

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

Syllabus of the educational component

HUMAN CAPITAL MANAGEMENT (selective)

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

Creator: Inna Sokhan, Dr.Sci in Management, professor of Management
department named by L.Mykhailova

Considered, reviewed and approved on the meeting
of the department of Management
named by L.Mykhailova, prot.# 15 from "10" 06 2025

The head
of the department

Alvina OREKHOVA
(sign) (name)

Approved:

Guarantor of the educational program

Inna SOKHAN
(sign) (name)

Dean of the Faculty

Svitlana LUKASH
(sign) (name)

Head of PhD Department

Svitlana Yaroshchuk
(sign) (name)

A review of the work program has been provide

A. Orekhova
(sign) (name)

(sign) (name)

Methodist of the Department of Education Quality,
licensing and accreditation

N. Borachen
(sign) (name)

Registered in the electronic database: date: 03.07. 2025

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	Human Capital Management		
2.	Faculty/Department	Faculty of Economic and Management / Department of Management named by L.Mykhailova		
3.	State of EC	Selective		
4.	Program/Specialty (programs) of which the OC is a component (to be filled in for mandatory OCs)			
5.	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: D - «Management and administration». Specialty: D3 - «Management».		
6.	Level of NFC	8		
7.	Semester and studying duration	Full-time 15 weeks, 3 semestr		
8.	ECTS credits number	5		
9.	Total workload and time allotment Language of instruction	Directed study		
		Lectures	Seminars	Self-directed study
		20	30	100
10.	Lecturer/Leader of educational component	English		
11.	ECTS credits number	Inna Sokhan, Dr.Sci in Management, professor of Management department named by L.Mykhailova		
11.	Contacts	Consultations hours – every tuesday at 12.15, online; inna.sokhan@snau.edu.ua		
12.	Educational component description	The educational component "Management of human capital" is an important component of the training of specialists and occupies a significant place in future practical activities. The importance of the course is determined by the formation of students' understanding of the role of human capital as a key resource and the main factor in the development of economic systems at all organizational levels, which calls for the development of the concept of effective management of this resource. The educational component is aimed at obtaining professional competences in terms of the ability to systematically manage human capital, build modern models and systems for the formation, management and development of human capital at various organizational levels, implement the concept of Life Long Learning as a tool for the development of human capital.		
13.	Educational component aim	Formation of a new type of managers capable of providing a comprehensive approach to the management and optimization of such company resources as employees and their skills, abilities, abilities, etc., and turning them into factors of the organization's competitiveness.		
14.	Prerequisites for educational component studying, connection with	1. The educational component is based on the study of EC: OC3, OC5, OC6 2. The educational component is the basis for studying EC: organization of preparation of scientific publications and writing of dissertations		

	other educational components of EP	
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.
16.	Moodle link	
17.	Keywords:	Management, human capital, innovation, personnel, development

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 is assessed
	PLO ₅	PLO ₉	PLO ₁₀	
MLOs 1. Understand the essence and principles of human capital 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		Cases
MLOs 2. To study the structural elements of the human capital management system, to use the latest tools, technologies and research methodology in combination with modern management science, to know approaches to the formation of the human capital management system.	x			Individual task
MLOs 3. Apply the latest theories and concepts of management, create a resource concept of human capital management in accordance with the research objectives.			x	Multiple choice test

PLO 05. 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.

PLO 09. To demonstrate a systematic scientific worldview, to rationally understand the challenges facing science in the context of socio-economic and environmental problems of today (ethical dilemmas, values, global social transformations).

PLO 10. 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		Learning resources
	Class work	Individual work	

Topic 1. The theory of human capital as a stage in the development of management science. Plan 1. "Mechanistic approach" to human management of the classical school of management ("Taylorism", "administrative science" by A. Fayol). 2. Behavioral school of management (E. Mayo's Hawthorne studies, D. McGregor's "X" and "Y" theories, etc.). 3. Approaches to personnel management in a post-industrial society. Comparative analysis of American and Japanese approaches to personnel management ("Z" theory by U. Ouchi). 4. The main theses of the "human capital" theory. Traditional and alternative approaches to determining the components of human capital. 5. Features of the modern concept of human resources management.	2	4	10	1, 2, 3, 4, 5, 6, 7, 14, 19, 21, 22
Topic 2. Human capital in the system of factors of socio-economic development. Plan 1. Human capital at the individual, enterprise and national level. 2. Human capital as a factor of factor income distribution and state redistribution. 3. Human capital as a resource of socio-economic development. The relationship between the development of human capital and the level and quality of life of the population.	2	2	10	1, 2, 3, 4, 5, 6, 7, 14, 19, 22
Topic 3. Indicators of human capital development Plan: 1. Indicators characterizing the level of human capital development at the enterprise level, the method of their calculation and the necessary sources of information for this. 2. Analysis of the main indicators of human capital development in Ukraine. 2. Positions of Ukraine among other countries of the world according to indicators of the human development index published by the United Nations Development Program.	2	2	10	1, 2, 3, 4, 5, 6, 7, 9, 14, 19, 22
Topic 4. Formation of human capital Plan 1. The influence of demographic and socio-economic factors on the formation of human capital in Ukraine.	2	4	10	1, 2, 3, 4, 5, 6, 7, 14, 19, 22

2. The essence of the innovative function of human capital at different organizational levels. 2. The influence of migration processes on the formation of the educational component of human capital.				
Topic 5. System concepts of human capital management Plan 1. Development of the concept of human capital management. 2. Principles of managing the development of human capital at the enterprise. 3. Life Long Learning 4. Concepts of formation and development of leadership abilities and skills	2	2	10	1, 2, 3, 4, 5, 6, 7, 14, 18, 19, 22
Topic 6. Formation of HSM (Human Capital Management) at the enterprise Plan 1. Key factors of human capital management 2. Tools and technologies of human capital management 3. Hiring and Recruiting in the human capital management system 4. Intellectualization of work	2	2	10	1, 2, 3, 4, 5, 6, 7, 9, 14, 19, 22
Topic 7. Management of human capital development at the state and local levels Plan 1. The role of individual state bodies in ensuring the development of human capital. 2. The role of public organizations in the formation of human capital in the country. 3. Investments in the development of human capital	2	4	10	1, 2, 3, 4, 5, 6, 7, 9, 10, 11, 13
Topic 8. KPI evaluation of the effectiveness of HC management Plan 1. Modern challenges and problems of evaluating human capital 2. Grouping of indicators for evaluating the human capital of the enterprise 3. Motivation and non-monetary assessment of human capital	2	6	10	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 17, 18, 19, 20
Topic 9. A systematic approach to managing the development of human capital Plan 1. Team management as a system and as a process. Tasks of the personnel management system. 2. Systemic methods of team management. Management style of the manager and his functions.	2	4	10	1, 2, 3, 4, 5, 6, 7, 11, 14, 15, 16, 19, 22

3. Determination of the prospects of the team. 4. Formation of the team management system. Factors affecting the formation of the company's personnel management system.				
Topic 10. International experience of human capital management and its application in the conditions of globalization Plan 1. The role of individual international organizations in the formation of human capital in the country. 2. Examples of positive experience of implementing human capital development programs by successful companies. 3. Positive and negative impact of globalization processes on the formation of human capital in Ukraine.	2	2	10	1, 2, 3, 4, 5, 6, 7, 13, 14-22
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 human capital 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	Method of ready knowledge
	Visual methods: demonstration	Method of formation of abilities and skills
	Practical methods: practical works, individual calculation and analytical tasks	Research method
	Method of tutoring	Methods of checking and evaluating knowledge, abilities and skills
MLOs 2. To study the structural elements of the human capital management system, to use the latest tools, technologies and research methodology in combination with modern management science, to know approaches to the formation of the human capital management system.	Verbal methods: lecture, explanation, educational discussion	Method of ready knowledge
	Visual methods: demonstration	Method of formation of abilities and skills
	Practical methods: practical works, individual calculation and analytical tasks	Research method
	Method of tutoring	Methods of checking and evaluating knowledge, abilities and skills

MLOs 3. Apply the latest theories and concepts of management, create a resource concept of human capital management in accordance with the research objectives.	Verbal methods: lecture, explanation, educational discussion	Method of ready knowledge
	Visual methods: demonstration	Method of formation of abilities and skills
	Practical methods: practical works, individual calculation and analytical tasks	Research method
	Method of tutoring	Methods of checking and evaluating knowledge, abilities and skills

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

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

Educational discussion. This is a discussion of an important issue, an exchange of ideas between students of higher education and/or a teacher, aimed not only at the assimilation of new knowledge, but also at the creation of an emotionally saturated atmosphere that would contribute to a deep penetration into the truth.

Illustration. Using presentations and other media content to reinforce material being explained, discussed or tasks being performed.

Demonstration. Presentation by the teacher of educational materials in dynamics (use of professional programs, situations, etc.).

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

Cases. Algorithmic search for a solution through the use of typical methods, which, unlike the solution of cases, does not require identification of the problem and original approaches to its solution.

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

Comparison. With its help, common and distinctive features of objects and phenomena are established.

Exercises. In their essence, they are multiple repetitions of certain actions or types of activity with the aim of their assimilation, which is based on understanding and is accompanied by conscious control and correction. The following types of exercises are used in the educational process: preparatory (they prepare students of higher education to perceive new knowledge and ways of applying it in practice); introductory (contribute to the assimilation of new material based on the distinction of related concepts and actions); trial (first tasks to apply newly acquired knowledge); training (contribute to the formation of skills in standard conditions: according to a sample, instruction, task); creative (the content and method of execution are close to real life situations); control (mainly educational: written, graphic, practical exercises).

Analysis method. Its essence consists in the study of objects or phenomena according to individual signs and relations, in the division into elements, and the understanding of the connections between them.

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.	Cases	40/40%	6,13 week
2.	Individual task	30/30%	14 week
3.	Test	30/30%	14 week

5.1.2 Evaluation criteria

Component	Unsatisfactory	Satisfactory	Good	Excellent
Cases	< 15 points	15-24 points	25-35 points	36-40 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
Individual task	<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
Test	<18 points	18-21 points	22-26 points	27-30 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, is provided

№	Elements of formative assessment	Date
1	Testing after learning the topics № 2,4,5,7-10.	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	6,13 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	14 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	
82-89		

75-81	good satisfactory	passed
69-74		
60-68		
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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Preffered:

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Additional:

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Methodological support:

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Рецензія на робочу програму (силабус) ОК Human Capital Management
Розроблену викладачем кафедри менеджменту Сохань І.В.

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 ОП _____
(назва) (ПІБ) (підпис)

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)