

**PJSC “Higher Educational Institution
“INTERREGIONAL ACADEMY OF PERSONNEL MANAGEMENT”**



SYLLABUS
of the academic discipline

HISTORY OF MANAGEMENT

Level of higher education: first (bachelor's) level

Field of knowledge: D Business, Administration and Law

Specialty: D3 Management

Study program: Management

General information about the academic discipline

Name of the academic discipline	History of management
Code and name of the specialty	D3 Management
Level of higher education	First (bachelor's) level
Discipline status	Compulsory
Number of credits and hours	5 credits/150 hours Lectures: 34 Seminars/practical classes: 34 Students' independent work: 82
Terms of study of the discipline	2 semester
Language of instruction	Ukrainian
Final control type	Exam

General information about the instructor. Contact information.

Full name of the instructor	
Academic degree	
Position	
Areas of scientific research	
Links to the registers of identifiers for scientists	
Contact information	
E-mail:	
Department phone	
Instructor's portfolio on the website	

Discipline's description.

The study of this discipline is aimed at developing students' theoretical knowledge and practical skills in the field of management, fostering an understanding of the conceptual foundations of systematic organizational management, and building awareness of the historical trends and patterns in the development of management.

The subject of the discipline.

The discipline examines the process of formation, development, and evolution of

management theories, concepts, and practices across different historical periods.

The aim of the discipline is to develop students' modern managerial thinking and a system of specialized knowledge in the field of management, as well as to cultivate an understanding of the conceptual foundations of systemic organizational management and the historical trends and regularities in the development of management.

The objectives of the discipline:

1. Acquaint students with the main stages in the development of managerial thought from ancient times to the present.
2. Explain the content and significance of key schools and concepts of management.
3. Demonstrate the interrelation between historical managerial approaches and the socio-economic conditions of their respective eras.
4. Foster the ability to analyze and critically evaluate managerial ideas of the past from the perspective of contemporary practice.
5. Develop skills in applying historical management experience to address current managerial challenges.

Prerequisites for the discipline:

The study of the discipline "History of management" is based on knowledge and skills acquired in the following courses "Introduction to the Specialty "Management", "Economic Theory".

Post-requisites for the discipline:

The knowledge, skills, and competencies gained in this discipline provide a foundation for the study of the following courses "Management", "Fundamentals of Academic Writing".

Program competences:

General competences	GC2. Ability to preserve and enhance moral, cultural, and scientific values and contribute to the achievements of society based on an understanding of the history and regularities of development in the field, its place within the general system of knowledge about nature and society, and its role in the development of society, technology, and innovation; ability to use various types and forms of physical activity for active recreation and maintaining a healthy lifestyle.
Special competences	SC1. Ability to identify and describe the characteristics of an organization. SC17. Ability to independently identify economic problems and propose ways to solve them for analysis,

	forecasting, planning and optimization in management.
Intended learning outcomes	ILO6. Demonstrate skills in searching for, collecting, and analyzing information, and calculating indicators to justify managerial decisions.

Content of the academic discipline

№	Topics	Number of hours, of which :			Teaching methods /assessment methods		
		Lec ture s	Sem inar s	In de pe nd en t wo rk			
2nd semester							
Content module 1.							
Formation of the first theories of management							
Topic 1	Governance in ancient civilizations: the origins of organizational principles.	2	2	8	Teaching Methods Verbal methods (lecture; conversation; instructional discussion); inductive method; deductive method; transductive method; analytical method; synthetic method; practical method (working with factual scenarios of legal cases); explanatory-illustrative method; reproductive method; problem-based presentation method; partially exploratory method; research method; interactive methods (case analysis; discussions, debates, polemics; dialogue, synthesis of ideas; brainstorming; skills training; situational modelling; working through discussion-based questions); professional activity modelling; innovative teaching methods (competency-based; project-based research method; case method).		
Topic 2	Administrative practices of Ancient Egypt, Mesopotamia and China.	2	2	8			
Topic 3	Public administration and military organization in ancient Greece and Rome.	2	2	6			
Topic 4	Management ideas in the Middle Ages and feudalism.	4	4	6			
Topic 5	The influence of the Renaissance and the Reformation on the formation of managerial thought.	4	4	8			
Topic 6	Prerequisites for the emergence of classical management theories in modern times.	4	4	6			
Content module 2. Development of management thought in the 20th-21st centuries							
Topic 7	Classical school of scientific management: F. Taylor, G. Gantt, F. and L. Gilbrets.	2	2	8			

Topic 8	Administrative school and management principles A. Fayol.	4	4	8	Assessment Methods Oral assessment (oral questioning, evaluation of participation in discussions and other interactive learning activities); written assessment (written tests, independent work, essays/reports); test-based assessment (closed-form tests such as alternative-choice tests and matching tests); self-control and self-evaluation; assessment of case-based tasks.
Topic 9	School of human relations and socio-psychological aspects of management.	4	4	6	
Topic 10	Quantitative and systemic approaches to management.	2	2	6	
Topic 11	Modern management concepts	2	2	6	
Topic 12	Global trends and digital transformation of management practices in the 21st century.	2	2	6	
Module assessment task					
Total :		34	34	82	
Final assessment: exam					

Technical equipment and/or software – official website of IAPM:

<http://IAPM.com.ua> The educational process involves the use of classrooms, a library, a multimedia projector, and a computer for conducting lectures and seminars with presentation elements. Studying individual topics and completing practical tasks requires access to internet resources, which is provided through a free Wi-Fi network.

Forms and methods of assessment.

Assessment of students' academic performance is divided into ongoing and final (semester) assessment.

Ongoing assessment is conducted during practical (seminar) classes and is aimed at systematically checking the understanding and assimilation of theoretical material, as well as the ability to apply theoretical knowledge when completing practical tasks. The possibilities of ongoing assessment are extensive: it can support learning motivation, stimulate educational and cognitive activity, enable a differentiated approach to teaching, and ensure individualization of the learning process.

Forms of student participation in the educational process subject to ongoing assessment include:

- oral reports;
- comments and questions to the speaker;
- consistent performance in seminar classes and active participation in discussions;
- participation in debates and interactive learning activities;
- analysis of legislation and academic literature;

- written assignments (tests, quizzes, creative tasks, essays, etc.);
- preparation of theses and summaries of academic or scientific texts;
- independent study of course topics.

Methods of ongoing assessment include: oral assessment (interview, discussion, report, presentation, etc.); written assessment (tests, essays, written presentations on assigned topics, etc.); combined assessment; presentation of independent work; observation as a method of assessment; testing; analysis of problem situations.

Grading system and requirements.
Table of distribution of points received by students

	Ongoing knowledge assessment													Modular assessment task	Exam	Total points
Topics	T o p i c 1	T o p i c 2	T o p i c 3	T o p i c 4	T o p i c 5	T o p i c 6	T o p i c 7	T o p i c 8	T o p i c 9	T o p i c 0	T o p i c 1	T o p i c 1	T o p i c 2	20	40	100
Work in a seminar	2	2	2	2	2	2	2	2	2	3	3	3	3			
Independent work	1	1	1	1	1	1	1	1	1	1	1	1	1			

The table contains information about the maximum points for each type of assignment.

When assessing the mastery of each topic within ongoing educational activities, students receive marks in accordance with the approved assessment criteria for the respective discipline.

The criteria for evaluating learning outcomes and the distribution of points are regulated by the Regulations on the Assessment of Students' Academic Achievements at PJSC "HEI IAPM".

Modular assessment. Modular assessment in the discipline "History of management" is conducted in written form as testing using closed-type test items, including alternative and matching formats.

Criteria for evaluating the modular test in the academic discipline "History of management":

When evaluating the modular test, the volume and correctness of the completed tasks are taken into account:

- the grade "excellent" (A) is given for the correct completion of all tasks (or more than 90% of all tasks);
- the grade "good" (B) is given for the completion of 80% of all tasks;
- the grade "good" (C) is given for the completion of 70% of all tasks;
- the grade "satisfactory" (D) is given if 60% of the proposed tasks are completed correctly;
- the grade "satisfactory" (E) is given if more than 50% of the proposed tasks are completed correctly;
- the grade "unsatisfactory" (FX) is given if less than 50% of the tasks are completed.

Absence from the modular test work - 0 points.

The above grades are transformed into rating points as follows:

- "A" - 18-20 points;
- "B" - 16-17 points;
- "C" - 14-15 points;
- "D" - 12-13 points.
- "E" - 10-11 points;
- "FX" - less than 10 points.

The final semester assessment in the academic discipline "History of management" is a mandatory form of evaluating student learning outcomes. It is conducted within the period established by the academic schedule and covers the volume of material defined in the course syllabus.

The final assessment is administered in the form of an exam. A student is admitted to the exam only if all required coursework specified in the syllabus has been completed.

The final (semester) grade for a discipline assessed by examination consists of two components: the results of ongoing assessment and the exam grade.

The maximum number of points for ongoing assessment is 60, and the maximum for the exam is 40.

The minimum number of points required to pass the exam is 25.

The grade for ongoing assessment is formed as the sum of rating points earned by the student during seminar/practical classes and any incentive (bonus) points, if applicable.

After evaluating a student's exam responses, the instructor adds the exam score to the points earned for ongoing assessment to determine the final grade for the course.

Scale for the assessment of exam tasks

Scale	Total points	Criteria
Excellent level	30–40	The task is completed with high quality; the student has achieved the maximum

		score in the assessment of theoretical knowledge.
Good level	20–29	The task is completed with high quality and a sufficiently high proportion of correct answers.
Satisfactory level	10–19	The task is completed with an average number of correct answers; the student has demonstrated theoretical knowledge with significant errors.
Unsatisfactory level	0–9	The task is not completed; the student has demonstrated theoretical knowledge with major errors.

Assessment of additional (individual) types of educational activities.

Additional (individual) types of educational activity include student participation in scientific conferences, research societies and problem groups, preparation of publications, and other activities beyond the tasks defined in the syllabus of the academic discipline.

By decision of the department, students who engage in research work or complete certain types of additional (individual) educational activities may receive incentive (bonus) points for a specific educational component.

Incentive points are not mandatory and are not included in the standard point distribution table or the main assessment scale.

A single event may serve as the basis for awarding incentive points for only one educational component – the one to which it is most relevant.

Assessment of independent work

The total number of points earned by a student for completing independent work is one of the components of academic performance in the discipline. Independent work for each topic, in accordance with the course program, is evaluated within the range of 0 to 1 points using standardized and generalized knowledge assessment criteria.

Scale for evaluating the performance of independent work (individual tasks)

The maximum possible assessment of independent work (individual tasks)	Execution level			
	Excellent	Good	Satisfactory	Unsatisfactory
1	1	0,75	0,5	0

Forms of assessment include: ongoing assessment of practical work; ongoing assessment of knowledge acquisition based on oral responses, reports, presentations, and other forms of participation during practical (seminar) classes; individual or group projects requiring the development of practical skills and

competencies (optional format); solving situational tasks; preparation of summaries on independently studied topics; testing or written examinations; preparation of draft articles, conference abstracts, and other publications; other forms that ensure comprehensive assimilation of the study program and contribute to the gradual development of skills for effective independent professional (practical, scientific, and theoretical) activity at a high level.

To assess the learning outcomes of a student during the semester, a 100-point, national and ECTS assessment scale is used

Summary assessment scale: national and ECTS

Total points for all types of learning activities	ECTS assessment	National scale assessment for exam, course project (work), internship	
		National scale assessment for exam, course project (work), internship	For pass/fail (credit)
90 – 100	A	excellent	pass
82 – 89	B	good	
75 – 81	C		
68 – 74	D	satisfactory	
60 – 67	E		
35 – 59	FX	unsatisfactory with the possibility of retaking	fail unsatisfactory with the possibility of retaking
0 – 34	F	unsatisfactory with mandatory re-study of the discipline	fail unsatisfactory with mandatory re-study of the discipline

Discipline's Policy.

- regularly attend lectures and practical classes;
- work systematically and actively in lectures and practical classes;
- catch-up on missed classes;
- perform the tasks required by the syllabus in full and with appropriate quality;
- perform control and other independent work;
- adhere to the norms of academic behaviour and ethics.

The academic discipline “History of management” requires adherence to the principles of ethics and academic integrity, with particular emphasis on

preventing plagiarism in all its forms. All written assignments, reports, essays, abstracts, and presentations must be original, authored by the student, and not overloaded with quotations, which must be accompanied by references to primary sources. Violations of academic integrity include academic plagiarism, self-plagiarism, fabrication, falsification, copying, deception, bribery, and biased evaluation.

Student assessment is based on participation and activity in seminar/practical classes, completion of independent work tasks, and performance of assignments aimed at developing practical skills and competencies. Additional (bonus) points may be awarded for activities such as participation in round-table discussions, scientific conferences, or student research competitions.

Methodological support of the academic discipline

Teaching and methodological support for the discipline includes lecture notes, methodological guidelines for conducting practical (seminar) classes, and methodological recommendations for students' independent work in the academic discipline "History of management".

Recommended sources of information:

Basic literature:

1. Panchenko V. A., Galeta Ya. V., Chernenko O. IN. Basics of management: education. manual. Dnipro: Srednyak T. K., 2019. 451 p.
2. Kovtun N. S., Litovchenko B. IN. History of management teachings. Workshop: study guide. Dnipro: University of Customs and Finance, 2019. 75 p.
3. Kariy O. AND. Management and innovation: theory and workshop: education. manual. National University «Lviv Polytechnic». Lviv: Rastr-7, 2020. 297 p.
4. Shatun V.T. Basics of management: Study guide. Mykolaiv: MDSU named after. Petra Mohyla, 2006. 376 p.
5. Shkilnyak M. M, Ovsyanyuk-Berdadina O. F., Krysko Zh. L., Demkiv I. O. Management: textbook. Ternopil: ZUNU, 2022, 258 p.
6. Yurik NE. History of management: Course of lectures. Ternopil: TNTU named after Ivan Pulyuy, 2015. 114 p.
7. Synopsis of lectures on the academic discipline «Theory and history of management» for students of the educational degree Bachelor of Knowledge 07 Management and administration of the specialty 073 «Management» of full-time and part-time forms of education /Compiler O.V. Mizina. Pokrovsk: DonNTU, 2021. 84 p.
8. Shebanina O., Klyuchnik A., Burkowska A., Caruso D. and Burkowska A. Providing labor income as a supporting factor of the food security. Management Theory and Studies for Rural Business and Infrastructure Development. 2018. № 40(4). P. 597-608. DOI: 10.15270/2018-40-4-10

Additional literature:

1. Usichenko, I., Myronenko, M., Lysenko, T. (2024). History of management development: from ancient times to the present day. *Economy and society*, (59). <https://doi.org/10.32782/2524-0072/2024-59-134>
2. A. I. Kredysov. History of management teachings: a textbook. Kyiv: Knowledge of Ukraine, 2001. 300 p.
3. Actual problems of economics and management: theory, innovations and modern practice: monograph. Kn. 6 /E. A. Kuznetsov, O. IN. Gornjak, M. O. Uperenko and others; in general ed. E. A. Kuznetsova. Kherson: OLDI PLUS, 2018. 357 c.
4. Tulenkov M.I. Modern management theories: a study guide. K.: Caravela, 2018. 304 p.
5. Chervinska L., Chervinska T. M. Key directions of development of modern management, Publishing House «Helvetica», Issue 2 (65), 2022. P.19-23.
6. Chervinska L. Transformation of management systems in the conditions of digitalization, international. Nauk.prakt.conf. innovative methods of economic management in the conditions of business digitalization, October 10, 2024.P.123-124.
7. Chervinska L. Integrated management systems, Quality management, №11, 2024. P.45-49.
8. Chervinska L. Personnel motivation management. Monograph. - KNEU 2015.222 p.
9. Chervinska L., Chervinska T. M. Key directions of development of modern management, Publishing House «Helvetica», Issue 2 (65), 2022 , P.19-23
10. Cal Newport. (2019). Digital Minimalism: Choosing a Focused Life in a Noisy World. 328 p.
11. Julie Zhuo. (2020). The Making of a Manager: What to Do When Everyone Looks to You. 186 p.
12. Mark Villareal. (2020). Leadership Crisis Management: Understanding the 3- Stages of Crisis Management. 256 p.
13. Mary K. Pratt Definition leadership. URL : <https://www.techtarget.com/searchcio/definition/leadership> (дата звернення 16.04.2022)
14. Patric Graupp, Skip Steward and Brad Parsons. (2020). Creating an Effective Management System: Integrating Policy Deployment, TWI, and Kata. 245p.
15. Steven Rogelberg. (2019). The Surprising Science of Meeting : How You Can Lead Your Team to Peak Performance. 293 p.
16. Susan Ward What is leadrship? URL: <https://www.thebalancesmb.com/leadershipdefinition-2948275> How good are your leadership skills? URL: https://www.mindtools.com/pages/article/newLDR_50.htm