

**MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE
SUMY NATIONAL AGRARIAN UNIVERSITY
Faculty of Economy and Management
Management Department named after L.I. Mykhayilova**

SYLLABUS

MANAGEMENT OF ECONOMIC SECTORS

(selective)

Implemented within the educational and scientific program «Management»
in the specialty 073 «Management»
at the third (educational and scientific) level of higher education

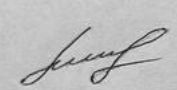
Sumy-2024

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Module syllabus agreed at the Management Department meeting	Minutes No 17, June 18, 2024
	Head of Management Department named after L.I. Mykhayilova Doctor of sciences,  professor A. Oriekhova

Approved by:

Guarantor of the Academic program  (Inna SOKHAN)

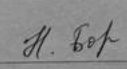
Dean of the Faculty  (Margarita Lyshenko)

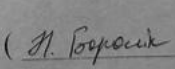
Syllabus review (attached) is

provided by :  (Inna SOKHAN)

 (Natalia STOYANETS)

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Syllabus review data:

The academic year in which changes are made	The Academic program attachment number with changes description	Changes revised and approved		
		Minutes No and date of the department meeting	Head of Department	Guarantor of the Academic program

1. MODULE OVERVIEW

1.	Title	Management of economic sectors		
2.	Faculty/Department	Economy and Management/ Management named after L.I. Mykhayilova		
3.	Type (compulsory or optional)	selective		
4.	Program(s) to which module is attached (to be filled in for compulsory types)	Implemented within the educational and scientific program «Management», in the specialty 073 «Management», 2023		
5.	Module can be suggested for (to be filled in for optional types)			
6.	Level of the National Qualifications Framework	8		
7.	Semester and duration of module	3 semester		
8.	ECTS credits number	5,0		
9.	Total workload and time allotment	Directed study		
		Lectures	Practicals	Labs
		28	28	
		94		
10.	Language of instruction	English		
11.	Module leader	Coordinator - Kharchenko Tetyana Mykolayivna, Candidate of Economic Sciences, Associate Professor, Associate Professor of Management named after L.I. Mykhayilova. Hours of consultations - every Tuesday at 12.15, office 303 e		
12.	Module leader contact information	Zirka-84@ukr.net		
13.	Module description	The importance of the course "Management of Economic Sectors" is determined by the formation of students': a systematic understanding of the structure of the national economy and the specifics of the functioning of its key industries; analytical thinking to assess internal and external factors that influence the development of individual industries; practical skills in adapting general management principles to the conditions of specific industries (industry, agricultural sector, IT, transport, etc.); the ability to make effective management decisions taking into account industry competition, technological changes, state regulation; understanding of the role of industries in ensuring economic security, sustainable development and competitiveness of the country; readiness for professional activity in a dynamic economic environment with a focus on industry-specific management.		
14.	Module aim	to provide students with the knowledge and skills necessary for effective management in various sectors of the economy. This includes understanding the specifics of management in certain industries, developing development strategies, optimizing		

		business processes, and making management decisions focused on achieving the goals of an enterprise or organization.
15.	Module Dependencies (prerequisites, co-requisites, incompatible modules)	1. The educational component is based on a course such as: Modern information technologies in scientific and agricultural management.
16.	The policy of academic integrity	According to the Code of Academic Integrity of Sumy NAU, academic integrity is a set of principles, rules of conduct of participants in the educational process, aimed at forming an independent and responsible personality, able to solve problems in accordance with the educational level in accordance with law and public morality. Observance of academic integrity by applicants for higher education presupposes independent performance of educational tasks, tasks of current and final control, learning outcomes. It is expected that higher education students will adhere to the principles of academic integrity, aware of the consequences of its violation, as determined by the regulations of Sumy National Agrarian University, in particular the Code of Academic Integrity, Regulations on Prevention and Detection of Academic Plagiarism in Sumy NAU. https://snau.edu.ua/viddil-zabezpechennya-yakosti-osviti/zabezpechennya-yakosti-osviti/akademichna-dobrochesnist For violation of academic integrity, applicants for higher education may be held liable for such academic liability, namely: - academic fraud (use of the telephone when writing written works) will lead to re-submission of work; - write-off - from the first warning to the cancellation of work; - plagiarism will lead to the cancellation of works
17	Link in Moodle	https://cdn.snau.edu.ua/moodle/course/view.php?id=5993

2. LEARNING OUTCOMES BY EDUCATIONAL COMPONENT AND THEIR RELATIONSHIP WITH PROGRAM LEARNING OUTCOMES

Learning outcomes for EC: After studying the educational component, the student is expected to be capable..."	How is RND assessed?
DRN 1 Understand the essence of the concepts of "industry management", apply research methods in management, carry out managerial activities in accordance with existing industries of the economy; understand the meaning of a manager and use managerial skills in various areas of professional activity.	Implementation analytical and research task
DRN 2 Plan, organize, motivate, control and regulate the resources of the enterprise. Understand the directions of industry management, understand the directions of industry activities (mission, activities, structure, development strategies).	Analysis of scientific literature,
DRN 3 Use management information in the practical activities of the organization, choose forms of power and influence, leadership style in accordance with the management situation, and increase the effectiveness of the organization's management.	Individual task

1. CONTENT OF THE EDUCATIONAL COMPONENT (ACADEMIC DISCIPLINE PROGRAMME)

Topic. List of issues to be covered within the topic	Distribution within the overall time budget			Recommended reading
	Classroom work		Independent work	
Topic 1 The essence, role and methodological foundations of economic sector management 1. The essence and content of management of economic sectors. 2. The role and significance of management in the development of economic sectors. 3. Methodological foundations and principles of sectoral management	2	2	6	1, 2, 3, 4, 5, 6, 8, 9, 10, 11, 13, 14, 18, 19
Topic 2 Features of basic and special management functions 1. Concept and classification of management functions. 2. The content of general (basic) management functions. 3. The content of specific (special) functions. 4. Management methods – economic, administrative, socio-psychological.	2	2	6	1, 2, 3, 4, 5, 6, 8, 9, 10, 11, 13, 14, 18, 19
Topic 3 Management in the construction industry 1.Features of the construction industry. 2.Diagnostic tasks and management issues in construction companies 3.Diagnosing the quality of construction enterprise management	2	2	6	1, 2, 3, 4, 5, 6, 8, 9, 10, 12

Topic 4. Management of the financial sector 1. Features of financial sector management 2. The essence, purpose and objectives of financial sector management 3. Management of public finances during martial law and post-war reconstruction of Ukraine	2	2	6	1, 2, 3, 4, 5, 6, 8, 9, 10, 11,12
Topic 5. Management in entrepreneurship, trade and stock exchange activities 1. Management in entrepreneurship and trade 2. Management in exchange activities	2	2	6	1, 2, 3, 4, 5, 6, 8, 9, 10, 11,12
Topic 6. Management in the education sector 1. Features of educational institutions 2. Purpose, objectives, patterns and principles of educational institution management 3. Classification of management functions according to various criteria	2	2	6	1, 2, 3, 4, 5, 6, 8, 9, 10, 11, 13
Topic 7 Management of consulting activities 1. External and internal consultants 2. Types of organisational and legal forms of consulting business 3. Management structures of consulting firms 4. Management of a consulting firm based on a project approach	2	2	6	1, 2, 3, 4, 5, 6, 8, 9, 10, 13
Topic 8 Agricultural management 1. Features of planning in agriculture. Limitations of planning at the enterprise 2. Organisation of planning work in agricultural enterprises 3. System of internal planning in an agricultural enterprise 4. The essence and forms of control in management. Internal control in the management system of an agricultural enterprise	2	4	6	1, 2, 3, 4, 5, 6, 8, 9, 10, 11, 13
Topic 9 Healthcare management 1. Implementation of a mechanism for the efficient use of resources in the management of healthcare institutions. 2. Implementation of modern management methods in healthcare institutions. Improvement of management processes in healthcare institutions.	2	2	6	1, 2, 3, 4, 5, 6, 8, 9, 10, 11, 13, 14, 18, 19
Topic 10 Management in the information industry 1 Basic concepts of information management 2. Use of innovative IT technologies for HR management	2	2	6	1, 2, 3, 4, 5, 6, 8, 9, 10, 13, 15
Topic 11 Energy industry management 1. The role and importance of energy management in an enterprise 2. Responsibilities and requirements of an energy manager	2	2	6	1, 2, 3, 4, 5, 6, 8, 9, 10, 11
Topic 12 Management of the industrial sector 1. Key trends in the development of industrial enterprise management.	2	2	6	7, 8, 9, 10, 22, 23, 24

2. Formation of the concept of expert management as a requirement for the digitalisation of industrial enterprises				
Topic 13 Management and leadership 1. Concept and general characteristics of leadership. 2. Fundamentals of leadership: influence, leadership, power. 3 Characteristics and classification of management styles. 4 Theories of leadership. Typology of leaders	2	2	11	7, 8, 9, 10, 22, 23, 24
Topic 14 Effectiveness in management 1 Classification of efficiency (individual, group, organisational). 2. Approaches to assessing management efficiency. 3 Criteria and indicators of management efficiency	2	2	11	7, 8, 9, 10, 22, 23, 24
Total	28	28	94	

4. TEACHING AND LEARNING METHODS

DRN	Teaching methods (work to be carried out by the teacher <u>during classroom sessions</u> and consultations)	Learning methods (what types of learning activities should be performed <u>by the student independently</u>)
DRN 1 Understand the essence of the concepts of "management", apply research methods in management, carry out management activities in accordance with existing sectors of the economy; understand the importance of a manager and use management skills in various areas of professional activity.	<i>Verbal methods:</i> lecture, explanation, educational discussion, survey, analysis of specific production situations, "Active microphone". <i>Visual methods:</i> demonstration and illustration <i>Practical methods:</i> practical work	<i>Problem-based teaching, Partial search method, Research method, Expert method</i>
DRN 2 Plan, organise, motivate, control and regulate enterprise resources. Understand the directions of industry management, understand the directions of industry activities (mission, activities, structure, development strategies).	<i>Verbal methods:</i> lecture, explanation, educational discussion, survey, analysis of specific production situations, "Active microphone". <i>Visual methods:</i> demonstration and illustration <i>Practical methods:</i> practical work	<i>Problem-based teaching, Partial search method, Research method, Expert method</i>
DRN 3 Use management information in the practical activities of the organisation, choose forms of authority and influence, leadership style in accordance with the management situation, improve the effectiveness of the organisation's management.	<i>Verbal methods:</i> Lecture, case method (situational tasks), heuristic conversation (a series of questions from the teacher that guide the students' thoughts and answers), <i>Visual methods:</i> demonstration and illustration <i>Practical methods:</i> practical work	<i>Problem-based presentation, Partial search method, Research method, Expert method</i>

Problem-based teaching involves the teacher creating a problem situation and helping students in identifying and "accepting" the problem task.

Partial search method (involves students in the search for ways, methods and means of solving a cognitive task.

The research method aims to involve students in independently solving cognitive tasks using the necessary equipment.

The following teaching methods will be used during lectures and practical classes:

Explanation. Interpretation of concepts, phenomena, principles, terms, etc., mainly when teaching new material.

Educational discussion. This is a discussion of an important issue, an exchange of views between higher education students and/or a teacher, aimed not only at acquiring new knowledge, but also at creating an emotionally rich atmosphere that would contribute to a deep understanding of the truth.

Illustration. The use of presentations and other media content to reinforce the material being explained, discussed or the tasks being performed.

Demonstration. The teacher shows teaching materials in dynamics (using professional programmes, situations, etc.).

Written and oral tests. Independent concentration and reproduction of acquired knowledge and skills in conditions of limited time and information sources.

Problem solving. Algorithmic search for solutions through the application of standard techniques, which, unlike case studies, does not require identification of the problem and original approaches to its solution.

Demonstration and discussion of presentations. Visual display of media accompaniment to an oral presentation with elements of discussion.

Comparison. It is used to identify common and distinctive features of objects and phenomena.

Exercises. These are essentially the repeated performance of certain actions or activities with the aim of learning them, based on understanding and accompanied by conscious control and correction. The following types of exercises are used in the educational process: preparatory (prepare higher education seekers to perceive new knowledge and ways of applying it in practice); introductory (facilitate the assimilation of new material based on the distinction between related concepts and actions); trial (first tasks for applying newly acquired knowledge); training (promote the formation of skills in standard conditions: according to a model, instruction, task); creative (in terms of content and methodology, they are close to real-life situations); control (mainly educational: written, graphic, practical exercises).

Method of analysis. Its essence lies in the study of objects or phenomena according to individual characteristics and relationships, in dividing them into elements and understanding the connections between them.

5. ASSESSMENT BY EDUCATIONAL COMPONENT

5.1. Summative assessment

5.1.1. To assess the expected learning outcomes, the following is provided

No	Methods of summative assessment	Points / Weight in the overall assessment	Date of completion
1.	Completion of tasks in practical classes	10 points / 10%	Throughout the semester
2.	Completion of analytical and research assignment (3000 words)	30 points / 30%	By week 8
3.	Multiple choice test	2 x 15 points / 30%	Throughout the semester
	Exam – (written answer based on exam ticket)	30 points /30%	According to the approved schedule

5.1.2. Assessment criteria

Component	Unsatisfactory	Satisfactory	Good	Excellent
Performance of analytical and research tasks	< 9 points	10-19 points	20-29 points	30 points
	Most of the task requirements have not been fulfilled	Most requirements were met, but some components are missing or insufficiently developed, and there is no analysis of other approaches to the issue	All requirements of the task have been fulfilled	All requirements of the task have been fulfilled, creativity and thoughtfulness have been demonstrated, and personal opinion has been expressed
	<5 points	6-7 points	8-9 points	10 points

Completion of tasks in practical classes	Most requirements fulfilled	Most requirements have been met, but some components are missing or insufficiently developed, and the assignment was not submitted on time.	All requirements of the task have been met. There are some (minor) comments.	All requirements of the task have been fulfilled, creativity and thoughtfulness have been demonstrated, and a solution to the problem has been proposed.
Multiple choice test	<9 points	9–10 points	11-13 points	14–15 points
	Less than 60% correct answers	60%–74% correct answers	75-89 correct answers	90-100% correct answers
Exam – answers on the exam paper (written) (2 theoretical questions, 1 practical)	<19 points	19-23 points	24-29 points	30
	Incomplete answers to 2 theoretical questions.	Most requirements have been met, but some components are not sufficiently developed. The practical task has been partially solved.	The content of 2 theoretical questions has been covered, the practical task has been solved, but there are some comments.	Two theoretical questions are covered, the practical task is solved, and a solution to the problem is proposed.
Total:	<60 points	60-74	75	90

5.2. Formative assessment:

To assess current progress in learning and understand areas for further improvement, the following is provided

No	Elements of formative assessment	Date
1.	Oral feedback from the teacher on the results of tasks completed in practical classes	Throughout the semester
2.	Oral feedback from the teacher with instructions on completing the analytical and research task	Weeks 9-10
3.	Self-assessment of multiple-choice test	According to the established schedule

5.3. Grading scale used at SNAU:

Total points for all types of academic activity	ECTS grade	Assessment according to the national scale	
		for exams, course projects (assignments), practical training	for credit
90	A	excellent	pass
82	B	good	
75-81	C		
69-74	D	Satisfactory	
60-68	E		
35-59	FX	unsatisfactory with the possibility of retaking	not counted with the possibility of retaking
1-34	F	unsatisfactory with mandatory retake of the course	not credited with mandatory retaking of the course

6. LEARNING RESOURCES (LITERATURE)

6.1. Main sources

6.1.1. Textbooks/manuals

1. S. Protsyk, U. I. Kogut; Administration of public-private partnerships in business: textbook. Lviv: Raster-7, 2023. 220 p.
2. Marchenko O. M. Management Practicum: textbook. Lviv: Lviv State University of Internal Affairs, 2021. 224 p.
3. Petrunya Yu. Ye., Petrunya V. Yu. Management. Practical training: textbook. Dnipro: University of Customs and Finance, 2019. 104 p. Access mode: <https://cutt.ly/JRAdvhI>
4. Shkilnyak M. M., Ovsyanyuk-Berdadina O. F., Krysko Zh. L., Demkiv I. O. Management: Textbook. Ternopil: ZNU, 2022. 258 p.
5. Levytska, Ye. V. Enterprise Management in Crisis Conditions: A Study Guide. Lviv, 2022. 176 p. (SNAU library collection).
6. Biryuchenko S. Yu., Buzhymyska K. O., Burachek I. V. Management: Textbook. Zhytomyr: Zhytomyr Polytechnic State University. 2021. 856 p. Access mode: <http://surl.li/upagv>

6.1.2. Methodological support

1. Management of economic sectors. *Lecture notes* for third (educational and scientific) level higher education specialists in 073 "Management of full-time and part-time education /compiled by: Kharchenko T.M. Sumy, 2024, 177 p.

6.1.3 Additional sources

1. Management and Administration: in 2 parts. Part 1. History of Management. Theory of organisations: textbook for students of higher educational institutions / edited by O. V. Baieva, N. I. Novalska. Kyiv: DP "Publishing House "Personnel", 2017. 336 p. Access mode: <https://cutt.ly/jRAfioW>
2. Baieva, O. V. Management and Administration: in 2 parts. Part II. Management: textbook / edited by O. V. Baieva, N. I. Novalska. Kyiv: DP "Publishing House "Personnel", 2017. 326 p. Access mode: <https://cutt.ly/JRAdMGz>
3. Yu. Ye. Petrunya, B. V. Litovchenko, T. O. Pasichnyk Management Decision-Making: Textbook. Dnipro: University of Customs and Finance, 2020. 276 p.
4. N.S. Krasnokutskaya, O.M. Nashchekina, O.V. Zamula. Management: Textbook. Kharkiv: Madrid Printing House, 2019. 231 p. <http://surl.li/geyit>
5. Pryimak V.M. Project Management. Case Studies: Textbook. / V.M. Pryimak. Kyiv: Taras Shevchenko National University of Kyiv, 2021. 268 p.
6. Sirenko N. M., Lunkina T. I., Burkovska A. V. Social Responsibility: Textbook. Mykolaiv: MNAU. 2021. 216 p.
7. Tkachenko V.V., Batsenko L.M., Kharchenko T.M. Social Responsibility. Textbook for full-time and part-time students majoring in: 071 Accounting and Taxation, 072 Finance, Banking and Insurance, 073 Management, 075 "Marketing", 076 "Entrepreneurship, Trade and Stock Exchange Activities", 051 "Economics", 281 "Public Management and Administration" OS "Master". Sumy, 2022. 227 p.
8. O. S. Borysenko, A. V. Shevchenko, Yu. V. Fison, O. M. Krapk. Marketing Management: Textbook. Kyiv: NAU, 2022. 204 p.
9. Kozlovitseva V. A. Communications in Public Management: Lecture Notes. Odessa, Odessa State Environmental University, 2020. 200 p.
10. Methodological guide on aspects of risk management as a component of the internal control system for budget administrators. Ministry of Finance of Ukraine. Kyiv, 2022. 22 p.
11. G. Ye. Moshek, V. L. Fedorenko, A. S. Solomko Organisational Management. Theory and Practice: Textbook. 21st Century. Kyiv: Lira-K, 2020. 419 p.
12. Netreba I. O. Management. Practical Guide: textbook. Kyiv: Scientific Capital, 2020. 155 p.

13. O. I. Karyi. Management and Innovation: Theory and Practice: Textbook. Lviv: Raster-7, 2020. 297 p.
14. V. Pekar. Multicoloured Management. The Evolution of Thinking, Leadership and Management. Kharkiv: Folio, 2020. 155 p.
15. Bilorus, T. V. Management. Practical Guide: Textbook. Kyiv: Scientific Capital, 2020. 185 p.
16. O. Ye. Kuzmin. Management: Graphic and Tabular Visualisation: Textbook. Lviv: Lviv Polytechnic Publishing House, 2020. 207 p.
17. I. O. Samoilenko. Management of Organisations: Textbook. Kharkiv: KhAI, 2020. 279 p.
18. A. S. Polyanska, L. I. Rishchuk, I. B. Galyuk. Management: training using case studies and training technologies: textbook. Ivano-Frankivsk: IFNTUNG, 2020. 282 p.
19. Yu. Paleha, H. Moshek, I. Mykolaychuk. Fundamentals of Management. Theory and Practice: Textbook. Kyiv: Lira-K, 2018. 528 p.
20. Risk Management in Agriculture: Monograph. Slobodyanik A. M. [et al.]; Kyiv: NUBIP of Ukraine, 2020. 287 p.
21. Global Culture Report 2021. Source. URL: <http://www.management.com.ua/tend/tend1259.html> (accessed: 20.11.2020).
22. Ten mistakes in business planning. URL: <http://www.management.com.ua/notes/10-business-plan-mistakes.html> (accessed: 04.09.2020).
23. Julie Zhou. Becoming a Manager. What to do when everyone is waiting for your instructions. *Book Chef*, 2020. 352 p. Kononenko Zh.A., Sokil V.O. Priority areas for the development of the agricultural sector of the economy. *Economy and Society*. Issue 10, 2017. Pp. 283-286. URL: https://economyandsociety.in.ua/journals/10_ukr/50.pdf
24. Concept of the sectoral programme for the development of horticulture in Ukraine for the period up to 2025: URL: <https://zakon.rada.gov.ua/rada/show/v0444555-08#Text>
25. Conceptual provisions of the strategy for the development small and medium-sized agribusiness in Ukraine: URL: <http://lib.kart.edu.ua/bitstream/123456789/4643/1/%D0%94%D0%B7%D1%8F%D0%B4%D1%83%D0%BA.pdf>
26. Tetyana Kharchenko, Nataliia Klietsova. Business planning as a tool for managing socially responsible enterprises in the framework of the concept of sustainable development of the agricultural sector: implementation of the case study approach. Sustainable development in the era of digital transformation: challenges and opportunities for management: (**collective monograph**) Edited by N.V. Stoyanets. Warsaw:R.S. Global Sp.z. O.O. 2024. pp. 412-432. (1.5 author's sheets) URL: <https://monographs.rsglobal.pl/index.php/rsgl/catalog/view/70/74/801-2>

6.3. Software

1. Use of standard Microsoft packages: Word, Excel, PowerPoint.
2. Multimedia, video and audio playback, projection equipment (video cameras, projectors, screens).
3. Zoom Video Communications, Inc. v. 5.6.1 software – for organising training via video conferencing (if necessary).
4. Moodle distance learning software – for organising distance learning for higher education students (access to teaching materials, communication with teachers, various types of assessment).
5. Web 2.0 software: Google Cloud & Docs – for providing teaching materials, communicating with higher education students, completing and submitting assignments.
6. Massive open online course platforms (Prometheus, Coursera, Diya. Digital Education, etc.) – as a tool for informal education for studying elements of the educational component, allowing students to deepen their knowledge of topics and develop additional digital competencies.
7. Teaching and methodological materials for the "Management" course in the MOODLE distance learning system <https://cdn.snau.edu.ua/moodle/course/view.php?id=5992>

6.4. Information resources:

1. Official website of the Ministry of Economy. URL: <http://www.me.gov.ua>.

2. Official website of the Ministry of Finance. URL: <http://www.minfin.gov.ua>.
3. Official website of the National Bank of Ukraine. URL: <http://www.bank.gov.ua>.
4. Official website of the World Bank. URL: <http://www.worldbank.org.ru>.
5. Official website of the V.I. Vernadsky National Library of Ukraine. URL: <http://www.nbu.gov.ua>
6. Official website of the Internet portal for Ukrainians. URL: <http://www.management.com.ua>
7. Global Responsible Leadership Initiative (GRLI). URL: www.grli.org