

**PJSC "Higher Education Institution" INTERREGIONAL ACADEMY OF  
PERSONNEL MANAGEMENT"**

**Danube branch**



**SYLLABUS**

*of the academic discipline (selective)*

***SITUATIONAL MANAGEMENT***

Specialty                      **D3 Management**

Educational level:        **First (bachelor's) level**

Educational program:    **Management**

## General information about the academic discipline

Name of the discipline	<b>Situational management</b>
Code and name of specialty	<b>D3 Management</b>
Level of higher education	First (bachelor's) level
Discipline status	Selective
Number of credits and hours	<b>3 credits / 90 hours</b> Lectures: <b>20</b> Seminars/practical classes: <b>14</b> Independent work of students: <b>56</b>
Terms of study of the discipline	7 semester
Language of instruction	Ukrainian
Type of final control	Pass/fail (credit)

## General information about the teacher. Contact information.

<b>Miroshnichenko Oleksiy Volodymyrovych</b>	
Academic degree	PhD in Economics
Position	Associate Professor of the Department of Economics and Management
Areas of scientific research	Socio-cultural aspects of modern management; historical memory and national identity as resources of socially responsible business; HR management and language policy in organizations; methodology of scientific research in the context of digitalization and military challenges.
Links to the registers of identifiers for scientists	Google Scholar <a href="https://scholar.google.com/citations?user=f_m_u7EatP4C&amp;hl=ru">https://scholar.google.com/citations?user=f_m_u7EatP4C&amp;hl=ru</a> ORCID: <a href="https://orcid.org/0009-0002-4404-2766">https://orcid.org/0009-0002-4404-2766</a>
Contact information:	
E-mail:	menedzmentuk@gmail.com
Contact phone number	+380677445957
Instructor's portfolio on the website	<a href="https://izmail.maup.com.ua/assets/files/miroshnichenko-portfolio-a.pdf">https://izmail.maup.com.ua/assets/files/miroshnichenko-portfolio-a.pdf</a>

### **Discipline's description.**

The discipline "Situational Management" is aimed at forming the ability of future managers to flexibly respond to changes in the external and internal environment of the organization. The course is based on the concept that there is no single "best" way of management, and the effectiveness of a managerial decision depends on specific circumstances (situation). Students will master the methods of identifying critical factors of influence, analyzing alternatives in uncertainty languages and choosing the optimal style management depending on the level of maturity of the staff and the complexity of the tasks.

**The subject of the discipline** is the processes and technologies of managerial decision-making in dynamic situations, as well as models of adaptive management in the context of the volatility of the modern business space.

**The aim of the discipline** is to form a holistic system of knowledge on situational analysis and develop practical skills of flexible management of the organization, which allows minimizing risks and maximizing the effectiveness of activities in conditions of instability.

**The objectives of the discipline** are to master the methodology of the situational approach in management and to study classical models (Fiedler, Hershey-Blanchard, House-Mitchell). The course provides for the development of the ability to distinguish between structured and unstructured problems, mastering algorithms for making anti-crisis decisions and the formation of skills for strategic adaptation of the enterprise. The educational process is aimed at training a manager who is able to integrate the organization's resources for prompt solution unforeseen situations.

As a result of studying the selective educational component "Situational management", applicants must:

**Know:**

- theoretical foundations and evolution of the situational approach in management;
- key situational variables of the internal and external environment of the organization;
- parameters for determining leadership styles and levels of readiness of subordinates;
- SWOT analysis and PEST analysis methods as tools for diagnosing the situation;
- algorithms for making managerial decisions in stressful and non-standard situations.

**Be able to:**

- diagnose the current state of the organization and identify factors that require an immediate managerial response;
- choose an adequate leadership style in accordance with a specific production situation;
- develop scenarios for the development of events in conditions of risk and uncertainty;
- design adaptive management structures capable of rapid restructuring;
- evaluate the effectiveness of the implemented situational changes

**Prerequisites for the discipline.** The study of the course is directly based on the knowledge gained during mastering the discipline "Management" on the functions and methods of management, as well as "Theory of Organizations" in terms of understanding the construction of organizational structures. An important basis is the course "Statistics", which provided tools for quantitative data analysis, and "Digital Technologies in Management", which provide information support for the decision-making process. Knowledge of "Microeconomics" and "Macroeconomics" allows the student to professionally assess economic factors of influence

**Post-requisites for the discipline.** The acquired competencies in situational analysis are critical for the disciplines of the final year of study. In the 8th semester, they will become the foundation for the course "Strategic Management of the Enterprise", since the situational approach is the basis for strategic choices. Bachelor's qualification work in the development of measures to increase the adaptability of specific business objects.

### Content of the academic discipline

№	Topic name	Teaching Methods/Assessment Methods
Topic 1	Conceptual foundations and evolution of the situational approach in management	<p><b>Teaching methods:</b></p> <ul style="list-style-type: none"> <li>- analysis of real economic situations that require the student to diagnose the problem, assess risks and choose the optimal model of behavior of the manager.</li> <li>- modeling situations of interaction between the manager and subordinates of different levels of maturity to develop situational leadership skills (according to the models of Hershey-Blanchard and Fiedler).</li> <li>- development of alternative options for the development of events "what if..." to prepare the enterprise for changes in the external environment.</li> <li>- joint discussion of critical situations in modern business and the search for adaptive response tools.</li> <li>- collective generation of ideas for the prompt solution of unstructured management problems</li> </ul> <p><b>Assessment methods</b></p> <ul style="list-style-type: none"> <li>- computer and written tests to test knowledge of leadership models and decision-making algorithms.</li> <li>- evaluation of the results of SWOT analysis and PEST analysis conducted by students for real business cases.</li> <li>- Checking the speed and adequacy of the student's reaction to a sudden change in the input conditions in the educational business simulation.</li> <li>- checking the depth of justification for the choice of a strategy for adapting the organization to external challenges.</li> <li>- assessment of the ability to reasonably defend alternative options for management decisions in conditions of risk.</li> </ul>
Topic 2	Analysis of situational variables of the internal environment of the organization	
Topic 3	Situational factors of the external environment and their impact on management	
Topic 4	Classical situational models of effective leadership	
Topic 5	Life Cycle Theory by P. Hershey and C. Blanchard in Situational Management	
Topic 6	The "path-goal" model of R. House and T. Mitchell	
Topic 7	Situational features of managerial decision-making in conditions of uncertainty.	
Topic 8	Management of organizational conflicts and stresses in dynamic situations	
Topic 9	Adaptive organizational structures and business situational design	
Topic 10	Anti-crisis situational management and strategic adaptation of the enterprise	
<b>Module Assessment Task</b>		
<b>Final assessment: pass/fail (credit)</b>		

### **Technical Equipment and Software.**

Material and technical support of the educational process involves the use of specialized classrooms and library funds. Multimedia equipment (projector, computer) is used to visualize the educational material during lectures and seminars. Practical tasks and in-depth study of individual topics are provided by access to the Internet through free Wi-Fi coverage.

### Forms and methods of assessment.

The system of assessment of applicants' knowledge includes current and final (semester) control in the form of a test.

*Current assessment* is carried out systematically during practical classes in order to check the level of mastery of the theoretical foundations of adaptive management, the formation of skills in diagnosing factors of the external and internal environment, as well as the ability to use digital tools to model management decisions in conditions of uncertainty.

*Forms of student participation in the educational process that are subject to ongoing control.*

Students' participation in the educational process is realized through oral presentations, presentations of analytical studies (in particular, the results of SWOT and PEST analysis), reports based on the results of the analysis of situational cases, as well as active involvement in professional discussions and modeling of managerial responses to "incidents". The written component of the work includes the performance of control and test tasks, the preparation of analytical notes on the choice of leadership style according to the Hershey-Blanchard model, and the development of scenarios for responding to organizational crises.

**Methods of ongoing assessment include:** The methodological control tools combine oral forms (interviews, defense of individual decisions) and written types of work (reports on the results of business games, construction of decision selection matrices, calculation tasks for risk assessment). Assessment is also based on observing the activity of applicants when solving problem situations in real time, checking presentations of team projects, and testing according to key situational models (Fiedler, House-Mitchell, Vroom-Yetton).

### Grading system and requirements.

Table of distribution of points received by students\*

Topics	Ongoing knowledge assessment						Final control		Total points
	Seminar 1 (Topic 1.2)	Seminar 2 (Topic 3,4)	Seminar 3 (Topic 5)	Seminar 4 (Topic 6.7)	Seminar 5 (Topic 8.9)	Seminar 6 (Topic 10)	Module assessment task	Pass /Fail	
Work in a seminar class	6	6	6	6	6	6	20	20*	100
Independent work	4	4	4	4	4	4			

\*The table contains information about the maximum points for each type of academic work of a higher education applicant.

### Assessment Criteria and Procedure

Assessment of students' educational achievements is carried out in accordance with the current Regulations on Assessment in a Higher Education Institution.

**Modular Assessment.** Modular Assessment (MA) is carried out at the final lesson of each content block in the form of written testing.

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

- grade "excellent" (A) is given for the correct completion of all tasks (or more than 90% of all tasks);
- grade "good" (B) is given for completing 80% of all tasks;
- grade "good" (C) is given for completing 70% of all tasks;
- the grade "satisfactory" (D) is given for the correct completion of 60% of the proposed tasks;
- the grade "satisfactory" (E) is given if more than 50% of the proposed tasks are correctly completed;
- An "unsatisfactory" (FX) rating is given if less than 50% of the tasks are completed.
- Failure to appear for the unit test - 0 points.

The above scores are converted 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 "Fundamentals of Anti-Crisis Management of Enterprise" is a mandatory form of assessment of students' learning outcomes. It is carried out within the terms determined by the curriculum and covers the amount of material determined by the course program.

The final assessment is carried out in the form of a test. A student who has completed all the necessary work is admitted to the semester assessment.

The final grade is given based on the student's learning outcomes during the semester. The student's assessment consists of points accumulated from the results of the current assessment and incentive points.

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

For students who have completed all the necessary tasks, but received a score below 60 points, as well as for those who want to improve their score (result), the teacher conducts the final work in the form of a test during the last scheduled lesson in the discipline in the academic semester.

#### *Evaluation of Additional (Individual) Educational Activities*

Additional (individual) types of educational activities include the participation of applicants in the work of scientific conferences, scientific circles of applicants and problem groups, preparation of publications, participation in All-Ukrainian Olympiads and competitions and International competitions, etc., in excess of the scope of tasks that are established by the relevant work program of the academic discipline.

By the decision of the department, students who participated in research work and performed certain types of additional (individual) types of educational activities can be awarded incentive (bonus) points for a certain educational component.

### Assessment of independent work (Maximum — 4 points)

The total number of points received by a student for independent work is one of the components of academic success in the discipline. Independent work on each topic, according to the course program, is evaluated in the range from 0 to 4 points using standardized and generalized criteria for assessing knowledge.

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

Maximum possible assessment of independent work (individual tasks)	Execution level			
	Excellent	Good	Satisfactory	Unsatisfactory
4	4	3	2	0-1

Forms of assessment include: current assessment of practical work; current assessment of knowledge acquisition based on oral answers, reports, presentations and other forms of participation during practical (seminar) classes; individual or group projects that require the development of practical skills and competencies (optional format); solving situational problems; preparation of resumes on independently studied topics; testing or written exams; preparation of draft articles, conference abstracts and other publications; other forms that ensure a comprehensive assimilation of the curriculum and contribute to the gradual development of skills for effective independent professional (practical, scientific and theoretical) activities at a high level.

To assess the learning outcomes of a higher education applicant 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	For pass/fail (credit)
90 – 100	A	excellent	pass
82 – 89	B	good	
75 – 81	C	satisfactorily	
68 – 74	D		
60 – 67	E		
35 – 59	FX	unsatisfactory with the possibility of reassembly	fail unsatisfactory with the possibility of retaking
0 – 34	F	unsatisfactory with mandatory re-study of the discipline	fail with mandatory re-study of the discipline

### Discipline's Policy

The policy of the academic discipline is based on the principles of professional responsibility, flexibility and academic integrity, which corresponds to the essence of the situational approach in management. Since the course is aimed at developing rapid response skills, active participation in practical classes and business games is mandatory, because it is during classroom work that the ability to make decisions in conditions of limited time and changing circumstances is practiced. Students must meet deadlines when submitting analytical reports and scenarios of anti-crisis measures, since in management an untimely decision is equated with an ineffective one.

Academic integrity implies independence in conducting SWOT analysis and developing strategic responses for specific business objects; Any manifestations of plagiarism or copying other people's developments without proper citation are unacceptable. The use of artificial intelligence tools is welcome as an aid to collecting open market data or generating alternative ideas, however, the final justification for managerial choices should be the result of the student's own critical analysis.

During the classes, constructive discussion and exchange of ideas are encouraged, while each applicant should show respect for the positions of colleagues, modeling the behavior of an ethical leader. Communication with the teacher to clarify tasks or review the results of current control is carried out through corporate communication channels during working hours, which contributes to the formation of a professional culture of business interaction.

### **Recommended sources of information**

#### **Basic literature:**

1. Bondar O. V. Situational management. Teaching. Manual. Kyiv: Center for Educational Literature, 2022. 400 p. ISBN 978-611-01-0004-5
2. Rulev V. A. Management: study. Manual. Kyiv: Center for Educational Literature, 2019. 312 p. (in Russian)
3. Polyanska A. S. Situational management. Textbook. IFNTUNG, 2019. URL: [https://search.library.nung.edu.ua/DocDescription?doc\\_id=455643](https://search.library.nung.edu.ua/DocDescription?doc_id=455643)
4. Milko I.P. Situational Management: Lecture Notes. Lutsk: Lesya Ukrainka Volyn National University, 2023. 98 p.
5. Snitko E.O. Strategy of organization and situational management: study. manual for independent work of applicants for higher education of full-time, part-time, distance learning forms of the second (master's) level of higher education in the specialty 073 "Management" under the educational and professional program "Management of Organizations and Administration" / Snitko E.O. – Myrhorod: Vydvo DZ "Luhansk Taras Shevchenko National University», 2024. – 164 p.

#### **Additional literature:**

1. Milko I.P. Situational management. Methodical instructions for practical classes. Lutsk: Lesya Ukrainka National University, 2021. 48 p.
2. Naboka R. M., Shuklina V. V. Peculiarities of Situational Management of Logistics Activities of Food Enterprises. Agrosvit. 2020. № 8. Pp. 94-99. URL: [http://www.agrosvit.info/pdf/8\\_2020/13.pdf](http://www.agrosvit.info/pdf/8_2020/13.pdf)
3. Boyda S.V. Technologies of situational management of personnel of the enterprise in the conditions of variability of the external environment. The Influence of Accounting and Finance on the Development of Economic Processes: Proceedings of the III International Scientific and Practical Conference (Beregovo, June 15, 2022). Uzhhorod: FOP Sabov A. M., 2022. 498 p. Pp. 408-409. URL: <https://archer.chnu.edu.ua/xmlui/handle/123456789/4507>.
4. Omelchenko A. I. Integrated Approach to Situational Business Management in Wartime. International scientific journal "Internauka". Series: "Economic Sciences". 2023. №2. URL: <https://www.inter-nauka.com/issues/economic2023/2/8641>

5. Popil Y. P., Khomyuk N. L., Korobchuk M. G. Situational Management in Managerial Decision-Making. Economy and society. 2024. Vol. 67. DOI: <https://doi.org/10.32782/2524-0072/2024-67-98>.
6. Shuklina V. V. Strategy of Situational Management of Information and Communication Potential of Industrial Enterprise. Bulletin of KhNTU. 2020. No 1 (72), Part 2. URL : <https://doi.org/10.35546/kntu2078-4481.2020.1.2.11>
7. The Distributed Situational Centers System as an Instrument of State and Corporate Strategic Goal-Setting in the Digital Economy. ResearchGate. 2021. DOI:10.1016/j.ifacol.2020.12.2156

**Information resources:**

1. Official web portal of executive authorities of Ukraine. URL: <http://www.kmu.gov.ua>.
2. Official website of the NGO "Laboratory of Legislative Initiatives". URL : <https://parlament.org.ua>.
3. Official website of the State Statistics Service of Ukraine. URL: <https://www.ukrstat.gov.ua/>
4. Official website of the Institute of Economics and Forecasting of the National Academy of Sciences of Ukraine. URL: <http://ief.org.ua>.
5. Official website of the International Monetary Fund. URL: <http://www.imf.org/external/>
6. Official website of the Ministry of Economy of Ukraine. URL: <http://www.me.gov.ua>.
7. Official website of the Ministry of Finance of Ukraine. URL : <https://mof.gov.ua/uk>.
8. Official website of the National Bank of Ukraine. URL: <https://bank.gov.ua> .
9. Official website of the National Institute for Strategic Studies. URL: <https://niss.gov.ua>.
10. Official site of the National Library of Ukraine named after V.I. Vernadsky. URL: <http://www.nbuv.gov.ua>.
11. Official website of the World Bank. URL: <http://www.worldbank.org/uk/country/ukraine>.