

**NATIONAL UNIVERSITY OF LIFE AND ENVIRONMENTAL SCIENCES OF
UKRAINE**

Department of administrative management and foreign economic activity



“ENDORSED”
by the department's meeting Administrative Management and
Foreign Economic Activity
Record №20 dated on “24” May 2022
Head of the department Lutsiak V.V.

“REVIEWED”
Guarantor of the academic program
“Management”

Lutsiak V. V.

**Work program of the academic discipline
INTRODUCTION TO SPECIALTY**

Specialty 073 «Management»

Academic program Management

Faculty of agrarian management

Developer: Associated Professor of Department of Administrative Management and
Foreign Economic Activity, Ph.D. (in Economic) **Ralko O.S.**

(position, academic degree, academic title)

Kyiv – 2022

1. Academic discipline description

Introduction to specialty

Field of knowledge, specialty, academic program, academic degree		
Academic degree	<i>Bachelor</i>	
Specialty	<i>073 Management</i>	
Academic program	<i>Management</i>	
Characteristics of the academic discipline		
Kind	Mandatory	
Total number of hours	150	
The number of ECTS credits	5	
The number of content modules	2	
Form of control	<i>Exam</i>	
Indicators of academic discipline for full-time and part-time forms of study		
	Full-time study	
Year of preparation	1	1
Semester	1	2
Lectures	15 h.	
Practical classes	60 h.	
Laboratory classes	-	
Independent study	75 h.	
Individual classes	-	
The number of weekly classroom hours for full-time study	4 h.	1 h.

2. Purpose, tasks and competencies of the discipline

The purpose of teaching the discipline is the basics of the management, in particular, the study of individual psychological characteristics of the employee, his motivation and attitude to various components of the work process, managerial skills essential to become a leader, vertical and horizontal communications and interpersonal relationships, trends in organizational development and responses to changes and predict human behavior in specific situations.

The main tasks of teaching the discipline are: to acquaint future managers with the terminology, the conceptual apparatus of management; to ensure students with knowledge in the field of theoretical, methodological, informational basics of management; to teach future managers to form a system of adaptation and development of personnel in the organization; to build teams and set team interaction; learn to develop a reward system in the organization; personnel evaluation system of the organization; a system of values that support the mission of the organization and motivate employees to achieve it; to ensure students' interest in active educational and research work; to understand the basic approaches to assessing the effectiveness of companies.

As a result of studying the discipline the student must

know: main results of the latest management research; management of communication processes in the group (team); business etiquette in communicative behavior; features of team roles in terms according different concepts, skill types essential for manager to become a leader and methods of their development.

be able to: conducting quantitative forecasting and modeling of business process management; conduct an interview; assess the cohesion of the group (team); build convincing model of communication; use group and team communications to achieve organization's goals; use active methods of team work; divide responsibilities and set delegation of powers, to establish effective interaction within the project of the team, to carry out group trainings for establishment of team interaction; start personal development program.

Gaining competencies:

general competencies (GC): GC5 «Knowledge and understanding of the subject area and understanding of professional activity».

professional (special) competencies (SC): SC13 «Understand the principles and norms of law and use them in professional activities».

3. Program's material of the course «Introduction to specialty»

Content module 1. MANAGER AS A LEADER

Theme 1. Manager's role in company activity

Principles to be followed by the manager to be efficient. Characteristics of the basic principles that must be followed by the team manager or leader to achieve highly effective team interaction.

Life learning as a constant improvement of manager. Techniques of continuous improvement. Principles of self-improvement and self-knowledge.

Necessary competencies of the future. The results of the study "Manager 2030".

The influence of managers on the company's activities. Management decisions and their consequences.

Theme 2. Management skills

Managerial skills. Typology of manager skills. The difference between a manager and a leader.

Cognitive skills. Characteristics, features and methods of acquisition and development of cognitive skills manager

Organizational skills. Characteristics, features and methods of acquisition and development of organizational skills manager

Applied skills. Characteristics, features and methods of acquisition and development of applied skills manager

Communication skills. Characteristics, features and methods of acquisition and development of communication skills by the manager

Self-development skills. Characteristics, features and methods of acquisition and development of self-development skills by the manager.

Theme 3. Trust and delegation

Trust as a subjective assessment of the probability of effective action of employees. Delegation of authority as a means of managing and encouraging employees. The main goals and types of delegation.

Problems of building trust in the team. Difficulties in building trust for managers. Difficulties in building trust for subordinates.

The formula for "successful delegation". Basic principles of delegation, features of task distribution, formulation of tasks for subordinates.

Theme 4. Personal efficiency and basics of time management

Personal efficiency. The concept of effectiveness, goal setting, vocation search.

Life management. The “wheel of life” method for goal management.

Time management. Delphi method for task distribution. Alps method for forming a schedule.

Content module 2. MODERN MANAGEMENT TECHNOLOGIES

Theme 5. Team building

Common and distinctive features of the group, unit and team. Group, unit and team: similarities and differences (history of origin, dynamics of formation, goals, roles, rules of interaction).

Team quality. Characteristics of teams by quality level: working group, potential team, real team, top quality team.

Psychological compatibility and team cohesion. Characteristics of a highly productive team. Features of “bad” and “good” teams.

Principles of team formation. Characteristics of the basic principles of forming a modern team. Formation of working environment for team X.

Team models. Characteristics, main advantages and disadvantages of the traditional team model, team spirit model, cutting edge, targets and cyber team.

Theme 6. Communication management

The importance of communications for the successful work of the manager. Types of communications, features of their using in the work of the manager.

Features of effective oral communication. Principles of successful negotiations. Technologies for effective oral communication. Approaches to assessing the effectiveness of oral communication.

Features of written communication. Principles of successful written communication both personally and on behalf of the company. Ways to respond to written communication of negative content. Technologies for effective written communication. Approaches to assessing the effectiveness of written communication.

Features of effective nonverbal communication. Principles of linking positions through conscious management of nonverbal communication. Approaches to the assessment of nonverbal communication.

Theme 7. Organizational development

Fundamentals of organizational development of the company. The concept of “organizational behavior”, models of organizational behavior, different levels of management of organizational behavior.

Psychological mechanisms of group dynamics. The essence and characteristics of psychological exchange, determining the factors that affect it. The concept of “idiosyncratic credit” and its characteristics. Contradictions of group development: between the potential of the group and its activities, between the desire of group members to self-realization and the tendency of tighter integration with the group, between the behavior of the leader and the expectations of group members about his behavior.

Group behavior related to the implementation of group norms. Conformity and factors that affect it. Group cohesion and factors that affect it.

Effect of intragroup interaction. Social facilitation and the factors that affect it, the consequences of social facilitation. Social laziness and the factors that affect them, the consequences of social laziness. Anonymity and individualization: causes, factors of influence, consequences, methods of management.

Theme 8. Basics of analytical work

Basic analysis of the company's activities. Approaches to rapid analysis of the company. Review of data that need to be investigated to obtain sound conclusions.

Fundamentals of strategic analysis of the company. Basic tools for conducting strategic analysis of the enterprise.

Fundamentals of planning and control of the enterprise. Types of plans and features of their preparation. Types of control and peculiarities of their application.

4. The program and structure of the discipline for:

- full-time (part-time) study;
- shortened term of full-time (part-time) study.

Name of content modules and themes	Number of hours													
	Full-time study							Part-time study						
	weeks	total	including					total	including					
			1	p	lab	ind	is		1	p	lab	ind	is	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	
Content module 1. MANAGER AS A LEADER														
Theme 1. Manager's role in company activity	1	18	2	6	-	-	10	-	-	-	-	-	-	-
Theme 2. Management skills	3	18	2	6	-	-	10	-	-	-	-	-	-	-
Theme 3. Trust and delegation	5	12	2	6	-	-	4	-	-	-	-	-	-	-
Theme 4. Personal	7	22	2	10	-	-	10	-	-	-	-	-	-	-

efficiency and basics of time management													
Total for the 1 st module	70	8	28	-	-	-	-	-	-	-	-	-	-
Content module 2. MODERN MANAGEMENT TECHNOLOGIES													
Theme 5. Team building	10	18	2	6	-	-	10	-	-	-	-	-	-
Theme 6. Communication management	12	22	2	10	-	-	10	-	-	-	-	-	-
Theme 7. Organizational development	16	18	1	7	-	-	10	-	-	-	-	-	-
Theme 8. Basics of analytical work	24	22	2	9	-	-	11	-	-	-	-	-	-
Total for the 2 nd module	80	7	32	-	-	-	-	-	-	-	-	-	-
Total number of hours	150	15	60	-	-	-	-	-	-	-	-	-	-

5. Themes of practical classes

nr	Theme	Number of hours
1	Case "Rules for manager"	2
2	Game "Techniques of continuous improvement"	2
3	Discussion of the results of the study "Manager 2030"	2
4	Case "Management decisions and their consequences"	2
5	Game "The difference between a manager and a leader"	2
6	Characteristics, features and methods of acquisition and development of cognitive skills manager and organizational skills of manager	2
7	Characteristics, features and methods of acquisition and development of applied and self-development skills of manager	2
8	Case "Problems of building trust in the team"	2
9	Tasks delegation according the formula for "successful delegation"	2
10	Case "Personal efficiency"	2
11	Building personal "wheel of life"	4
12	Alps method for forming a schedule	4
13	Psychological compatibility and team cohesion	2
14	Principles of team formation	2
15	Team models	2
16	The importance of communications for the successful work of the manager	2

17	Features of effective oral communication	4
18	Features of written communication	4
19	Features of effective nonverbal communication	2
20	Fundamentals of organizational development of the company	2
21	Psychological mechanisms of group dynamics	2
22	Group behavior related to the implementation of group norms	2
23	Effect of intragroup interaction	2
24	Basic analysis of the company's activities	2
25	Fundamentals of strategic analysis of the company	2
26	Fundamentals of planning and control of the enterprise	2
	Total	60

6. Themes of laboratory classes

nr	Theme	Number of hours
1	No applicable	
2		
...		

7. Test questions, sets of tests to determine the level of knowledge acquisition by students.

1. Manager must be able to manage yourself, what does it mean?

- a) taking personal responsibility to more deliberate and productive in the things you do;
- b) being more efficient and effective with the people and teams you supervise.
- c) taking accountability of your work now and in the future.

2. Directions of trusting relations are:

- a) trust to the economic reforms that are carried out;
- b) trust to different financial and economic institutions (banks, companies, foundations, and others);
- c) trust to private institutions by state authorities;
- d) trust to regulatory authorities;
- e) trust between people;
- f) trust between the partners of the business relationship;

3. Delegation is impossible without:

- a) trust;
- b) negative previous experience;
- c) high risk.

4. When we define our personal strength in order to make SWOT analysis, what questions do we need to set for ourselves?

- a) What do we do best?
- b) What unique knowledge, talent, or resources do we have?

- c) What advantages do we have?
- d) What do other people say we do well?
- e) What resources do we have available?
- f) What is our greatest achievement?

5. How to “mathematically” depict the type of team “team of the average quality”?

- a) this type of team does not exist.
- b) $1 + 1 + 1 = 9$;
- c) $1 + 1 = 3$;
- d) $1 + 1 = 2$;

6. Group from the standpoint of society - is:

- a) a really existing formation, in which people are gathered together, united by some common feature, type of joint activity or placed in some identical conditions, in a certain way realize their belonging to this formation;
- b) a group of creative people, united around one leader, engaged in a common cause with pleasure, combine their personal goal with a common one, and consciously interact with each other to achieve it, and the result of their cause is a qualitatively new product.
- c) a group of creative people, united around one leader, engaged in a common cause with pleasure, each has its own goal, and do everything to achieve it, and the result of their work is a qualitatively new product or service.

7. The composition of the group is:

- a) a set of characteristics of group members important in terms of analysis of it as a whole. It can be described differently depending on whether it is significant in each case, for example, age, professional or social characteristics of group members;
- b) certain rules developed by the group, adopted by it and to which the behavior of its members must obey, so that their joint activities are possible;
- c) a system of incentives and punishments for group members by the group as a whole.

8. The “formation” stage of team professional development could be characterized as:

- a) team acquaints and establishes ground rules. Formalities are preserved and members are treated as strangers;
- b) members start to communicate about their feelings, but still view themselves as individuals rather than part of the team. They resist control by group leaders and show hostility;
- c) people feel part of the team and realize that they can achieve work if they accept other viewpoints;

9. Can a team exist during whole period without conflicts?

- a) yes;
- b) no.

10. The corporation is:

- a) clusters of people united only by place and time, joint activities are virtually absent;
- b) a group that has reached a high level of socio-psychological maturity, but which has a socially disapproved goal;
- c) there is no correct answer.
- d) a group characterized by a low degree of mediation of interpersonal relations by joint activities and the social nature of the goals;

e) a group characterized by the anti-social nature of the activity, a low degree of mediation of interpersonal relations by this activity;

11. When we define our personal weaknesses in order to make SWOT analysis, what questions do we need to set for ourselves?

- a) What could we improve?
- b) What knowledge, talent, skills and/or resources are we lacking?
- c) What disadvantages do we have?
- d) What do other people say we don't do well?
- e) In what areas do we need more training?

12. The "storming" stage of team professional development could be characterized as:

- a) team acquaints and establishes ground rules. Formalities are preserved and members are treated as strangers;
- b) members start to communicate about their feelings, but still view themselves as individuals rather than part of the team. They resist control by group leaders and show hostility;
- c) people feel part of the team and realize that they can achieve work if they accept other viewpoints;

13. At what stage of team development conflicts usually occur?

- a) forming
- b) performing
- c) storming.

14. How to "mathematically" depict the type of team "team of the lowest quality"?

- a) this type of team does not exist.
- b) $1 + 1 + 1 = 9$;
- c) $1 + 1 = 3$;
- d) $1 + 1 = 2$;

15. How do you think does each team go through all stages of team development or not?

- a) yes
- b) no

7. Traditional team is defined as

- a) group of people with a traditional leader who shares with its members the authority and responsibility. The value of this responsibility depends on the scope of the issues, however, leader who is responsible for all may allow other team members to take on leadership role;
- b) group of people who work for one manager. Team members are happy and inspired to work for the team, there is team spirit, and everything seems to be going well. However, in reality this is not quite the team, because there is always one person who assumes the implementation of all cases. In addition, there is no sharing of authority or responsibility;
- c) group of people that manage themselves. In this team there is no person who has the power to take any decision on issues that affect the whole group. This so-called self-coordinating working team in which everyone has the right and responsibility for all decisions taken.

16. "Only manager sets goals" it's the rule for

- a) real team
- b) "team" in the name only
- c) finding the destination.

17. Psychological exchange is:

- a) “exchange” of active participation in the life of the group, the implementation of group values for a high group status;
- b) combining the ideas of different people, stimulating joint creative processes.
- c) the exchange of information between participants is minimal. The level of openness is low, it is not accepted to listen to each other, defensive algorithms of communication prevail, meetings are seldom held. The area of information exchange between team members is gradually and steadily shrinking;

18. “Team members responsible for own tasks” it’s the rule for

- a) real team
- b) “team” in the name only
- c) finding the priorities.

19. The “norming” stage of team professional development could be characterized as:

- a) team acquaints and establishes ground rules. Formalities are preserved and members are treated as strangers;
- b) members start to communicate about their feelings, but still view themselves as individuals rather than part of the team. They resist control by group leaders and show hostility;
- c) people feel part of the team and realize that they can achieve work if they accept other viewpoints;

20. Model of team spirit is defined as

- a) group of people with a traditional leader who shares with its members the authority and responsibility. The value of this responsibility depends on the scope of the issues, however, leader who is responsible for all may allow other team members to take on leadership role;
- b) group of people who work for one manager. Team members are happy and inspired to work for the team, there is team spirit, and everything seems to be going well. However, in reality this is not quite the team, because there is always one person who assumes the implementation of all cases. In addition, there is no sharing of authority or responsibility;
- c) group of people that manage themselves. In this team there is no person who has the power to take any decision on issues that affect the whole group. This so-called self-coordinating working team in which everyone has the right and responsibility for all decisions taken.

21. “Manager assigns tasks to individual team members” is the rule for:

- a) real team
- b) “team” only in name;
- c) woman.

22. Which of these team roles belong to the thought oriented?

- a) The Monitor Evaluator
- b) The Specialist
- c) The Plant
- d) The Shaper
- e) The Implementer
- f) The Completer/Finisher
- g) The Coordinator
- i) The Team Worker
- h) The Resource Investigator

23. These individuals make decisions based on facts and rational thinking as opposed to emotions and instincts. They are normally serious individuals who excel at critical thinking and strategic planning. If there is a challenge in a project, Monitor Evaluators will carefully consider all angles and possibilities and then devise an insightful solution. These individuals tend to be loners who prefer not to get involved in the lives of coworkers, which contributes to their objectivity. What team role do these individual belong to?

- a) The Monitor Evaluator
- b) The Specialist
- c) The Plant
- d) The Shaper
- e) The Implementer
- f) The Completer/Finisher
- g) The Coordinator
- i) The Team Worker
- h) The Resource Investigator

24. What is the sense of “overcoming” method to fight with dominated individuals in the group with low level of cohesion?

- a) Constructive work with differences involves respect, awareness and overcoming differences - temporal, linguistic, cultural and geographical. It takes a lot of patience, but once you reach your goal, the exchange of information and ideas will begin to flow more freely
- b) Encourage activities that foster mutual trust and respect. Your goal is friendly feelings and heartfelt conversations. Here it is important not only to trust colleagues and respect them, but also to approach them as living people with their own characteristics, and not as abstract work units.
- c) Emphasize "we" instead of "I" and "you", maintain a team atmosphere. It is a path to fruitful dialogues, productive interdependence and even a common identity.

25. Indications of team are:

- a) combining people for shared goal achievement;
- b) shared goal;
- c) psychological recognizing of team members each other;
- d) complementary team composition;
- e) existence of team responsibility;
- e) clearly defined leader

26. The “performing” stage of team professional development could be characterized as:

- a) team acquaints and establishes ground rules. Formalities are preserved and members are treated as strangers;
- b) members start to communicate about their feelings, but still view themselves as individuals rather than part of the team. They resist control by group leaders and show hostility;
- c) people feel part of the team and realize that they can achieve work is they accept other viewpoints;
- d) there is no correct answer.

27. Team model of front edge is defined as

- a) group of people with a traditional leader who shares with its members the authority and responsibility. The value of this responsibility depends on the scope of the issues, however, leader who is responsible for all may allow other team members to take on leadership role;
- b) group of people who work for one manager. Team members are happy and inspired to work for the team, there is team spirit, and everything seems to be going well. However, in reality this is not quite the team, because there is always one person who assumes the implementation of all cases. In addition, there is no sharing of authority or responsibility;
- c) group of people that manage themselves. In this team there is no person who has the power to take any decision on issues that affect the whole group. This so-called self-coordinating working team in which everyone has the right and responsibility for all decisions taken.

28. "Feedback only between manager and employee" is the rule for:

- a) real team
- b) "team" only in name;
- c) woman.

29. Does department core activity influence on required team structure?

- a) yes
- b) no

30. On what spheres Belbin divided roles in the team?

- a) idea oriented, task oriented, people oriented
- b) destiny oriented, work oriented, family oriented
- c) conflicts oriented, solving oriented, problem demanding.

8. Teaching methods.

1. Methods based on sources of information - individual presentations.
2. According to the degree of activation of creative activity - business games (case studies).
3. According to the level of independent-cognitive activity - problem-information, problem-search and research methods.
4. Interactive methods - work in small groups.
5. Situational methods - situational tasks.

9. Forms of control.

Monitoring the success of student learning is carried out in the form of current and final control.

Operational and boundary (modular) current control is carried out.

Operational current control is carried out in the form of individual and group control of learning material, checking the readiness of students to perform practical classes.

Boundary (modular) current control is carried out in the form of written tests on the topics of the lecture course and practical classes (theoretical questions, test tasks, presentation of the results of group work on solving problems (case studies), problem solving).

The final control is conducted in the form of an exam (2nd semester) according to the schedule of semester control in the form of tasks and tests.

10. Distribution of points received by students. Assessment of student knowledge is on a 100-point scale and is translated into national assessments according to table. 1 “Regulations on examinations and tests in NULES of Ukraine” (order of entry into force of 27.12.2019 № 1371)

Students' rating, points	National grade	
	exams	credit
90-100	excellent	Credited
74-89	good	
60-73	satisfactory	
0-59	unsatisfactory	Not credited

To determine the rating of the student (listener) for mastering the discipline R_{dis} (up to 100 points) the received rating on attestation (up to 30 points) is added to

the rating of the student (listener) on educational work R_{HP} (up to 70 points): $R_{dis} = R_{ew} + R_{AT}$.

11. Methodical support

1. Ralko Oleksandra Planning and Control at the Enterprise. Operational Strategy as a Basis for Designing Operational System. Organizational of Auxiliary and Service Production [monograph] Collection of case studies for students of economics and management specialities. Book./ Tetiana L. Mostenska, Oleksandra Ralko (scientific editors). –Kyiv: NUFT, 2014. – 376 p.
2. Educational and methodical complex on the subject “Introduction to the specialty”, 2021

12. Recommended Books

1. Орбан-Лембрик Л.Е. Соціальна психологія: Підручник: У 2 кн. Кн. 1: Соціальна психологія особистості і спілкування / Л.Е. Орбан-Лембрик – К.: Либідь, 2004. – 576 с.
2. Москаленко В.В. Соціальна психологія. Підручник. Видання 2-ге, виправлене та доповнене / В.В. Москаленко / К.: Центр учбової літератури, 2008, 688 с.
3. Strube, M. J. (2005). What did Triplett really find? A contemporary analysis of the first experiment in social psychology. *American Journal of Psychology*, 118, 271-286.
4. Robert Boleslaw Zajonc (2004) *The selected works of R.B. Zajonc* Wiley, 2004, p. 408.
5. Understanding Team. What is a Team? [Електронний ресурс]. – Режим доступу: <http://www.managementstudyguide.com/understanding-team.htm>
6. Муха Р.А. Команда, її сутність та особливості розвитку / Р.А. Муха / Ефективна економіка, №8, 2015 [Електронний ресурс]. – Режим доступу: <http://www.economy.nayka.com.ua/?op=1&z=4253>
7. Максименко С. Д. Загальна психологія: Навч. Посібник / С. Д. Максименко, В.О. Соловієнко — К.: МАУП, 2000. — 256 с.
8. Daft Richard L. *Management* 9th ed. — Cengage Learning, 2009. — 704 p.
9. Оленіч А. В. Формування і розвиток проектної команди в сучасних умовах/ А. В. Оленіч, З. Я. Шацька // Актуал. пробл. економіки. - 2012. - № 10. - С. 136-142.
11. Team Models. Different types of teams [Електронний ресурс]. – Режим доступу: <http://www.managementstudyguide.com/team-models.htm>
12. R. M. Belbin, Meredith Belbin Butterworth-Heinemann, 1993 – 152p.
13. Keirse, David; Bates, Marilyn (1984). *Please Understand Me: Character & Temperament Types* (Fifth ed.). Prometheus Nemesis Book Company. p. 182.
14. Tuckman B. Developmental Sequence in Small Groups / B.W. Tuckman. // *Psychological Bulletin*. – 1965. – С. pp. 384–399.

15. David Priestley. Forming, Storming, Norming and Performing: The Stages of Team Formation [Електронний ресурс] / David Priestley // Venture team building. – 2015. – Режим доступу до ресурсу: <http://www.ventureteambuilding.co.uk/forming-storming-norming-performing/>.
16. Hackman J. R., Oldham G. R. Development of the job diagnostic survey //Journal of Applied psychology. — 1975. — Т. 60. — №. 2. — С. 159.
17. Батенко Л.П. Управління проектами: Навч. посібник / Л.П. Батенко, О.А. Загородніх, В.В. Ліщинська / — К.: КНЕУ, 2003. — 231 с.
18. Paul Schoemaker 7 Ways to Improve Your Team's Communication [Електронний ресурс]. – Режим доступу: <https://www.inc.com/paul-schoemaker/how-to-foster-deep-dialog-in-teams.html>
19. Міщенко А. П. Стратегічне управління : навч. посіб. / А. П. Міщенко. – К. : ЦУЛ, 2004. – 336 с.

13. Information resources

<http://www.psyworld.info/online-testy/test-belbina>
<http://psyttests.org/temperament/keirseey-run.html>