP	1. The educational component is based on such a course as: OK3, OK5, OK6 2. The educational component is the basis for preparing a dissertation		

15.	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.
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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 ₅	PLO ₉	PLO ₁₀	
MLOs 1. Understand the essence and principles of the system approach in management; the role and relationship of the constituent components of the system of relations in the organization, formulate the problem and evaluate the results.		x		Individual calculation and analytical task
MLOs 2. To study the structural elements of the management system, to use the latest technologies and research methodology in combination with modern management science, to know the approaches to the formation of the management system.	x			
MLOs 3. Apply the latest management theories and concepts, create a resource concept of system management in accordance with the research objectives, formalize the results of scientific research.			x	Multiple choice test

PLO₅ Deeply understand the general principles and methods of management sciences, as well as the methodology of scientific research, apply them in one's own research in the field of management and in teaching practice.

PLO₉. To demonstrate a systematic scientific worldview, to rationally understand the challenges facing science in the context of socio-economic and environmental problems of our time (ethical dilemmas, values, global social transformations).

PLO₁₀. Develop management theories, concepts and principles for the implementation of the principles of sustainable development at different levels of management, integrate the obtained research results into logical structures for solving theoretical and practical management problems in accordance with the topic of own research.

3. CONTENT OF THE EDUCATIONAL COMPONENT (CURRICULUM PROGRAM)

Topic. List of issues to be considered within the topic	Distribution within the general time budget			References
	Lc	Pr	Ind	

Topic 1. Business management as a science The concept of business management and its place in management. Principles and functions of business management. Evolution of business management. Functional and process approaches in management	2	2	10	1, 2, 3, 4, 5, 6, 8, 9, 10, 12
Topic 2. Business models in management The concept of a business model and its evolution. Elements and functions of a business model. The environment of the business model's functioning. Approaches to the formation of a business model	2	2	10	1, 2, 3, 4, 5, 6, 8, 9, 10, 11, 12
Topic 3. Modern business models Features of the classification of business models. The MTI approach (Peter Weil). The Henry Chesbrough approach. The Don Debelak approach. The Chan Kim and Rene Mauborn approach. The Andrian Slywocki approach. The Gary Hamel approach. The M. Johnson, K. Christensen and H. Kagermann approach. The Lars Schweitzer approach. The J. Linder and S. Cantrell approach. Paul Timmers' approach. Michael Rapp's approach. Vadim Kotelnikov's approach. Alan Afua's approach. Alexander Osterwalder and Yves Pinnier's approach.	4	4	10	1, 2, 3, 4, 5, 6, 8, 9, 10, 13
Topic 4. The life cycle and assessment of a company's business model The concept of the company's life cycle. Stages of the business model life cycle. Strategic measurement of the business model.	2	4	10	1, 2, 3, 4, 5, 6, 8, 9, 10, 11, 13
Topic 5. Introduction to business process management Processes in the environment. Components of a business process. Origin and history of BPM. Functional organization. The birth of process thinking. The rise and fall of BPR. The BPM life cycle.	2	2	10	1, 2, 3, 4, 5, 6, 8, 9, 10, 11, 13, 14, 18
Topic 6. Process identification Context of process identification. Defining process architecture. Process categories. Relationships between processes. Reusing reference models. Process landscape model. Example of SAP process architecture. Process selection. Selection criteria. Process performance indicators. Process portfolio.	2	2	15	1, 2, 3, 4, 5, 6, 8, 9, 10, 13, 15
Topic 7. Fundamentals of Process Modeling First Steps with BPMN. Branching and Merging. Exclusive Solutions. Parallel Execution. Inclusive Solutions. Rework and	2	4	10	1, 2, 3, 4, 5, 6, 8, 9, 10, 11

Repetition. Business Objects. Resources. Process Decomposition. Process Model Reuse.				
Topic 8. Process Redesign The Essence of Process Redesign . Product vs. Process Innovation . Concept Redesign . Devil's Quadrangle . Redesign Approaches . Orbit Redesign . Transactional Methods. Transformational Methods	4	6	15	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
Topic 9. Process-Oriented Information Systems Types of Process-Oriented Information Systems. Domain-Specific Information about Process Systems. Business Process Management Systems. BPMS Architecture. ACNS Case. Benefits of Implementing BPMS. Workload Reduction. Flexible Systems. Transparency of Execution. Application of Rules. Problems of Implementing BPMS. Technical Problems. Organizational Difficulties	2	4	10	1, 2, 3, 4, 5, 6, 8, 9, 10, 11, 18
Total	20	30	100	

4.TEACHING AND LEARNING METHODS

MLO	Teaching methods (work to be carried out by the teacher <u>during classroom classes,</u> consultations)	Teaching methods (what types of educational activities should the student <u>perform independently</u>)
MLOs 1. Understand the essence and principles of the system approach in management; the role and relationship of the constituent components of the system of relations in the organization, formulate the problem and evaluate the results.	Verbal methods: lecture, explanation, educational discussion Visual methods: demonstration Practical methods: practical works, individual calculation and analytical tasks Method of tutoring	Method of ready knowledge
MLOs 2. To study the structural elements of the management system, to use the latest technologies and research methodology in combination with modern management science, to know the approaches to the formation of the management system.		Method of formation of abilities and skills
MLOs 3. Apply the latest management theories and concepts, create a resource concept of system management in accordance with the research objectives, formalize the results of scientific research.		Methods of checking and evaluating knowledge, abilities and skills
		Research method

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%	3-4 week
2.	Calculation task	25/25%	3-4 week
3.	INHT (calculation task)	15/15%	7-8 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
	The task requirements have not been fulfilled	Most of the requirements are met, but individual components are missing or insufficiently disclosed, there is no analysis of other approaches to the issue	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
Testing	<18 points	18-21 points	22-26 points	27-30 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	<9 points	9-10 points	11-13 points	14-15 балл
	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, is provided

№	Elements of formative assessment	Date
1	Testing after learning the topics № 2,4,5,7.	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	3-4 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	8 week

	exam	
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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

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Basic reading:

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2. Šimović V., Varga M., Oreški P. Case Study: an Information System Management Model. Management Information Systems, Vol. 7 (2022), No. 1, pp.13-24. URL: <https://www.ef.uns.ac.rs/mis/archive-pdf/2012%20-%20No1/MIS2012-1-2.pdf>
3. Shilling, M. (2020). *Strategic management of technological innovation* (6th ed.). McGraw-Hill Education. <https://doi.org/10.1037/0000168-000>
4. Doyle, P., & Stern, P.M. (2006). Marketing management and strategy (4th ed.). Financial Times Prentice Hall. Retrieved 5 March, 2021, from <https://ebookcentral.proquest.com/lib/dublinit/detail.action?docID=5136422>
5. Association for Project Management (2020). What Is Project Management? <https://www.apm.org.uk/resources/what-is-project-management/#:~:text=Project%20management%20is%20the%20application,a%20finite%20timescale%20and%20budget>

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Individual reading:

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15. This is a broad definition which has been used in different forms. The source here is “What is an External Environment in Business” Chapter 5, study.com, Accessed October 15, 2018. <https://study.com/academy/lesson/what-is-an-external-environment-in-business-definition-types-factors.html>
16. Sokhan I, Jiren L, Kandahura K, Hoi N, Matkovskyi P. Innovative Solutions in Administrative Management: Trends and Prospects. Salud, Ciencia y Tecnología - Serie de Conferencias [Internet]. 2024 Dec. 31 [cited 2025 Feb. 19];3:.655. Available from: <https://conferencias.ageditor.ar/index.php/sctconf/article/view/655>
17. Sokhan I., Bevz M., Zapadenko V., Breus S., Pereguda Y. (2024). Technological Innovation as a Factor in Strengthening Economic Sustainability in the Context of Globalization. Data and Metadata, 3:228. <https://doi.org/10.56294/dm2024.228>
18. Inna Sokhan, Zoya Tsybulnyk, Olena Kyrychenko, Nelya Guts, Nataliia Prykhodkina (2025) Using Big Data analytics to assess educational outcomes at Ukrainian universities, Periodicals of Engineering and Natural Sciences, 13(3), 575-586. <https://doi.org/10.21533/pen.v13.i3.447>

Program software: Microsoft Office, Zoom, Moodle

Рецензія на робочу програму (силабус) Business Management

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 ОНП Менеджмент _____

(підпис)

(ПІП)

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	+		

Рецензент (викладач кафедри) _____

(назва)

(посада, ПІБ)

(підпис)