

MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE

**SIMON KUZNETS KHARKIV NATIONAL UNIVERSITY
OF ECONOMICS**

HR INNOVATIONS

Practicum

**for Master's (second) degree higher education students
of specialty C1 "Economics and International Economic
Relations (specialization C1.01 Economics)"**

of the study program

"Economics and Human Capital Management"

Kharkiv

S. Kuznets KhNUE

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Compiled by E. Stepanova

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Practical tasks for each topic of the academic discipline are provided and methodological recommendations for doing them are given. Test tasks are proposed to assess the acquired knowledge and skills.

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Introduction

In the modern conditions of economic development and labour market transformation, personnel management is becoming a key instrument of effective professional activity for specialists in the field of economics and human capital management. The growing complexity of economic processes, the need to interact with various stakeholders, as well as requirements for professional mobility and analytical thinking, determine the importance of the ability to manage one's own resources – time, intellectual potential, professional motivation, self-organization skills, and continuous professional development.

For future economists and human capital management specialists, personnel management provides the foundation for forming professional identity, developing leadership potential, improving the quality of managerial decisions in the field of human resources policy, as well as effective knowledge and competency management in a dynamic economic environment. Thus, the study of this discipline is relevant for the successful integration of future master's graduates into the professional environment and effective performance amid ongoing economic transformations and the challenges of the global labour market.

The purpose of the course is to form a system of theoretical knowledge and applied skills and competencies in the use of methodological approaches and tools of social policy, as well as to develop skills in making optimal management decisions in market conditions.

The objectives of the course are:

to examine innovative approaches to assessing employees' competencies and their suitability for managerial and professional roles;

to analyze modern concepts and trends in human resource management, including digital and data-driven HR practices;

to study innovative methods of workforce planning, time management, talent acquisition, and recruitment using modern HR technologies;

to explore the application of HR innovations in learning and development, including business training, e-learning, and gamification in personnel management;

to consider strategic and individual performance goals of organizations through the use of innovative Performance Management systems;

to analyze team dynamics, employee engagement, collaboration, and the development of a positive organizational and socio-psychological climate using modern HR tools;

to develop skills for strategic career planning and lifelong professional development in a changing labor market;

to support the design and implementation of innovative compensation, motivation, and reward systems.

The object of the course is innovative human resource management in modern organizations.

The subject of the course is the system of knowledge, methods, tools, and technologies aimed at the development and implementation of HR innovations, including digital HR solutions, innovative approaches to talent management, employee engagement, performance management, and organizational development.

The learning outcomes and competencies formed by the course are defined in Table 1.

Table 1

Learning outcomes and competencies formed by the course

Learning outcomes	Competencies
LO2	IC, GC3, SC2
LO3	IC, GC4, GC5, SC2, SC5, SC7
LO6	IC, GC1, SC6, SC8, SC12, SC14
LO9	IC, SC4
LO12	IC, GC3, GC5
LO14	IC, SC14
LO15	IC, GC3, GC6, SC6
LO18	IC, GC1, GC3, SC5, SC14

Note.

IC. The ability to identify and solve complex economic tasks and problems, to make appropriate analytical and managerial decisions in the field of economics or in the process of learning, which involves conducting research and/or implementing innovations under uncertain conditions and requirements.

LO2. The ability to develop, justify and make effective decisions on the development of socio-economic systems and the management of economic entities.

LO3. The ability to communicate freely on professional and scientific issues in the state and foreign languages, both orally and in writing.

LO6. The ability to evaluate the results of one's own work, demonstrate leadership skills and the ability to manage personnel and work in a team.

LO9. The ability to make effective decisions under uncertain conditions and requirements that require the application of new approaches, methods and tools of socio-economic research.

LO12. The ability to justify management decisions regarding the effective development of business entities, taking into account goals, resources, constraints, and risks.

LO14. The ability to develop scenarios and strategies for the development of socio-economic systems.

LO15. The ability to organize the development and implementation of socio-economic projects, taking into account informational, methodological, material, financial and personnel support.

LO18. The ability to justify the choice and successfully apply advanced HR innovations in the economy.

GC1. The ability to generate new ideas (creativity).

GC3. The ability to motivate people and move towards a common goal.

GC4. The ability to communicate with representatives of other professional groups at different levels (with experts from other fields of knowledge/types of economic activity).

GC5. The ability to work in a team.

GC6. The ability to develop and manage projects.

SC2. The ability to communicate professionally in the field of economics in a foreign language.

SC4. The ability to use modern information technologies, methods and techniques for researching economic and social processes, adequate to the established research needs.

SC5. The ability to identify key trends in socio-economic and human development.

SC6. The ability to formulate professional tasks in the field of economics and solve them, choosing directions and methods for solution of tasks, taking into account available resources.

SC7. The ability to justify management decisions regarding the effective development of business entities.

SC8. The ability to assess possible risks, socio-economic consequences of management decisions.

SC12. The ability to develop economic systems while adhering to ethical norms and establishing cross-cultural communications in the process of human capital management.

SC14. The ability to apply HR innovations in the economy.

The guidelines contain examples of typical practical tasks for each topic, as well as a list of tasks for independent completion by higher education students.

Content module 1

Developing HR innovations at the micro level

Topic 1. The essence and role of HR in modern business

The objective is to develop a comprehensive understanding of the essence, functions, and strategic role of human resource management in modern organizations, as well as to form practical skills in analyzing HR concepts, identifying HR functions, and applying HR tools to solve real business problems.

Basic terms and concepts: personnel, human resources, human capital, HR management, HR innovations.

Recommended literature: [1 – 3].

Practical lesson

Task 1. Analysis of the HR concept.

Explain the difference between the following concepts: "personnel", "human resources", "human capital".

Write a short comparison (5 – 7 sentences) and provide one business example.

Task 2. Object and subject of HR innovations.

Choose any company (real or hypothetical).

Identify the object of HR management and subject of HR innovations.

Justify your answers (5 – 8 sentences).

Task 3. Identification of HR functions.

A company is expanding rapidly and plans to hire 50 new employees, launch a training program, and introduce a new bonus system.

Questions:

Which HR functions are involved?

Which function is the most critical in this situation? Why?

Task 4. Case study: The role of HR in the enterprise.

A company faces the following problems:

high employee turnover;

low employee motivation;
no employee development programs.

Propose three HR actions to improve the situation and explain your choices.

Task 5. HR role identification in a real company.

Students choose a real company (local or international) and analyze how the HR department contributes to its functioning. They should identify key HR functions such as recruitment, training, performance management, motivation, and organizational culture. Students prepare a short report explaining how HR supports business goals and what risks may arise if HR functions are weak or absent.

Tests for reviewing the material

1. What is the primary role of HR in modern organizations?
 - a) managing financial resources;
 - b) supporting and developing employees;
 - c) controlling production processes;
 - d) marketing products.

2. Which function is not typically associated with HR?
 - a) recruitment and selection;
 - b) employee training and development;
 - c) financial auditing;
 - d) performance management.

3. What is the main goal of HR management?
 - a) maximizing profit only;
 - b) ensuring employee satisfaction and organizational effectiveness;
 - c) reducing workforce size;
 - d) increasing product prices.

4. Which of the following best describes strategic HR?
 - a) administrative record-keeping;
 - b) aligning HR practices with business goals;

- c) hiring employees only when needed;
- d) managing office supplies.

5. Why is HR important in modern business?

- a) it replaces top management;
- b) it ensures effective use of human capital;
- c) it eliminates all workplace conflicts;
- d) it focuses only on salaries.

Topic 2. Regulatory and legal support for HR

The objective is to develop a comprehensive understanding of the regulatory and legal framework of HR management in Ukraine, as well as to build skills in analyzing labor legislation and applying legal norms in HR practice.

Basic terms and concepts: labor legislation, employment contract, remuneration of labor, working time, occupational safety, personal data protection, labor relations.

Recommended literature: [2; 3].

Practical lesson

Task 1. Systemic analysis of Ukrainian labor legislation.

Legal framework for analysis: Code of Labor Laws of Ukraine, Law of Ukraine "On Remuneration of Labor", Law of Ukraine "On Leave", Law of Ukraine "On Occupational Safety", Law of Ukraine "On Personal Data Protection".

1. Define the subject matter regulated by each legal act.
2. Identify which HR processes are governed by these laws (recruitment, dismissal, wages, working time, occupational safety, remote work, data protection).
3. Analyze possible inconsistencies, outdated provisions, or practical challenges in application.
4. Provide a structured conclusion on the coherence and effectiveness of the Ukrainian labor law system in HR regulation.

Task 2. Legal examination of an employment contract under Ukrainian law.

Analyze the structure of an employment contract in accordance with the Code of Labor Laws of Ukraine. Distinguish between mandatory and optional terms of employment. Examine the legal regulation of remote and home-based work under Ukrainian law. Identify typical legal violations made by employers when concluding employment contracts. Propose recommendations for ensuring legal compliance.

Task 3. Labor relations under martial law in Ukraine.

Identify provisions that temporarily modify or limit the norms of the Code of Labor Laws. Analyze the legal regulation of suspension of employment contracts, changes in essential working conditions, unpaid leave, and dismissal procedures. Assess legal risks for employers in cases of misinterpretation or improper implementation of these norms. Develop compliance guidelines for HR departments operating under martial law conditions.

Task 4. Harmonization of Ukrainian labor law with international standards.

Identify key ILO conventions ratified by Ukraine that influence national labor law. Compare selected provisions of the Code of Labor Laws with relevant EU directives (e.g., working time, non-discrimination, occupational safety).

Determine areas requiring further harmonization. Evaluate how European integration influences HR regulation in Ukraine.

Tests for reviewing the material

1. What is the main purpose of labor legislation in HR management?

- a) to increase company profits;
- b) to regulate relationships between employers and employees;
- c) to control marketing strategies;
- d) to reduce taxes.

2. Which document primarily governs employment relationships?

- a) marketing plan;
- b) employment contract;

- c) financial report;
- d) business strategy.

3. What is the role of HR in ensuring legal compliance?

- a) ignoring legal requirements;
- b) monitoring and implementing labor laws in the organization;
- c) delegating all legal issues to employees;
- d) reducing documentation.

4. Which of the following is a key HR legal responsibility?

- a) product design;
- b) ensuring workplace safety and health regulations;
- c) advertising campaigns;
- d) sales management.

5. What can result from non-compliance with labor laws?

- a) increased employee motivation;
- b) legal penalties and reputational damage;
- c) higher productivity;
- d) reduced workload.

Topic 3. Psychological aspects of HR development

The objective is to develop an understanding of psychological aspects of HR development, as well as to build skills in analyzing employee behavior, motivation, and interpersonal relations in the workplace.

Basic terms and concepts: motivation, emotional intelligence, employee behavior, leadership, team dynamics, communication, job satisfaction.

Recommended literature: [1; 4; 6].

Practical lesson

Task 1. Case study: Motivation decline in a growing company.

An IT company is growing rapidly. Employee engagement has declined over the past 6 months, with complaints of overload and lack of recognition. Employee turnover has increased by 15 %.

Identify possible psychological factors of demotivation (Maslow, Herzberg, Vroom theories, etc.).

Analyze the role of leadership style.

Propose a program to increase engagement (3 – 5 specific HR tools).

Assess possible risks of implementing changes.

Task 2. Psychological climate assessment.

Develop a short questionnaire (10 – 12 questions) to assess: the level of trust; team interaction; satisfaction with management; stress level.

Justify the choice of measurement scale.

Propose a plan for analyzing the results.

Formulate recommendations for HR based on hypothetical data.

Task 3. Conflict management simulation.

A protracted conflict has arisen between two department heads over resource allocation. Teams are starting to support "their" leader, which is worsening cooperation.

Identify the type of conflict (structural, value-based, interpersonal).

Analyze the stage of conflict development.

Develop a mediation plan.

Identify the role of HR as a facilitator of the process.

Task 4. Emotional intelligence in HR practice.

Describe the components of emotional intelligence (self-awareness, self-regulation, empathy, social skills).

Analyze a real or simulated situation of a difficult conversation (dismissal, negative performance review).

Propose an algorithm for HR behavior with a high level of EQ.

Develop a short EQ development program for managers.

Task 5. Burnout prevention strategy.

In a company with a hybrid work format, employees report fatigue, loss of motivation, and emotional exhaustion.

Identify symptoms of burnout (emotional, cognitive, behavioral).

Analyze organizational causes. Propose a set of measures: individual level; team level; organizational level. Develop criteria for evaluating the effectiveness of the program.

Task 6. Psychological adaptation of new employees.

Identify the stages of adaptation of a new employee.

Analyze the role of a mentor. Develop an onboarding program taking into account psychological aspects (stress, expectations, corporate culture).

Suggest methods for assessing the success of adaptation.

Plan of the seminar lesson

1. Psychological safety as a factor of innovation and high performance.
2. Toxic leadership and its psychological consequences for employees.
3. Generational psychology in the workplace.
4. Remote work, hybrid models and employee psychological well-being.
5. Emotional intelligence as a strategic competence in HR development.

Tests for reviewing the material

1. What is the main focus of psychological aspects in HR development?
 - a) financial planning;
 - b) employee behavior, motivation, and well-being;
 - c) production processes;
 - d) marketing strategies.

2. Which theory is commonly used to understand employee motivation?
 - a) SWOT analysis;
 - b) Maslow's hierarchy of needs;
 - c) Porter's Five Forces;
 - d) PEST analysis.

3. What is emotional intelligence in HR context?
 - a) ability to calculate salaries;
 - b) ability to understand and manage emotions (own and others');
 - c) knowledge of labor laws;
 - d) technical skills in HR systems.

4. Why is team dynamics important in HR development?
 - a) it reduces company expenses;
 - b) it influences communication, collaboration, and performance;

- c) it replaces leadership;
- d) it eliminates conflicts completely.

5. Which factor most strongly contributes to employee engagement?

- a) strict control;
- b) psychological safety and recognition;
- c) lack of feedback;
- d) minimal communication.

Topic 4. Creativity in the context of HR innovations

The objective is to develop an understanding of the role of creativity in HR innovations, as well as to build skills in generating and applying creative ideas to improve HR processes and organizational performance.

Basic terms and concepts: creativity, HR innovation, brainstorming, design thinking, creative management, innovation, employee engagement.

Recommended literature: [2; 3; 14].

Practical lesson

Task 1. An impetus for creativity.

When a person wants to do something, he must start somewhere. Like any task, a creative task has a beginning, continuation and completion. These three stages are psychologically unequal and require different willpower efforts. Sometimes the stumbling block is the last stage – completion, however, for most people the most difficult thing is to start.

The difficulties associated with starting creative activity are experienced by most people. Here is the testimony of J. B. Priestley: "I need to delay the moment when I still have to start writing. I have been writing for more than fifty years, but starting to write is still a torment for me. And now even more than before".

Analyze your own experience of performing creative tasks. What is an incentive for creativity for you? Formulate at least 3 incentives that can be an impetus for starting creative activity.

Task 2. Overcoming barriers to individual creativity.

Barriers to creativity are certain filters that determine the possibility of manifesting creativity in various situations when solving non-standard business

problems, conducting scientific research or developing an innovative product. Barriers to creativity can be generated by both personal (internal) and situational (external) factors. Table 2 lists internal and external obstacles to self-expression and creativity.

Table 2

Barriers to individual creativity

Barriers	Ways to overcome
Internal	
High self-criticism	
Fear	
Laziness	
Low self-esteem	
Inattention	
Impatience	
External	
Unconstructive criticism	
Focus on quick results	
Competition	
Tough assessment	
Lack of time or other resources	
Pressure of social rules	

1. Suggest ways to overcome barriers to individual creativity.
2. Name three barriers that you have encountered in your own experience.

Were you able to overcome them?

3. How can an organization help employees overcome barriers to individual creativity?

Task 3. Motivating creativity in the organization.

Imagine that you are the head of the marketing department of a successful manufacturing and sales company. Your department has been given the task of increasing its customer base by 50 % in a year. How do you accomplish this task? To motivate the department's employees to solve the task, you will:

1. Set deadlines for submitting ideas and appoint someone responsible for moderating them.

2. Hold a competition for the best ideas among employees.
3. Gather the department's employees and organize a brainstorming session to generate ideas.
4. Propose your solution and instruct the department's employees to implement it.
5. Create a working group with great autonomy.
6. Inform employees that there will be no bonus if the task is not completed.
7. Promise a bonus for constructive ideas if they are used.

Which of the following measures would you choose? What additional measures should be applied? Justify your answer.

Task 4. Corporate encouragement of knowledge sharing.

Reluctance to share knowledge with colleagues is a serious problem that company leaders need to address in order to establish an effective organizational knowledge management process.

1. Name at least 5 reasons why employees do not want to share their knowledge with colleagues.
2. Suggest measures to encourage employees to share knowledge, dividing them into the following groups: non-material incentives; financial and material incentives; administrative incentives.

Task 5. Test "Diagnostics of creative potential and creativity".

The components of creative potential are curiosity, self-confidence, constancy, visual and auditory memory, the desire for independence, the ability to abstract and concentrate. These are the indicators that are diagnosed in the test.

The method for determining the level of creative potential and creativity contains 18 questions. Choose one of the answer options and score according to the scheme: answer "a" – 3 points, "b" – 1 point, "c" – 2 points.

In the test, you must mark the most acceptable answer options for you.

1. Do you think the world around us can be improved?
 - a) yes;
 - b) no;
 - c) yes, but only in some cases.

2. Do you think you yourself can participate in significant changes in the world around you?

- a) yes, in most cases;
- b) no;
- c) yes, in some cases.

3. Do you think that some of your ideas will bring significant progress in the field of activity you choose?

- a) yes;
- b) where can I get such ideas from?
- c) maybe my ideas won't bring much progress, but some success is possible.

4. Do you think that in the future you will play such an important role that you will be able to fundamentally change something in the world around you?

- a) yes, probably;
- b) very unlikely;
- c) maybe.

5. When you decide to do something, are you sure it will work?

- a) of course;
- b) often plagued by doubts;
- c) more often confident than unsure.

6. Do you have a desire to do something in which you are currently incompetent and have absolutely no knowledge?

- a) yes, the unknown attracts me;
- b) no;
- c) it all depends on the case and the circumstances.

7. If you are doing something unfamiliar, will you have the desire to achieve perfection?

- a) yes;
- b) whatever comes out is good;
- c) if it's not too difficult, then yes.

8. If you like a subject you don't know about, do you want to learn everything about it?

- a) yes;
- b) no, you need to learn the most important thing;
- c) no, I'll just satisfy my curiosity.

9. When you fail, then:

a) you insist for a while, even against common sense;

b) you will immediately give up on the matter as soon as you realize its unreality;

c) continue to do your job until common sense shows the insurmountable obstacles.

10. You should choose a profession based on:

a) their opportunities and prospects for themselves;

b) stability, significance, and necessity of the profession;

c) the prestige and advantages it will provide.

11. When traveling, could you easily navigate a route you have already taken?

a) yes;

b) no;

c) if you liked the place and remembered it, then yes.

12. Can you remember everything that was said immediately after the conversation?

a) yes;

b) no;

c) I will remember everything that interests me.

13. When you hear a word in an unfamiliar language, can you repeat it syllable by syllable without making mistakes, even without knowing its meaning?

a) yes;

b) no;

c) I repeat, but not quite correctly.

14. In your free time, you prefer:

a) to be alone, to think;

b) to be in the company;

c) I don't care if I'm alone or in company.

15. You are engaged in something. You decide to stop it only when:

a) the work is finished and, as you think, it was done perfectly;

b) you are more or less satisfied with what you have done;

c) the job seems done, although it could be done better. But why?

16. When you are alone:

a) you like to dream about things, maybe even abstract ones;

b) at all costs you try to find a specific occupation for yourself;

c) sometimes you like to dream, but about things that are related to your business.

17. When an idea captivates you, you will start thinking about it:

a) no matter where you are or who you are with;

b) only alone;

c) only where there is silence.

18. When you advocate for an idea, you:

a) can refuse it if the arguments of the opponents seem convincing to you;

b) stick to your opinion, no matter what arguments are put forward;

c) change your mind if the resistance is too strong.

Key to the test "Diagnostics of creative potential and creativity"

48 or more points: you have a significant creative potential, which provides you with a rich selection of creative opportunities. If you can actually apply your abilities, then a wide variety of forms of creativity are available to you.

18 – 47 points: you have qualities that allow you to create, but there are also barriers. The most dangerous barrier is fear, especially for people focused on mandatory success. The fear of failure restrains the imagination – the basis of creativity. Fear can also be social, the fear of public condemnation. Any new idea goes through a stage of surprise, non-recognition, condemnation by others. The fear of condemnation for being new and unusual for others, as well as surprised looks, restrain creative activity, destroy the creative personality.

Plan of the seminar lesson

1. Creative recruitment: How companies attract talent in unusual ways.
2. Gamification in HR: Turning work processes into engaging experiences.
3. The role of artificial intelligence in innovative HR practices.
4. Design thinking in HR: Creative solutions to workplace problems.
5. The future workplace: Creativity, flexibility, and new HR models.

Tests for reviewing the material

1. What is creativity in the context of HR?

a) following standard procedures only;

b) generating new and useful ideas for managing people;

- c) reducing employee responsibilities;
- d) ignoring organizational rules.

2. Which of the following best supports creativity in HR?

- a) strict hierarchy and control;
- b) open communication and a supportive environment;
- c) limiting employee autonomy;
- d) avoiding feedback.

3. What is an example of HR innovation?

- a) traditional paper-based recruitment;
- b) using AI tools for talent acquisition;
- c) reducing training programs;
- d) ignoring employee development.

4. Why is creativity important for HR innovation?

- a) it increases routine work;
- b) it helps develop new approaches to employee management;
- c) it eliminates the need for HR;
- d) it focuses only on costs.

5. Which technique is commonly used to foster creativity in teams?

- a) brainstorming;
- b) strict time control;
- c) ignoring employee ideas;
- d) minimal interaction.

Topic 5. Career management

The objective is to develop an understanding of career management processes, as well as to build skills in planning, developing, and managing individual career paths within an organization.

Basic terms and concepts: career planning, career development, career path, talent management, performance appraisal, promotion, professional growth.

Recommended literature: [2 – 4].

Practical lesson

Task 1. Justification of the choice of an optimal career model for business in conditions of transformational change and wartime.

Choose the most optimal career model for business in the context of transformational changes in the economy. Justify your opinion according to the following scheme: features of the model, advantages, disadvantages, conclusion about the possibility of application in wartime.

Task 2. Test "Susceptibility to stress".

Using the test method, determine your susceptibility to stress. Write down ways to prevent and combat stress.

Test "Are you susceptible to stress?"

Mark the question that best suits you on the principle: yes-no (Table 3).

Table 3

Test "Are you susceptible to stress?"

1	a) Do you tend to feel competitive and aggressive at work or in your relationships with the opposite sex?
	b) If a person of the opposite sex doesn't immediately reciprocate, do you give up?
	c) Do you try to avoid any confrontation?
2	a) Are you ambitious, do you want to achieve something?
	b) Are you waiting for something to happen to you?
	c) Are you looking for a reason to postpone doing something?
3	a) Do you like to do things quickly, or are you often impatient?
	b) Are you waiting for someone to push you into action?
	c) Do you forget about the events of your workday when you get home?
4	a) Do you speak very quickly and very loudly? Are you very assertive and interrupt others when they are talking?
	b) Can you completely calmly accept the answer "no"?
	c) Do you find it difficult to express your feelings and anxieties?
5	a) Do you get bored quickly?
	b) Do you like doing nothing?
	c) Do you always adapt to the desires of others, not your own?
6	a) Do you walk, eat, drink quickly?
	b) If you forget to do something, do you take it easy?
	c) Are you holding back your feelings?

"No" answers are not taken into account.

For a **"Yes"** answer: 6 points for each answer a); 4 points for each answer b); 2 points for each answer c).

If you received 24 – 36 points, you get stressed very easily. If you get 18 – 24 points, you are not prone to stress. In case of 12 – 18 points, your passivity is a source of stress for others.

Task 3. Writing a resume.

Compose a resume for a graduate of a higher education institution.

The main sections that should be reflected in the resume are: contact information; personal data; goal; work experience; education; professional skills and knowledge; professional certificates, diplomas, academic title (if any); publications (in printed editions, on the Internet); knowledge of foreign languages; recommendations; personal qualities; other additional information.

Task 4. Career crises.

Describe your own career crises in each course according to the following scheme:

name of the crisis,
content of the crisis,
cause of the crisis,
measures to overcome it,
consequences of the crisis.

Plan of the seminar lesson

1. Personal branding for career success.
2. Artificial intelligence and the future of careers.
3. Building a career without work experience.
4. Freelancing as a modern career path.
5. The role of social media in career development.
6. Work-life balance in modern professional life.
7. Networking as a tool for career growth.

Tests for reviewing the material

1. What is career management?
 - a) managing company profits;
 - b) planning and developing an individual's career path;

- c) controlling production;
- d) managing marketing campaigns.

2. Which element is essential in career planning?

- a) random decision-making;
- b) clear goals and self-assessment;
- c) ignoring personal interests;
- d) avoiding feedback.

3. What is a career path?

- a) a company structure;
- b) a sequence of jobs or roles over time;
- c) a salary system;
- d) a training program.

4. Who is responsible for career development?

- a) only HR department;
- b) only employee;
- c) both employee and organization;
- d) government agencies only.

5. Which tool helps individuals analyze their strengths and weaknesses?

- a) PEST analysis;
- b) SWOT analysis;
- c) financial report;
- d) KPI dashboard.

Topic 6. Performance management

The objective is to develop an understanding of performance management processes, as well as to build skills in evaluating, monitoring, and improving employee performance in alignment with organizational goals.

Basic terms and concepts: performance appraisal, KPIs, feedback, goal setting, evaluation, productivity, employee performance.

Recommended literature: [2; 5; 13].

Practical lesson

Task 1. Calculation of personnel performance using the Performance Management method.

Imagine yourself in the role of a young reformer. Your task is to make a development plan for Ukraine until 2030. Using the SMART methodology and the basic principles of Performance Management, formulate the main goals of the future development plan.

Methodological recommendations for task 1

Performance Management is a system of effective management of individual employees and teams, designed to ensure the achievement of maximum effectiveness of the organization's activities. It includes a general understanding of goals, approaches to organizing work and training employees, designed to ensure their achievement. The main task of performance management is to ensure the organization's advantage in human capital.

The main principle of Performance Management is the SMART goal system:

- specific;
- measurable;
- attainable;
- relevant;
- time-bounded.

Task 2. Calculation of personnel performance using the Key Performance Indicators method.

Calculate KPIs for a recruitment manager.

Methodological recommendations for task 2

Step 1. Select 3 key performance indicators for a recruitment manager (optimal number of 3 indicators).

An example for a marketer:

- the number of users who managed to get to the site;
- the number of repeat orders from existing customers;

the number of recommendations and positive reviews that appeared after purchasing a product or ordering a service on the site and in the social networks of the trading organization.

Step 2. Determine the weight of each indicator. The weight in the total amount is 1. In this case, the largest share belongs to the priority indicator. Let's consider an example:

An example for a marketer:

the number of new customers is given 0.5;

the number of repeat orders is 0.25;

reviews make 0.25.

Step 3. Analyze statistical data for the past six months for each KPI and develop a plan. An example is given in Table 4.

Table 4

An example of KPI calculation for a marketer

No	KPI	Initial value (monthly average)	Planned value
1	Growth of new customers	160 new customers	20 % increase, or 192 new customers
2	Share of customers who repurchased the product	30 customers make a repeat purchase	20 % increase, or 42 repeat purchases
3	Share of customers who left a positive review or recommendation on the store's website	35 positive reviews and recommendations	20 % increase, or 42 positive reviews

Step 4. KPI calculation. An example for a marketer is given in Table 5.

Table 5

An example for a marketer

Key indicators	KPI Weight	Goal	Fact	KPI Index
KPI1	0.5	20	22	0.550
KPI2	0.25	20	17	0.212
KPI3	0.25	20	30	0.375
1		Coefficient of performance		1.137

KPI calculation formula:

$$\text{KPI Index} = \text{KPI Weight} \times \text{Fact} / \text{Goal}.$$

In this case, the goal is the planned indicator of the marketer. The fact is the real result. It becomes clear that the specialist did not achieve the set goals completely. However, based on the overall indicator of 113.7 %, we can confidently say that the real result is quite good.

Step 5. Salary calculation.

An example: In total, the marketer is entitled to \$800, \$560 of which is a fixed part, and \$240 is a variable part. The full salary of the specialist is paid for an index equal to 1 (or 100 %). Thus, the indicator of 113.7 % indicates overfulfillment of the plan, which means that the marketer is paid a salary with an additional bonus.

Result: $\$560 + \$240 + \$32.88 = \832.88 . If the KPI index is less than 99 %, the amount of the bonus is reduced.

Task 3. Calculation of personnel performance using the Balanced Scorecard method (construction of a strategic map).

Build a strategic map for S. Kuznets KhNUE.

Methodological recommendations for task 3

The main idea of the concept is that enterprises are mainly limited to planning financial indicators, without delving into how these indicators can be achieved: where will income growth, new quality or new markets come from. Developing a strategic map using the BSC method allows you to delve into the subsystems that are managed and create opportunities for achieving market and financial goals.

The secret of the BSC method is to build a specific model – a map with consistent thinking through the critical conditions for achieving goals established by the company's adopted strategy.

The strategic map is built in 4 zones:

1. Finance.
2. Customers (or market).
3. Internal business processes.
4. Training and development (or personnel and systems).

Tests for reviewing the material

1. What is performance management?
 - a) controlling company finances;
 - b) a process of monitoring and improving employee performance;
 - c) hiring new staff;
 - d) managing marketing campaigns.

2. What is the main goal of performance management?
 - a) reducing employee numbers;
 - b) aligning employee performance with organizational goals;
 - c) increasing workload only;
 - d) eliminating feedback.

3. Which tool is commonly used in performance management?
 - a) KPIs (Key Performance Indicators);
 - b) advertising plans;
 - c) balance sheets;
 - d) production schedules.

4. What is performance appraisal?
 - a) employee dismissal process;
 - b) formal evaluation of an employee's work;
 - c) recruitment method;
 - d) financial audit.

5. Why is feedback important in performance management?
 - a) it creates conflict;
 - b) it helps employees improve and develop;
 - c) it reduces communication;
 - d) it replaces training.

Content module 2

Development of HR innovations at the meso and macro levels

Topic 7. Crisis management and change management

The objective is to develop an understanding of crisis and change management processes, as well as to build skills in responding to organizational crises and effectively managing change in dynamic environments.

Basic terms and concepts: crisis management, change management, resistance to change, leadership, communication, adaptation, risk management.

Recommended literature: [6].

Practical lesson

Task 1. Growth crises.

You are the General Director of CJSC "Growth Crises". Your organization started as a small family company, but gradually turned into a powerful market player. However, you increasingly notice that previously successful methods of management and employee motivation are no longer working. What could be the reason and what are the possible ways out of this situation?

Task 2. Implementations of changes.

Your organization is undergoing a reorganization to implement changes that are being met with clear resistance from staff. List all the reasons for employee resistance, as well as the steps you, as CEO, can take.

Task 3. Leading team development and collaboration in a multi-disciplinary therapeutic group.

Imagine that you are part of a team of five therapists at a local clinic. You are trying to change the way you approach alternative therapies, such as counseling, homeopathy, and osteopathy. The therapists meet monthly and spend an hour discussing financial matters and the latest advances in medicine. They don't know each other well and don't work together. There

is no real leader in the group, although when administrative matters are discussed, the department manager takes the lead.

Explain how you would lead the team to a new way of working together, using one of the team development models described above. What obstacles might arise and how would you deal with them?

Task 4. Leadership.

Name five influential contemporary leaders and justify your choices. Consider whether effective leadership is important to you.

Task 5. Leadership qualities.

Analyze your own leadership qualities. What are your strengths and weaknesses?

Plan of the seminar lesson

1. Why do people resist change at work and how to deal with it?
2. Crisis at work: how to stay calm and effective.
3. Modern leader: boss or team player?
4. How communication can solve (or create) problems in a team.
5. Teamwork in real life: why it's harder than it seems.
6. How to adapt to changes quickly in a fast-moving world.
7. Emotional intelligence: a key skill for future careers.

Tests for reviewing the material

1. What is crisis management?
 - a) planning marketing campaigns;
 - b) responding to unexpected and disruptive events;
 - c) hiring employees;
 - d) managing daily operations only.
2. What is the main goal of change management?
 - a) avoiding any changes;
 - b) successfully implementing organizational changes;

- c) reducing employee communication;
- d) maintaining old processes only.

3. Which factor is critical during organizational change?

- a) ignoring employee reactions;
- b) effective communication;
- c) eliminating feedback;
- d) reducing transparency.

4. What is a common employee reaction to change?

- a) immediate acceptance in all cases;
- b) resistance to change;
- c) lack of interest always;
- d) increased productivity instantly.

5. What is the role of leadership in crisis situations?

- a) avoid decision-making;
- b) provide direction and support;
- c) ignore problems;
- d) delegate everything without control.

Topic 8. Cross-cultural management

The objective is to develop an understanding of cross-cultural management, as well as to build skills in effective communication and collaboration in multicultural environments.

Basic terms and concepts: cross-cultural communication, cultural differences, intercultural competence, diversity, global teams, cultural adaptation, business culture.

Recommended literature: [9; 12].

Practical lesson

Task 1. Problem solving.

A Ukrainian entrepreneur expresses the opinion: "If a foreigner comes to my country, why should I adapt to him? In my home, let him think about

how to behave". Is this statement correct, in your opinion? Justify your position in writing.

Task 2. Case study "Market expansion".

The company "EuroProject" decided to develop new markets. Armenia was chosen as the location. The management hoped that in this case there would be no problems in terms of cross-cultural communications, since our countries unite old long-standing traditions. However, from the first days of work, problems arose in mutual understanding between specialists from the two countries.

It turned out that the younger generation of specialists did not have sufficient knowledge of a foreign language, and in addition, did not have sufficient competence. In connection with the problem that arose, the company's management was convened for a meeting, during which the following options for solving the problem were put forward:

1. Fire all Armenian employees who do not meet certain management criteria and hire new ones who already meet all the requirements by passing exams.
2. Fire all Armenian employees and invite specialists from Ukraine, completely staffing the company with them.
3. Organize advanced training and English language training courses for existing employees and work with them in the same team and further.

Task:

1. Consider each of the proposals and highlight their pros and cons from the point of view of management, cost-effectiveness and cross-cultural management.
2. Propose your solution to the problem and justify it.

Task 3. Case study "Meeting of foreign colleagues".

The company where you work is celebrating its 10th anniversary. The management decided that partners from the USA, China and Ukraine would be invited to the celebration of the company's anniversary. As part of the anniversary celebration, it was also planned to hold business meetings with partners to resolve important issues for the company. You were tasked with organizing this meeting.

Tasks:

1. Make a plan of events taking into account the peculiarities of cross-cultural communications of the parties present. How will you organize business negotiations with partners – collectively or separately with each party? Will this interfere with the festive events? What peculiarities of each party should be taken into account when planning and holding events?

2. Using textbooks and scientific literature, highlight and describe the cross-cultural peculiarities of implementing international projects using the example of any company. Identify the stages of project implementation, the characteristic features of each of the stages in accordance with the peculiarities of the business culture of the partner countries. Develop recommendations for improving intercultural communications.

Task 4. Features of the business culture.

Study the features of the business culture of any one country and write a short report from the materials studied, answering the following questions:

1. In what part of the world is this country located and what are its historical features?
2. Evaluate the economy of this country.
3. What are the cultural, national, and ethnic traditions of the country?
4. How would you position the country on a global scale?
5. What features of the country's business culture could you name?

Tests for reviewing the material

1. What is the main goal of cross-cultural management?
 - a) standardizing all employee behavior;
 - b) effectively managing cultural diversity in organizations;
 - c) reducing international operations;
 - d) avoiding communication.

2. What does cultural intelligence (CQ) refer to?
 - a) knowledge of finance;
 - b) ability to understand and adapt to different cultures;
 - c) technical expertise;
 - d) language skills only.

3. Which factor most influences cross-cultural communication?

- a) office design;
- b) cultural values and norms;
- c) salary system;
- d) company size.

4. What is a high-context culture?

- a) communication is very direct and explicit;
- b) communication relies heavily on context and non-verbal cues;
- c) no communication rules;
- d) only written communication is used.

5. What is a key benefit of cross-cultural teams?

- a) increased conflict only;
- b) greater creativity and innovation;
- c) slower decision-making always;
- d) reduced productivity.

Topic 9. Strategic management

The objective is to develop an understanding of strategic management, as well as to build skills in formulating, implementing, and evaluating strategies to achieve long-term organizational goals.

Basic terms and concepts: strategy, strategic planning, mission, vision, competitive advantage, SWOT analysis, Balanced scorecard.

Recommended literature: [13].

Practical lesson

Task 1. Fill in the table.

Identify the distinguishing characteristics of strategic and operational management (fill in Table 6).

Comparison of strategic and operational management

Characteristic	Strategic management	Operational management
Mission, purpose		
The object of management's attention		
Taking into account the time factor		
Approach to human resource management		
Management effectiveness criteria		

Task 2. Analysis of missions.

Analyze the missions of the PJSC "Sandora" and the PJSC "Turboatom". Determine whether they meet all the necessary requirements.

The mission of the PJSC "Sandora". We strive to be the best company on the market – a manufacturer of juices and soft drinks, chips and snacks. We strive to provide income to our investors, creating opportunities for growth and prosperity for our employees, business and society in the regions where we operate. And in everything we do, we are guided by three principles: honesty, consistency and fairness.

The mission of the PJSC "Turboatom" is the timely manufacture of high-quality turbines for thermal, hydroelectric and nuclear power plants and other energy equipment for domestic and foreign enterprises – consumers.

Task 3. Examples of missions.

Give examples of missions of famous companies. If you could, would you change any of them? If so, which ones? Formulate your own mission for any famous company (of your choice).

Task 4. The balanced scorecard (BSC).

Determine to which perspective of the BSC (finance, customers, business processes, learning and development) the following objectives belong (fill in Table 7).

Objectives of the BSC

No.	Objectives	Prospects
1	Increasing employee satisfaction	
2	Fast hardware setup	
3	Regional market development	
4	Dramatically improved project management	
5	Increasing sales of innovative products	
6	Maintaining the company's image as an innovator	
7	Early impact on client needs	
8	Achieving a return on capital employed above the industry average	
9	Continuous improvement of organizational culture	
10	Improving the value for money of goods and services	
11	Ensuring sales growth rates above market rates	
12	Preferred supplier status	

Tests for reviewing the material

1. What is strategic management?

- a) managing daily operations only;
- b) formulating and implementing long-term organizational goals;
- c) controlling employee attendance;
- d) managing finances only.

2. Which of the following is a key component of strategic management?

- a) office administration;
- b) environmental analysis;
- c) payroll processing;
- d) inventory control.

3. What does SWOT analysis stand for?

- a) strategy, work, organization, time;
- b) strengths, weaknesses, opportunities, threats;
- c) sales, work, operations, technology;
- d) systems, workflows, objectives, tactics.

4. What is the purpose of a mission statement?

- a) to define short-term profits;
- b) to describe the organization's purpose and values;
- c) to control employees;
- d) to set salaries.

5. Which level of strategy focuses on the overall direction of the organization?

- a) operational level;
- b) functional level;
- c) corporate level;
- d) individual level.

Topic 10. Knowledge management as an element of HR innovation

The objective is to develop an understanding of knowledge management as a key element of HR innovation, as well as to build skills in creating, sharing, and applying organizational knowledge to improve performance and innovation.

Basic terms and concepts: knowledge management, intellectual capital, knowledge sharing, organizational learning, HR innovation, knowledge transfer, human capital.

Recommended literature: [2; 5; 9].

Practical lesson

Task 1. Case study "Knowledge loss in a company".

A company faces a problem when experienced employees leave, and valuable knowledge is lost. Analyze the situation and propose solutions to prevent knowledge loss.

Task 2. Designing a knowledge-sharing system.

Develop a simple knowledge management system for a company (e.g., internal platform, mentoring, or training system).

Task 3. Analysis of knowledge management tools.

Compare tools such as corporate portals, knowledge bases, mentoring, and digital collaboration platforms. Identify their advantages and limitations.

Task 4. The role of HR in knowledge management.

Explain how HR specialists can support knowledge creation, sharing, and storage in an organization. Provide examples.

Task 5. A mini-project "HR innovation proposal".

Create a short proposal for an innovative HR solution that improves knowledge management in a company. Present it.

Tests for reviewing the material

1. What is knowledge management in HR?
 - a) managing financial data;
 - b) creating, sharing, and using organizational knowledge;
 - c) controlling employee attendance;
 - d) marketing company products.

2. Why is knowledge management important for HR innovation?
 - a) it reduces communication;
 - b) it supports learning, creativity, and continuous improvement;
 - c) it replaces employees;
 - d) it limits information access.

3. Which of the following is an example of knowledge sharing?
 - a) keeping information private;
 - b) internal training and workshops;
 - c) ignoring best practices;
 - d) reducing communication channels.

4. What type of knowledge is difficult to formalize and transfer?
 - a) explicit knowledge;
 - b) tacit knowledge;
 - c) financial knowledge;
 - d) technical manuals.

5. What is the role of HR in knowledge management?
- a) limiting employee interaction;
 - b) creating systems and culture for knowledge sharing;
 - c) ignoring training needs;
 - d) focusing only on salaries.

Topic 11. Digital management

The objective is to develop an understanding of digital management and its impact on modern organizations, as well as to build skills in using digital tools and technologies to improve management processes and decision-making.

Basic terms and concepts: digital management, digital transformation, automation, data analytics, remote work, digital tools, cybersecurity.

Recommended literature: [5 – 7; 10; 12].

Practical lesson

Task 1. Case study "Digital transformation in a company".

A traditional company plans to introduce digital technologies (CRM, HR systems, automation tools). Analyze possible challenges and propose solutions.

Task 2. Digital tools analysis.

Compare several digital management tools (e.g., Trello, Asana, Slack). Identify their functions, advantages, and limitations.

Task 3. Designing a digital workflow.

Create a digital workflow for a small team (task management, communication, reporting).

Task 4. Cybersecurity awareness in management.

Identify key risks related to data security in digital management and suggest preventive measures.

Task 5. Digital leadership.

Describe the characteristics of a digital leader and explain how leadership changes in a digital environment.

Tests for reviewing the material

1. What is digital management?
 - a) managing paper documentation;
 - b) using digital technologies to improve management processes;
 - c) avoiding automation;
 - d) focusing only on hardware.

2. Which technology is commonly used in digital management?
 - a) typewriters;
 - b) cloud computing;
 - c) paper archives;
 - d) manual calculations.

3. What is the main benefit of digital management?
 - a) slower decision-making;
 - b) increased efficiency and data-driven decisions;
 - c) reduced communication;
 - d) higher bureaucracy.

4. What role does data play in digital management?
 - a) no role;
 - b) it supports analysis and decision-making;
 - c) it replaces managers completely;
 - d) it is used only for storage.

5. Which of the following is an example of digital HR management?
 - a) paper-based employee records;
 - b) HR information systems (HRIS);
 - c) manual payroll only;
 - d) face-to-face communication only.

Topic 12. Information technologies in the HR innovation system

The objective is to develop an understanding of the role of information technologies in the HR innovation system, as well as to build skills in applying digital HR tools to improve HR processes and organizational effectiveness.

Basic terms and concepts: HRIS, recruitment technologies, HR analytics, E-learning, data management, artificial intelligence, digital HR tools.

Recommended literature: [2; 5; 9].

Practical lesson

Task 1. Case study "Implementation of HRIS".

A company plans to implement a human resource information system (HRIS). Analyze potential benefits, risks, and challenges of implementation.

Task 2. Analysis of HR technologies.

Analyze modern HR technologies (ATS, HRIS, LMS, AI-based recruitment tools). Compare their functions and applications.

Task 3. Digital recruitment process design.

Design a digital recruitment process using modern technologies (job platforms, AI screening, online interviews).

Task 4. Employee data management and analytics.

Explain how HR analytics and big data can be used to improve decision-making in HR. Provide examples.

Task 5. Ethical and legal issues in HR technologies.

Identify ethical and legal challenges related to the use of IT in HR (data privacy, bias in AI, monitoring employees).

Tests for reviewing the material

1. What is the role of information technologies (IT) in HR innovation?

- a) replacing all employees;
- b) supporting and improving HR processes through digital tools;

- c) reducing communication;
- d) limiting access to data.

2. Which of the following is an example of HR technology?

- a) paper filing system;
- b) HRIS (human resource information system);
- c) manual time tracking only;
- d) printed reports only.

3. How do IT systems improve recruitment?

- a) by slowing down hiring;
- b) by automating candidate search and selection;
- c) by eliminating interviews completely;
- d) by reducing communication with candidates.

4. What is a key benefit of using IT in HR?

- a) increased paperwork;
- b) data accuracy and efficiency;
- c) reduced transparency;
- d) limited access to information.

5. Which technology is often used for employee learning and development?

- a) LMS (learning management system);
- b) cash registers;
- c) paper manuals only;
- d) typewriters.

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НАВЧАЛЬНЕ ВИДАННЯ

HR ІННОВАЦІЇ

Практикум

для здобувачів вищої освіти
спеціальності С1 "Економіка та міжнародні
економічні відносини (за спеціалізацією С1.01 Економіка)"
освітньої програми "Економіка та управління
людським капіталом"
другого (магістерського) рівня

(англ. мовою)

Самостійне електронне текстове мережеве видання

Укладач **Степанова** Ека Рамінівна

Відповідальний за видання *Г. В. Назарова*

Редактор *З. В. Зобова*

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Наведено практичні завдання з кожної теми навчальної дисципліни та методичні рекомендації щодо їх виконання. Запропоновано тестові завдання для оцінювання набутих знань та навичок.

Рекомендовано для здобувачів вищої освіти спеціальності С1 "Економіка та міжнародні економічні відносини (за спеціалізацією С1.01 Економіка)" освітньої програми "Економіка та управління людським капіталом" другого (магістерського) рівня.

План 2026 р. Поз. № 53 ЕВ. Обсяг 44 с.

Видавець і виготовлювач – ХНЕУ ім. С. Кузнеця, 61165, м. Харків, просп. Науки, 9-А

*Свідоцтво про внесення суб'єкта видавничої справи до Державного реєстру
ДК № 4853 від 20.02.2015 р.*