

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
ХАРКІВСЬКИЙ НАЦІОНАЛЬНИЙ ЕКОНОМІЧНИЙ УНІВЕРСИТЕТ ІМЕНІ
СЕМЕНА КУЗНЕЦЯ

ЗАТВЕРДЖЕНО

на засіданні кафедри
менеджменту та бізнесу
Протокол № 17 від 22.05.2024 р.

ПОГОДЖЕНО

Проректор з навчально-методичної роботи



Каріна НЕМАШКАЛО

SOFT SKILLS У СОЦІОКУЛЬТУРНІЙ ДІЯЛЬНОСТІ
робоча програма навчальної дисципліни (РПНД)

Галузь знань	02 Культура і мистецтво
Спеціальність	028 Менеджмент соціокультурної діяльності
Освітній рівень	другий (магістерський)
Освітня програма	Подієвий менеджмент

Статус дисципліни

вибіркова

Мова викладання, навчання та оцінювання

англійська

Розробник програми:
д.е.н., проф.

Тетяна БЛИЗНЮК

Завідувач кафедри
менеджменту та бізнесу,
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Тетяна ЛЕПЕЙКО

Гарант програми
д.е.н., проф.

Тетяна БЛИЗНЮК

Харків
2024

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

APPROVED

at the meeting of the department
management and business
Protocol № 17 of 22.05.2024

AGREED

Vice-rector for educational and methodical work

Karina NEMASHKALO



SOFT SKILLS IN SOCIOCULTURAL ACTIVITIES

Program of the course

Field of knowledge	02 Culture and art
Specialty	028 Management of socio-cultural activities
Study cycle	second (master)
Study programme	Event management

Course status

elective

Language

English

Developer:

Doctor of Sciences (Economics), Professor

Tetyana BLYZNYUK

Head of Management and

Business Department,

Doctor of Sciences (Economics), Professor

Tetyana LEPEYKO

Program guarantor

Doctor of Sciences (Economics), Professor

Tetyana BLYZNYUK

**Kharkiv
2024**

INTRODUCTION

Soft skills are a set of non-specialized, super-professional skills that are responsible for successful participation in the work process, high productivity and, unlike specialized skills, are not related to a specific field. These skills are related to the personal qualities of a particular person. They are necessary for successful functioning in society in general and are universal for all professions. Only by combining a huge set of professional skills with social and communicative abilities, cognitive skills, personality attributes and components of emotional intelligence, a highly qualified competitive manager of socio-cultural activities is formed.

The purpose of the course «Soft skills in sociocultural activities» is formation of competences regarding applied skills and skills in the formation, development, and use of soft skills in the socio-cultural sphere.

The object of the course is the process of developing the ability to self-organizing, time-, self-, stress- and impression managing, its critical and reflective thinking, emotional intelligence and communicating in the socio-cultural sphere.

The subject of the course «Soft skills in sociocultural activities» is self-organization, time-, self-, stress- and impression management, critical and reflective thinking, cognitive skills, communication skills, ability to work in a team and use of soft skills in the socio-cultural sphere.

Task of the the course «Soft skills in sociocultural activities» are:

formation skills of personal self-motivation of and professional development;

understanding of responsibility in personal self-development;

understanding of purposefulness as a factor of self-management of the individual;

formation skills of time-, self-, stress- and impression management;

formation skills of critical and reflective thinking;

formation cognitive skills;

formation skills of emotional intelligence;

formation presentation skills and effective communication skills (academic debates; negotiation techniques, etc.);

ability to work in a team and use of soft skills in the socio-cultural sphere.

The content of the discipline and the methods and forms of its teaching are focused on the development of the ability to self-organize, time-, self-, stress- and impression management, critical and reflective thinking, emotional intelligence, and cognitive and communication skills, ability to work in a team and use of soft skills in the socio-cultural sphere. Special attention is paid to the formation of the ability of effective interpersonal interaction, acceptance decisions, goal setting and achievement of complex multi-level goals of personal, professional and career 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
LO1	GC2, GC3, GC6, SC3, SC4, SC6
LO2	GC1, GC2, GC7
LO3	GC1, GC2, GC4, SC6
LO7	GC2, GC3, GC4, SC8
LO9	GC1, GC6, GC7

where, GC1. Ability to communicate in a foreign language.

GC2. Ability to conduct research at the appropriate level.

GC3. Ability to generate new ideas (creativity).

GC4. Ability to make well-grounded decisions.

GC6. Ability to work in an international context.

GC7. Ability to assess and ensure the quality of work performed.

SC3. Ability to plan, justify and discuss the results of the research.

SC4. Ability to solve socio-cultural problems under uncertain conditions and requirements and to provide scientifically based, professional recommendations and conclusions.

SC6. Ability to quickly adapt to the challenges of the times, to specific conditions and areas of professional activity.

SC8. Ability to apply creative technologies in practice.

LO1. Identify, analyze and evaluate information necessary for setting and solving both professional tasks and personal development.

LO2. Use in practice the professional scientific and terminological apparatus, be able to present the results of the work performed.

LO3. To be able to collect and integrate evidence of one's own research position, justify the results of socio-cultural practices, present and defend one's own opinion on the results of research and innovation.

LO7. Understand and apply modern global socio-cultural practices.

LO9. Present and discuss the results of scientific and applied research, socio-cultural strategies and projects in the state and foreign languages.

COURSE CONTENT

Content module 1: *Personal soft skills*

Topic 1. Content and features of "soft skills" and "hard skills" in sociocultural activities

1.1. Soft skills and hard skills. History. Main differences.

1.2. How to improve your hard and soft skills. Soft skills training. Hard skills training.

1.3. How hard skills and soft skills affect your career. What affects career success? What employers specifically want to see

Topic 2. Presentation skills and self-presentation

2.1. Communicative competence as a reliable foundation of healthy interpersonal relationships and professional success. Components of active listening: active listening, concentration, understanding, memorization, critical analysis, fact.

2.2. Recommendations on the content and design of multimedia presentations. The effectiveness of the presentation due to the implementation of generally accepted stages (4 "P"): planning, preparation, practice and presentation.

Topic 3. Personal development and self-realization

3.1. Personal development. Stages.

3.2. Self-realization. Life values and priorities. Professional self-realization.

Content module 2: *Interpersonal soft skills*

Topic 4. Emotional intelligence and positive thinking

4.1. The essence and components of emotional intelligence as the most important social experience. Signs of emotional intelligence: self-awareness, self-regulation, empathy, social skills. Problems with emotional intelligence: misunderstanding of intentions and mood, emotional state and motivation.

4.2. Emotional intelligence in long-term planning: setting priorities and goals, strategic allocation of resources and tactics of immediate actions (Thinking two steps ahead).

4.3. Psychological training or psychotherapy are tools on the way to self-knowledge.

Topic 5. Creativity as a way of thinking

5.1. Creative Thinking as a structured path to success and achievement.

5.2. The framework for structured creative thinking.

Topic 6. Management: time-, self-, stress-, impression-

6.1. Time-management.

6.2. Self-management.

6.3. Stress-management.

6.4. Impression-management.

Topic 7. Career building technologies. Network

7.1. The role of networking in building a career.

7.2. Building a professional network.

The list of practical (seminar) studies in the course is given in table 2.

Table 2

The list of practical (seminar) studies

Name of the task	Content
Topic 1, Topic 2. Task 1. CV	Preparation of CV with free template. Review the CV of your colleague
Topic 3, Topic 4. Task 2. Strong network	Writing recommendation for cultivating a strong network Review recommendation of your colleague
Topic 5, Topic 6. Task 3. Personalized action plan	Creation of personalized action plan. Review the action plan of your colleague
Topic 7.	Writing an essay with an explanation how to develop the career you want

Essay. How you can develop the career you want	
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The list of self-studies in the course is given in table 3.

Table 3

List of self-studies

Name of the topic	Content
Topic 1-7	Search, selection, and review of literature on a given topic
Topic 1-7	Preparation essay
Topic 1-7	Preparation for practical classes
Topic 1-7	Performing presentations of competency-oriented tasks
Topic 1-7	Preparing for the final test
Topic 1-7	Preparing for the exam

The number of hours of lectures, practical (seminar) studies and hours of self-study is given in the technological card of the course.

TEACHING METHODS

In the process of teaching the course, in order to acquire certain learning outcomes, to activate the educational process, it is envisaged to use such teaching methods as:

Verbal (lecture-discussion (Topic 1–7), small group work (Topic 1, Topic 2, Topic 3). Visual (demonstration (Topic 1–7)).

Practical (individual work (Topic 4–7), group works (Topic 1–3).

FORMS AND METHODS OF ASSESSMENT

The University uses a 100-point accumulative system for evaluating the learning outcomes of higher education applicants.

Current control is carried out during lecture, practical, and seminar classes and is aimed at checking the level of readiness of a higher education applicant to perform a specific job and is evaluated by the sum of points scored:

for courses with a form of semester control examination (exam): the maximum amount is 60 points; the minimum amount that allows a student of higher education to pass an exam is 35 points.

The final control includes the semester control and certification of the student of higher education.

Semester control is conducted in the form of an exam. The exam (examination) is conducted during the exam session.

The maximum number of points that a student of higher education can receive during the examination (examination) is 40 points. The minimum amount for which the exam is considered passed is 25 points.

The final grade by academic discipline is determined by:

for courses with a form of semester control exam – summation of points for current and final control.

During the teaching of the academic discipline, the following control measures are used:

current control: competency-oriented tasks (3 tasks each of 10 points), final test (25 points), essay (5 points).

Semester control: Exam (40 points).

More detailed information about the evaluation system is given in the work plan (technological map) for the academic discipline.

Example of the examination card and evaluation criteria for an academic discipline.

Example of the examination card

Simon Kuznets Kharkiv National University of Economics
The second (master's) level of higher education
Specialty 028 Management of socio-cultural activities
Educational and professional program "Event management"
Educational discipline "Soft skills in sociocultural activities"

EXAMINATION CARD 1

Task 1 (test) (6 points)

1. Alex has just finished University and he wants to become a cinematographer. What's the best path to take?

1) Alex doesn't have a lot of experience yet, but starts applying for cinematography jobs. He sends in his CV, which outlines his educational background and his experience working in a cafe and for the student union. He also contacts recruitment agencies.

2) Alex applies as an entry level cinematography assistant and participates in a weekend course in cinematography to start developing a portfolio of his skills. He also takes on free student jobs in videography and for student film projects.

3) Alex wants to get into the film industry by any means, so he finds a job doing social media for a small production company and diligently manages their website and social platforms.

2. Maria is a lawyer in the city, who over the past few years has achieved her MBA. She wants to get into the legal tech industry as she realises there's a gap in the market. Monique comes up with an innovation and decides she wants to create her own legal tech company. What's the best path to take.

1) Maria uses her experience and connections gained through her MBA to start developing a business plan. She reaches out to accelerators, incubators and investors to start gaining interest to realise her dream.

2) Even though she's created her own idea, Maria finds a legal tech company to work for where she can join in a business lead position and help the develop the company to gain experience.

3) Maria decides to stay within the legal profession and become an intrapreneur, an employee who is tasked with developing an innovative project within a company. She attempts to persuade her firm to take a more innovative approach to legal services.

3. Tanya is planning to return to work after having had a baby, and she wants to switch careers. She wants to go into international development having worked in marketing for many years. She realises that her network is very limited and doesn't know where to begin.

1) Tanya goes to a recruitment agency and looks into marketing roles because she realises that she doesn't have the right background to switch careers. Instead she now hopes to work for a more socially-conscious company.

2. Tanya decides to stay in her career and volunteer in her spare time for aid agencies so that she can still pursue her interest on the side.

3. Tanya starts going to networking events and conferences focused on international development. She meets people and schedules follow-up meetings. She notices that her marketing skills can be transferable and help these agencies communicate their message.

Task 2 (diagnostics) (17 points)

You attend a networking event at a big conference. There is a panelist from earlier in the day at the event whose career you really admire, and you would love to work for them. They are surrounded by a group of four other people and will be leaving the event shortly. Do you approach the group and try to join in the conversation? Alternatively, would you choose to add the panelist on LinkedIn later with a message saying how you enjoyed their talk? What is the best approach to networking?

Task 3 (diagnostics) (17 points)

You've just started working in a new company. There's a senior person in the company who you would really like to get to mentor you. You get up the courage to ask them and they tell you that they don't have the time. How do you react? Do you give up and accept that high-profile individuals have limited time? Or, do you thank the senior business leader for considering the idea and ask for a recommendation for anyone who would be a good mentor and of mutual value to both of you. What is the best approach to networking?

Approved at the meeting of the management and business department, Protocol №__

Examiner,
Doctor of Sciences (Economics),

Professor

Tetyana BLYZNYUK

Chief of Department,
Doctor of Sciences (Economics),
Professor

Tetyana LEPEYKO

Evaluation criteria

The final marks for the exam consist of the sum of the marks for the completion of all tasks, rounded to a whole number according to the rules of mathematics.

The algorithm for solving each task includes separate stages that differ in complexity, time-consumingness, and importance for solving the task. Therefore, individual tasks and stages of their solution are evaluated separately from each other as follows:

Task 1 (test) (6 points)

For each optimal alternative – 2 points, for the second alternative (not optimal) – 1 point.

Task 2,3 (diagnostics) (17 points)

13 - 17 points are given for the complete assimilation of the program material and the ability to navigate in it, the conscious use of knowledge to solve practical problems. When completing the task, the student must make the correct conclusions regarding the proposed situation. The execution of the task should be neat.

9 - 12 points are given for a correctly completed task, but in the case of incorrectly formulated conclusions and unformulated recommendations for improving the problem.

4 - 8 points are awarded for partial ability to apply theoretical knowledge to solve practical problems.

0 - 3 points are assigned when the task is not performed or performed incorrectly.

RECOMMENDED LITERATURE

Main

1. Мрихіна О. Креативне мислення: електронний підручник, 2023. [Електронний ресурс] — URL:

https://decentralization.ua/uploads/library/file/845/%D0%9F%D1%96%D0%B4%D1%80%D1%83%D1%87%D0%BD%D0%B8%D0%BA_%D0%9A%D1%80%D0%B5%D0%B0%D1%82%D0%B8%D0%B2%D0%BD%D0%B5_%D0%BC%D0%B8%D1%81%D0%BB%D0%B5%D0%BD%D0%BD%D1%8F.pdf

2. Отенко І. П. Корпоративна культура: міжнародний та трансформаційний аспекти [Електронний ресурс] : монографія / І. П. Отенко, М.І. Чепелюк. - Електрон. текстові дан. (1,18 МБ). - Х. : ХНЕУ ім. С. Кузнеця, 2018. – 242 с. – URL: <http://www.repository.hneu.edu.ua/handle/123456789/20079>

Additional

3. Котельникова Ю. М. Важливість розвитку soft skills в умовах сучасного ринку праці / Ю. М. Котельникова, Д. С. Касьмін // Methods of solving complex problems in science : XVI International Scientific and Practical Conference, April 25-28, 2023. - Prague, Czech Republic, 2023. – С. 117-120. URL: <http://repository.hneu.edu.ua/handle/123456789/29361>.
4. Методичні рекомендації до тренінг-курсу «Soft skills» для здобувачів вищої освіти спеціальності 073 «Менеджмент» освітньої програми «Бізнес-адміністрування» першого (бакалаврського) рівня [Електронний ресурс] / уклад. О. М. Миронова; Харківський національний економічний університет ім. С. Кузнеця. — Електрон. текстові дан. (430 КБ). — Харків : ХНЕУ ім. С. Кузнеця, 2024. — 18 с.: іл. — Загол. з титул. екрану. — Бібліогр.: с. 15-16. URL: <http://repository.hneu.edu.ua/handle/123456789/32521>.
5. Gale A.J., Duffey M.A., Park-Gates S. and Peek P.F. Soft Skills versus Hard Skills: Practitioners Perspectives on Interior Design Interns. Journal of Interior Design. 1017. 42. P. 45-63. DOI: <https://doi.org/10.1111/joid.1210>.
6. Mykhailova L. Z. Motivation as an important component of soft skills / L. Z. Mykhailova // Herald pedagogiki. Nayka i Praktyka wydanie specjalne. – Wydawca: Sp.z o.o "Diamond trading tour" Druk i oprawa: Sp. z o. o. "Diamond trading tour", 2021. – st. 12-18. URL: <http://repository.hneu.edu.ua/handle/123456789/25911>

Information resources

7. Політика формування та розвитку soft skills. – URL: <https://www.medkol.cv.ua/polityka-formuvannia-soft-skills/>
8. Multilingual Jobs Worldwide. – URL: <https://www.multilingualjobsworldwide.com/>