



Leadership and Crisis Management

Curriculum of the academic discipline (Syllabus)

Course details	
Level of higher education	<i>Second (Master's)</i>
Field of knowledge	<i>05 Social and behavioural sciences</i>
Specialisation	<i>054 Sociology</i>
Educational programme	<i>Social Data Analytics</i>
Status of discipline	<i>Mandatory</i>
Form of study	<i>Full-time (day)</i>
Year of study, semester	<i>1st year, autumn semester</i>
Scope of the discipline	<i>3 credits (90 hours): lectures – 18 hours, practical classes – 36 hours, independent work – 36 hours.</i>
Semester assessment/assessment measures	<i>test, Modular control work</i>
Class schedule	<i>http://rozklad.kpi.ua/Schedules/</i>
Language of instruction	<i>Ukrainian</i>
Information about the course leader/teachers	<i>Lecturer: Doctor of Economics, Professor Serhii Voitko s.voytko@kpi.ua Practical: Doctor of Economics, Professor, Serhii Voitko, s.voytko@kpi.ua +380442049103</i>
Course location	<i>https://do.ipk.kpi.ua/course/view.php?id=3218</i>

Curriculum

1. Description of the academic discipline, its purpose, subject matter and learning outcomes

The discipline "Leadership and Crisis Management" is one of the professional disciplines for sociologists involved in conflict resolution and mediation.

Objective of the course The objective of the course is to provide students with knowledge of an interdisciplinary and systemic-structural approach to understanding and studying the main problems of leadership and crisis management, as well as to develop students' theoretical knowledge in the field of leadership and the principles of crisis management in social systems. In terms of practical skills, students should analyse the state of the external socio-cultural environment and, based on an assessment of the processes within it, carry out management, including crisis management.

The subject of the discipline "Leadership and Crisis Management" is the needs of society in defining, forming and using leadership in social activities and crisis management in order to prevent crisis phenomena and overcome them.

According to the educational and scientific programme, mastering the discipline contributes to the formation of the following competencies:

ZK03 – Ability to communicate with representatives of other professional groups at various levels (experts from other fields of knowledge/types of economic activity);

3K06 – Ability to make informed decisions;

FK07 – Ability to develop and evaluate social projects and programmes.

According to the educational and scientific programme, after mastering the discipline, students should demonstrate the following programme learning outcomes:

PR02 – Diagnose and interpret social problems in Ukrainian society and the global community, their causes and consequences;

While studying the discipline, students will also be able to:

form clear and conscious ideas about the essence of leadership and the peculiarities of team management; determine the peculiarities of the current state of society and its individual groups using classification criteria; classify leadership methods, approaches, technologies and procedures; put into practice anti-crisis management skills in the context of the knowledge economy and Industry 4.0; use anti-crisis management tools; put into practice the theoretical foundations for the formation of competencies necessary for performing leadership functions and implementing the principles of anti-crisis management;

acquire knowledge of: *the theoretical foundations of the phenomenon of leadership, understanding of the main trends and directions of evolution of the concepts of "administration" and "management"; the goals, objectives and methodology of crisis management; the laws, patterns, principles and mechanisms of crisis management; the organisational and legal foundations of crisis communications in work collectives and public administration; methods for analysing and systematising legislative and other normative acts regulating subordinate relationships in organisational structures; the process of evaluating crisis management systems in budgetary institutions, commercial and non-profit organisations; tools for assessing the cause-and-effect relationships between sustainable development and the possibility of bankruptcy in management practices;*

develop the ability to: *apply the basics of methodology, technologies and procedures of crisis management in budgetary institutions, commercial and non-profit organisations; justify priority areas in the development of modern leadership models; research crisis management forms of administrative activity in the public sphere and in the field of entrepreneurship; analyse and interpret current legislation on public administration activities in conflict situations; independently comprehend the peculiarities of information support for public sector entities in the process of crisis communications; make generalised conclusions and proposals on the formation of public relations based on leadership; apply the main categories of crisis management in practice; predict the cost-effectiveness, efficiency and effectiveness of crisis management systems; perform documentary work using information and communication technologies for crisis management; establish information links in the areas of crisis management communication; develop programmes and projects for the development of local self-government in the context of decentralisation of management;*

develop skills: *identify prerequisites for leadership formation in teams and select methods for implementing formal and informal leadership in practice; analyse the state of the internal and external environments of the organisation in order to identify problematic and crisis situations; segment and classify situations within the team; develop and implement crisis management measures; make proposals for improving the organisational and management structure of the organisation;*

gain experience: *practical skills in forming the foundations of leadership in a team and resolving simple crisis situations in the functioning of organisational structures of various levels and legal forms.*

2. Prerequisites and post-requisites of the discipline (place in the structural-logical scheme of training under the relevant educational programme)

The discipline is based on knowledge gained from studying the following disciplines (academic discipline code ZO 02) "Social Dimension of Sustainable Development" (ZO 06), "Introduction to Analytical Sociology" (PO 02), "Theories of Social Behaviour in Contemporary Sociology", which are studied in parallel, as well as a basic level of English proficiency not lower than A2.

The results of studying the discipline "Leadership and Crisis Management" can be used as a basis for certain components of the following disciplines (course code PO 05) Foresight Methodology in the Analysis and Modelling of Social Processes and (PO 09) Methodology and Methods of Sociological Research in the Digital Age.

3. Course content

Topic 1. Leadership: concepts and forms

- 1.1. The concept of leadership and its concepts*
- 1.2. Leadership and management*
- 1.3. Formal and informal leadership*
- 1.4. The latest concepts of*

leadership Topic 2. Theories of leadership

- 2.1. Types of leadership*
- 2.2. McGregor's "X" and "Y" theories*
- 2.3. William Ouchi's Theory Z*
- 2.4. Situational leadership theories*

Topic 3. Approaches to studying leadership

- 3.1. Situational approach to studying leadership*
- 3.2. Systemic approach to studying leadership*
- 3.3. Causal approach to studying leadership Topic 4.*

Leadership: types and characteristics

- 4.1. Leadership in a business environment*
- 4.2. Leadership in the political sphere*
- 4.3. Informal leadership*
- 4.4. Recognition of leadership and global leader rankings*

Topic 5. Human resource management in a crisis situation at an enterprise

- 5.1. Human resources policy in crisis management*
- 5.2. Moral encouragement of employees during a crisis at the enterprise*
- 5.3. Human resource reserve in a crisis*
- 5.4. Remote performance of functional duties by employees*
- 5.5. Flexible working hours in a crisis situation*

Topic 6. Crisis phenomena and principles of crisis management

- 6.1. Entrepreneurial crisis and crisis phenomena in the economy*
- 6.2. Systemic principles of crisis management*
- 6.3. Universal and specific principles of crisis management*
- 6.4. Categorical and conceptual apparatus of crisis management Topic*

7. Global platforms for crisis management

- 7.1. Fundamentals of the European crisis management system*
- 7.2. European approach to crisis management*
- 7.3. American and Japanese models of crisis management mechanisms*
- 7.4. Crisis management in protecting the population and territories from man-made and natural emergencies in Ukraine*
- 7.5. Key measures in the field of protecting the population and territories*

Topic 8. Organisational and managerial principles of crisis management and leadership

- 8.1. Use of network structures in overcoming crises in organisational structures*

8.2. Outsourcing and remote leadership

8.3. Flat management structures

Topic 9. Avoiding crises in the era of Industry 4.0

9.1. Fundamentals of the Fourth Industrial Revolution

9.2. Features of doing business in the context of Industry 4.0

9.3. Transformative innovations in industrial development

9.4. Synthesis of crisis phenomena in Industry 4.0

Topic 10. Resource provision for anti-crisis management processes

10.1. Human resources in Industry 4.0

10.2. Finance in crisis management

10.3. Knowledge as a resource in crisis management

Topic 11. Social responsibility in unfavourable business conditions

11.1. Social responsibility in pre-crisis, crisis and post-crisis situations

11.2. Socially responsible team management and leadership

11.3. Crisis management and leadership for the socio-economic system

Topic 12. Management decisions of leaders and the consequences of their implementation in a crisis situation

12.1. Leadership of political elites in crisis management

12.2. Management decisions as a programme of action in crisis situations

12.3. The education sector in crisis prevention

4. Teaching materials and resources

Basic literature:

1. Voiko S. V. *Leadership and crisis management: textbook* / S. V. Voiko, A. A. Melnichenko. – Kyiv: Igor Sikorsky Kyiv Polytechnic Institute. Published by "Polytechnika", 2021. – 194 p.
2. Kononets, M. O. *Psychology of Leadership: Textbook* / M. O. Kononets, edited by O. V. Vynoslavka. Kyiv: KVITS, 2020. - 252 p.
3. Borzenko, V. I. *Crisis Management: Textbook* / V. I. Borzenko – Kharkiv: Ivanchenko I. S., 2016. – 232 p. FOP
4. *Leadership Development* / L. Bizo, I. Ibragimova, O. Kikot, E. Baran, T. Fedoriv // ; edited by I. Ibragimova. — Kyiv, Project "Reform of Personnel Management in the Civil Service in Ukraine", 2012. — 400 p.
5. Kulchiy O. I. *Anti-crisis management: textbook* / O. I. Kulchiy. Poltava: PoltNTU, 2016. – 120 p.

Additional literature:

1. Bizo L. *Leadership Development* / L. Bizo, I. Ibrahimova, O. Kikot, E. Baran, T. Fedoriv; edited by I. Ibrahimova. — Kyiv: Project "Reform of Personnel Management in the Civil Service in Ukraine", 2012. — 400 p.
2. Skibitsky O. M. *Anti-crisis management: textbook* / O. M. Skibitsky. – Kyiv: Centre for Educational Literature, 2009. – 568 p.
3. Balvas, I. G. *Differential-comparative approach to analysing the state of industrial production in Ukraine during inter-crisis and crisis periods* / I. G. Balvas, S. V. Voitko // *Economy of Industry: Scientific and Practical Journal*. – Donetsk: Institute of Industrial Economics of the National Academy of Sciences of Ukraine, 2009. – No. 4 (47). – P. 69–72.
4. Balvas I. G. *Scenario approach to the analysis of the economic crisis based on macroeconomic indicators (using the example of the G8 countries and Ukraine)* / I. G. Balvas, S. V. Voitko // *Collection of scientific works "Current Problems of Economics and Management"* – Kyiv: NTUU "KPI" VPI VPK "Polytechnika". 2009. – Issue 3. – P. 17–20.
5. Voitko S. V. *The interconnection between foreign direct investment and crisis phenomena in the economies of the world* / S. V. Voitko, A. A. Kugiy // *Bulletin of the Oles Honchar Dnipropetrovsk University. Economics series*. – Dnipropetrovsk: Publisher Bila K. O., 2016. – No. 10/1. Volume 24. – Pp. 104–111.

6. Melnichenko A. A. *Anti-crisis public administration in the context of overcoming poverty: a sociological approach* / Melnichenko A. A., Melnichenko S. V., Bondarenko A. I. // *Bulletin of NTUU "KPI". "Political Science. Sociology. Law: collection of scientific works.* – Kyiv, 2010. – No. 4(8). – pp. 67–74.

Recommendations and explanations:

- the materials from the list are available at the H. I. Denysenko Scientific and Technical Library, on the websites <https://opac.kpi.ua>, <https://ela.kpi.ua>, <https://books.google.com.ua>;
- Literary sources numbered 1, 2 and 3 are required reading; other sources are optional.
- students must study source 1 from the basic list in its entirety, while the others should be used as reference materials;
- The sources listed contain the main provisions relating to each of the topics.

Educational content

5. Methodology of mastering the academic discipline

The planned types of educational activities include lectures, practical classes, and individual assignments in the form of preparing reports for practical classes. Active individual and collective learning approaches are used, which are determined by the following methods and technologies: 1) problem-based learning methods (problem-based presentation of the lecture topic, discussion of classic cases in the discipline, formation and consideration of modern cases);

2) personality-oriented (developmental) technologies based on active forms and methods of learning ("brainstorming", "situation analysis", business, role-playing and simulation games, discussion, express conference, educational debates, round table, case technology, project technology, etc.); 3) information and communication technologies that ensure the problem-solving and research nature of the learning process and the activation of independent work by students, as well as lectures and seminars based on presentations.

The main objectives of practical classes are to discuss and test the level of assimilation of theoretical material, to perform practical tasks that actualise students' theoretical knowledge and develop their applied skills. These classes are aimed at developing students' ability to work with literature, give public speeches, formulate and defend their own position, actively participate in discussions, formulate and solve problems.

Lectures

Lecture 1. *Leadership: concepts and forms*

Definition of the concepts of "leader" and "leadership". List of basic concepts of leadership. Common and distinctive characteristics of leadership and management.

Assignment for independent study:

1. Create a table of concepts of "leader" and "leadership"
2. Find an article in a scientific publication that provides definitions and explanations of the concepts of "leader" and "leadership."

Lecture 2. *Leadership theories*

Types of leadership. McGregor's "X" and "Y" theories. William Ouchi's "Z" theory. Situational leadership theories.

Assignment for independent study:

1. Examine the types of leadership according to various sources.
2. Write down and analyse the practice of situational leadership from open sources.

Lecture 3. *Approaches to the study of leadership*

Situational approach to studying leadership. Systemic approach to studying leadership. Cause-and-effect approach to studying leadership.

Assignment for independent study:

Describe the relationship between a leader's personal qualities and their behaviour in the situational approach.

Propose a structure for a people management system in the production process.

Lecture 4. Leadership: types and characteristics

Leadership in a business environment. Leadership in the political sphere. Informal leadership. Recognition of leadership and global rankings of leaders.

Assignment for independent study:

- 1. List the main common and distinctive features of a leader and a manager.*
- 2. Describe the characteristics and business values of millennials as leaders of the near future.*

Lecture 5. Human resource management in a crisis situation at an enterprise.

Personnel policy in crisis management. Moral encouragement of employees during a crisis at the enterprise. Personnel reserve in a crisis. Remote performance of functional duties by employees. Flexible working hours in a crisis situation.

Assignment for independent study:

- 1. Find and study the company's personnel policy in open sources.*
- 2. Propose your own version of forming a personnel reserve in a crisis.*

Lecture 6. Crisis phenomena and principles of crisis management

Entrepreneurial crisis and crisis phenomena in the economy. Systemic principles of crisis management. Universal and specific principles of crisis management. Categorical and conceptual apparatus of crisis management.

Assignments for independent study:

- 1. Search for and systematise objects and subjects of crisis management.*
- 2. Identify the main problems faced by an enterprise in a crisis situation.*

Lecture 7. Global platforms for crisis management

Principles of the European crisis management system. European approach to crisis management. American and Japanese models of crisis management mechanisms. Crisis management in protecting the population and territories from man-made and natural emergencies in Ukraine. Main measures in the field of protecting the population and territories.

Assignment for independent study:

- 1. Analyse the European approach to crisis management.*
- 2. Study man-made and natural emergencies from open sources.*

Lecture 8. Organisational and managerial principles of crisis management and leadership

Use of network structures in overcoming organisational structure crises. Outsourcing and remote leadership. Flat management structures.

Assignment for independent study:

- 1. Analyse the use of network structures in business from open sources.*
- 2. Identify the principles of doing business by network companies.*

Lecture 9. *Avoiding crises in the era of Industry 4.0.*

Principles of implementing the Fourth Industrial Revolution. Features of doing business in the context of Industry 4.0. Transformative innovations in industrial development. Synthesis of crises in Industry 4.0.

Assignment for independent study:

- 1. List the advantages of the digitalisation of society according to K. Schwab.*
- 2. Identify several features of doing business in the context of Industry 4.0.*

Seminar (practical) classes

The main objectives of the practical classes are to assimilate the lecture material and the results of students' independent work, as well as to deepen the knowledge gained, develop skills, consolidate presentation skills, and formulate and defend one's own well-founded position.

Practical class 1. *The concept of leadership and its concepts.*

Description of the elements of successful management and leadership. Signs of formal and informal leadership. Physiological, psychological and intellectual qualities of a leader.

Prepare a report.

Practical exercise 2. *The difference between leadership and management.*

Description of the concepts of attributive, charismatic and transformational leadership. Differences between informal leadership and management in various contexts. Regulation of interpersonal relationships within a group. Leader at the micro level. Manager at the macro level.

Prepare a report.

Practical lesson 3. *Leadership practices according to theories "X", "Y" and "Z"*

Description of leadership styles according to the behavioural approach. Characteristics of authoritarian, democratic and liberal leaders. Study of leadership styles according to the situational approach. Consideration of the directive leadership style.

Prepare a report.

Practical lesson 4. *Theories of situational leadership*

Description of the characteristics of communicative-directive leadership in different situations. Classification of delegation styles in leadership. Situational leadership in organisational management according to theories X and Y. Situational leadership according to Theory Z.

Practical lesson 5. *Personal qualities of a leader and their behaviour in a situational approach*

Study of the situational approach in leadership. The relationship between the personal qualities of a leader and their behaviour in the situational approach. The main characteristics of a leader in the situational approach. The structure of the people management system in the production process.

Prepare a report.

Practical lesson 6. *The systemic approach in situational leadership*

The main provisions of the systematic approach to leadership. The main characteristics of a leader who uses a systematic approach. Information and its flows in the cause-and-effect approach. The main characteristics of a leader who uses a cause-and-effect approach. The leader as an information analyser in the cause-and-effect approach to studying leadership.

Prepare a report.

Practical lesson 7. Political leadership

Defining areas of activity for political leaders. Competencies inherent to a political leader. Ratings of political leaders.

Prepare a report.

Practical lesson 8. Informal leadership

Characteristics of a leader based on informal leadership styles. The "strongman" informal leadership style. The "tactician" informal leadership style. The "motivator" informal leadership style. Leader ratings.

Prepare a report.

Practical lesson 9. Human resource management in a crisis

Defining the difference between personnel selection and recruitment. The stage of personnel selection for vacant positions. Characteristics of an enterprise's personnel policy in crisis management.

Prepare a report.

Practical lesson 10. Moral incentives in a crisis situation at the enterprise.

Analyse the list of components on which the success of moral incentives in a crisis situation at the enterprise depends. Systematise and classify the elements of moral incentives.

Prepare a report.

Practical lesson 11. Elements of crisis management at the enterprise

Determining the importance of personnel issues in a crisis situation. Principles of anti-crisis management at an enterprise. Objects and subjects of anti-crisis management. Main problems faced by an enterprise in a crisis situation.

Prepare a report.

Practical lesson 12. Introduction and phases of crisis management

Basic conditions for the feasibility of introducing crisis management. External and internal factors that can cause crisis phenomena. Phases of crisis management at an enterprise.

Prepare a report.

Practical lesson 13. European crisis management system

Principles of the European crisis management system. Basic approaches to crisis management in the European Union.

Prepare a report.

Practical lesson 14. American and Japanese crisis management mechanisms

Characteristic features and differences between American and Japanese crisis management mechanisms. Features of crisis management in protecting the population from emergencies.

Prepare a report.

Practical lesson 15. Network enterprises in overcoming crises. Outsourcing, flat structures in crisis management

Determining the feasibility of using network structures in overcoming crises in organisational structures. Features and principles of doing business with network companies. Advantages of using outsourcing in

production activities.

Features of a remote leader in outsourcing. Advantages and disadvantages of using a flat management structure. Characteristics of businesses that use flat management structures

Prepare a report.

Practical lesson 16. Crisis phenomena in the era of Industry 4.0.

The foundations of Industry 4.0 and a list of its technologies. The advantages of digitalisation of society according to K. Schwab. Features of entrepreneurial activity in the context of Industry 4.0. Diversity as a necessity in entrepreneurial activity.

The concept of "digital value" and its practical application. Reasons for the emergence of crisis phenomena in the context of Industry 4.0. The transition to the virtual space of Industry 4.0 goods and services.

Prepare a report.

Practical lesson 17.

Modular control work

Practical class 18.

Test

6. Independent work by the student

Independent work is organised by the lecturer at each practical class by setting students the task of searching for, classifying and systematising information that will be necessary for the next practical class. Also, at each class, students are given individual homework assignments, which they must complete and submit to the lecturer at the next class. The approximate time required to complete each assignment is 1 hour. In addition, during the first lecture, students are given a list of questions and literary sources containing the necessary material for independent study. Materials (a list of topics for reports) are also provided to help students prepare for the subject matter of the course.

Independent work by students includes:

preparation for classroom sessions – 26 hours;

preparation for the Modular control work – 4 hours;

preparation for the test – 6 hours.

Total – 36 hours.

Policy and control

7. Academic discipline policy

System of requirements for mastering the material of the academic discipline by the student:

Class attendance. Attendance at lectures and practical classes, as well as absences, are not assessed. However, students are encouraged to attend classes, as they cover theoretical material and develop the skills necessary to complete the semester's individual assignment. The assessment system is focused on awarding points for student activity, as well as for completing tasks that develop practical skills and abilities.

Missed assessment tests. Each student has the right to make up for classes missed for a valid reason (sick leave, mobility, etc.) through independent work. For more details, follow the link: <https://kpi.ua/files/n3277.pdf>.

Assignments submitted for review after the deadline will be graded with a reduction in points.

If you miss a class in which an assessment was held for a valid reason:

- the test can be taken on another day according to an individual schedule;

- thematic assignments are completed remotely, saved on Google Drive and defended in person at the next class attended.

Procedure for appealing the results of assessment tests. Students may raise any issue related to the assessment procedure and expect it to be considered in accordance with pre-defined procedures. Students have the right to appeal the results of assessment tests, explaining which criteria they disagree with in accordance with the assessment.

Calendar control is carried out with the aim of improving the quality of student learning and monitoring the student's compliance with the syllabus requirements.

Criterion		First calendar assessment	Second calendar control
Calendar control period		Week 8	Week 14
Conditions for receiving a positive assessment	Current rating	≥ 10 points	≥ 30 points

Academic integrity. The policy and principles of academic integrity are defined in Section 3 of the Code of Honour of the National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute". For more details, see: <https://kpi.ua/code>.

Standards of ethical behaviour. The standards of ethical behaviour for students and employees are defined in Section 2 of the Code of Honour of the National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute". For more information: <https://kpi.ua/code>.

Inclusive education. The acquisition of knowledge and skills in the course of studying the discipline may be accessible to most people with special educational needs, except for applicants with severe visual impairments that prevent them from performing tasks using personal computers, laptops and/or other technical means.

Foreign language learning. When completing assignments, students may be advised to refer to English-language sources.

There is a possibility of conducting lectures and practical classes in English, which will facilitate the acquisition of professional terminology in the original language. The number and schedule of classes in English is agreed upon by the teacher and students at the beginning of the semester.

Extracurricular activities. Participation in conferences, forums, round tables, etc. is envisaged as part of the study of the academic discipline.

Awarding of incentive points. In accordance with the Regulations on the system of assessment of learning outcomes, the total number of incentive points cannot exceed 10% of the assessment rating scale.

Bonus points	
Criterion	Points
Writing abstracts, articles, formatting of scientific work for participation in the competition of student scientific works (on the subject of the academic discipline)	3
Participation in international, all-Ukrainian and/or other events and/or competitions (on the subject of the academic discipline)	3

Preparation for seminars and tests is carried out during independent work by students with the possibility of consulting with the teacher at a specified time or via electronic correspondence (e-mail, messengers).

8. Types of control and rating system for assessing learning outcomes (RSO)

Ongoing assessment: quick polls, polls on the topic of the class.

Calendar assessment: conducted twice per semester to monitor the current status of syllabus requirements.

Semester assessment: test

Conditions for admission to semester assessment: semester rating of more than 20 points.

1. Work in practical classes is assessed on a maximum of 20 points, each student is given the opportunity to solve 4 problems, each of which is assessed from 0 to 5 points.

Assessment criteria:

- "excellent" – creative approach to solving the problem – 5 points;*
- "good" – in-depth approach to the task, reflecting the candidate's own position – 4 points;*
- "satisfactory" – well-reasoned approach to the task with certain shortcomings – 3 points;*
- "unsatisfactory" – task not completed – 0-2 points.*

2. Modular control work.

The MCW is conducted by completing homework assignments and is graded on a scale of up to 50 points.

There are 10 homework assignments, each of which is graded on a scale of 0 to 5 points.

Assessment criteria:

- "excellent" – creative approach to solving the task – 5 points;*
- "good" – in-depth solution of the task, reflection of one's own position – 4 points;*
- "satisfactory" – well-reasoned approach to the task with certain shortcomings – 3 points;*
- "unsatisfactory" – task not completed – 0-2 points.*

3. The preparation of the report is assessed on a scale of 0 to 30 points.

- "excellent" – the report is thorough, well-structured, well-argued, high level of presentation – 27-30 points;*
- "good" – high-quality report with minor shortcomings – 23-26 points;*
- "satisfactory" – the topic is partially covered, weak argumentation, errors in the presentation of the material – 18-22 points;*
- "unsatisfactory" – the report does not meet the requirements, weak coverage of the topic, lack of logic and argumentation – 0-17 points.*

Calendar control is carried out on the basis of homework assignments. Each modular control consists of 5 homework assignments. To pass (certify) calendar control, it is sufficient to score 12 points out of 20.

Applicants with a rating of 60 points or more receive a grade corresponding to their rating without additional tests.

For applicants with a rating of less than 60 points, as well as those who wish to improve their rating, the teacher conducts a semester assessment in the form of a test or interview.

4. Credit.

Answers to the test are evaluated on a scale of 100 points and are awarded for answers to 2 questions:

- complete answer/completed task (at least 90% of the required information) – 50-45 points;*
- sufficiently complete answer/completed task (at least 75% of the required information) – 44-38 points;*
- incomplete answer/completed task (at least 60% of the required information) – 37-30 points;*
- incomplete answer/task not completed (less than 60% of the required information) – 29-0 points.*

Table of correspondence between rating points and university scale grades:

Number of points	Grade
100-95	Excellent
94	Very good
84	Good
74-65	Satisfactory
64-60	Sufficient
Less than 60	Unsatisfactory
Admission requirements not met	Not admitted

9. Additional information on the discipline

Active and collective learning strategies are used, which are determined by the following methods and technologies:

- 1) *problem-based learning methods (problem-based presentation, partial search (heuristic conversation) and research method);*
- 2) *personality-oriented (developmental) technologies based on active forms and methods of learning (brainstorming, situation analysis, business, role-playing and simulation games, discussion, express conferences, educational debates, round tables, case technology, project technology, etc.);*
- 3) *information and communication technologies that ensure the problem-solving and research-oriented nature of the learning process and stimulate independent work by students (electronic presentations for lectures, use of audio and video support for classes, in particular, analysis of the YouTube network service for the availability and quality of educational video materials by financial analysis specialists).*

Distance learning

Synchronous distance learning is possible using video conferencing platforms and the university's educational platform for distance learning.

Extracurricular activities

As part of the study of the academic discipline, it is possible to participate in conferences, forums, round, and competitions in the relevant field.

Inclusive learning

Permitted

Mastering distance learning courses

At the request of the applicant, in conditions that do not facilitate regular attendance, it is permissible to study individual content-rich parts of the educational component in asynchronous mode, in particular, through distance learning courses. In order to be taken into account in the assessment system, the credits for such courses must correspond to the syllabus, be agreed with the teacher, and the student must provide a relevant document indicating the name and number of hours of the course to confirm completion. The recognition of informal education results is carried out in accordance with the procedure set out in the relevant Regulations of Igor Sikorsky KPI <https://osvita.kpi.ua/node/179>.

The working programme for the academic discipline (syllabus) was compiled by:

Professor, Doctor of Economics, Professor of the Department of Theory and Practice of Management, Serhii Voytko

Approved by the Department of Theory and Practice of Management (Minutes No. 15 of 07.06.2024)

Approved by the Methodological Council of the Faculty of Social Sciences (Minutes No. 9 dated 26.06.2024)

Appendix 1

Homework

Task 1. Formulate your own definition of the concepts of "leadership" and "management".

Task 2. Identify 3-5 professions from the "Classifier of Professions of Ukraine (DK 003:2010)" that relate to formal leadership. Indicate the codes according to the classification of professions (COD KP), the numbers of issues of the ETKD (Unified Tariff and Qualification Reference Book of Works and Professions of Workers) and the numbers of issues of the DKHP (Reference Book of Qualification Characteristics of Professions of Workers), as well as the professional name of the job.

Task 3. Select sets of classical leadership theories (from the group list) and find one or more similar theories from the latest leadership theories.

Sets of classical leadership theories:

Set 1. Trait theory, great person theory (1948, R. M. Stogdill).

Set 2. Behavioural theories (a) Ohio University, b) University of Michigan, c) University of Texas).

Set 3. Situational theories (a) F. Fiedler, b) P. Hersey and B. Blanchard, c) W. Vroom and F. Jetton).

Set 4. Transformational leadership, charismatic leadership.

Set 5. Transactional leadership, path-goal theory (M. Evans and R. House).

Set 6. K. Lewin's theory, theory (model) of a continuous environment (continuum) (R. Tannenbaum and W. Schmidt).

Set 7. Interactive leadership (female approach to leadership), virtual leadership.

Set 8. Forms of ideal leadership: Servant leadership; Level 5 leadership (according to J. Collins' model).

Set 9. D. McGregor's theory (styles X and Y).

Set 10. R. Likert's theory (organisations of types 1, 2, 3, 4). The latest theories of leadership:

a) D. Goleman's theory of "emotional intelligence" (1995);

b) J. Lipman-Blumen's concept of "hot groups" and theory of connective leadership (1995, 1997);

c) N. Tichy's theory of the "leadership engine" (1997);

d) R. Fisher and A. Sharp's theory of indirect leadership (1998);

e) the idea of "distributed" or "shared" leadership by D. Bradford and A. Cohen (1998);

f) the concept of the "leadership pipeline" (2001);

f) K. Cashman's theory of "stimulating internal" leadership (2001); g) D. Golman

and R. Boyatzis' concept of "primary" leadership (2002); h) leadership as

paradox management by F. Trompenaars

and C. Hampden-Turner (2002).

Task 4. List the criteria you would use when studying leadership using situational and systemic approaches.

Task 5. List and describe, from your point of view, the effects of time and place in the formation of business leaders (it is recommended to consider the activities of top managers of corporations with a capitalisation of over \$1 billion).

Task 6. List 2-3 scientifically substantiated periods of cyclical processes in the economy and determine at what stage the Ukrainian economy was in different years (the years are distributed in the group so as not to repeat the same periods).

Scientifically substantiated and systematised cyclical processes can be found in the article (Table 3), as well as in the literature listed at the end of this article at <http://www.economy.nayka.com.ua/?op=1&z=1858>. Task 7. Propose a list of anti-crisis management measures (up to 10 items) for transnational corporations with a capitalisation of over \$1 billion, assuming that they are currently in a crisis situation (select different companies so that

the same company is not repeated among students in the group).

Task 8. For the corporation selected in Task 7, find information in the media for the last month that directly relates to it (no more than 10 news items). Classify this information in terms of strong and weak signals.

Task 9. Describe in scientific style (0.5 to 1.0 pages, 14 pt, 1.0 spacing) the possible transformation of your company's resources (you can take the company selected above or the one you work/worked for). In your description, pay attention to the ranking of resource sources by importance to the enterprise, their availability to the enterprise, and the possibility of self-sufficiency with them at the enterprise. It is advisable to provide ways to mobilise and intensify resource provision in the current period and in times of crisis.

Task 10. Distribute 3 questions from the list below among the students in the group. For each task, find information and prepare an answer of up to 1000 characters (about half a page).

List of questions for the test

- 1. Define the concepts of "leadership" and "management".*
- 2. Describe the characteristics of formal and informal leadership.*
- 3. Provide classic and modern theories of leadership.*
- 4. Explain the concept of charismatic leadership.*
- 5. Explain the concept of transformational leadership (leadership for change).*
- 6. Explain the scope of application of McGregor's Theory X and Theory Y.*
- 7. Explain Stinson-Johnson's situational leadership model.*
- 8. Describe Likert's leadership systems in management.*
- 9. Explain the Tannenbaum-Schmidt continuum of leadership behaviour.*
- 10. Describe the features situational and systemic approaches of studying leadership.*
- 11. Describe the characteristics of leadership in the business environment and in the political sphere.*
- 12. Explain the phenomenon of top managers.*
- 13. Describe the effects of time and place in the formation of business leaders.*
- 14. Provide a list of indicators that characterise business leadership.*
- 15. Explain the phenomenon of political elites.*
- 16. Provide critical and functional theories of elites.*
- 17. Explain the relationship between the terms "elite" and "ruling class".*
- 18. Explain the Mitchell and House model and the path-goal model.*
- 19. Show the relationship between a leader and subordinates based on Fiedler's model.*
- 20. Compare authoritarian, democratic and liberal leadership styles.*
- 21. Describe management decisions as action plans.*
- 22. Provide a list of principles and functions of crisis management.*
- 23. Describe the methods and process of crisis management.*
- 24. Name the levels of the management system hierarchy and the directions of information flows.*
- 25. Characterise the stages of development and scientific schools of management.*
- 26. Describe the essence of crisis or crisis phenomenon prediction.*
- 27. Explain the procedure for analysing the symptoms of an object's condition in a crisis.*
- 28. Describe the tools for levelling a crisis phenomenon.*
- 29. Explain the purpose of ensuring the further sustainable development of the system.*
- 30. List the functions and functional strategies of crisis management.*
- 31. Provide a description of the methods and tools of crisis management.*
- 32. List the measures of crisis management. Describe the features of the rapid detection of signs of a crisis.*
- 33. List possible weak and strong signals from external and internal environments.*
- 34. Describe the project management process as a means of operational management in a crisis situation.*
- 35. Classify the signs of an organisation's resources.*
- 36. Describe the process of providing resources to an organisation.*

37. *Establish criteria for determining critical levels of an organisation's resources.*
38. *Provide ways to mobilise and intensify resource provision.*
39. *Describe the intensive and extensive use of resource provision.*
40. *Name the indicators that reflect the possibility or presence of a crisis situation.*
41. *Explain the need for auditing the financial activities of enterprises and organisations.*
42. *Describe such conditions of enterprises as bankruptcy and reorganisation.*
43. *Explain the mechanisms of cyclical crisis situations.*
44. *Characterise socio-political and factor cycles.*
45. *Provide examples of how cyclical processes can be used to establish leadership.*
46. *Describe the processes of managing political, constitutional and governmental crises.*
47. *Describe the processes of corporate governance in crisis management.*
48. *Explain the possibilities of using the provisions of the concept of sustainable development in overcoming socio-economic crises.*