

**NATIONAL AVIATION UNIVERSITY
THE EDUCATIONAL AND SCIENTIFIC INSTITUTE OF
ECONOMY AND MANAGEMENT**

Department of Management of Foreign Economic Activity of Enterprises

**Guidelines for student preparation
to practical (laboratory) classes**

academic discipline «Academic Skills of Professional Training»

for students I academic year

(code and name of the direction (specialty) of preparation)

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at a meeting of the Department of
Management of Foreign Economic
Activity of Enterprises

Protocol № _____ from «__» ____ 20__ y.
Head of the Department _____ Kyrylenko O.M

Topic 1.

Higher education in Ukraine in the context of the Bologna process. State standard of higher education in Ukraine

Content

1. *Higher education system in Ukraine its features and prospects for development.*
2. *The essence, purpose and objectives of the development of higher education in Europe within the Bologna Process.*
3. *Higher education development tools in the context of the Bologna Process.*
4. *Higher education in Ukraine in the context of the Bologna process.*
5. *Problems of higher education development in the context of the Bologna process.*

The theoretical part

The Bologna Process is a mechanism promoting intergovernmental cooperation between 48 European countries in the field of higher education.

The Bologna Process is series of ministerial meetings and agreements between European countries to ensure comparability in the standards and quality of higher education qualifications.

The Bologna Declaration was signed in **1999** by ministers responsible for higher education from **29 European countries**. However its origins lie a year further back in the Sorbonne Conference and Declaration in 1998. These events set in motion a European cooperation process that has radically changed higher education. Reforms have affected countries within and beyond Europe, and the number of official signatory countries have risen to 48, with Belarus the most recent state to join in 2015. Ukraine joined the Bologna Process in 2005 at the Bergen Conference and signed the Bergen Declaration. Ukraine has been a full member of the Bologna Process / European Higher Education Area since 2005.

Main targets of Bologna Process:

- to ensure student and staff mobility,
- to make higher education more inclusive and accessible,
- to make higher education in Europe more attractive and competitive worldwide.

Bologna Process established the European Higher Education Area (EHEA) in 2010.

Academic mobility - the transfer of students and teachers of higher educational institutions for a certain period of time to another educational or scientific institution within or outside their country for the purpose of study or teaching.

***Inclusive education** means that all students can attend common learning environment regardless from different backgrounds and different abilities learn together.

What's the European Higher Education Area?

The European Higher Education Area (EHEA) is a group of 48 countries that cooperate to achieve comparable and compatible higher education systems

throughout Europe. Member countries of the EHEA follow the directives of the so-called Bologna Process to achieve these goals.

As part of the European Higher Education Area, all participating countries agreed to:

- introduce a three-cycle higher education system consisting of bachelor's, master's and doctoral studies
- ensure the mutual recognition of qualification and learning periods abroad completed at other universities
- implement a system of quality assurance, to strengthen the quality and relevance of learning and teaching.

Set of the instruments have been developed and implemented at the European, national, regional and institutional level. Their aim is facilitating fair recognition of foreign qualifications and study periods abroad.

Those instruments are:

- the ENIC and NARIC networks,
- the European Credit Transfer and Accumulation System (ECTS),
- the Diploma Supplement (DS),
- the overarching and national qualifications frameworks (QFs),
- the European Standards and Guidelines for Quality Assurance of Higher Education (ESG), etc.

Control questions and tasks:

1. What are the positive and negative effects of implementing an independent education policy in Ukraine?
2. What do the imbalances in the placement of higher education institutions mean?
3. What legislation regulates educational activity in Ukraine?
4. Are there certain restrictions for people getting education in Ukraine?
5. What are the subjects of the educational system?
6. What is the structure of the education system?
7. What are the educational levels in Ukraine?
8. What academic degrees do graduates of educational institutions in Ukraine receive?
9. What are the basic principles of educational policy in Ukraine?
10. What are the functions of the educational system in public life?
11. In what priority areas is Ukraine's education system reformed?
12. What are the conditions necessary for the formation of competitive specialists?
13. What is the role of higher education in the formation of competitive specialists?
14. What is the Bologna process?
15. When was the Bologna Declaration signed?
16. How many countries are participants in the Bologna process today?
17. What are the goals of the Bologna process?

18. When did Ukraine become a participant in the Bologna process?
19. Define the European Higher Education Area.
20. What is a three-cycle higher education?
21. What does inclusive education mean?
22. What is the academic mobility?
23. What benefits does the student get from the Bologna process?
24. What tools are used to develop the European Higher Education Area?
25. What is a European credit transfer system?
26. Why is the European credit transfer system necessary?
27. What is an ECTS-credit?
28. What does the workload consist of?
29. How many credits does a student need to get a bachelor's or master's degree?
30. How many ECTS-credits is the first year of study at the university?
31. How many study hours does one ECTS-credit consist of?
32. How many study hours does one ECTS-credit at Ukrainian universities consist of?
33. What is meant by study hours?
34. Is the number of study hours in one ECTS-credit the same for all countries?
35. What is an ECTS-grades?
36. How many points does student need to pass the exam?
37. What does FX and F grade mean?
38. What benefits does the student get from the ECTS?
39. What is a diploma supplement?
40. Who produces the student a diploma supplement?
41. Which organizations set the standards for the Diploma Supplement?
42. What information does the diploma supplement contain?
43. Does the student need to extra pay for the Diploma Supplement?
44. What language is the diploma supplement?
45. What are the benefits of getting a diploma supplement?
46. What is a national qualifications framework?
47. What are the goals of the National Qualifications Framework?
48. What is the European Standards and Guidelines for Quality Assurance of Higher Education?
49. What are the goals of the European Standards and Guidelines for Quality Assurance of Higher Education?
50. What are the principles of the European Standards and Guidelines for Quality Assurance of Higher Education?

Literature

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Topic 2.

Legal framework for training of management specialists

Content

1. *The system of state standards of higher education.*
2. *Industry standards of Management.*
3. *Educational qualification characteristics and educational and professional programs of all levels of training in the specialty "Management".*
4. *The legal framework for organizing the educational process in a higher education institution.*

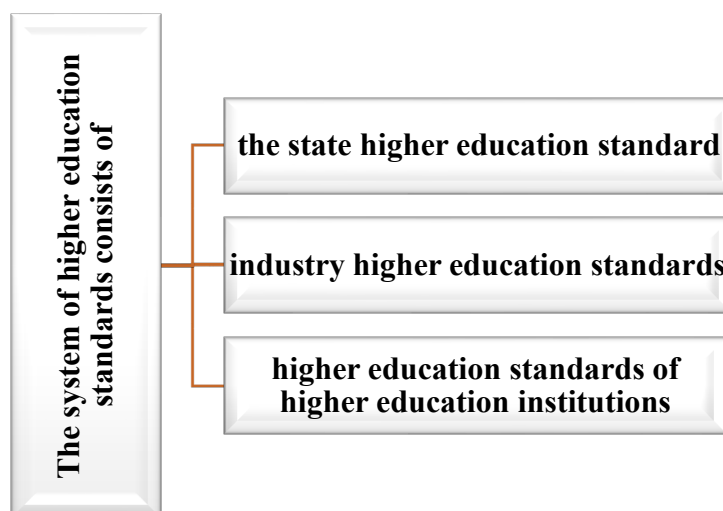
The theoretical part

The activity of higher education institutions is determined by state standards in Ukraine.

The standard of educational activity is a set of minimum requirements for personnel, educational, methodological, technical and informational providing of the educational process of a higher education institutions.

Higher education standard is a set of requirements for the content and results of educational activities of higher education institutions for each level of education within each specialty.

Higher education standards are developed for each higher education level within each specialty in accordance with the **National Qualifications Framework**. Higher education standards are the basis for evaluating the quality of higher education and training, as well as the quality of educational activities, regardless of their types, levels of accreditation and forms of education.



The state higher education standard contains the following components:

- the list of qualifications by relevant educational qualification levels;
- the list of directions and specialties by which specialists are trained in higher educational establishments;
- requirements for higher education levels;
- requirements for higher education qualification levels.

Industry higher education standards contain the following components:

- educational and qualification characteristics of graduates of higher educational establishments;
 - educational and professional training programs;
- quality diagnostic tools for higher education.

Educational and professional program is a document that defines the educational standards into the content, volume and level of training of a specialist of the appropriate level and specialty.

Educational and professional program establishes:

- distribution of the volume of educational and professional program by cycles of preparation in the academic hours;
- norms with regard the content of training, information volume and the level of learning in the preparation process;
- recommended list of subjects, forms of control and state certification, standard term of study.

The Higher Education Standard defines the following requirements for the educational program:

- the amount of ECTS credits required to obtain an appropriate higher education degree;
- list of competences of the graduate;
- the normative content of training for higher education applicants;
- forms of attestation of applicants for higher education;
- requirements for the availability of a system of internal quality assurance for higher education;
- requirements of professional standards (if any).

Control questions and tasks:

1. What are educational standards?
2. What elements does the structure of state education standards include?
3. What components does the state standard of education contain?
4. What elements does the industry standard of education contain?
5. What is an educational and professional program?
6. What are the requirements for educational programs in the national educational standard?
7. What is a curriculum?
8. What defines the curriculum?
9. What are the general competencies of managers?
10. What are the professional competencies of managers?

11. What is final certification and in what forms is it being carried out?
12. Who holds the final certification for university graduates?
13. What do Higher education standards of higher education institutions contain?
14. What laws regulate the provision of educational services in Ukraine?
15. Who is the subject of management in higher education institutions?
16. What is the National Agency for Quality Assurance in Higher Education?
17. What are the main functions National Agency for Quality Assurance in Higher Education?

Literature

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Topic 3.

The role of the graduating department in the training of specialists

Content

1. *The role of the graduation chair in the organization of training of specialists in management.*
2. *Organization of educational process at the university and at the department.*
3. *Organization of educational work at the graduation department.*
4. *Characteristics of compulsory and selective disciplines assigned to the graduating department.*
5. *Organization of individual work with students.*
6. *Organization of research activities of teachers and students, production relations.*

The theoretical part

The Chair (department) is the basic structural subdivision of a higher education institution carrying out educational, methodical and scientific activity, which includes at least **five scientific and pedagogical workers**, for whom the department is the main place of work, and at least three of them have scientific degree or academic title.

The educational process in higher education institutions is a system of organizational and didactic actions at a certain educational or qualification level in accordance with state education standards.

The purposes of the educational process at the university and at the Chair are:

- implementation of intellectual activity;
- learning and use of knowledge, skills and other competences by the students;
- ensuring the professional training of people in accordance with their vocation, interests, abilities and requirements of the labor market;
- formation of a harmoniously developed personality.

The **educational process** is organized on the basis of modern information technologies of training and focuses on the formation of a harmoniously developed personality. It is based on principles: science, humanism, democracy, continuity, independence from any political parties, other public or religious organizations.

The duration of the educational process consists of:

- the total duration of theoretical and practical training;
- individual work;
- the duration of the examination session.

The duration of the examination session is determined by 2-3 days for one discipline (depending on the semester volume of study hours per discipline).

The compulsory disciplines should be set by the state standard of education. Their names and volumes are defined by standards and be compulsory for the university.

Selective academic disciplines are determined by a higher educational institution. **Selective disciplines** are introduced to meet an individual's educational and qualification needs, effectively utilize of capabilities and traditions of a particular institution, regional needs, and more.

The curriculum for a certain specialty should determine the list of compulsory academic disciplines (maximum - 75% of total ECTS credits).

The total amount of selective disciplines should be at least 25% of the total ECTS credits. Selective teaching subjects are chosen by students for the next academic year until April 15 of the current academic year. For students was enrolled in the current year, selective disciplines are chosen from September 1 to September 10. Selective disciplines can be chosen by students, either individually or in blocks that are formed on the basis similarity of the competencies which students obtain.

The main types of training at the university are: Lecture; Laboratory; Practical class; Seminar; Individual lesson; Consultation.

The University has the right to establish other forms and types of training.

Control questions and tasks:

1. What is the educational process?
2. What are your goals for the educational process?
3. What types of work is the duration of the educational process?

4. How many academic weeks does the academic year contain?
5. What is the duration of the exam session?
6. What is the minimum duration of a student vacation?
7. On what documents is the curriculum developed?
8. What are compulsory and selective academic disciplines?
9. What should be the minimum percentage of compulsory and selective academic disciplines in total ECTS credits?
10. By what date do students have to determine which elective academic discipline they will study?
11. What is a teaching program? What elements does it contain?
12. What is an individual curriculum in which cases is it used in student learning?
13. Who should sign and approve a student's individual curriculum?
14. What are the forms of training?
15. What are the main types of training?
16. What is a lecture and what can it be held?
17. What is a laboratory class and what are its features?
18. What is a practical training?
19. What is a seminar and what are its features?
20. What is an individual lesson and what are its features?
21. When are student consultations held?
22. What is course work?
23. What is a thesis when it is performed and who can be its supervisor?

Literature

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Topic 4.

Organizational structure of higher education institutions. Management and organization of educational process

Content

1. *The particular and types of higher education institutions. The essence of licensing and accreditation of higher education institutions.*
2. *Management of a higher education institutions.*
3. *Organizational structure of universities.*
4. *Practical training of students in the specialty.*
5. *Organization of students' independent work and forms of its control.*

The theoretical part

The types of higher education institutions in Ukraine:

- University
- Academy / institute
- College

The university may be: national and research, public or private.

National status is given to a university if its activities meet certain criteria. They are divided into compulsory, comparative and bonus.

The compulsory criteria include:

- compliance with the Laws on Education and Higher Education, the License Terms,
- positive evaluation of the internal quality assurance system,
- the absence of previously reveal violations of the License conditions and more.

The comparative criteria are:

- number of full-time students per academic teacher,
- training of students and staffs in foreign universities,
- prizes for student competitions,
- publications in Scopus, Web of Science,
- number of foreign students,
- number of intellectual property objects, etc.

The bonus criteria are:

- the university's presence in international and independent rankings,
- the presence of international accreditations,
- the number of employees who have been awarded the honorary titles of Ukraine in the last 10 years,
- the number of graduates who have been awarded the honorary titles of Ukraine in the last 10 years.

The status of research is given to the university, which provides a breakthrough development of the state in certain fields of knowledge by the model of combination of education, science and innovation.

Organizational Structure of the University

The main structural subdivision of higher education institutions are:

- the Faculties,
- the Chairs (departments)

The Faculty is a structural subdivision of a higher education institution, comprising at least three departments, which together provide training for at least 200 full-time higher education applicants.

The organizational structure of the university may include structural subdivisions such as:

- educational-scientific institutes;
- scientific, research, design institutes;
- departments of postgraduate and doctoral studies, experimental enterprises, scientific parks, techno parks;
- preparatory departments, subdivision of retraining and advanced training of personnel;
- institutes of postgraduate education;
- publishing houses, sports complexes, cultural establishments, student sports centers etc.

Higher education in Ukraine is managed by the **Ministry of Education and Science of Ukraine**. According to the "Law on Education", higher education includes the following levels and categories of establishment:

- level I - vocational schools and other HEIs of a relevant level;
- level II - colleges and other HEIs of a relevant level which teach junior specialist courses;
- level III - institutes, conservatories, academies and universities that teach Bachelor's and Specialist, as well as junior specialist courses;
- level IV - institutes, conservatories, academies and universities which teach Bachelor's, Master's and Doctoral courses.

Also, Management in the field of higher education is carried out by:

- the Cabinet of Ministers of Ukraine;
- sectoral authorities;
- the National Academy of Sciences of Ukraine and the national sectoral academies of sciences;
- founders of higher education institutions;
- local authorities in the field of higher education and science;
- National Agency for Quality Assurance in Higher Education.

Independent work is a type of educational activity which is performed by student without direct contact with a teacher. A time for independent work of the student is regulated by the working curriculum. The content of the student's independent work is determined by the teaching program of the discipline, methodical materials, tasks of the teacher. The amount of hours allocated for a student's independent work is calculated in accordance with the practical classes: the student's time allocated for

independent work must be at least 1/2 and not more than 2/3 of the total time devoted to the learning of particular discipline.

The students' internship at the university is a compulsory component of the educational program and aims to acquire professional competencies for the student. The amount of practice is measured in credits at a rate of 1.5 credits per week of practice.

Assessment of student practice is taken into account when calculating the scholarship based on the results of the next semester control.

Students who have not completed the internship program without good reason or have received a negative evaluation must complete to the internship on an individual schedule again. If the students receive a negative evaluation after retake they will be exclusion from the university.

Control questions and tasks:

1. What types of higher education institutions exist in Ukraine?
2. By what criteria are universities awarded national status?
3. What is a research university?
4. What are the basic principles of universities activity?
5. What structural subdivisions can be included in the university?
6. What is a faculty?
7. What is a chair?
8. Who is the subject of management in higher education institutions?
9. In what forms is the educational process organized at the university?
10. What is a student's independent work? What is it for?
11. How do students determine the amount of independent work they do?
12. What is a student's teaching practice? What is it necessary for?
13. In what cases can students be exclusion from the university?
14. Does the university have the right to determine the forms of study and types of training?

Literature

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Topic 5.

Profession "Manager": the content, nature and scope of future professional activity

Content

1. *History of management and managers. The concept of manager and management.*
2. *Features of the manager of lower, middle and higher levels of management of the organization.*
3. *Functions of the manager in the organization.*
4. *Roles of managers in organization.*

The theoretical part

A manager is a person who is responsible for a part of a company and 'manage' the company. The purpose of the manager is to ensure the firm's stable competitiveness. The manager is a leading figure in the management of the firm. There are many different types of managers across the whole spectrum of a company's hierarchy.

Managers are most often responsible for a particular function or department within the organization from accounting to marketing, sales, customer support, engineering, quality. The manager either can lead a team directly or can lead a group of supervisors who lead the teams.

In addition to the traditional role of functional manager, there are also product and project managers who are responsible for a set of activities or initiatives, often without any people reporting to them. These informal managers work across functions and recruit team members from the various groups for temporary and unique initiatives.

Top Managers are in charge of a company's strategy. In other words, they are the stewards of an organization's vision and mission.

Functional Managers are responsible for the effectiveness and efficiency of specific areas of a company, such as marketing. They are also in charge of personnel and accounts.

Team Managers or **Supervisory Managers** are in charge of subgroups of a particular function. They may also be in charge of a group of members from different parts of the company.

Line Managers are in charge of the output of certain products or services. They hold authority in a vertical chain of command, or over a particular product line.

Top-level manager are responsible for managing a revenue-producing subdivision, such as a product line, business subdivision or a store.

The top-level manager has to make decisions across different functions within that subdivision. Top-level typically get a bonus when the subdivision does well.

The top executives explain what the company's overall plan is. The top-level sets specific goals for the subdivision to achieve in line with the plan and strategy of company.

Middle-level managers can include general managers, branch managers, and department managers. They are accountable to the top-level management for their department's function, and they devote more time to organizational and directional functions than upper management.

A middle manager's roles are:

- Executing organizational plans in accordance with the company's policies and the objectives of the top management;
- Defining and discussing information and policies from top management to lower management.

The lower level managers are the first line of managers as they feature at the base of operations, so they are essential personnel that communicates the fundamental problems of the firm to the higher levels. This management level is made up of the foreman, the line boss, the shift boss, the section chief. They are also responsible for training, supervising and directing the operative employees.

The lower level managers represent the management to the operative workers as they ensure discipline and efficiency in the organization. They also organize the essential machines, tools and other materials required by the employees to get their job done.

Functions of the lower-level management:

- To allocate tasks and responsibilities to the operative employees.
- To ensure quality and be responsible for the production quantity.
- To communicate the goals and objective of the firm laid down by the higher level managers to the employees and also the suggestions, recommendations, appeals and information concerning employee problems to the higher level managers.
- To give instruction and guided direction to workers on their day to day jobs.
- To give periodic reports of the workers to the higher level managers.

Good managers discover how to master four basic functions: planning, organizing, leading, controlling. These all managerial functions are necessary and interconnected to each other.

A manager roles fall into three categories: **Interpersonal:** This role involves human interaction. **Informational:** This role involves the sharing and analyzing of information. **Decisional:** This role involves decision making.

Control questions and tasks:

1. What key skills did the manager need during the Industrial Revolution?
2. How has the role of the manager changed today compared to the past?
3. What is management?
4. Can management be regarded as a factor in production? What other factors of production are known to you?
5. What is the most important factor in valuing a company?
6. Who is the manager?
7. What types of managers do you know?

8. What are the management levels in the organization? What are the tasks of managers at each organizational level?
9. What are the key functions of an organization manager?
10. What is the essence of planning? What are the main characteristics of the planning process in an organization?
11. What is the essence of organizing?
12. What is the essence of leading?
13. What is the essence of controlling?
14. What roles does the manager play in the organization?
15. What are the peculiarities of executing the information role of the manager?
16. What is the essence of the interpersonal role of the manager?
17. What they mean *figurehead, leader, liaison roles*?
18. What is the decisional role of manager?
19. What they mean *entrepreneur, disturbance handler, resource allocator, negotiator roles*?
20. What individual qualities does the manager need?

Literature

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Topic 6.

Student's professional self-determination. Profile of the educational program "Organization Management and Administration"

Content

1. *The purpose of the training program "Organization Management and Administration". Features of the program.*
2. *The competencies of the manager. Hard and soft manager skills.*
3. *Requirements for the personality of the manager.*
4. *Leadership and leadership. Leadership styles. Self improvement.*

The theoretical part

Organizations of all types require competent management in order to run smoothly and optimize the potential for profit and growth. As rule, management skills are applied to jobs labeled as "management positions" in the organizational chart, but are also vital for employees in many other positions.

Management skills can be defined as certain attributes or abilities that an executive should possess in order to fulfill specific tasks in an organization.

They include the capacity to perform executive duties in an organization while avoiding crisis situations and promptly solving problems when they occur. Most management skills are related to six fundamental functions: planning, organizing, coordinating, directing, leadership, oversight.

According to American social and organizational psychologist Robert Katz, the three basic types of management skills include: **Technical Skills; Conceptual Skills; Human or Interpersonal Skills.**

Soft skills are the personal attributes, personality traits and communication abilities needed for success on the job. Soft skills characterize how a person interacts in his or her relationships with others.

Hard skills are very pertinent to your role and the work you are doing. They are your technical skills. Hard skills sets are easily measurable. Normally, you can acquire hard skills in the classroom, in an online course, through books and other materials, or on the job.

Hard skills show you're great for a specific job. Nobody is born with them. Three hard skills examples are coding, budgeting, and mixing drinks.

Soft skills prove you'd be a great fit anywhere. They're part of your personality, but you can learn them. We define soft skills as abilities not unique to any job. Three soft skills examples are interpersonal skills, communication, and leadership.

Main Hard skills of the manager of organizations:

- Business Knowledge
- Budgeting
- Hiring
- Finance
- Conflict Resolution
- Logistics
- Coaching
- New Business Development
- Negotiating
- Project Management

The Difference Between Hard Skills and Soft Skills

Technical Skills	Interpersonal Skills
IQ (Intelligence Quotient)	EQ (Emotional Quotient)

Following Rules	Changing Rules
Learned in School	Learned in Life
Easily Testable	Harder to Test
Can be Learned	Can be Learned
Heavy Focus in Careers	Equally Important, Less Focus

Leadership is a process by which a person influences others to accomplish an objective and directs the organization in a way that makes it more cohesive and coherent.

Management is a discipline of managing things in the best possible manner. It is the art or skill of getting the work done through and with others.

Leadership is about getting people to comprehend and believe in the vision you set for the company and to work with you on achieving your goals, while **management** is more about administering and making sure the day-to-day activities are happening as they should.

- Leadership is setting a new direction or vision for a group that they follow. A leader is the spearhead for that new direction.
- Management controls or directs people/resources in a group according to principles or values that have been established.
- Leadership is a virtue of leading people through encouraging them. Management is a process of managing the activities of the organization.
- Leadership requires trust of followers on their leader. Unlike Management needs control of manager over its subordinates.
- Leadership is a skill of influencing others while Management is the quality of the ruling.
- Leadership demands foresightedness of leader, but Management has a short range vision.
- In leadership, principles and guidelines are established, whereas, in the case of management, policies and procedures are implemented.
- Leadership is Proactive. Conversely, management is reactive in nature.
- Leadership brings change. On the other hand, Management brings stability.

Leadership style is the way a person uses power to lead other people. Research has identified a variety of leadership styles based on the number of followers.

The leadership style depends on:

- the functions of the leader,
- the number followers,
- the feature of situation.

Types of Leadership Styles: Autocratic leadership, Democratic Leadership, Laissez-faire Leadership, Strategic Leadership, Team Leadership, Cross-Cultural

Leadership, Coaching Leadership, Charismatic Leadership, Transformational Leadership, Visionary Leadership.

Control questions and tasks:

1. What is a manager's skills?
2. Why are management skills important and necessary?
3. What are the types of managerial skills according to Robert Katz?
4. What are technical management skills?
5. What are conceptual management skills?
6. What are human or interpersonal management skills?
7. What are hard and soft management skills? What is the difference between them?
8. Give examples of hard managerial skills.
9. Give examples of soft managerial skills.
10. How can the manager's soft skills be improved?
11. What is leadership?
12. What is the difference between leadership and management?
13. Can leadership be without leadership?
14. What is Leadership Style?
15. What leadership styles do you know?
16. What are the main features of autocratic leadership?
17. What is the essence of a democratic leadership style?
18. What is Laissez-faire leadership style?
19. What is the strategic leadership style?
20. What are the main traits of a strategic style leader?
21. What is a team leadership style? What are the main challenges for team leaders?
22. What is a charismatic leader?
23. What is Transformational Leadership?
24. What is Transformational Leadership?
25. What is the essence of Cross-Cultural leadership style?
26. What are the most important keys to effective leadership?
27. What principles of leadership do you know?

Literature

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Topic 7.

Student's professional self-determination. Educational program “Foreign Economic Activity Management”

Content

1. *The concept of foreign economic activity of the organization.*
2. *Functions and position of manager of foreign economic activities of the organization.*
3. *Educational and professional program "Management of Foreign Economic Activity“.*
4. *Self-management.*

The theoretical part

Foreign Economic Activity (FEA) is the activity of entities economic activity of Ukraine and foreign entities of economic activity, which is based on beneficial relationships and is carried out on the territory of Ukraine or abroad, in order to effectively use the benefits of international division of labor.

Foreign economic activity manager - a specialist who manages the export or import of foreign goods.

For successful marketing of products on the foreign market, the manager:

- must study the foreign market,
- analyze the prices of competitors,
- find out the requirements for consumer properties and the quality of the goods in the country of interest to him.

Also manager comprehensively clarifies the situation that helps him develop an export strategy.

Functions of the manager of foreign economic activity:

- The manager manages contacts with the customs. He develops customs import or export schemes, interacts with a customs broker.
- Registration of necessary supporting documentation (delivery schedules, certificates, permits, licenses).
- This specialist agrees with partners on the price of goods and controls the flow of money to the account. Since settlements with foreign companies are made in foreign currency, the foreign trade manager monitors exchange rates daily.
- Contracts with foreign partners. A specialist is required to know foreign legislation in order to conclude contracts that are most profitable, but at the same time satisfying partners. The foreign economic activity manager is also involved in the preparation of all kinds of permits (for example, environmental permits, hygienic conclusions).

- The manager organizes the transportation of goods, actually performing the functions of a logistician. He decides on which transport and which route it is more convenient to deliver products.
- Formation and expansion of the client base abroad.
- Negotiations and business correspondence with logistics companies and brokers regarding working conditions and optimization of deliveries.
- Control and support of deliveries at all stages - from placing to receiving the order.
- Control of timely payment of export and import payments.

All operations which are connected with foreign economic activity are carried out in two organizational forms:

- the **foreign economic department**, which is an integral part of the organizational structure of enterprise management;
- the **foreign trade company**, which is an independent economic entity.

Features of educational and professional program "Management of Foreign Economic Activity". The program involves the study of professionally oriented disciplines at all courses, the passage of industrial practices at leading enterprises, a high level of possess of a foreign language with the possibility of learning English, as well as internships within the framework of the Erasmus + mobility program.

The difference between the program and the others is the formation of professional competences in accordance with European and international standards.

Integral competencies of manager of foreign economic activity. The ability to solve complex and practical problems in the field of management of organizations engaged in foreign economic activity that involves the application of certain theories and methods of the relevant science and is characterized by the complexity and uncertainty of the conditions.

The purpose of the educational and professional program is to deepen the professional training of specialists in the management of foreign economic activities, which will enable them to perform their work independently, to prepare for the exercise of managerial functions in foreign economic departments of various organizations.

General competencies of manager of foreign economic activity:

- Knowledge and understanding of professional activity.
- Ability to adhere to business ethics and business communication, including verbal and written communication in Ukrainian, English and at least one of the common European languages.
- Ability to adaptions, creativity, generate ideas and actions in a new situation.

Professional competencies of manager of foreign economic activity:

- Ability to perform experiments independently, as well as to describe, analyze and critically evaluate experimental data.
- Ability to solve a different problems and tasks in the field of foreign economic activity management by understanding their fundamental foundations and using both theoretical and practical methods.

➤ Ability to identify and analyze the micro and macro environment to perform managerial functions.

Self-management is also called as a “self-control” or “self-regulation,” is the ability to regulate one’s emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, delaying gratification, motivating oneself, setting and working toward personal and academic goals.

Control questions and tasks:

1. What are the basic concepts of foreign economic activity management?
2. What are the main functions of the manager of foreign economic identity in the organization?
3. What are the organizational forms of foreign economic activity in the enterprise?
4. What are the goals and features of the educational and professional program for training foreign economic managers?
5. What are the integral competences of a foreign activity manager?
6. What are the general competencies of the foreign activity manager according to program "Management of Foreign Economic Activity"?
7. What are the professional competences of a foreign activity manager according to program "Management of Foreign Economic Activity"?
8. What are the advantages and disadvantages of the profession of manager of foreign economic activity of the enterprise?
9. What is self-management?
10. What are the main components of the manager's self-management process?

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