

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



SYLLABUS
of the academic discipline

SELF-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	Self-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	3 credits/90 hours Lectures: 14 hours Seminars/practical classes: 28 hours Students' independent work: 48 hours
Terms of study of the discipline	6 semester
Language of instruction	Ukrainian
Final control type	Pass/fail (credit)

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 course "Self-Management" is aimed at developing practical skills in students for effective self-management in professional and personal life. During the course, students will become familiar with the key concepts of time management, goal setting, task prioritization, stress management, self-discipline development and other skills. Special attention is paid to the development of emotional intelligence, awareness, concentration techniques, planning, as well as methods for increasing personal effectiveness in conditions of multitasking and rapid change.

The subject of the discipline is a set of theoretical, methodological, methodological

and applied principles that are used in the process of purposeful and consistent management of human activities as an individual, as well as time management, work organization, self-motivation and professional growth.

The aim of the discipline is to form in students a system of knowledge and practical skills for effective management of one's own activities, personal resources, time and professional development, necessary for the effective work of a future manager in a dynamic environment.

The objectives of the discipline:

1. Formation of self-knowledge and self-analysis skills (awareness of one's own strengths and weaknesses; determination of life goals, priorities and values; development of emotional intelligence);
2. Mastering the principles of effective time management (mastering and organizing personal time; overcoming procrastination);
3. Development of goal-setting and strategic thinking skills (setting SMART goals; building a personal development strategy; creating a personal action plan);
4. Formation of a responsible attitude towards one's own activities (self-discipline and self-motivation; decision-making in difficult situations; stress management and work-life balance; development of communication and leadership qualities; building effective interpersonal interaction; ability to work in a team and manage conflicts; public speaking and presentations).

Prerequisites for the discipline:

Studying the academic discipline “Self-management” is based on the knowledge and skills obtained by students when studying the following disciplines: “Management”, “Marketing”, “HR management”.

Post-requisites for the discipline:

The academic discipline “Self-management” ensures the formation of a holistic system of knowledge, skills and abilities in students aimed at increasing personal effectiveness, developing responsibility for their own professional and educational trajectory, as well as the ability to consciously manage their own resources (time, energy, cognitive and emotional).

The discipline contributes to the development of self-organization skills, setting and achieving goals, decision-making, critical and reflective thinking, creating an individual work style and a personal brand of a manager.

In addition, the course provides mastery of modern time management tools, digital self-organization, stress management, and also forms the ability to adapt to rapid environmental changes, develops self-discipline, flexibility, professional motivation and leadership qualities.

Program competences

General competences	GC4. Ability to apply knowledge in practical situations. GC9. Ability to learn and acquire up-to-date knowledge. GC11. Ability to adapt and act in new situations.
Specific competences	SC5. Ability to manage an organization and its divisions through the implementation of management functions . SC9. Ability to work in a team and establish interpersonal communication while solving professional tasks. SC10. Ability to evaluate the work performed, ensure its quality, and motivate the organization's personnel. SC14. Understanding the principles of psychology and the ability to apply them in professional activities.
Intended learning outcomes	ILO9. Demonstrate teamwork, leadership, and collaboration skills. ILO10. Possess skills in substantiating effective tools for motivating an organization's personnel . ILO15. Demonstrate the ability to act in a socially responsible and civic-minded manner, guided by ethical considerations, and show respect for diversity and multiculturalism.

Content of the academic discipline

№	Topics	Number of hours, of which :			Teaching methods /assessment methods
		Lec ture s	Sem inar s	Inde pen dent wor k	
6 th semester Content module 1. Basics of self-management and management of personal resources					Teaching methods: verbal (educational lecture; conversation; educational discussion); inductive method; deductive method; reductive method; analytical; synthetic; practical; explanatory and illustrative; reproductive; method of problem presentation; partial-search; research; interactive methods (analysis of situations; discussions, debates, polemics; dialogue, synthesis of thoughts; brainstorming; practice of skills; situational modeling, processing of discussion issues); modeling of professional activity; innovative teaching methods
Topic 1	The essence and principles of self-management. The role of self-management in manager training	2	4	6	
Topic 2	Personal resources of the manager: cognitive, emotional, temporal, energy	2	4	8	
Topic 3	Purpose-building and planning of individual development	2	4	6	
Topic 4	Self-regulation, emotional intelligence and stress	2	4	8	

	resistance of the manager				(competent; project-research); case method. Assessment methods: oral control (oral survey, evaluation of participation in discussions, other interactive learning methods); written control (control, independent works, essays); test control (closed tests: test alternative, test compliance); method of self-control and self-assessment; assessment of case tasks.
Content module 2. Peculiarities of management work and manager development					
Topic 5	Time management: techniques, methods, digital tools	2	4	8	
Topic 6	Communication efficiency, self-presentation and personal brand of the manager	2	4	6	
Topic 7	Professional development and career growth of a manager: planning, competencies	2	4	8	
Module Assessment Task					
Total :		14	28	48	
Final assessment: pass/fail (credit)					

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							Module assessment task	Pass /Fail	Total points
Topics	Top ic 1	Top ic 2	Top ic 3	Top ic 4	Top ic 5	Top ic 6	To pic 7	20	20	100
Work in a seminar	5	6	5	6	5	6	6			
Independent work	3	3	3	3	3	3	3			

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 "Self-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 "Self-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 discipline “Self-Management” is a mandatory form of evaluating student learning outcomes. It is conducted within the time frame defined by the academic schedule and covers the scope of material specified in the course program.

The final assessment is administered in the form of a test. A student is admitted to the semester assessment only upon completion of all required coursework.

The final grade is assigned based on the student’s performance throughout the semester. The student’s rating score consists of the points accumulated through ongoing assessment activities and incentive points.

Students who have completed all required tasks and achieved a rating score of 60 points or higher receive a grade corresponding to the obtained rating without additional testing.

For students who have completed all required tasks but have a rating score below 60 points, as well as for those who wish to improve their score, the instructor conducts a final semester assessment in the form of a test during the last scheduled class of the discipline in the semester.

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 3 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
3	3	2	1	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 discipline “Self-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 “Self-Management”.

Recommended sources of information:

Basic literature:

1. Self-management. Study guide for students of higher education of the first (bachelor's) level of full-time and part-time forms of education in the specialty 073 «Management», OP «Management of organizations and administration», /Compiler: Z.M. Shilnikova; DZ «Taras Shevchenko LNU». Starobilsk:

- Publishing House of Taras Shevchenko LNU «, 2022. 224 p.
2. Self-management [Electronic resource]: training manual /C. K. Vasylyk, O. IN. Maistrenko, K. R. Nemashkalo and others. Kharkiv: Khneu named after. S. Kuznetsia, 2020. 150 p.
 3. Self-management: a study guide /G. WITH. Leskiv, G. I. Levkiv, M. M. Blihar, V. IN. Gobela, O. P. Podra, G. IN. Blacksmith. Lviv: Lviv State University of Internal Affairs, 2021. 280 p.
 4. Kolpakov V.M. Self-management: education. manual. Kyiv: MAUP, 2018. 560 p.
 5. Basics of management: Lecture notes [Electronic resource] : teaching. manual for students of specialty 073 «Management» of the educational and professional program «Management and business administration»/KPI named after. Igor Sikorskyi ; compilers: TV. Lazorenko, S.O. Perminova. Kyiv: KPI named after. Igor Sikorskyi. 2021.166 p. URL: <https://ela.kpi.ua/handle/123456789/41193>.
 6. Covey, SR (2020) 7 Habits of Highly Effective People: 30th Anniversary Edition. Simon and Schuster.
 1. <https://www.simonandschuster.com/books/The-7-Habits-of-Highly-Effective-People/Stephen-R-Covey/9781982137137>
 2. 7.Newport, (2019) Digital Minimalism: Choosing a Purposeful Life in a Noisy World. Penguin Random house.
 3. <https://www.penguinrandomhouse.com/books/557738/digital-minimalism-by-cal-newport/>
 7. Duhigg, (2016) Smarter, Faster, Better: The Secrets of Productivity in Life and Business. Random house.
 4. <https://www.penguinrandomhouse.com/books/246835/smarter-faster-better-by-charles-duhigg/>
 8. Goleman, (2023). Optimal: How to maintain personal and professional excellence over time. Penguin Press.
 5. <https://www.penguinrandomhouse.com/books/714897/optimal-by-daniel-goleman/>
 9. Tracy, (2020). Eat this frog! 21 great ways to stop procrastinating and do more in less time. Berrett-Koehler. <https://www.bkconnection.com/books/title/eat-that-frog>

Additional literature:

1. Yurynets Z.V. Self-management: education. manual /Z. IN. Yurynets, O.V. Makara. Lviv: Ivan Franko National University, 2014. 272 p. 55
2. Sakhno O.V., Denisova A.V. Self-management: an educational and methodological guide for independent study of a special course «Time management» by students of advanced training courses for pedagogical workers of PNZ. Bila Tserkva: BINPO UMO, 2017. 146 p.
3. Ros D. Don't read this book. Time management for creative people. Kyiv: Artbooks, 2021. 161 p.
4. Vanderkam L. I know how she manages everything. Time management of successful women. Kyiv, Nash Format, 2018. 432 p.

5. Burka J., Ewan L. Procrastination. Why do you resort to it and what can be done today. Lviv: Stary Lev Publishing House, 2018. 400 p.
6. Tracy B. Do it now 21 great ways to do more in less time. Kharkiv: Family Leisure Club, 2021. 144 p.
7. Bailey K. Year of productivity. Experiments with time, attention and energy. Kyiv: Our Format, 2019. 280 p.
8. McKeon G. Essentialism. The art of prioritizing. Kyiv: Our Format, 2021. 280 p.
9. Knapp J., Zeracki J. Find time. How to focus on what is really important every day. Kharkiv: Yakaboo Publishing, 2020. 204 p.
10. Kelle G., Papasan J. One thing. How to do less and have time for more. Kyiv, Nash Format, 2017. 208 p.
11. Yu. V. Mazur. Theoretical aspects of personnel motivation management in the innovative education system. № 4 (2025): investments: practice and experience <https://doi.org/10.32702/2306-6814.2025.4.73> 9
12. Bratus, G., Romanova, L., & Mazur, YU. (2025). Personnel management in the digital era as a vector of innovative tools in higher education institutions. Modeling the development of the economic systems, (3), 335–339. <https://doi.org/10.31891/mdes/2025-17-45>

Information resources:

1. State Statistics Service of Ukraine: www.ukrstat.gov.ua
2. Internet portal for managers: [Management.com.ua](http://www.management.com.ua): <https://www.management.com.ua>
3. Online system for business analytics «You control»: <https://youcontrol.com.ua>
4. European Business Association: <https://eba.com.ua/about-us/>
5. UAprom business portal: <https://uaprom.info>
6. National SME Platform: <https://platforma-msb.org>