

MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE
SIMON KUZNETS KHARKIV NATIONAL UNIVERSITY OF ECONOMICS

Guidelines for the training course
"Enterprise Management Automation"
for Bachelor's (first) degree students
of speciality 073 "Management"
of the study programme "Business Administration"

Kharkiv
S. Kuznets KhNUE
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G94

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Самостійне електронне текстове мережеве видання

Guidelines for the training course "Enterprise Management G94 Automation" for Bachelor's (first) degree students of speciality 073 "Management" of the study programme "Business Administration" [Electronic resource] / compiled by O. Havrylchenko, I. Pererva. – Kharkiv : S. Kuznets KhNUE, 2024. – 15 p. (English)

Guidelines as to the procedure for organizing and conducting a training course are presented. The structure and content of the main tasks of the training course, tasks for self-study and the system of assessment of students' knowledge are presented. The proposed training helps to consolidate students' theoretical knowledge of the course, allows them to develop skills in the use of modern information technologies in the process of conducting and planning business operations, analysis and evaluation of the results achieved.

For Bachelor's (first) degree students of speciality 073 "Management" of the study programme "Business Administration".

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Introduction

Trends in the integration and informatization of society have led to new requirements for the professional training of economic and business specialists. One of the ways to ensure the quality of economic education is to introduce modern pedagogical technologies into the higher education process, including training courses that allow for individualized training of economic students in accordance with the current requirements of the economic sector and standards of higher economic education. Professional training of managers of organizations, whose knowledge, skills and competence largely determine the effectiveness of small and medium-sized business management, is particularly important.

The target audience of the training course is third-year students of the first (bachelor's) level, speciality "Management" of the study programme "Business Administration". The goal of the training is to develop knowledge and practical skills in the effective use of modern information technologies in the process of conducting business operations, planning and analysis.

To achieve this goal, the following objectives have been set:

- determining the composition and structure of the automated workplace (AWP) of a management specialist;

- familiarization with the functionality of the automated management system;

 - acquiring skills in setting up an automated management system;

 - distribution of duties, rights and responsibilities in the process of making and implementing management decisions;

 - entering input information about the company;

 - formation of the organizational structure of the company;

 - acquiring skills in working with reference books of the automated management system;

 - carrying out analysis, planning and management of enterprise resources to improve its competitiveness;

 - making strategic and operational management decisions based on the results of the analysis and market forecasts;

 - assessing the overall efficiency of production and the efficiency of using certain types of resources;

 - identification of reserves for improving the efficiency of the enterprise;

preparation of analytical reports on the company's activities;
 preparation and analysis of financial and internal economic (management) reports of the company;

familiarization with the capabilities of various automated management systems, ability to work with company documentation.

As a result of participating in the training, students develop professional and personal competences (Table 1).

Table 1

Learning outcomes and competences formed by the course

Learning outcomes	Competences
LO6	GC3
LO12	GC3
	SC1
LO17	SC9
LO21	GC14
	SC17

Where GC3. Ability to think abstractly, analyze, and synthesize.

GC14. Ability to work in an international context.

SC1. Ability to identify and describe organizational characteristics.

SC9. Ability to work in a team and establish interpersonal interaction in solving professional problems.

SC17. Ability to perform practical tasks within a specific functional area in an international environment.

LO6. Demonstration of skills in searching, collecting and analyzing information, calculating indicators to justify management decisions.

LO12. Ability to assess the legal, social and economic consequences of the organization's functioning.

LO17. Ability to perform research individually and/or in a group under the guidance of a leader.

LO21. Demonstration of communication, research, technological and cross-cultural skills necessary to analyze business situations, prepare, justify and present management decisions.

Training programme

Students' work during the training differs significantly from traditional forms of organization of the study process. First and foremost, an effective combination of theoretical and practical components is carried out through the synthesis of various forms of the study process: mini-lectures, practical classes, laboratory work, small group work, case studies, independent tasks, presentations.

The training course for students of the speciality "Management" in the study programme "Business Administration" consists of certain blocks included in the bachelor's programme. Each block has methodical guidelines for completing training tasks and an algorithm for their presentation.

The structure of the training course "Enterprise Management Automation" is shown in Table 2.

Table 2

The structure of the training course "Enterprise Management Automation"

Stage names	Content blocks	Expected outcomes
1	2	3
Introductory block	Acquaintance of the students with the goal, objectives, assessment criteria and the list of competences that they acquire during the training. Setting expectations for the training. Defining the rules and conditions of the training. Grouping students into small groups to complete training tasks. The teacher-trainer emphasizes that the peculiarity of the training form of work is its collective nature, when responsibility for decisions is distributed among team members, and the results of each team's activity are reflected in all participating teams without exception. Getting acquainted with the background information. The teacher-trainer agrees with the students the schedule of classes, emphasizing that all training tasks should be completed by the students in accordance with the stages of the training. The teacher-trainer informs the applicants of the list of all types of work according to stages, ways to prepare for the next stages of training and forms of submission of the results of self-study	Defining the expectations of the students from the training. Formation of the working climate. Adoption of training rules. Defining criteria for evaluating training results. Formation of small groups of 4 – 5 people

Table 2 (the end)

1	2	3
Main block	Acquaintance of students with the functionality of automated enterprise management systems. Students are asked to enter the initial data on the activities of the enterprise. Preliminary calculations of performance indicators were performed in order to understand the main dependencies and the procedure for calculating key values of indicators in the economic simulation. The data used as a source of information is the data reflecting the business operations performed by the enterprise. The main task of the teacher-trainer at this stage of the training is to enable students to understand the cause-and-effect relationships between their own decisions, decisions of other team members and actual results	Determining the main elements of the enterprise information system in accordance with management needs
Final block	Preparation of team reports. Presentation of the report on the results of the training. Summing up the results of the training. Exchange of opinions. Each student should answer the following questions: "What have you learnt and what skills have you acquired?", "What strengths have you identified during the training?", "What knowledge and skills were lacking during the training?", "What are your own achievements as a result of participating in the training?"	Formation and analysis of management reports of a notional enterprise. Generating analytical reports

Guidelines for conducting the training

The nature of the students' work during the training differs significantly from the traditional forms of organizing the study process. Primarily, an effective combination of theoretical and practical components is carried out through the synthesis of various forms of the study process: mini-lectures, laboratory work, teamwork, and independent tasks.

Guidelines for conducting the training course "Enterprise Management Automation" are presented in Table 3.

Table 3

**Guidelines for conducting the training course
"Enterprise Management Automation"**

Sequence of training procedures	Methods/types of activities	Duration
1	2	3
Introductory part		
1. Introductory speech of the trainer (acquaintance of students with the goal, objectives, evaluation criteria and the list of competences that they acquire during the training)	Visual support banks	15 min
2. Introduction (presentation of the trainer and participants)	The Circle technology	15 min
3. Rules of behaviour during the training process	The Circle technology, a flip chart	10 min
4. Define the expectations of the participants from the training	Visual support banks	10 min
5. Team formation	The Puzzle technology	15 min
6. Familiarising participants with the terms and features of the economic simulation	Visual support banks	15 min
7. Setting tasks for teams during the training	Visual support banks	15 min
8. Approving work schedules and issuing tasks	Visual support banks	5 min
Main part		
9. Mini-lecture "Functional advantages of modern software products for automated enterprise management"	Mini-lecture	30 min
10. Provision of background information for each group	Handout material	15 min
11. Distribution of duties and responsibilities among training participants	Work in small groups	15 min
12. The trainer suggests that each participant answer the following question: What opportunities for analysing and managing enterprise resources are provided by modern software products for automated enterprise management?	Information on the Internet; work in small groups	20 min
13. Conducting an economic simulation: entering input information about the enterprise; forming the organisational structure of the enterprise; filling in the system's reference books; performing relevant business operations	Work in small groups; brainstorming; facilitation	13 laboratory classes

Table 3 (the end)

1	2	3
14. Preparation and presentation of analytical reports	Work in small groups, facilitation	2 hours, self-study
Final part		
15. Preparing reports by teams		2 hours, self-study
16. Presentation of the report on the results of the training	Work in small groups	2 hours, 40 min
17. Summing up the results of the training	Presentation; group discussion	30 min

Teaching and learning methods

The training makes extensive use of methods aimed at stimulating participant interaction. All of them are grouped under the name of interactive techniques and ensure interaction and personal involvement of the participants during the dynamic learning process.

Work in small groups (in each part of the training) is used to intensify the work of trainees during laboratory classes. These are so-called psychological comfort groups, where each participant plays a special role and complements the others with certain qualities. The use of this technology makes it possible to structure laboratory classes in terms of form and content, creates opportunities for each student to participate in the work on the topic of the class, ensures the formation of personal qualities and experience of social communication.

Brainstorming (in each part of the training) is a method of solving urgent problems in a very limited time. Its essence is to express as many ideas as possible in a short period of time, discuss and select them.

The case study method (in each part of the training) makes it possible to bring the learning process closer to the real practical activities of specialists and involves consideration of production, management and other situations, complex conflict cases, problem situations, incidents in the course of studying the training material.

Presentations – speeches to an audience – are used to present certain achievements, group results, reports on individual tasks, instructions, and demonstrations of new products and services.

Role-playing games (in each part of the training) is a form of student activation in which they are involved in the process of solving a particular production situation as direct participants in the events.

The system for monitoring and evaluating training results and the success of training

The final part of the training includes:

preparation of team reports;

presentation of the report on the results of the training;

summing up the results of the training;

exchange of opinions.

This stage should bring together all the topics covered during the session to provide a logical summary. The conclusion is an opportunity to answer questions and formulate tasks for the future. The teacher can recommend literature, videos, and websites for further self-study.

Evaluation of the training results is aimed at checking the ability of the trainee to demonstrate the degree of mastering new material, increasing knowledge and improving skills. Emphasis is placed on improving the students' ability to use new information and acquired skills to achieve personal and professional goals, on the students' readiness to make managerial decisions in the process of functioning of responsibility centers, generate their own ideas and find ways to solve possible problems. This implies that the student is critical of the information provided and focuses on the most relevant aspects of the training.

The creation of new ideas and strategies for overcoming difficulties is at the heart of organizing the training process and determining methods for evaluating its results. Evaluation measures are designed to determine whether students understand the long-term purpose of their learning and to see how they will apply the new knowledge, skills and their attitudes. Important areas for evaluating training outcomes are the benefits received by trainees (learning outcomes) and the strategic design of the training (programme, which includes attendance, level of activity demonstrated, selection, use and delivery of information, level of presentation and reporting tasks, compliance with the rules set out at the beginning of the training, self-study and final work).

Accordingly, the trainer's task is not only to impart knowledge and demonstrate skills, but also to find out how students learn new things and how to help them determine the best way to use existing and new resources. Based on the results of the training, students prepare and submit for defense a report on the training course "Enterprise Management Automation", which is the basis for the training grading. A template for the title page of the report is provided in Appendix A.

The University uses a 100-point cumulative system for assessing the learning outcomes of students.

Current control is carried out during lectures, practical, laboratory and seminar classes and is aimed at checking the level of readiness of the student to perform a specific job and is evaluated by the amount of points scored:

for courses with a form of semester control as grading: maximum amount is 100 points; minimum amount required is 60 points.

Final control includes current control and assessment of the student.

Semester control is carried out in the form of grading.

The final grade in the course is determined:

for disciplines with a form of grading, the final grade is the amount of all points received during the current control.

During the teaching of the course, the following control measures are used:

Current control: express tests (evaluated on a 10-point scale (two express tests during the semester with the total maximum number of 20 points)); competence-oriented tasks on topics (the maximum score is 10 points (two competence-oriented tasks during the semester, the total maximum number of points is 20)); presentation (the maximum score is 10 points (two presentations during the semester, the total maximum number of points is 20 points)); presentation of the team task (project) (the maximum score is 40 points).

Semester control: grading.

More detailed information on the assessment system is provided in the technological card of the course.

The final grade of the students who participated in the training can be obtained by taking into account the following components: preparation of the training report; defense of the training report; use of the latest technologies to complete the training tasks; compliance with the deadlines for completion and defense of the report.

Recommended literature

Main

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3. Менеджмент [Електронний ресурс] : навчально-практичний посібник для самостійного вивчення дисципліни у схемах, таблицях, тестах та завданнях / М. В. Афанасьєв, І. Я. Іпполітова, В. В. Ушкальов, І. Г. Муренць ; за заг. ред. В. В. Ушкальова. – Харків : ХНЕУ ім. С. Кузнеця, 2021. – 392 с. – Режим доступу : <http://repository.hneu.edu.ua/handle/123456789/26540>.

Additional

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7. Інноваційні технології в сучасному освітньому просторі : колективна монографія / за заг. редакцією Г. Л. Єфремової. – Суми : Вид-во СумДПУ імені А. С. Макаренка, 2020. – 444 с.

8. Степаненко О. К. Тренінг як інноваційний засіб сучасної освіти / О. К. Степаненко, О. О. Отришко // Соціальна педагогіка. – 2019. – Вип. 19. – С. 152–154.

9. Тараненко Г. Г. Імплементация тренінгових технологій в освітній процес закладу вищої освіти як умова особистісного та професійного

зростання майбутнього фахівця / Г. Г. Тараненко, О. В. Поправко // Педагогіка формування творчої особистості у вищій і загальноосвітній школах. – 2021. – № 74. – Т. 3. – С. 153–157.

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11. Тренінгове навчання в закладі вищої освіти : навчально-методичний посібник [Електронний ресурс] / М. В. Афанасьєв, Г. А. Полякова, Н. Ф. Романова та ін. ; за заг. ред. професора М. В. Афанасьєва. – Харків : ХНЕУ ім. С. Кузнеця, 2018. – 323 с. – Режим доступу : <http://repository.hneu.edu.ua/handle/123456789/21071>.

Information resources

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Appendices

Appendix A

A report title page template

**MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE
SIMON KUZNETS KHARKIV NATIONAL UNIVERSITY OF ECONOMICS**

Management and Marketing Faculty
Management and Business Department

Group number _____

REPORT

on the training course "Enterprise Management Automation"
on the topic " _____ "

Student _____
(signature) (surname, initials)

Checked: _____
(signature) (position, surname, initials)

Final grade _____ Data " _____ " _____ 20__

Kharkiv, 2024

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НАВЧАЛЬНЕ ВИДАННЯ

**Методичні рекомендації до тренінг-курсу
"Автоматизація управління підприємством"
для здобувачів вищої освіти
спеціальності 073 "Менеджмент"
освітньої програми "Бізнес-адміністрування"
першого (бакалаврського) рівня
(англ. мовою)**

Самостійне електронне текстове мережеве видання

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Подано методичні рекомендації до порядку організації та проведення тренінг-курсу. Наведено структуру та зміст основних завдань тренінг-курсу, завдання для самостійної роботи та систему оцінювання знань. Запропонований тренінг сприяє закріпленню теоретичних знань здобувачів вищої освіти з навчальної дисципліни, дозволяє відпрацювати навички із використання сучасних інформаційних технологій у процесі здійснення та планування господарських операцій, аналізу й оцінювання досягнутих результатів.

Рекомендовано для здобувачів вищої освіти спеціальності 073 "Менеджмент" освітньої програми "Бізнес-адміністрування" першого (бакалаврського) рівня.

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Видавець і виготовлювач – ХНЕУ ім. С. Кузнеця, 61166, м. Харків, просп. Науки, 9-А

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