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Кафедра виробничого та інвестиційного менеджменту

**METHODOLOGICAL INSTRUCTIONS**  
for preparing for practical classes and completing  
independent work in the discipline «Crisis Management»  
for students of the first (bachelor's) level of higher  
education, specializing in 281 «Public Management and  
Administration»

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## CONTENT

The academic discipline "Crisis management" is a normative academic discipline and is studied in accordance with the curriculum for the preparation of applicants for the first (bachelor's) level of higher education in the specialty 281 "Public management and administration" of full-time study.

The purpose of studying the discipline "Crisis management" is to acquire general and professional competencies in the field of theory and practice of public administration, namely the mechanism of anti-crisis management in modern conditions, mastering the essential characteristics, main categories, modern concepts, theoretical provisions and practical methods of anti-crisis management, conducting an analysis of domestic and foreign experience in preventing and overcoming crises.

The task of the academic discipline is to form theoretical knowledge in students and acquire practical skills in recognizing crisis phenomena, determining opportunities for crisis prevention and/or mitigation, forming priority areas, strategic goals and objectives of state anti-crisis management.

### ***Acquisition of competencies:***

integrated competence (IC): the ability to solve complex specialized tasks and practical problems in the field of public

management and administration or in the process of learning, which involves the application of theories and scientific methods of the relevant field and is characterized by the complexity and uncertainty of conditions.

general competencies (GC):

GC1. The ability to learn and master modern knowledge.

GC5. The ability to adapt and act in a new situation.

GC6. The ability to work in a team.

GC7. The ability to plan and manage time.

GC8. The ability to identify, pose and solve problems.

GC9. The ability to search, process and analyze information from various sources.

GC10. The ability to communicate in the state language both orally and in writing.

GC13. Ability to communicate with representatives of other professional groups at different levels (with experts from other fields of knowledge/types of activity).

special (professional) competencies (FC):

FC2. Ability to ensure the proper level of production and use of management products, services or processes.

FC7. Ability to develop tactical and operational plans for management activities.

FC11. Ability to conduct applied research in the field of public management and administration as part of a working group

***Program learning outcomes (PLN):***

PRN1. Use basic knowledge of the historical, cultural, political, social, and economic foundations of the development of society.

PRN4. Know the structure and features of the functioning of the sphere of public management and administration.

PRN5. Know the standards, principles, and norms of activity in the sphere of public management and administration.

PRN6. Know the main regulatory legal acts and provisions of the legislation in the sphere of public management and administration.

PRN8. Understand and use technologies for developing, adopting, and implementing management decisions.

PRN11. Be able to search for and summarize information, draw conclusions, and formulate recommendations within their competence.

PRN13. Use methods of analysis and evaluation of sustainable development programs.

PRN16. Use data from statistical reporting, accounting, and special research in professional activities.

In the process of learning, students receive the necessary knowledge during lectures and practical tasks. Independent work of students is of great importance in the process of studying and consolidating knowledge.

All types of classes are designed in accordance with the credit-modular system of organizing the educational process.



## **Practical lesson No. 1. The concept of crisis phenomena.**

### **Types of crises**

**Goal:** to gain understanding, skills in recognizing crises.

**Methodological recommendations:** tasks for students are mandatory and individual for each. To perform practical work, the student, within the framework of his task, gets acquainted with the theoretical material presented in the main part of the course, the proposed additional material, and also conducts an independent search for the necessary materials for performing individual tasks.

By performing practical tasks, the student acquires:

- experience in working with scientific literature, periodicals, legislative acts, financial reporting materials of business entities, financial accounting data and other sources of knowledge;
- learns to analyze and summarize, as well as clearly express his thoughts on a given topic in writing. All this is the basis for performing more complex forms of work in the future, such as course, diploma and master's theses.

**Task 1.** Prepare for an oral interview on topic 1 according to the specified plan:

1. Explain the meaning of the concept of "crisis".

2. What types of crises are there?
3. Give a brief description of crises by scale of manifestation.
4. Definition of macro- and micro-crisis.
5. Give a brief description of crises by causes of occurrence.
6. Causes of social crises.
7. Give a brief description of crises by predictability.
8. How does a crisis differ from a recession?
9. What is the relationship between economic, social and political crises?
10. The role of crises in our evolution.

**Task 2.** Completion of educational tasks.

2.1. Match the events (1,2,3) with their types (A,B,C):

1. Explosions at ammunition depots in Kalynivka on 09/27/2017

2. Great Depression in the USA 1929-1939

3. Nuclear bombing of Nagasaki on 09/09/1945

A. Crisis

B. Emergency

C. Catastrophe

2.2. Fill in the table:

### "Classification of types of crises"

Crises classification criteria	Types of crises
By scale of manifestation	
By cause	
By problem	
By structure of relationships	
By predictability	

**Task 3.** Performing situational and analytical tasks.

#### **3.1. Case "The Great Lockdown".**

**Tasks for the situation:**

Classify the 2020 crisis caused by the spread of COVID-19 according to the appropriate criteria and fill in the table:

Criteria	Choose the correct answer	Justification of the choice
By degree	<ul style="list-style-type: none"> <li>- Negligible</li> <li>- Loss-making</li> <li>- Destructive</li> </ul>	
By degree of impact	<ul style="list-style-type: none"> <li>- Light</li> <li>- Medium</li> </ul>	

	- Deep	
By probability of occurrence	- Random - Regular	
By nature of occurrence	- Natural - Artificial	
By level of manifestation	- Microcrisis - Macrocrisis	
By duration	- Short-term - Long-term - Cyclical	

Tasks 2 and 3 are completed in writing.

*Assessment criteria:* 8 points - maximum score, of which:

6-8 points - a complete answer to the questions posed, which is based on thorough knowledge of the theoretical material of the lectures, additional practical material and understanding of the conceptual apparatus of the problem of the practical lesson. The material presented is of an evidentiary, logical and consistent nature. Active participation in the discussion during classroom (offline or online) classes.

3-5 points - an almost complete answer, which is of a conscious and sufficiently detailed nature and reveals the student's

level of knowledge as sufficiently high and is based on the study of the lecture material.

0-2 points - the student's answer, which reflects the general orientation in the topic and a sufficient level of knowledge for assessment.

For failure to meet the deadlines for submitting the work specified for completion, 2 points are deducted from the total assessment score.

**The form of submission of the results of the work performed during classroom training:** oral survey, written report and links to relevant resources are submitted as an electronic file in MS Word format, font 14 pt, line spacing – 1, up to 5 pages of text.

**Deadline:** according to the schedule of the educational process and the deadlines specified in the Elearn electronic course.

## **Practical lesson No. 2. Causes and consequences of the crisis**

**Goal:** to gain understanding, skills in recognizing the causes and consequences of crises.

**Methodological recommendations:** tasks for students are mandatory and individual for each. To perform practical work, the student, within the framework of his task, gets acquainted with the theoretical material presented in the main part of the course, the proposed additional material, and also conducts an independent search for the necessary materials for performing individual tasks.

By performing practical tasks, the student acquires:

- experience in working with scientific literature, periodicals, legislative acts, financial reporting materials of business entities, financial accounting data and other sources of knowledge;

- learns to analyze and summarize, as well as clearly express his thoughts on a given topic in writing. All this is the basis for performing more complex forms of work in the future, such as course, diploma and master's theses.

**Task 1.** Prepare for an oral interview on topic 1 according to the specified plan:

1. Classification of political crisis.
2. What are the ways to overcome crises?
3. What do you know about the causes of crisis phenomena?
4. What are the features of the emergence of explicit and latent crises?
5. Organizational, psychological and technological crises. What unites them? What are the differences?
6. What, in your opinion, is the relationship between a stable state and a crisis?
7. How do globalization processes affect the emergence of global crises?
8. What are the possible consequences of crisis phenomena?
9. Goals and objectives of anti-crisis management.
10. Cyclicity of the development of crisis situations.

**Task 2.** Completion of educational tasks.

**2.1.** It is known that "Predictability" is a factor in the emergence of a crisis, which considers two types of events:

- "Known - unknown"
- "Unknown - unknown"

**Describe each situation with the examples provided (up to 1 page of text).**

**2.2. Determine the relationship between "emergency" and "crisis" (you must check the appropriate box):**

<b>Situation</b>	<b>Crisis situation</b>	<b>Emergency situation</b>
A system-wide crisis that requires a strategy		
Easily escalates into another situation, with authorities losing control over it		
Leads or may lead to significant property damage		
Requires consistent action to restore public trust and the integrity of governance mechanisms		

**Task 3.** Completion of situational-analytical tasks.

**3.1.** Case study “Cod crisis in Canada 1992”

Cod fishing for the previous five hundred years was the main source of work and food for the inhabitants of the east coast of the country.

In the summer of 1992, a sharp reduction in the fish population was recorded (99%!), which threatened its complete disappearance.

The Canadian government declared a moratorium on cod fishing.



The result was the largest closure of businesses in Canadian history and the loss of 35,000 Newfoundland fishermen's jobs.

The government launched a program of compensation for workers and their social adaptation.

The fishing industry reoriented to the extraction of invertebrates, as the number of snow crab and northern shrimp increased as the number of cod that fed on them decreased.

Currently, the turnover of invertebrates can be compared to the turnover of the fishing industry before the crisis.

**Tasks for the situation:**

**Indicators of which stage / period of the crisis appear in this story?**

Tasks 2 and 3 are completed in writing.

*Assessment criteria:* 8 points - maximum score, of which:

6-8 points - a complete answer to the questions posed, which is based on thorough knowledge of the theoretical material of the lectures, additional practical material and understanding of the conceptual apparatus of the problem of the practical lesson. The material presented is of an evidentiary, logical and consistent nature. Active participation in the discussion during classroom (offline or online) classes.

3-5 points - an almost complete answer, which is of a conscious and sufficiently detailed nature and reveals the student's level of knowledge as sufficiently high and is based on the study of the lecture material.

0-2 points - the student's answer, which reflects the general orientation in the topic and a sufficient level of knowledge for assessment.

For failure to meet the deadlines for submitting the work specified for completion, 2 points are deducted from the total assessment score.

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### **Practical lesson No. 3. Factors of crisis phenomena at the micro level**

**Goal:** to gain understanding, skills in recognizing the nature and consequences of crises at the micro level.

**Methodological recommendations:** tasks for students are mandatory and individual for each. To perform practical work, the student, within the framework of his task, gets acquainted with the theoretical material presented in the main part of the course, the proposed additional material, and also conducts an independent search for the necessary materials for performing individual tasks.

By performing practical tasks, the student acquires:

- experience in working with scientific literature, periodicals, legislative acts, financial reporting materials of business entities, financial accounting data and other sources of knowledge;

- learns to analyze and summarize, as well as clearly express his thoughts on a given topic in writing. All this is the basis for performing more complex forms of work in the future, such as course, diploma and master's theses.

**Task 1.** Prepare for an oral interview on topic 2 according to the specified plan:

1. What can a crisis at the micro level be associated with?
2. What components of an enterprise's crisis do you know?
3. Explain the meaning of the concept of "enterprise crisis".
4. What are the main external factors of a crisis?
5. What are the main internal factors of a crisis?
6. What types of local crises exist? Briefly describe them.
7. What are the main symptoms and causes of a sales crisis?
8. The emergence and development of which local crisis is the main cause of the threat of bankruptcy at an enterprise? Justify your answer.
9. External and internal factors of the development of a financial crisis.
10. What factors cause the emergence of crisis phenomena in the supply subsystem?
11. Describe the personnel management crisis.
12. The main symptoms and causes of a management crisis.

**Task 2.** Completion of training tasks.

**2.1. Establish a correspondence between the types of crisis (1,2,3,4,5) and their characteristics (A,B,C,D,E):**

1. Sales crisis
2. Management crisis

3. Financial crisis

4. Supply crisis

5. Production and technological crisis

A. type of local crisis that forms both in the personnel management subsystem itself and in the rest of the organization's subsystems

B. state of functioning of the supply subsystem, characterized by failures that negatively affect the activities of other subsystems of the enterprise and prevent or make it impossible to achieve their set goals.

C. a type of local crisis characterized by the presence of illiquid stocks, loss of customers, a decrease in production volumes and profits, which can lead to a general crisis state of the enterprise

D. the state of functioning of the production subsystem, characterized by failures that negatively affect the activities of other subsystems of the enterprise and prevent or make it impossible to achieve their set goals

E. an unplanned process of limited activity and limited opportunities to influence financial relations with unpredictable results, which threatens the further development and existence of the enterprise

**2.2. There are the following external and internal factors of crisis in the organization:**

- dependence on a limited circle of suppliers and buyers;
- high level of commercial risk;
- growth of inflation;
- instability of the tax system;
- high energy costs;
- instability of regulatory legislation;
- decrease in the level of real incomes of the population;
- political instability;
- low labor productivity;
- lack of security of the unity of the enterprise as a property complex;
- high energy costs;
- natural disasters;
- worsening of the crime situation;
- growth of unemployment;
- insufficiently high-quality accounting and reporting system;
- inefficient financial management;
- reduction of the capacity of the domestic market;

- strengthening of monopoly in the market;
- instability of the foreign exchange market;
- insufficient knowledge of the market situation;
- outdated and worn-out fixed assets;
- low competitiveness of products;
- growth of the supply of goods-sub-institutions;
- inefficient management of production costs;
- lack of flexibility in management;
- low competitiveness of products.

**Tasks:**

1. Get to know the factors of the crisis.
2. Classify crises by external and internal factors and enter

the data in the table:

Recognizing external and internal factors of the crisis

External factors	Internal factors
(for example), increasing unemployment	(for example), low labor productivity

**Task 3.** Performing situational-analytical tasks.

**Case study “Not good competition”**

Among the products produced by the company "Prestige", the product "The First" is in particular demand, which is positioned as a product of a prestigious group, has high quality and is produced using traditional technology. The price of this product is significantly higher than the prices for similar products (less high quality) from other companies. Suddenly, one of these competing companies launched the product "Second" on the market, which is positioned as a complete analogue of the product "The First" in terms of quality characteristics (which is true), but costs 30% less than the product "The First".

**Tasks for the situation:**

1. What crises have occurred for the company "The First"?
2. What actions should the management of the company "The First" take to prevent a drop in sales due to the switching of its regular customers to the product "Second"?

Tasks 2 and 3 are completed in writing.

*Assessment criteria:* 9 points - maximum score, of which:

7-9 points - a complete answer to the questions posed, which is based on thorough knowledge of the theoretical material of the lectures, additional practical material and understanding of the



conceptual apparatus of the problem of the practical lesson. The material presented is of an evidentiary, logical and consistent nature. Active participation in the discussion during classroom (offline or online) classes.

3-6 points - an almost complete answer, which is of a conscious and sufficiently detailed nature and reveals the student's level of knowledge as sufficiently high and is based on the study of the lecture material.

0-2 points - the student's answer, which reflects the general orientation in the topic and a sufficient level of knowledge for assessment.

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## **Practical lesson No. 4. Organizational life cycles**

**Goal:** to gain understanding, skills in recognizing and analyzing organizational life cycles.

**Methodological recommendations:** tasks for students are mandatory and individual for each. To perform practical work, the student, within the framework of his task, gets acquainted with the theoretical material presented in the main part of the course, the proposed additional material, and also conducts an independent search for the necessary materials to perform individual tasks.

By performing practical tasks, the student acquires:

- experience in working with scientific literature, periodicals, legislative acts, financial reporting materials of business entities, financial accounting data and other sources of knowledge;

- learns to analyze and summarize, as well as clearly express his thoughts on a given topic in writing. All this is the basis for performing more complex forms of work in the future, such as course, diploma and master's theses.

**Task 1.** Prepare for an oral interview on topic 2 according to the specified plan:

1. Explain the meaning of the concept of "organizational life cycle".

2. Is it appropriate, in your opinion, to compare an organization with a living organism? Justify your answer.

3. Describe the main stages of an organization's life cycle.

4. Does the concept of an organization's life cycle differ from the concept of the total life span of an organization? Justify your answer.

5. What life cycle models do you know? Briefly describe them.

6. Advantages and disadvantages of Greiner's LTC model.

7. I. Adizes's LTC model. Why is it considered the most adequate?

8. What are the possible consequences of an organization's crisis?

**Task 2.** Completion of learning tasks.

**2.1. Establish the correspondence between the names of the enterprise development cycles (1,2,3,4) and their characteristics (A,B,C,D):**

1. Stage of recovery

2. Stage of recovery

3. Stage of crisis

4. Stage of stability

A. is characterized by the relative stability of quantitative and qualitative indicators of functioning

B. is characterized by a decrease in quantitative and deterioration in qualitative parameters of the enterprise's functioning, which leads to a violation of the equilibrium that the enterprise is unable to restore on its own

C. is characterized by an increase in quantitative and improvement in qualitative features of the enterprise's functioning. Violation of the equilibrium state at this stage leads to a new equilibrium state with higher qualitative parameters or is short-term in nature and does not occupy the main parameters of the enterprise's vital activity

D. is characterized by a slowdown in the fall and a gradual leveling and growth of the enterprise's performance indicators

**2.2.** It is known that modeling of enterprise development can be carried out using the theory of life cycles.

**Task:**

1. Formulate the author's definition of the concept of "organizational life cycle".

2. In your opinion, does the concept of "organizational life cycle" differ from the concept of "total duration of the organization's life"? Justify your answer.

The volume for written performance is up to 1 page of text.

**Task 3.** Performing situational-analytical tasks.

**CASE. Life cycle of the company "Kernel"**

**Task statement:** The Kernel management faced a serious question: the company had been operating without profit for the entire past year. It was impractical to look for the reason in the management organization or the activities of regional managers: all Ukrainian oilseed processing companies were in the same state. The problem was the same for all of them – high prices for sunflower seeds. What to do? Before it's too late to turn the business around and seek happiness in other industries?

The company already had experience of quickly winding down a business. At the end of 2002, the company decided to build a terminal for transshipment of agricultural products in Mykolaiv. Preparatory work had already begun when it became clear that the location of the future terminal was poorly chosen – the depth near the berth was insufficient. Without delay, the project was sold to Agroexport.

It is one thing to wind up a project that has just been started and quite another to completely close down the entire business. For most of the company's management, Kernel is not only a place of work, it is a place of their formation as managers, it is a matter of a lifetime. The organization of the company was started almost from scratch, without having a large starting capital. Today, the group of companies includes Kernel-Trade LLC - a trader of agricultural products, Kernel-Capital LLC - a securities trader; Ukrainian Agrarian Company LLC, Poltava Oil Extraction Plant, Melovsky Refined Oil Plant "Striletsky Step", 11 regional representative offices, 27 elevators, 3 motor transport enterprises, 5 agricultural enterprises in Odessa, Poltava and Cherkasy regions with a total land area of 12 thousand hectares.

And in 1994, Kernel began its activities with barter: they supplied fuel to farmers, and in return they received sunflower seeds. There were also cases when instead of sunflower seeds, which was specified in the contract, they received corn.

A few years later, the problem of increasing the “portfolio” of grain crops arose. In 1995, the company began to sell crop products not only in Ukraine, but also on the foreign market. The business turned out to be profitable: on the Ukrainian market, grain was very cheap, and on the foreign market, people were ready to

buy it at world prices. Therefore, the company created separate export programs for each grain crop. However, the company began to experience certain problems, namely: working for more than two years with foreign enterprises, they experienced disruptions in shipment terms, loss of part of the grain volumes, etc.

Considering that the Kernel company worked in a developing market, the company's management decided to purchase assets. The next stage in the development of the Kernel company was participation in the privatization of Ukrainian grain elevators. The risk was that it was not known how much the elevator would cost in the future: would its value increase or vice versa. In addition, the facilities were not in the best condition. However, for the further development of the company, elevator structures were urgently needed. It became clear later how successful this was: in the mid-1990s, the cost of elevator services cost about \$3 for storing 1 ton of grain, and in 2005 - already \$25-30 per 1 ton.

In the future, the profitability of the grain business did not suit the company's management, and it turned its attention to a new business that was nearby. Working primarily with sunflower seeds and knowing the cost of its processing and the price of sunflower oil, the company came to the conclusion that it was possible to earn

good money in the oil and fat industry. Thus, in the early 2000s, export operations could earn about \$50 per 1 ton of sunflower, and if it was processed - \$80.

In 2001, Kernel decided to acquire the Poltava Oil Extraction Plant. By this time, the company already had a good position in this region: a network of elevators, a strong purchasing structure. The Poltava MEZ had one drawback - an outdated material and technical base. It was necessary to invest in updating the equipment. The final product of the plant - unrefined oil was shipped in bulk, there were no refining and bottling lines. At the time of the purchase of the plant, this was not of decisive importance. The company was satisfied with the profit that the export of oil in bulk gave.

In 2004, the Kernel company surprised all its partners and competitors by buying another enterprise - the Melovsky Refined Oil Plant "Streletsky Step" in the Luhansk region. This plant not only processes sunflower oil, but also bottles it with the already well-known trademark "Generous Gift". As of September 2004, the share of this trademark's products in the market was about 7%. The trademark already had a wide distribution network, the Kernel company conducted a selection of Distributors and selected the best. In six months, the market share of the "Generous Gift"



trademark has more than doubled to 14.3%. A new extractor has been launched at the Poltava MEZ, and a complex for refining and bottling oil with a capacity of 350 tons per day is being built. Work has begun on improving the product itself. The company's interest is focused on the CIS countries and, possibly, Western European countries.

**Tasks for the situation:**

1. Identify the stages of the life cycle of the Kernel group of companies.

2. What factors of the external business environment influenced the management decisions of the Kernel management?

3. Predict further actions of the Kernel group of companies' management.

4. What factors of the external environment provide opportunities for the development of the Kernel company's business?

5. What factors of the external environment pose a threat to the development of the Kernel company's business?

Tasks 2 and 3 are completed in writing.

*Assessment criteria:* 9 points - maximum score, of which:

7-9 points - a complete answer to the questions posed, which is based on thorough knowledge of the theoretical material of the

lectures, additional practical material and understanding of the conceptual apparatus of the problem of the practical lesson. The material presented is of an evidentiary, logical and consistent nature. Active participation in the discussion during classroom (offline or online) classes.

3-6 points - an almost complete answer, which is of a conscious and sufficiently detailed nature and reveals the student's level of knowledge as sufficiently high and is based on the study of the lecture material.

0-2 points - the student's answer, which reflects the general orientation in the topic and a sufficient level of knowledge for assessment.

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**Deadline:** according to the schedule of the educational process and the deadlines specified in the Elearn electronic course.

## **Practical lesson No. 5. Crisis management as an object of management**

**Goal:** to gain understanding and skills in recognizing the crisis state of an organization and determining strategic guidelines in anti-crisis management of an enterprise.

**Methodological recommendations:** tasks for students are mandatory and individual for each. To perform practical work, the student, within the framework of his task, gets acquainted with the theoretical material presented in the main part of the course, the proposed additional material, and also conducts an independent search for the necessary materials for performing individual tasks.

By performing practical tasks, the student acquires:

- experience in working with scientific literature, periodicals, legislative acts, financial reporting materials of business entities, financial accounting data and other sources of knowledge;
- learns to analyze and summarize, as well as clearly express his thoughts on a given topic in writing. All this is the basis for performing more complex forms of work in the future, such as course, diploma and master's theses.

**Task 1.** Prepare for an oral interview on topic 2 according to the specified plan:

1. What phases of crisis development do you know at the level of the microeconomic system? Briefly describe them.

2. Components of the anti-crisis management system. Briefly describe them.

3. At what stage of anti-crisis management is the diagnosis of crisis phenomena and the threat of bankruptcy? Describe this stage.

4. What groups are measures to overcome the crisis divided into? Briefly describe them.

5. The main types of anti-crisis management. Describe them.

6. In which case should preventive anti-crisis management be introduced?

7. What is the main goal of reactive anti-crisis management?

8. What is the role of a manager in crisis situations?

**Task 2.** Completion of learning tasks.

**2.1. Establish the correspondence between the methods (components of the system) of anti-crisis management (1,2,3,4,5,6) and their characteristics (A,B,C,D,E, F):**

1. Benchmarking

2. Crisis management
3. Strategic management
4. Reengineering
5. Restructuring
6. Risk management

**A.** management aimed at implementing the enterprise's development strategy and includes defining the mission, analyzing the external and internal environment, choosing the main strategic goal, developing a development strategy and ways to implement it

**B.** this is risk management, which is aimed at reducing losses from possible negative situations in the enterprise's activities

**C.** a process that involves implementing a set of measures of an organizational, production, managerial and financial nature

**D.** includes managing insolvency (bankruptcy) and the process of financial recovery of the enterprise.

**E.** involves the implementation of a project management system within a small business

**F.** the creation of fundamentally new business processes that dramatically increase the efficiency of the enterprise

**2.2. Do you agree with the statements given below regarding various crisis situations** (you must check the appropriate box for the example of situation 1).

If you wish, comments on the situations can be written after the completed table.

	Statement	<i>Your answer</i>	
		<i>I agree, yes</i>	<i>No, disagree</i>
1	A crisis is a situation when the old rules no longer work	<i>for example, +</i>	
2	A crisis is a turning point, a point where decisions need to be made		
3	A crisis is when external or internal factors disrupt the course of an enterprise/system's activities		
4	The onset of a crisis is not influenced by external or internal environmental factors		
5	A crisis cannot be predicted		
6	A crisis can be managed and influence the development of an enterprise after the crisis		
7	Outcoming a crisis is always a return to the state in which the enterprise was at the beginning.		
8	The implementation of one or another special anti-crisis management does not depend on the state of the enterprise's		

	economic dynamics and the stage of the crisis		
9	Entrust the identification of crisis situations to specialists		
10	You cannot prepare for crisis phenomena		
11	Management in crisis conditions requires special approaches, special knowledge and experience		
12	Crises can be mitigated		
13	A crisis is an uncontrollable process		
14	Crisis phenomena can be predicted		

**Task 3.** Performing situational-analytical tasks.

### **Case study "How to stay afloat"?**

The company, whose head office and factories are located in the UK, is engaged in the production of perfumery products.

70% of the company's profit comes from the sale of the original toothpaste in its various modifications. Over the past 3 years, about 65% of toothpaste sales have been in one of the Arab countries of the Persian Gulf, where this company controls the market for similar products, ensuring stable profit growth due to the constant increase in toothpaste sales.

Other foreign toothpaste manufacturers have not yet shown interest in distributing their products in this country, since this

requires going through a certain registration procedure, as well as making all the inscriptions on the tube and packaging in Arabic, taking into account the local dialect. Competition from local manufacturers is minimal due to the underdevelopment of their production base and lower quality products.

Despite this, a week ago, a campaign to discredit the company's products began in the local media, including radio and television, based on a false claim that the toothpastes produced by it contain pork fat additives, as a result of which their sales decreased by 70%.

**Tasks for the situation:**

1. Answer the question: What types of crises is the company on the verge of?
2. Suggest strategic directions for the company to overcome the crisis.
3. Identify tactical ways to overcome the crisis that has arisen.

Tasks 2 and 3 are completed in writing.

*Assessment criteria:* 9 points - maximum score, of which:

7-9 points - a complete answer to the questions posed, which is based on thorough knowledge of the theoretical material of the lectures, additional practical material and understanding of the



conceptual apparatus of the problem of the practical lesson. The material presented is of an evidentiary, logical and consistent nature. Active participation in the discussion during classroom (offline or online) classes.

3-6 points - an almost complete answer, which is of a conscious and sufficiently detailed nature and reveals the student's level of knowledge as sufficiently high and is based on the study of the lecture material.

0-2 points - the student's answer, which reflects the general orientation in the topic and a sufficient level of knowledge for assessment.

For failure to meet the deadlines for submitting the work specified for completion, 2 points are deducted from the total assessment score.

**The form of submission of the results of the work performed during classroom training:** oral survey, written report and links to relevant resources are submitted as an electronic file in MS Word format, font 14 pt, line spacing – 1, up to 5 pages of text.

**Deadline:** according to the schedule of the educational process and the deadlines specified in the Elearn electronic course.

## **Practical lesson No. 6. The essence of crisis phenomena in public administration**

**Goal:** to gain understanding and skills in recognizing the crisis state of the organization and defining strategic guidelines for anti-crisis management of the enterprise.

**Methodological recommendations:** tasks for students are mandatory and individual for each. In order to perform practical work, the student, as part of his task, familiarizes himself with the theoretical material presented in the main part of the course, the proposed additional material, and also conducts an independent search for the necessary materials for the performance of individual tasks.

By performing practical tasks, the student acquires:

- experience of working with scientific literature, periodical special editions, legislative acts, financial reporting materials of business entities, financial accounting data and other sources of knowledge;

- learns to analyze and generalize, as well as to clearly express his thoughts on a given topic in writing. All this is the basis for performing more complex forms of work in the future, such as course, diploma and master's theses.

**Task 1.** Prepare for the oral survey on topic 3 according to the specified plan:

1. What are the main causes of crisis phenomena in the state administration system?

2. What are the features of the public administration system?

3. What groups of contradictions do you know that cause a crisis in the public administration system? Briefly describe them.

4. Given the contradictions causing the crisis in the public administration system, outline the "risk zones" in the process of making and implementing management decisions.

5. Explain the meaning of the concept of "systemic crisis of public administration". What are the signs of a crisis of public administration known to you?

6. The causes of the emergence and development of crisis phenomena in the state administration system.

7. What are the stages of development of the public administration crisis that you know? Briefly describe them.

8. Functions of crisis management.

9. Crises of public administration by levels of occurrence. Briefly describe them.

10. General characteristics of the system of anti-crisis state management mechanisms.

**Task 2.** Performance of educational tasks.

**2.1. Match the groups of contradictions, causing a crisis in the public administration system (1,2,3,4) and their characteristics (A,B,C,D):**

1. The first group of contradictions
2. The second group of contradictions
3. The third group of contradictions
4. The fourth group of contradictions

**A.** conflicts of interests of various political groups regarding the distribution of power

**B.** contradictions between the levels of development of elements of the public administration system, which include structure, functions, personnel, information, equipment, technology, management methods

**C.** contradictions related to the quality of legislative and by-laws

**D.** contradictions that arise in the process of preparation and implementation of a management decision

**2.2.** The most important issue in anti-crisis management is the need to classify the stages of development of the state management crisis. It is known that there are several approaches to the classification of the stages of development of the crisis of public administration. In lecture 3, we considered one of them.

**Task:**

Using the knowledge acquired during the lecture, fill in the table, giving a brief description of each stage of the development of the public administration crisis.

<i>Stages</i>	<i>Characteristic</i>
<i>Ist, initial stage</i>	
<i>II stage</i>	
<i>III stage</i>	
<i>And V , the final stage</i>	

**Task 3.** Performance of situational and analytical tasks.

**Case "Ukraine - 90s, an attempt to get out of crises".**

**What was:**

– Contradictions between the potential of systems and management methods;

- Low energy self-sufficiency of the country;
- Compared to Western countries, consumer goods production technologies are lagging behind;
- Wear and tear of industrial and agricultural equipment.

**Tasks for the situation:**

1. What crises took place?
2. Briefly describe each of the crises in terms of the given situation.

*The volume for written performance is up to 1 page of text.*

Tasks 2 and 3 are performed in writing .

*Assessment criteria:* 9 points - the maximum score, of which:

7-9 points - a complete answer to the questions, which is based on perfect knowledge of the theoretical material of the lectures, additional practical material and understanding of the conceptual apparatus of the problem of practical training. The presented material is evidential, logical and consistent in nature. Active participation in the discussion during classroom ( offline or online) classes.

3-6 points - an almost complete answer, which has a conscious and sufficiently detailed nature and reveals the student's level of knowledge as sufficiently high and based on the processing of the lecture material.

0-2 points - the student's answer, which reflects the general orientation in the topic and a sufficient level of knowledge for evaluation.

For non-compliance with the deadline for submitting the work, 2 points are deducted from the total evaluation score.

**The form for submitting the results of work performed during classroom training:** an oral survey, a written report and links to relevant resources are submitted as an electronic file in MS Word format, font 14 pt, line spacing - 1, up to 5 pages of text

**Deadline:** according to the schedule of the educational process and the terms specified in the Elearn e-course .

## **Practical lesson No. 7. Mechanism of anti-crisis public administration**

**Goal:** to gain understanding and skills in recognizing crisis phenomena in the system of public administration and determining the main constituent mechanisms of anti-crisis public administration .

**Methodological recommendations:** tasks for students are mandatory and individual for each. In order to perform practical work, the student, as part of his task, familiarizes himself with the theoretical material presented in the main part of the course, the proposed additional material, and also conducts an independent search for the necessary materials for the performance of individual tasks.

By performing practical tasks, the student acquires:

- experience of working with scientific literature, periodical special editions, legislative acts, financial reporting materials of business entities, financial accounting data and other sources of knowledge;

- learns to analyze and generalize, as well as to clearly express his thoughts on the given topic in writing. All this is the basis for performing more complex forms of work in the future, such as course, diploma and master's theses.



**Task 1.** Prepare for the oral survey on topic 3 according to the specified plan:

1. Which of the management mechanisms, as a set of certain tools of anti-crisis state management, do you think is dominant?

2. Financial and economic mechanism of state regulation of crisis phenomena.

3. What approaches do you know about the criteria for the classification of crises that relate to the state's performance of its functions?

4. What are the main stages of the anti-crisis state management process?

5. What can be attributed to the essential signs of a crisis in the state administration system?

6. What are the methods (tools) of state regulation of crisis phenomena?

7. Objects and subjects of state regulation of crisis phenomena. Briefly describe them.

8. The mechanism of anti-crisis public administration in the general system of public administration.

9. Describe the principles of the effectiveness of anti-crisis management.

10. The state mechanism of anti-crisis management based

on the project approach.

**Task 2.** Performance of educational tasks.

**2.1.** It is known that crisis phenomena are an indicator of disproportions in the social development system and have an economic basis. Therefore, the main goal of state regulation of crisis phenomena is economic and social stability and strengthening of the existing order within the country and abroad, adapting it to changing conditions.

**Task:**

1. Formulate the author's definition of the term "*state regulation of crisis phenomena*".

2. Taking into account the economic basis of the occurrence of crisis phenomena and the importance of using an effective organizational mechanism in the development of anti-crisis strategies, consider what are the objects and subjects of state regulation of crisis phenomena. Justify your answer.

*The volume for written performance is up to 1 page of text.*

**2.2.** During the study of the 3rd topic, we found out that the entire system of mechanisms of anti-crisis state management should be considered in two planes , namely as:

1). Management mechanisms as *complexes of certain tools* of anti-crisis state management.

2). The mechanism of anti-crisis public administration *in the public administration system*.

**Task:**

Using the knowledge acquired during the lecture, fill in the table, giving a brief description of each mechanism of anti-crisis public administration.

<i>Types of system</i>	<i>Characteristic</i>
Management mechanisms as <i>complexes of certain tools</i> of anti-crisis state management	
The mechanism of anti-crisis public administration <i>in the public administration system</i>	

**Task 3.** Performance of situational and analytical tasks.

**Case "Air transportation crisis in Canada 2020"**

During the COVID-19 pandemic, such Canadian airlines as WestJet , Porter , Transat , Sunwing announced the temporary suspension or significant reduction of their activities.

And AirCanada was forced to:

- reduce the number of employees by half (out of a total of **10,000** employees, **3,600** employees of AirCanada and **1,549 employees of the Rouge subsidiary** will be cut );
- reduce the number of routes by almost 75% (instead of 154 international and 62 domestic flights, only 19 and 40 will be operated, respectively).

**Choose 3 factors that you think triggered the crisis.**

**Justify your answer:**

<b>Factors</b>	<b>Justification of the choice</b>
<b>Objective or Subjective</b>	
<b>International or National</b>	
<b>Natural or man-made</b>	

Tasks 2 and 3 are performed in writing .

*Assessment criteria:* 9 points - the maximum score, of which:

7-9 points - a complete answer to the questions, which is based on perfect knowledge of the theoretical material of the

lectures, additional practical material and understanding of the conceptual apparatus of the problem of practical training. The presented material is evidential, logical and consistent in nature. Active participation in the discussion during classroom ( offline or online) classes.

3-6 points - an almost complete answer, which has a conscious and sufficiently detailed nature and reveals the student's level of knowledge as sufficiently high and based on the processing of the lecture material.

0-2 points - the student's answer, which reflects the general orientation in the topic and a sufficient level of knowledge for evaluation.

For non-compliance with the deadline for submitting the work, 2 points are deducted from the total evaluation score.

**The form for submitting the results of work performed during classroom training:** an oral survey, a written report and links to relevant resources are submitted as an electronic file in MS Word format, font 14 pt, line spacing - 1, up to 5 pages of text

**Deadline:** according to the schedule of the educational process and the terms specified in the Elearn e-course.

## **Practical lesson No. 8. Risks in anti-crisis management**

**Goal:** o to get acquainted with the essence of management risks and to determine the possibilities of reducing and counteracting risks

**Methodological recommendations:** students familiarize themselves with the theoretical material presented in the lecture material of topic 4, basic, additional literature and Internet sources, and also conduct an independent search for materials to complete individual tasks.

**Task 1.** Prepare for an oral survey on topic 4 in accordance with the questions outlined in the presented material:

1. What is the classification of risks in the public administration system?
2. What external and internal sources of risks do you know?
3. What is the logic of risk formation?
4. What is the meaning of the term "risk management"?
5. What is the relationship between crisis management and risk management?
6. What are the functional features of the risk process?

7. What are the consequences of implementing a risk decision?
8. What is the meaning of the term "risk"?
9. What are the risks in anti-crisis management?
10. What understand under uncertainty and risk ?

**Task 2.** Completing the educational task.

Prepare a written answer (text size – 1-2 pages) on the topic:

*Propose and justify own classification risks .*

**Task 3.** Carrying out a situational and analytical task.

*Setting the task.*

Check out the following project idea:

Cafe "Prestige" has been operating for five years. Its products and services are in wide demand among middle-aged people with an average level of ability to pay.

The owner of the cafe decided to implement a new project - to start a new line of business - making cakes to order. The service will also be aimed at middle-income people who cannot always afford such orders at expensive restaurants.

There are premises for the production of confectionery orders, the main equipment is also there, and what is very

important, the sanitary-epidemiological station and other control institutions have given permission to operate.

It seems that the only thing necessary is to find a qualified pastry chef and purchase some small additional equipment and products.

*Questions about the situation:*

- 1. How successful is the cafe owner's idea?
- 2. What are the weaknesses and strengths, opportunities and threats for the implementation of this project?
- 3. Based on the analysis carried out in point 2, consider what risks the project can expect? Point list activities of responsiveness and prejudice risks . To do this, use the following risk management tool:

**Risk management plan**

Risk	Onset indicators	Prevention and response measures	Responsible
1.			
2...			

Prepare a written answer (text size – 1-2 pages).

*Tasks 2 and 3 are performed in writing .*

*Assessment criteria:* 8 points - the maximum score, of which:

6-8 points - a complete answer to the questions, which is based on perfect knowledge of the theoretical material of the



lectures, additional practical material and understanding of the conceptual apparatus of the problem of practical training. The presented material is evidential, logical and consistent in nature. Active participation in the discussion during classroom ( offline or online) classes.

3-5 points - an almost complete answer, which has a conscious and sufficiently detailed nature and reveals the student's level of knowledge as sufficiently high and based on the processing of the lecture material.

0-2 points - the student's answer, which reflects the general orientation in the topic and a sufficient level of knowledge for evaluation.

For non-compliance with the deadline for submitting the work, 2 points are deducted from the total evaluation score.

**The form for submitting the results of work performed during classroom training:** an oral survey, a written report and links to relevant resources are submitted as an electronic file in MS Word format, font 14 pt, line spacing - 1, up to 5 pages of text

**Deadline:** according to the schedule of the educational process and terms specified in the Elearn electronic course .

## **Practical lesson No. 9. Possibilities reduction and countermeasures risks**

**Goal:** to get to know the essence of management risks and to determine the possibilities of reducing and counteracting risks

**Methodological recommendations:** students familiarize themselves with the theoretical material presented in the lecture material of topic 4, basic, additional literature and Internet sources, and also conduct an independent search for materials to complete individual tasks.

**Task 1.** Prepare for an oral survey on topic 4 in accordance with the questions outlined in the presented material:

1. Essence management risks .
2. Which ones most common species risks do you know
3. How they are classified risks by sources occurrence ?
4. Which ones reasons occurrence risks ?
5. What is the classification? risks depending from their reasons occurrence ?
6. What a sequence implementation works on analysis risks ?
7. What such quantitative and qualitative analysis risk ?
8. Corruption risks in the public administration system.

9. Which ones methods and techniques of analysis risks do you know

10. Which ones exist methods decrease risks ?

**Task 2.** Completing the educational task.

**Match the types of risks (1, 2, 3, 4) and their definitions**

**(A, B, C):**

1. Force majeure is not a circumstance

2. Economic risks

3. Political risks

4. Risk of non-payment of debt

A. risk capital investments ( inflation )

B. inadequacy political solutions

C. risks occurrence international conflicts

**Task 3.** Execution of a situational and analytical task.

*Setting the task.*

Develop and present a program of changes for Ukraine " Road map a reforms " in the direction of "Humanitarian development" on the basis of discussion of the following issues :

– What problems do you think the reform should solve?

- What are the primary goals and objectives of the reforms?
- Define the list of authorities responsible for making decisions.

During execution task students focus on the questions outlined in the task, and enter the answers in the table \*\* :

### **Road map a reforms in Ukraine**

*Direction: Humanitarian development*

<i>Spheres of state policy</i>	<i>Problems to be solved by the reform</i>	<i>Goals/objectives of the reform</i>	<i>Who makes the decision (authorities)</i>
Reform of the health care system		Goal 1 Goal 2 The goal...	
Reform of education and science			
Culture			
Youth policy			
Reform of the policy of national memory			

\*\* if necessary, the descriptive part can be added after the table.

*Tasks 2 and 3 are performed in writing .*

*Assessment criteria: 8 points - the maximum score, of which:*

6-8 points - a complete answer to the questions, which is based on perfect knowledge of the theoretical material of the lectures, additional practical material and understanding of the conceptual apparatus of the problem of practical training. The presented material is evidential, logical and consistent in nature. Active participation in the discussion during classroom ( offline or online) classes.

3-5 points - an almost complete answer, which has a conscious and sufficiently detailed character and reveals the student's level of knowledge as sufficiently high and based on the processing of the lecture material.

0-2 points - the student's answer, which reflects the general orientation in the topic and a sufficient level of knowledge for evaluation.

For non-compliance with the deadline for submitting the work, 2 points are deducted from the total evaluation score.

**The form for submitting the results of work performed during classroom training:** an oral survey, a written report and links to relevant resources are submitted as an electronic file in MS Word format, font 14 pt, line spacing - 1, up to 5 pages of text

**Deadline:** according to the schedule of the educational process and terms specified in the Elearn electronic course .

## **Practical lesson No. 10. Crisis management strategies**

**Goal:** to get acquainted with the essence of anti-crisis management strategies and the main approaches to their formation

**Methodological recommendations:** students familiarize themselves with the theoretical material presented in the lecture material of topic 5, basic, additional literature and Internet sources, and also conduct an independent search for materials to complete individual tasks.

**Task 1.** Prepare for an oral survey on topic 5 in accordance with the questions outlined in the presented material:

1. Requirements to which the anti-crisis strategy must meet.
2. Types of planning in anti-crisis management.
3. Types of anti-crisis development strategies.
4. The main directions of anti-crisis management for authorities.
5. Mechanism of development and implementation of anti-crisis strategies.
6. Explain the content of the preventive anti-crisis strategy.
7. What is the content of reactive anti-crisis strategy.

8. The main stages of the crisis management process.
9. The main tasks of the state anti-crisis management.
10. Principles of state anti-crisis management.

**Task 2.** Completing the educational task.

Given that public authorities most often focus on such types of anti-crisis strategies as preventive and reactive, consider and provide a written answer:

*What scenario is Ukraine moving towards?*

Justify your answer.

**Task 3.** Carrying out a situational and analytical task.

**Case "What's going on?"**

*Setting the task.*

In one country, patients experience incredible suffering. They say that getting seriously ill in this country is practically a death sentence.

- the hospital does not always have enough surgical instruments, bandages, disinfectants, etc.;
- in just 2 months, about 35 babies died due to a lack of medicines;
- there is no infant formula in the maternity ward;

- the hospital pharmacy does not work, there are practically no medicines anyway;
- there is only one bed in the intensive care unit and the ventilator does not work ;
- medical staff exchange medicine for food.

The President of the country says that there is no crisis and the opposition is simply trying to undermine the confidence in the Government.

What do you think?

*Give reasonable answers to the questions:*

1. Is this situation a coincidence or a crisis?
2. If it is a crisis, what kind of crisis is it?

List the signs of these crises.

3. Can it be argued that part of the system is still preserved, is viable and can be improved?

*Tasks 2 and 3 are performed in writing .*

*Assessment criteria:* 8 points - the maximum score, of which:

6-8 points - a complete answer to the questions, which is based on perfect knowledge of the theoretical material of the lectures, additional practical material and understanding of the conceptual apparatus of the problem of practical training. The



presented material is evidential, logical and consistent in nature. Active participation in the discussion during classroom ( offline or online) classes.

3-5 points - an almost complete answer, which has a conscious and sufficiently detailed character and reveals the student's level of knowledge as sufficiently high and based on the processing of the lecture material.

0-2 points – the student's answer, which reflects the general orientation in the topic and a sufficient level of knowledge for assessment.

For non-compliance with the deadline for submitting the work, 2 points are deducted from the total evaluation score.

**The form for submitting the results of work performed during classroom training:** an oral survey, a written report and links to relevant resources are submitted as an electronic file in MS Word format, font 14 pt, line spacing - 1, up to 5 pages of text

**Deadline:** according to the schedule of the educational process and terms specified in the Elearn electronic course .

**Practical lesson No. 11. Project approach during crisis systems management (8 points)**

**Topic: Project approach during the management of crisis systems**

**Goal:** to get acquainted with the essence of the formation of anti-crisis strategies and elements of strategic management in modern conditions

**Methodological recommendations:** students familiarize themselves with the theoretical material presented in the lecture material of topic 5, the main, additional literature and Internet sources, and also conduct an independent search for materials to complete individual tasks.

**Task 1.** Prepare for an oral survey on topic 5 in accordance with the questions outlined in the presented material:

1. Main aspects when choosing an anti-crisis management strategy.
2. What is the basis of the formation of the risk management system?
3. The essence of the national anti-crisis program.
4. Prerequisites for achieving the goal of the national anti-crisis program.

5. Stages of the crisis management process.
6. The essence of developing a pessimistic business plan.
7. What must be observed to ensure an effective anti-crisis economic policy of the state?
8. What is the main goal of the national anti-crisis program?
9. Innovation and investment processes as elements of strategic management.
10. Social partnership as a component of anti-crisis actions.

**Task 2.** Completing the educational task.

**CASE "Choosing a strategy"**

*Setting the task.*

Imagine that you, as the mayor of a city, receive a message that the demand for rental housing in the city exceeds the supply by 200,000 households. And the permanent population of your city is about 700,000 citizens.

*Give a written answer to the following questions:*

*1). What strategy would be appropriate in this case?*

a) Preventive anti-crisis strategy - we are developing a "City Development Strategy" for the next 5 years and will provide housing construction for 200,000-250,000 people. households;

b) Reactive anti-crisis strategy – ensures rapid construction of temporary housing for households while capital construction takes place.

2). *What will happen if we don't take quick action?*

The volume for written performance is up to 1 page of text.

**Task 3.** Carrying out a situational and analytical task.

*Setting the task.*

Develop and present a program of changes for Ukraine "Road map a reforms " in the direction of "Public Administration" on the basis of discussion of the following issues :

- What problems do you think the reform should solve ?
- What are the primary goals and objectives of the reforms?
- Define the list of authorities responsible for making decisions.

During execution task students focus on the questions outlined in the task, and enter the answers in the table \*\* :

## Road map a reforms in Ukraine

*Direction: Public administration*

<i>Spheres of state policy</i>	<i>Problems to be solved by the reform</i>	<i>Goals/objectives of the reform</i>	<i>Who makes the decision (authorities)</i>
Reform of electoral legislation		Goal 1 Goal 2 The goal...	
Reform of public administration			
Reform of local self-government and decentralization of power			
Electronic democracy			
Municipal development			

\*\* if necessary, the descriptive part can be added after the table.

*Tasks 2 and 3 are performed **in writing** .*

**Evaluation criteria:** 8 points - the maximum score, of which:

6-8 points - a complete answer to the questions, which is based on perfect knowledge of the theoretical material of the

lectures, additional practical material and understanding of the conceptual apparatus of the problem of practical training. The presented material is evidential, logical and consistent in nature. Active participation in the discussion during classroom ( offline or online) classes.

3-5 points - an almost complete answer, which has a conscious and sufficiently detailed character and reveals the student's level of knowledge as sufficiently high and based on the processing of the lecture material.

0-2 points - the student's answer, which reflects the general orientation in the topic and a sufficient level of knowledge for evaluation.

For non-compliance with the deadline for submitting the work, 2 points are deducted from the total evaluation score.

**The form for submitting the results of work performed during classroom training:** an oral survey, a written report and links to relevant resources are submitted as an electronic file in MS Word format, font 14 pt, line spacing - 1, up to 5 pages of text

**Deadline:** according to the schedule of the educational process and terms specified in the Elearn electronic course .

## **Practical lesson No 12. Application of various types of analysis in crisis management**

**Goal:** to get acquainted with the main types of analysis in anti-crisis management and to determine the criteria for their selection

**Methodical recommendations:** students familiarize themselves with the theoretical material presented in the lecture material of topic 6, the main, additional literature and Internet sources, and also conduct an independent search for materials to complete individual tasks.

**Task 1.** Prepare for an oral survey on topic 6 in accordance with the questions outlined in the presented material:

1. Application of what types of analysis is possible in anti-crisis management? Give a brief description of each.
2. Approaches to forming a SWOT analysis.
3. Explain the relationship between planning, forecasting and analysis?
4. Describe all the components of a SWOT analysis.
5. In what cases is a comparative SWOT analysis conducted?

6. Functions of anti-crisis management, which, in your opinion, are important in anti-crisis regulation in Ukraine.
7. What strategies are developed based on the SWOT analysis?
8. List of characteristics for a SWOT analysis of a corporation according to Thomson-Strickland .
9. Approaches to goal formation using the SMART method.
10. Interrelationship between economic, legal and organizational and administrative mechanisms of anti-crisis management.

**Task 2.** Completing the educational task.

**Match the types of analysis (1, 2, 3, 4, 5) and their practical application (A, B, C, D ):**

1. Gap analysis
2. SWOT analysis
3. PEST analysis
4. SMART method

**A.** a method of strategic planning, which consists in identifying the factors of the internal and external environment of



the organization and dividing them into four categories: strengths and weaknesses, opportunities and threats

**B.** it marketing a tool designed to identify political, economic, social and technological aspects of the external environment that affect the company's business

**C.** a method of setting a goal that meets such criteria as specificity, measurability , reach, significance, and time determination

**D.** method of primary information analysis, studies the strategic difference between the desired - what enterprise wants to achieve in his development and real - what the company can actually achieve without changing its current policy

**Task 3.** Carrying out a situational and analytical task.

**Case " Food is prepared quickly, but it's not easy to get the job done"**

*Setting the task.*

Corporation " Technocom " is one of the largest in Eastern Europe. The business is focused on the production of quick-cooking products. According to experts, the corporation controls 60% of the Ukrainian market. Up to 20% of Technokom's products are exported to the countries of the near and far abroad: Belarus,

Moldova, Romania, Kazakhstan , Lithuania , Latvia, Estonia, Germany, Poland, the Czech Republic, Israel, Bulgaria . The quality management system implemented in the company is certified according to the international quality standard 180 9001: 2000. The corporation has repeatedly become a laureate of the national competitions and festivals "European Quality", "Higher Quality". The trademarks " Mivina ", " Lusheda " and "Bim-Bim" are winners of the national competition "Zolo Lota trademark".

*Additional information.*

The market situation. Fast food products are one of the most dynamic and developing markets. With the growth of prosperity, more and more consumers are trying to spend less time on food preparation.

However, for manufacturers of "fast food", this market situation has not only positive features: the more attractive the business field, the more people want to work in it.

Therefore, in the last few years, the competition is gradually intensifying. The market is saturated with both products that the consumer is looking for and new products.

By according to analysts, with general market stability ( growth rates within 10-15%) a selective increase in sales of new product groups should be expected. For example, the appearance of

relatively expensive domestic "fast" products is possible, because the demand for them has already been formed.

Competitiveness. As the main way to protect its competitive advantages, "Technikom" considers the implementation of the SCM system ( Customer Relationships Marketing ) - marketing of relations with the consumer. For example, based on the analysis of consumer preferences, the company developed the concept of new products: TM "Bim-Bim" rice chips, premium-class " Lusheda " rice noodles and rice vermicelli, which include sublimated vegetable components.

The second means of maintaining competitiveness is reinvestment in production and capacity building . Last year, the company put into operation two large factories - pasta and cardboard, investing \$8 million in this project. In the food industry , the scale of production is too pronounced. Therefore, the company, while reducing contingent and fixed costs per unit of production, strengthens its own competitive positions.

Personnel. Non-material methods of motivation are widely used in the company . In addition, the company provides monetary remuneration , as well as free food, summer vacation, the opportunity to do sports in its own sports complex, treatment in its

own "Center of Eastern Medicine". The company has a negative attitude towards overtime work.

Since the demand for quick-cooking products in Ukraine is already formed, there is a threat: the appearance on the market of a domestic manufacturer with powerful production; foreign companies entering the Ukrainian market with similar products.

*Assignment to the situation*

1. Analyze the external business environment for the " Techno Com " corporation.

2. Analyze the internal environment of the " Technocom " corporation based on the material presented in the assignment.

3. Build a SWOT matrix.

4. How exactly can the " Technocom " corporation influence consumer behavior?

5. What main sources of formation of competitive advantages can be determined for the corporation " Technocom "?

*Tasks 2 and 3 are performed in writing .*

*Assessment criteria:* 8 points - the maximum score, of which:

6-8 points - a complete answer to the questions, which is based on perfect knowledge of the theoretical material of the

lectures, additional practical material and understanding of the conceptual apparatus of the problem of practical training. The presented material is evidential, logical and consistent in nature. Active participation in the discussion during classroom ( offline or online) classes.

3-5 points - an almost complete answer, which has a conscious and sufficiently detailed character and reveals the student's level of knowledge as sufficiently high and based on the processing of the lecture material.

0-2 points - the student's answer, which reflects the general orientation in the topic and a sufficient level of knowledge for evaluation.

For non-compliance with the deadline for submitting the work, 2 points are deducted from the total evaluation score.

**The form for submitting the results of work performed during classroom training:** an oral survey, a written report and links to relevant resources are submitted as an electronic file in MS Word format, font 14 pt, line spacing - 1, up to 5 pages of text

**Deadline:** according to the schedule of the educational process and terms specified in the Elearn electronic course .

## **Practical lesson No. 13. Technologies for setting tasks in crisis management**

**Goal:** to get acquainted with the main technologies for setting tasks in anti-crisis management and to determine the criteria for their evaluation

**Methodical recommendations:** students familiarize themselves with the theoretical material presented in the lecture material of topic 6, the main, additional literature and Internet sources, and also conduct an independent search for materials to complete individual tasks.

**Task 1.** Prepare for an oral survey on topic 6 in accordance with the questions outlined in the presented material:

1. Describe all the constituent elements of the SMART method.
2. In what cases should the SMART method be used?
3. Structure of PEST analysis.
4. Advantages and limitations of PEST analysis.
5. The main components of gap analysis (GAP analysis).
6. Consider what effective management should be in a crisis situation in Ukraine and the world.
7. What is the main goal of state anti-crisis management?

8. What is the purpose of crisis management at the micro level?
9. Causes of crisis phenomena at the enterprise.
10. The main components of SWOT analysis.

**Task 2.** Completing the educational task.

Consider and provide a written answer to the question (up to 1 page of text):

*What are the advantages and disadvantages of using the SMART method when setting goals in anti-crisis management at both the micro and macro levels?*

**Task 3.** Carrying out a situational and analytical task.

*Setting the task.*

Read the following situations, evaluate and, if necessary, adjust the correctness of the detailing of the goal using the SMART method.

In the "true/false" column opposite the criteria, write reasonable explanations.

**a)** SMART technology for the anti-crisis manager of the "Ukrprompostach " corporation in case of a threat of a sales crisis:

"Develop an anti-crisis program"

<b>We check:</b>	(true/false)
S (specific)	
M (specific)	
A (assignable)	
R (realistic)	
T (time-related)	

**b) SMART wording for a business coach:**

"Record two webinars on the topic "Setting goals using the SMART system" by August 31, 2022. to attract new customers"

<b>We check:</b>	(true/false)
S (specific)	
M (specific)	
A (assignable)	
R (realistic)	
T (time-related)	

**c) SMART technology for the sales department:**

"In 6 months, increase the number of concluded contracts with new clients by 20% due to the implementation of sales scripts ."

<b>We check:</b>	(true/false)
S (specific)	
M (specific)	
A (assignable)	
R (realistic)	
T (time-related)	



d) For a student of the 1st year of study, the production format is as follows:

"Buying an apartment is no more expensive than USD 35,000 . in the area of your educational institution."

<b>We check:</b>	(true/false)
S (specific)	
M (specific)	
A (assignable)	
R (realistic)	
T (time-related)	

e) For a 1st-year student, the production format is as follows:

"Buying an apartment is no more expensive than USD 35,000 . in the area of his educational institution until the end of the 4th year in order to move away from his parents."

<b>We check:</b>	(true/false)
S (specific)	
M (specific)	
A (assignable)	
R (realistic)	
T (time-related)	

*Tasks 2 and 3 are performed in writing .*

*Assessment criteria:* 8 points - the maximum score, of which:

6-8 points - a complete answer to the questions, which is based on perfect knowledge of the theoretical material of the lectures, additional practical material and understanding of the conceptual apparatus of the problem of practical training. The presented material is evidential, logical and consistent in nature. Active participation in the discussion during classroom ( offline or online) classes.

3-5 points - an almost complete answer, which has a conscious and sufficiently detailed character and reveals the student's level of knowledge as sufficiently high and based on the processing of the lecture material.

0-2 points - the student's answer, which reflects the general orientation in the topic and a sufficient level of knowledge for evaluation.

For non-compliance with the deadline for submitting the work, 2 points are deducted from the total evaluation score.

**The form for submitting the results of work performed during classroom training:** an oral survey, a written report and links to relevant resources are submitted as an electronic file in MS Word format, font 14 pt, line spacing - 1, up to 5 pages of text

**Deadline:** according to the schedule of the educational process and terms specified in the Elearn electronic course .

## **Practical lesson No. 14. Methods of diagnosing crisis phenomena**

**Goal:** to get acquainted with the main methods of diagnosing crisis phenomena and to determine the possibilities of their application

**Methodical recommendations:** students familiarize themselves with the theoretical material presented in the lecture material of topic 7, basic and additional literature and Internet sources, and also conduct an independent search for materials to complete individual tasks.

**Task 1.** Prepare for an oral survey on topic 7 in accordance with the questions outlined in the presented material:

1. What is the meaning of the term "diagnosis"?
2. The importance of diagnostic studies to determine the presence and depth of the crisis, ways and means of exiting the crisis state.
3. What are the stages of crisis diagnosis?
4. What monitoring methods do you know?
5. What does state monitoring of the state anti-crisis management consist of?

6. What is the role and significance of monitoring in the state anti-crisis management system?
7. What is the role and significance of monitoring in the anti-crisis management system of the enterprise?
8. The role of information in the diagnosis of crises.
9. What role does information play in crisis diagnosis?
10. Prevention of crisis situations in the sphere of public administration.

**Task 2.** Completing the educational task.

CASE "Seven nannies have a child without an eye"

*Setting the task.*

Imagine that during the planning of anti-crisis measures, certain tasks and powers were assigned to two executors at once. Is it possible to "turn a blind eye" to the duplication of managerial and procedural functions by different divisions?

Answer options:

- a). yes, it is possible to find someone to whom to transfer responsibility in case of unsuccessful implementation of the anti-crisis strategy ;
- b). yes, the more people doing the same thing, the better;

c). no, it creates chaos in management, but I will not interfere as long as it at least somehow works;

d). no, the functions of each employee must be clearly defined. Duplication of functions, especially during a crisis, is not allowed.

Justify your answer (up to 1 page of written text).

**Task 3.** Carrying out a situational and analytical task.

*Setting the task.*

Develop and present a program of changes for Ukraine "Road map a reforms " in the direction of "Economy and sustainable development" on the basis of discussion of the following issues :

- What problems do you think the reform should solve ?
- What are the primary goals and objectives of the reforms?
- Define the list of authorities responsible for making decisions.

During execution task students focus on the questions outlined in the task, and enter the answers in the table \*\* :

## Road map a reforms in Ukraine

*Direction:* **Economy and sustainable development**

<i>Spheres of state policy</i>	<i>Problems to be solved by the reform</i>	<i>Goals/objectives of the reform</i>	<i>Who makes the decision (authorities)</i>
Economic development		Goal 1 Goal 2 The goal...	
Tax and budget reform			
Reform of the financial sector and the pension system			
Energy sector reform			
Environmental protection and sustainable development			

\*\* if necessary, the descriptive part can be added after the table.

*Tasks 2 and 3 are performed in writing .*

*Assessment criteria:* 8 points - the maximum score, of which:

6-8 points - a complete answer to the questions, which is based on perfect knowledge of the theoretical material of the

lectures, additional practical material and understanding of the conceptual apparatus of the problem of practical training. The presented material is evidential, logical and consistent in nature. Active participation in the discussion during classroom ( offline or online) classes.

3-5 points - an almost complete answer, which has a conscious and sufficiently detailed character and reveals the student's level of knowledge as sufficiently high and based on the processing of the lecture material.

0-2 points - the student's answer, which reflects the general orientation in the topic and a sufficient level of knowledge for evaluation.

For non-compliance with the deadline for submitting the work, 2 points are deducted from the total evaluation score.

**The form for submitting the results of work performed during classroom training:** an oral survey, a written report and links to relevant resources are submitted as an electronic file in MS Word format, font 14 pt, line spacing - 1, up to 5 pages of text

**Deadline:** according to the schedule of the educational process and terms specified in the Elearn electronic course .

## **Practical lesson No. 15. Manager in crisis situations**

**Goal:** to get acquainted with the main approaches to the diagnosis of crisis phenomena and to determine the role of an anti-crisis manager in crisis management

**Methodical recommendations:** students familiarize themselves with the theoretical material presented in the lecture material of topic 7, basic and additional literature and Internet sources, and also conduct an independent search for materials to complete individual tasks.

**Task 1.** Prepare for an oral survey on topic 7 in accordance with the questions outlined in the presented material:

1. What is the dynamic method of monitoring?
2. The role of the state in anti-crisis management.
3. Possibilities of overcoming the crisis of public administration in Ukraine.
4. The need for state anti-crisis management in modern conditions.
5. Peculiarities of domestic anti-crisis regulation in the economic sphere at the macro level.
6. Types of state regulation of crisis situations.



7. What is the importance of diagnostic studies for determining the presence and depth of a crisis, ways and means of exiting a crisis state?

8. What modeling methods do you know for diagnosing crisis phenomena and processes?

9. What is the meaning of the term "monitoring"?

10. What are the differences between the concepts of "diagnosis", "monitoring", "analysis", "evaluation", "scanning"?

## **Task 2.** Completing the educational task.

### **2.1.** CASE "Making a decision"

#### *Setting the task.*

1). Answer the question:

*Who would you prefer to diagnose the crisis state of the institution entrusted to you?*

a) Employees of internal analytical units. Because they know the institution, the manager, the situation, previous indicators better.

b) Analytical group consisting of:

- representatives of the public service;
- external experts (auditors, consultants, scientists and other professionals).

2). Justify your answer.

**2.2. CASE** "Requirements for an anti-crisis manager who must possess certain qualities."

*Setting the task.*

Among the specified list, there is an extra position for getting out of the crisis and normalizing the activity of the management object. Choose the redundant position and justify your choice:

- a) the ability to work in a team and listen to the opinion of specialists;
- b) high professionalism;
- c) the ability to make active, non-populist decisions regarding the withdrawal of the state/industry/region/institution from the crisis;
- d) ability to follow rules and procedures;
- e) have a high responsibility for the assigned case;
- f) practical experience.

The volume for the written answer to the 2nd task is up to 1 page of text.

**Task 3.** Carrying out a situational and analytical task.

*Setting the task.*

Fill in the columns of the table, having determined which parameters indicate a crisis state at the enterprise, namely, put a "+" sign if the situation corresponds to a crisis state, and a "-" sign if the enterprise is not threatened by a crisis in this situation.

Parameters that indicate a crisis situation at the enterprise

No	Indicator	Pre-crisis state	Crisis
1	Lack of a long-term strategic plan	<i>for example,</i> +	<i>for example,</i> +
2	Lack of current and operational plans		
3	Lack of financial management		
4	Structure of the organization:		
	- tradition		
	- not ordered		
5	Order portfolio:		
	- availability for the current period		
	- availability for the future		
6	Leadership style:		
	- authoritarian		
	- democratic		
	- liberal		
7	Methods of solving problems:		
	- traditional		
	- missing methods		
8	Methods of business communication:		
	- formal, ritual	--	+
	- random, sporadic	+	+
9	Availability of innovations:		

	- according to the strategic plan	--	--
	- missing	+	+
10	Availability of investments:		
	- according to the strategic plan	--	--
	- missing	+	+
11	Special training of the manager in the field of crisis management:		
	- available	--	--
	- absent	+	+
12	Availability of insurance reserves, resources		
	- available	--	--
	- absent	+	+

*Tasks 2 and 3 are performed in writing .*

*Assessment criteria:* 6 points - the maximum score, of which:

5-6 points - a complete answer to the questions, which is based on perfect knowledge of the theoretical material of the lectures, additional practical material and understanding of the conceptual apparatus of the problem of practical training. The presented material is evidential, logical and consistent in nature. Active participation in the discussion during classroom ( offline or online) classes.

3-4 points - an almost complete answer, which has a conscious and sufficiently detailed nature and reveals the student's

level of knowledge as sufficiently high and based on the processing of the lecture material.

0-2 points - the student's answer, which reflects the general orientation in the topic and a sufficient level of knowledge for evaluation.

For non-compliance with the deadline for submitting the work, 2 points are deducted from the total evaluation score.

**The form for submitting the results of work performed during classroom training:** an oral survey, a written report and links to relevant resources are submitted as an electronic file in MS Word format, font 14 pt, line spacing - 1, up to 5 pages of text

**Deadline:** according to the schedule of the educational process and terms specified in the Elearn electronic course .

## **Independent work 1. The conditionality and essence of crisis phenomena**

**Goal:** acquisition of skills in recognizing crisis phenomena, their analysis and possible directions of prevention

Independent work 1 summarizes all the knowledge obtained during the study of module 1 and acts as a means of independent acquisition and deepening of the student's knowledge, as well as a form of self-control and control of the student's independent learning by the educational institution.

During independent work, each student must independently work out certain questions on the specified topics and complete the tasks described below.

### **Execution progress**

1. Study the lecture material from the first module of the discipline "State Mechanisms of Anti-Crisis Management".

2. Consider the following questions:

- What do you know about the causes of crisis phenomena depending on the types of crises?
- What is the relationship between economic, social and political crises?
- What is the relationship between political crises and societal crises?
- Analyze the stages of the life cycle and the patterns of their course.

– What are the characteristic signs of a systemic crisis of public administration?

– What is the complexity of anti-crisis state management mechanisms?

– Analyze the development of scientific thought on crisis management since the 1960s. 20th century to the present time.

3. Compile a glossary of the following terms: economic crisis, crisis, state of crisis, political crisis, reengineering, systemic crisis of public administration.

4. Prepare a written report highlighting the main ideas of the developers of life cycle models on issues of anti-crisis management (*author of your choice*).

Choose one author from the list:

- Marshall
- Downs
- G. Lippitt and U. Schmidt
- L. Greiner
- Torbert
- Adizes

**Task performance form:**

Tasks No. 1, 2 - for oral processing; Nos. 3, 4 - in writing.

*Assessment criteria:* 8 points - the maximum score, of which:

6-8 points - a complete answer to the questions, which is based on perfect knowledge of the theoretical material of the lectures, additional practical material and understanding of the conceptual apparatus of the problem of practical training. The presented material is evidential, logical and consistent in nature.

3-5 points - an almost complete answer, which has a conscious and sufficiently detailed character and reveals the student's level of knowledge as sufficiently high and based on the processing of the lecture material.

0-2 points - the student's answer, which reflects the general orientation in the topic and a sufficient level of knowledge for evaluation.

For non-compliance with the deadline for submitting the work, 2 points are deducted from the total evaluation score.

**The form for submitting the results of the work performed :** a written report and links to relevant resources are submitted as an electronic file in MS Word format, font 14 pt, line spacing - 1, up to 5 pages of text.

**Deadline:** according to the schedule of the educational process and the terms specified in the Elearn e-course .



## **Independent work No. 2. Formation of crisis strategies**

**Goal:** acquiring skills in defining anti-crisis management strategies and basic approaches to their formation

Independent work 2 summarizes all the knowledge obtained during the study of module 1 and acts as a means of independent acquisition and deepening of the student's knowledge, as well as a form of self-control and control of the student's independent learning by the educational institution.

During independent work, each student must independently work out certain questions on the specified topics and complete the tasks described below.

### **Execution progress**

1. Study the lecture material from the second module of the discipline "State Mechanisms of Anti-Crisis Management".

2. Consider the following questions:

- What requirements should an anti-crisis strategy meet?
- What types of anti-crisis development strategies do you know?
- What is the content of reactive anti-crisis strategy?
- What is the content of the preventive anti-crisis strategy?

– What are the main stages of the crisis management process?

– What are the main tasks of the state anti-crisis management?

3. Compile a glossary of the following concepts: anti-crisis strategy, anti-crisis management, preventive anti-crisis strategy, reactive anti-crisis strategy, SWOT analysis.

4. Analyze the Sustainable Development Strategy of Ukraine until 2030. Prepare a written report on the topic: "Why is it so important to have a strategy for the development of the state?".

### **Task performance form:**

Tasks No. 1, 2 - for oral processing; Nos. 3, 4 - in writing.

*Assessment criteria:* 8 points - the maximum score, of which:

6-8 points - a complete answer to the questions, which is based on perfect knowledge of the theoretical material of the lectures, additional practical material and understanding of the conceptual apparatus of the problem of practical training. The presented material is evidential, logical and consistent in nature.

3-5 points - an almost complete answer, which has a conscious and sufficiently detailed character and reveals the

student's level of knowledge as sufficiently high and based on the processing of the lecture material.

0-2 points - the student's answer, which reflects the general orientation in the topic and a sufficient level of knowledge for evaluation.

For non-compliance with the deadline for submitting the work, 2 points are deducted from the total evaluation score.

**The form for submitting the results of the work performed :** a written report and links to relevant resources are submitted as an electronic file in MS Word format, font 14 pt, line spacing - 1, up to 5 pages of text.

**Deadline:** according to the schedule of the educational process and the terms specified in the Elearn e-course .

## QUESTIONS FOR SELF-CONTROL

1. What causes of crises do you know? Briefly reveal them.
2. What world crises do you know? Briefly describe them.
3. What world economic crises and their consequences do you know?
4. In your opinion, what are the possibilities of preventing the crisis and/or mitigating it.
5. Name the financial risks at the enterprise and ways to optimize them.
6. Classification of types of crises by field of origin. Briefly describe them.
7. Classification of types of crises by chance. Briefly describe them.
8. Classification of types of crises according to the degree of transparency. Briefly describe them.
9. Classification of types of crises according to the scale of manifestation. Briefly describe them.
10. Classification of types of crises according to the possibility of prediction. Briefly describe them.

11. Classification of types of crises according to the possibility of management. Briefly describe them.

12. External and internal risk factors at the enterprise.

13. What is the essence of crisis management?

14. Peculiarities of the occurrence of overt and latent crises.

15. Organizational, psychological and technological crises. What unites them? What are the differences?

16. Reveal the essence of the concept of "anti-crisis state".

17. Global financial and economic crises: causes and consequences.

18. Ways to overcome crises.

19. Causes of crisis phenomena.

20. The relationship between economic, social and political crises.

21. Reasons for predictable and unexpected crises.

22. The influence of globalization processes on the emergence of global crises.

23. The relationship between political crises and societal crises.

24. The role of the state in anti-crisis management.

25. Stages of crisis of public administration.

26. Components of the crisis of statehood in Ukraine.
27. The need for state anti-crisis management in modern conditions.
28. Peculiarities of anti-crisis public administration in states with a developed market economy.
29. Peculiarities of domestic anti-crisis regulation in the economic sphere at the macro level.
30. Ways to overcome parliamentary and governmental crises in Ukraine.
31. Peculiarities of state administration in the conditions of the introduction of a state of emergency.
32. Prevention of crisis situations in the sphere of public administration.
33. Possibilities of overcoming the crisis of public administration in Ukraine.
34. The content of the concept of "risk".
35. Risks in anti-crisis management.
36. Classification of risks in the system of public administration.
37. External and internal sources of risks.
38. The logic of risk formation.

39. Presence and importance of risks in anti-crisis management.

40. Types of state regulation of crisis situations.

41. Content of the concept of "risk management".

42. Relationship between anti-crisis management and risk management.

43. Functional features of the risk process.

44. Consequences of the implementation of the risk decision.

45. Approaches in using the risk management mechanism.

46. Stages of diagnosis of a crisis state.

47. The importance of diagnostic studies to determine the presence and depth of the crisis, ways and means of exiting the crisis state.

48. Methods of modeling the diagnosis of crisis phenomena and processes.

49. The role of information in the diagnosis of crises.

50. The role and significance of monitoring in the state anti-crisis management system.

51. Mechanisms of state regulation of crisis phenomena.

52. Consider what effective management should be in a crisis situation.

53. Describe the stages of anti-crisis management of the enterprise.
54. Regulation of crisis phenomena at the state level.
55. Causes of crisis phenomena in the state administration system.
56. Signs of crisis of public administration.
57. Characteristic signs of the systemic crisis of public administration.
58. Approaches to the criteria for the classification of crises that relate to the state's performance of its functions.
59. The main stages of the anti-crisis state management process.
60. Essential signs of a crisis in the system of public administration.
61. The content of the concept of "political conflict".
62. Methods (tools) of state regulation of crisis phenomena.
63. What do you understand by the term "systemic crisis of public administration"?
64. Characteristic signs of the systemic crisis of public administration.
65. Sequence of actions for conflict management.



66. The content of the concept of "anti-crisis management mechanisms". Which of the anti-crisis management mechanisms is considered a priority?

67. A comprehensive approach to the formation and implementation of state anti-crisis management mechanisms.

68. Specific mechanisms of anti-crisis management.

69. Interrelationship between economic, legal and organizational and administrative mechanisms of anti-crisis management.

70. The role of the motivational mechanism in the anti-crisis management system.

71. The main elements of the motivational mechanism of anti-crisis management.

72. The main elements of state mechanisms of anti-crisis management.

73. The main elements of the motivational mechanism of anti-crisis management.

74. Components of the political mechanism of anti-crisis management.

75. What does the state support mechanism consist of?

76. The causes and consequences of crisis situations in the leading countries of the world.

77. Classification of types of state anti-crisis management in the leading countries of the world.

78. Peculiarities of implementation of measures of state anti-crisis management in the leading countries of the world.

79. The main problems and goals of the anti-crisis policy of the leading countries of the world.

80. The main stages of implementation of state anti-crisis management mechanisms.

81. The main tasks of the state anti-crisis management.

82. Principles of state anti-crisis management.

83. The sequence of implementation of the anti-crisis policy of the state.

84. Main aspects when choosing a state anti-crisis management strategy.

85. What is the purpose of state anti-crisis management?

86. What is the basis of the formation of the risk management system?

87. What does state monitoring of the state anti-crisis management consist of?

88. The essence of the national anti-crisis program.

89. Prerequisites for achieving the goal of the national anti-crisis program.

90. Stages of the state anti-crisis management process.
91. The essence of developing a pessimistic business plan.
92. The main elements that make up the principles of state anti-crisis management.
93. What must be observed to ensure an effective anti-crisis economic policy of the state?
94. Functions of anti-crisis management, which, in your opinion, are important in anti-crisis regulation.
95. What is the main goal of the national anti-crisis program?
96. Characteristics of the stages of the state anti-crisis management process.
97. The complex nature of the organizational mechanism of state administration.
98. Groups of contradictions causing a crisis in the system of public administration.
99. The essence of state regulation of crisis phenomena.
100. Complete the statement by writing the word in the appropriate case:
  - 1) a set of measures aimed at anticipating or mitigating the consequences of the crisis, ensuring the functioning of the

enterprise during the crisis period, as well as exiting the crisis with minimal losses is called \_\_\_\_\_.

2) the possibility of error or success of one or another choice in a situation with several alternatives it is \_\_\_\_\_.

3) creation of fundamentally new business processes that dramatically increase the efficiency of the enterprise is called \_\_\_\_\_.

4) disorder, decline, exacerbation of (political, economic, social) contradictions it is \_\_\_\_\_.

5) crises, which are associated with internal conflicts, shortcomings in the organization of production, imperfection of management, innovation and investment policy are called \_\_\_\_\_.

6) the risk associated with the probability of loss of financial resources of funds by the enterprise is \_\_\_\_\_.

7) the process in which the organization is unable to settle with lenders and the debtor's property is distributed among creditors by court decision is called \_\_\_\_\_.

## GLOSSARY

### **Administrative methods of management –**

1) methods and forms of management, which are based on direct administration, management based on orders, orders, issued from above the installation;

2) methods based on the fact that the subject of management, the management body produces directives, commands, orders, which are subject to strict execution by the subject of management, persons subordinate to the subject

**Administrative reform implementation mechanisms** - practical measures, tools, levers, incentives that ensure the implementation of administrative reform: formation of new institutions, organizational structures and tools of state administration; creation of the appropriate legal framework; personnel support of the new management system; strengthening and formation of its new financial and economic foundations; scientific and information support of state administration, establishment of effective monitoring of its functioning

**Administrative system** is a hierarchical system that is a complex subject of state administration, a subsystem of the system of state power. Performs management functions of planning, regulation,

organization, coordination, motivation, and control over various spheres of society's life. It is identified with the system of executive authorities

**Analytical diagnostics** - conducting diagnostic studies by non-contact methods using statistical information, using methods of complex economic analysis, point assessments, etc. p.

**Asset restructuring** – includes measures resulting in changes in the structure and composition of the active side of the balance sheet

**Bankruptcy** – the inability of the debtor to restore his solvency and satisfy the demands of creditors recognized by the court only through the application of the liquidation procedure, recognized by the commercial court

**Benchmarking** – program-targeted management of investment, innovation and marketing projects based on the market assessment of the company's competitive positions and successful global experience

**Budget deficit** - the share of budget expenditures that exceeds its revenues; reflects the amount of additional financial resources that must be attracted (borrowed) to cover the planned amount of expenses

**Crisis financial management** is a system of techniques and methods of financial management aimed at preventing a financial crisis and bankruptcy of an enterprise

**Crisis management** – management of insolvency (bankruptcy) and the process of financial recovery of the enterprise

**Crisis management of political conflict** - giving the conflict process a form that ensures the minimization of inevitable political, social, economic and moral losses

**Crisis program** is a specially prepared document in which a systematized list of the main measures planned to be implemented within the state to achieve the goal of exiting the crisis state is presented.

**Control in the field of public administration** is an important function of state power and management, which allows not only to detect, but also to prevent errors and shortcomings in the actions of public administration subjects, to look for new reserves and opportunities

**Conflict - a conflict of state administration** , or a **political conflict** - is always a struggle over the organization, exercise or redistribution of power. Allowing and eliminating these conflicts, finding a compromise and agreement in that specific situation is an "urgent need" of the state authorities

**Corporate restructuring (reorganization)** – related to enterprise reorganization; its consequences: full or partial change of the owner of the authorized capital; creation of new legal entities and (or) organizational and legal form of business organization

**Crisis** - breakdown, decline, exacerbation of political, economic and social contradictions; way out, conflict resolution

**"Countermeasure" strategy:** the main measure is the slowing down of the development of crisis phenomena, which is possible under the conditions of the availability of trained personnel and competent distribution of functions, because the inconsistency of the professional qualities of employees with the requirements of certain functions will complicate the implementation of the strategy

**Crisis of public administration** is a special turning point in the development and functioning of the political system of society, state-power structures, which is determined by instability, imbalanced activity of political institutions, a decrease in the level of control over socio-economic processes, aggravation of political conflicts, and an increase in the critical activity of the masses.

**Crises of social development** are special states in the development and functioning of the political system of society, state and power structures, which are characterized by such signs as: instability,



imbalance in the activities of political institutions, a decrease in the level of control of socio-economic and political processes, aggravation of political conflicts, an increase in critical social activity

**Crisis state management mechanism in the state management system** is a set of principles, laws and procedures that ensure the adoption and implementation of management decisions regarding the prediction of the danger of a crisis, the analysis of its symptoms, measures to reduce the negative consequences of a crisis and the use of its factors for further development

**Compulsory liquidation of an enterprise** is a procedure for the liquidation of an insolvent enterprise, which is carried out by a decision of the Commercial Court (as a rule, in the course of bankruptcy proceedings)

**Depression** (in the economy) - (lat. deprassus - oppression) - a phase of the industrial cycle, a state of the economy characterized by a long stagnation at a low level (lower than the previous one)

**Default** – non-fulfillment of obligations, inability to make timely interest and principal payments on debt obligations, or inability to fulfill the terms of the bond loan issuance agreement

**Directive planning** – mandatory performance by the object of management of the tasks established by the subject of

management. In a market economy, it can be carried out only in extreme situations (a deep economic crisis, hostilities and the recovery period after their end)

**Diagnostics in public administration** - analysis of the state of objects and processes in the public administration system in order to identify problems of their functioning and development

**Environmental security** - the state of protection of vital interests of the state, person, society from real or potential threats created due to anthropogenic or natural impact on the environment

**Economic crisis** – sharp contradictions in the economy of the country or the economic condition of the company (crisis of production and sale of goods, crisis of non-payment , bankruptcy, etc.)

**Economic risk** - loss of national wealth, decrease in the country's competitiveness , decline in the investment attractiveness of the economy, increase in the share of GDP per capita, growth in the inflation rate

**Economic expansion** - expansion of the sphere of influence of individual countries, monopolies, transnational corporations due to the displacement of other countries, companies, corporations, capture of sales markets, etc.

**Economic rehabilitation** - a system of measures carried out during bankruptcy proceedings with the aim of preventing the debtor from being declared bankrupt and liquidating it, aimed at improving the financial and economic situation of the debtor, as well as at satisfying the demands of creditors in full or in part through lending, enterprise restructuring , debts and capital and (or) changes in the organizational, legal and production structure of the debtor

**Essence of anti-crisis management** consists of a set of methods and techniques that allow identifying a crisis phenomenon, carrying out its diagnosis and prevention, overcoming negative consequences, and neutralizing the course of the crisis process

**Expert diagnostics** - diagnostics that is based on information obtained for the purposes of diagnosis by contact methods with the help of conducting special expert surveys

**Ethnopolitical security** is the degree (level) of the stability of the system of relations between representatives of different ethnic communities , ethnic groups and the state, in which their interests are coordinated and implemented, the rights and freedoms of citizens are ensured regardless of their ethnicity, and threats in the ethnopolitical sphere of social relations are prevented and neutralized

**Enterprise restructuring** is the implementation of organizational and economic, financial and economic, legal and technical measures aimed at the reorganization of the enterprise, change in the forms of ownership, management, organizational and legal form, which will contribute to the financial improvement of the enterprise, increase in the volume of production of competitive products, increase in production efficiency and satisfaction of creditors' demands

**Fictitious bankruptcy** is the actions of individuals to attract - capital from external sources for the purpose of personal enrichment, and then carry out self-liquidation of the enterprise in order not to pay for debt obligations

**Financial crisis** is a phase of unbalanced activity of an enterprise and limited opportunities for its management to influence financial relations arising at this enterprise

**Financial restructuring** is related to changes in the structure and size of equity and debt capital, as well as changes in the investment activities of the enterprise

**Functions of anti-crisis management** – types of activities that reflect the subject of management and determine its result, answering the question: what to do in order to effectively manage at the beginning, during the process and when exiting the crisis

**Global crisis of society** is the depletion of old and the lack of formation of new sources of development of society, which is manifested by crises in all spheres of its existence and in the inhibition and even cessation of evolutionary processes in it

**Grant** is a type of subsidy provided by an organization or a private person to another organization or a private person for the implementation of specific projects in the field of science, culture, and education

**Great Depression (1929-1993)** is a severe economic crisis of the world economic system. The crisis was accompanied by a decline in production and mass unemployment

**Humanitarian crisis (catastrophe)** is a disruption of the established life of a large group of people (classes, communities, or even nations), when their normal supply of food, housing, clothing is sharply limited, sanitary services are reduced, etc.

**Innovative development model** is a model that reproduces the processes of large-scale introduction into economic circulation through innovations of such products of intellectual labor as advanced technologies, in particular, energy- and resource-saving technologies, scientific and technical developments and other objects of intellectual property rights created in scientific and technical field of activity, as well as the introduction of effective

organizational and management solutions with the aim of their commercialization or obtaining a socio-economic effect

**Investment policy** is a set of government decisions that determine the main directions, sources and volumes of capital investment in the economy, its various spheres and industries

**Indicative management** is a mechanism for coordinating the interests and activities of state and non-state subjects of economic management, which combines its state regulation with market and non-market self-regulation and is based on the development of a system of indicators (indicators) of socio-economic development

**Innovation policy of the state** is a direction of state policy aimed at the formation of a new knowledge-based economy of the country, the development of competitive knowledge-intensive production based on the achievements of science, technology and engineering

**Intellectual capital** is the sum of knowledge, experience, professional training and intuition of all employees of an enterprise, institution, and state

**Intentional bankruptcy** - characterizes the intentional creation (or increase) of the company's insolvency by the manager or owner ; causing economic damage to the enterprise by them in their own

interests or in the interests of other persons; deliberately incompetent financial management

**International security** is the protection of the system of international relations from the threats of their destabilization, confrontation, armed conflicts and wars, which is determined by such a state of international relations, under which the vital interests (survival interests) of all subjects of world politics are ensured, the violation of the general peace or the creation of threats is excluded implementation of the specified interests and, accordingly, the security of the peoples

**Information security** is a state of society in which the preservation of the properties of information determined by the security policy, the conditions of its creation, existence and distribution is ensured

**Management restructuring** – involves making changes in the organizational and managerial sphere of the enterprise in order to increase its competitiveness

**Managerial activity** is a set of skills, abilities, methods, means of expedient acts and actions of a person in the field of management developed by experience, scientific knowledge and talent of people

**Mechanisms of state administration** - practical measures, means, levers, incentives, with the help of which state authorities influence any social relations in order to achieve the set goals

**Mechanism of state regulation of crisis phenomena** is a set of methods of organizing economic relations, which are used by the state in order to ensure favorable conditions for economic and social development

**Monitoring** is a complex of scientific, technical, technological, organizational and other means that ensure systematic control (tracking) of the state and development trends of natural, man-made and social processes

**Monitoring in public administration** - a system of constant monitoring of the most important current results, conditions and parameters of the development of public administration in the section of its individual segments for the purpose of correction and forecasting

**National security** is a broad, multi-component concept that reflects the existing military-political , economic, ecological, socio-cultural, informational and other threats to society, the state or nation, which are formed in the system of global and regional relations with other countries, ethnic groups, social groups, strata , political forces

**Organizational crisis of the public administration system** is the maximum aggravation of contradictions between the levels of



development of its elements or the inconsistency of their purpose, which leads to a significant decrease in the quality of work

**Policy of crisis financial management** is part of the company's financial strategy, which consists in the timely diagnosis of the company's financial condition and the development of special measures and mechanisms to avoid bankruptcy

**Political security** is the protection of the political system of society from external and internal threats

**Political conflict** is a struggle over the organization, exercise or redistribution of power

**Political crisis** - a crisis in the political system of society, a crisis of power, a crisis in the realization of the interests of various social groups and classes, a crisis in the management of society

**Political risk** – a change in economic policy, the threat of national conflicts, moratoriums and trade embargoes

**"Prevention" strategy** provides for the prevention or prevention of a crisis at the initial stage, the success of its implementation requires the presence of highly qualified personnel who are able to timely identify factors that threaten the stability of the system's functioning, to select information that reflects the trends and prospects of the system's development, as well as those who possess operational and strategic management skills

**Price of risk** is the size of the organization's losses as a result of activities in conditions of uncertainty

**Public administration** is a type of state activity, the exercise of managerial organizational influence by using the powers of the executive power through the organization of law enforcement, the implementation of administrative functions for the purpose of comprehensive socio-economic and cultural development of the state and its individual territories, as well as ensuring the implementation of state policy in the relevant spheres of public life, creating conditions for citizens to exercise their rights and freedoms

**Principles of crisis management organization** : general for the management system: economic efficiency; social responsibility; separation of functions of political, state and economic management; consumer orientation; systematicity Specific for anti-crisis management planning and development of special programs of a strategic nature; constant monitoring of the external and internal environment; continuity; purposefulness of the management process; efficiency and reliability of input information; reliability of forecasts; lack of universal anti-crisis solutions; final orientation to activity

**Quantitative risk analysis** makes it possible to determine the quantitative characteristics of risks (probability of deviation from the expected result, predicted amount of possible losses, etc.)

**Qualitative risk analysis** requires experience and intuition in this field of activity. It involves the definition of risk areas, risk factors, identification of the main risks

**Risk analysis** is a study of the degree of uncertainty in the process of implementing a decision, the probability of undesirable consequences

**Real bankruptcy** - characterizes the complete inability of the enterprise to restore its financial stability and solvency in the forecast period due to the real loss of equity

**Reengineering** is the creation of fundamentally new business processes that dramatically increase the efficiency of the enterprise

**Reorganization** is a complete or partial change of the owners of corporate rights of an enterprise, a change in the organizational and legal form of a business organization, the liquidation of individual structural divisions or the creation of several on the basis of one enterprise, the consequence of which is the transfer and acceptance of its property, funds, rights and obligations to legal successors

**Restructuring** is a process that involves the implementation of a set of measures of an organizational, production, managerial and financial nature

**Restructuring of production** - involves making changes in the organizational and production and economic sphere of the enterprise with the aim of increasing its profitability and competitiveness

**Recession** - a decline in economic activity: from rising inflation, prices for all types of goods and services, a decrease in the number of loans issued, devaluation of stock indexes, a drop in production volumes, a reduction in jobs, an increase in state debt

**Risk** is the result of any activity that can be measured using the methods of probability theory and the law of large numbers

**Risk management** – risk management aimed at reducing losses from possible negative situations in the company's activities

**State power** is a political and legal instrument for ensuring the functioning of the state and the implementation of its mission through a system of powers and mechanisms used on behalf of the state by specially formed bodies

**State crisis regulation** is a macroeconomic category that reflects the relations that arose during the organizational, economic and legal actions of the state to protect enterprises from crisis

situations. It comes from the analysis of the situation and the most concrete goal of developing tools capable of overcoming crisis situations

**State forecasting** is a tool for scientifically based prediction of the directions of the country's development, individual branches of the economy or individual administrative- territorial units, the possible state of the socio-economic and cultural spheres in the future, as well as alternative ways and deadlines for achieving the parameters of economic, social and cultural development

**State regulation** is a set of purposeful forms, methods and directions of influence used by state administration bodies to regulate the system of socio-economic relations with the aim of stabilizing and adapting the existing socio-political system to changing conditions

**State regulation in the conditions of a market economy** is the influence of the state on the economic system aimed at achieving the goals of its economic policy

**State regulation of the economy** is a set of measures, tools and mechanisms for the coordination of economic relations in society, the subject of which is the state and its institutions with their inherent levers of purposeful influence on the course of economic processes

**State regulation of crisis phenomena** – measures of legislative, executive, control influence, which are carried out with the aim of stabilizing the GNP and adapting the socio-economic system to changing conditions

**State management of the innovation-investment process** – complex systematic implementation of the state's innovation policy at all stages of the innovation process (creation of a new product; implementation of research and development; preparation and organization of serial production of products; promotion of a new product to the market), as well as the formation state investment policy for resource provision of this process

**State management of national security** is a specific type of state management that covers socio-economic, cultural, political and other spheres of public life

**State mechanism** is a set of state authorities organized on the basis of the constitutional principle of the division of state power for the realization of state goals

**State reserves** - strategic reserves of raw materials, materials, fuel, some types of equipment, food and other material products necessary for the smooth functioning of the economy in case of emergencies, defense needs, etc., which are created and regularly replenished by the state

**Signs of a crisis:** a sudden change in the system's position; significant aggravation of contradictions between its elements; threat to the vital activity of the system; abeyance; urgency of decision-making

**System-wide crisis** is a situation when the main components (components) of society are the technical base, the economy, the social sphere, law, etc. - came to such a mutual inconsistency that the imbalance of the system cannot be overcome within the framework (without a radical change) of the existing socio-economic system

**State of crisis** is a deviation of the actual economic state from the planned one

**Systemic crisis of public administration** is a mutual inconsistency of the economy, social sphere, politics, law, that is, an imbalance of the system that cannot be overcome within the framework of (without changing) the existing socio-economic system

**Strategy** is a detailed, comprehensive, comprehensive plan designed to ensure the implementation of the system's goal

**"Stabilization" strategy** is based on the possibility of using additional reserves and resources in the system, therefore, in addition to careful selection of personnel, the ability to work with

information also requires the effective use of the available set of methods. During the implementation of this strategy, the main work is transferred to those elements that are more resistant to changes, due to them, time is gained for the stabilization of others and they may be required to perform an increased number of functions and powers, therefore, the role of organizational and socio-psychological management methods is in in this case significant

**Strategic forecasting** – prevention of abnormal and crisis phenomena of social development through the development and implementation of a theoretically grounded program of social actions

**Subjects of state regulation of crisis phenomena** - management bodies or management personnel ( anti-crisis groups) that carry out remedial measures or measures to get out of crisis situations

**Technical bankruptcy** - characterizes the state of insolvency of the enterprise, which is caused by a significant delay in its receivables

**Tree of state goals** is a classic hierarchy of state goals obtained as a result of their structuring; illustrates the relationship of many goals and sub-goals of different content (social, political,



economic, spiritual, etc.), their coordination to achieve qualitative changes in a certain direction

**Types of crisis development strategy:** "Warning", "Countermeasure", "Stabilization", "Waiting", "Risk"

**"Waiting" and "Risk" strategies** are close in nature, because they allow the crisis state of the system to mature, and only then their actions are aimed at getting out of it. Based on this, the system needs a structure and distribution of functions, the optimality of which will allow taking measures to eliminate the crisis and maintain the system in an operational state as soon as the situation requires it. The correctness of the actions in this case depends on the objectivity and completeness of the available information about the development trends of the system, and in the case of the "Risk" strategy, also on the technical capabilities to make appropriate mathematical calculations regarding the likely behavior of the system

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