MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE

SIMON KUZNETS KHARKIV NATIONAL UNIVERSITY OF ECONOMICS

INTRODUCTION
TO PUBLIC ADMINISTRATION

Guidelines to practical tasks
for Master's (second) degree
higher education students
of speciality D4 "Public Management and Administration",
study program "Public Administration"

Kharkiv
S. Kuznets KhNUE
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A list of tasks in accordance with the topics of the syllabus of the academic discipline, as well as guidelines for implementation of the tasks are given to contribute to the acquisition of professional competences by future specialists to solve current issues of public administration.
For Master's (second) degree higher education students of speciality D4 "Public Management and Administration".

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Introduction

In Ukraine, during the years of independence, the structure and functioning of public authorities at all levels were constantly changing. The development of various forms of ownership and civil society requires the transformation of the bureaucratic apparatus into an effective governance system that will help protect the rights and legitimate interests of citizens. And this, in turn, determines the objective necessity for the further development and strengthening of the activities of public servants in new conditions.

The decisive criterion for such changes is the implementation of European standards of service to citizens and professional service of political leadership in the activities of Ukrainian employees. A deep understanding of the problems that arise in the process of forming the modern doctrine of public service, the very concept of public service, as well as the corresponding institution, will contribute to the development of a more rational approach to the formation of personnel policy in accordance with the new tasks and functions of the state, as well as to overcoming the alienation of society from public power, increasing the professionalism and competence of public servants. To successfully solve these tasks, appropriately trained public administration specialists are needed who will be able to apply the latest approaches and methods of managing public systems and processes based on the theory of public administration.

The purpose of the academic discipline is to help students of the second educational level "master" of public management and administration to form a modern system of knowledge about the nature and theoretical foundations of democratic decentralization of public management of society, and to develop the ability to apply modern management technologies and tools in the practice of decentralization, using modern European models and experience.

To achieve the goal, students face the following main tasks: mastering the basics of methodological research in the field of public administration and theoretical foundations of democratic governance; mastering modern approaches to determining the effectiveness and efficiency of public administration, theories of models in public administration and the skills to identify them in practical activities; assimilation of knowledge about culture and ethics in public administration to resolve conflicts in the process of developing and implementing anti-stress measures; mastering modern

mechanisms of social development management during the substantiation of trends in the development of social and political processes; assimilation of the country's innovative development priorities; development of directions for improving processes in the field of public administration.

The object of the academic discipline is social and political processes taking place in public administration.

The subject of the academic discipline is regularities, principles, functions, methods, means, models and processes in public administration and the development of practical recommendations for strengthening the influence of public administration in Ukraine.

The results of training and competences formed by the academic discipline are defined in Table 1.

Table 1

Learning outcomes and competences that the course forms

Learning outcomes	Competences
LO01	GC01, GC02, GC03, GC05, GC06, SC02, SC04
LO02	GC01, GC02, GC04, GC06, GC07, SC02, SC05
LO03	GC06, SC06
LO05	GC06
LO06	GC06
LO07	GC06
LO08	GC02, GC06
LO09	GC06
LO10	GC06
LO11	GC06
LO12	GC03, GC06, GC07, SC03, SC08
LO13	GC06
LO14	GC06
LO15	GC06

Note.

LO01. Knowledge of the theoretical and applied principles of advanced analysis of public policy, the basis of technology for making management decisions.

LO02. The ability to solve complex tasks of public management and administration, taking into account the requirements of legislation, identify legal conflicts and problems, develop projects of regulatory and legal acts to eliminate them.

LO03. Knowledge of the basic principles of national security and the ability to prevent and neutralize challenges and threats to the national interests of Ukraine within the limits of their professional competence.

LO05. The ability to determine the priority directions for the implementation of electronic governance and the development of electronic democracy.

LO06. The ability to effectively manage innovations, resources, risks, projects, changes, assets, establish current models, approaches and technologies, international evidence during design and reorganization and management and organizational structures.

LO07. The ability to develop national/regional program documents for the development of public administration, research and systems analysis and an integrated approach, as well as teamwork methods.

LO08. The ability to communicate effectively, argue one's position, use modern information and communication technologies in the field of public management and administration on the basis of social responsibility, legal and ethical norms.

LO09. The ability to communicate in a foreign language on professional topics, discuss public administration problems and research results.

LO010. The ability to represent public administration bodies and other organizations of the public sphere and to present the results of their activities to specialists and the general public.

LO11. The ability to expand management decisions related to the provision of European and Euro-Atlantic integration, establish goals, time and resource sharing, evaluate politics of social, economic and environmental implications of solution options.

LO12. The ability to plan and conduct scientific and applied research in the field of public management and administration, including problem analysis, goal setting and direction, selection of theoretical and empirical methods, analysis of the results, formulation of the primed components.

LO13. The ability to initiate, develop and organize the implementation of effective projects in the public sector, using various forms and models of interaction between the state and civil society institutions.

LO14. The ability to develop and implement measures to adapt the best domestic and foreign experience of implementing local democracy in communities in conditions of decentralization of power to ensure socio-economic development.

LO15. The ability to plan and carry out research on the solution of current problems of socio-economic development of the state and territorial communities of the Kharkiv region in conditions of decentralization of power.

GC01. The ability to think abstractly, analyze and synthesize.

GC02. The ability to work in a team, motivate people and move towards a common goal, be a leader, act socially responsibly and consciously.

GC03. The ability to develop and manage projects.

GC04. Understanding of the importance of further development of professional, intellectual and cultural backgrounds.

GC05. The ability to make informed decisions and use current communication technologies.

GC06. The ability to communicate professionally in a foreign language.

GC07. The ability to generate new ideas (creativity).

SC02. The ability to take responsibility for organization of the activities of public administration bodies and other organizations of the public sphere.

SC03. The ability to organize information and analytical support for management processes using modern information resources and technologies, in particular, to develop measures for the introduction of electronic governance in various areas of public management and administration.

SC04. The ability to determine indicators of sustainable development at higher, central, regional, local and organizational levels.

SC05. The ability to represent public administration bodies in relations with other state bodies and local self-government bodies, public associations, enterprises, institutions and organizations regardless of the forms of ownership, citizens and establish effective communications with them.

SC06. The ability to carry out professional activities to meet the needs of the national security of Ukraine.

SC08. Understanding of the importance of development of strategic documents for the formation of socioeconomic systems at the major, central, regional, local and organizational levels.

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
Theoretical and historical foundations of public administration

Topic 1. Theoretical aspects of public administration

The task. Definition of the concept of public administration based on the construction of a logical-structural scheme of public institutions in Ukraine.

The definition of the concept of public administration in modern science is debatable. Domestic scientists consider it mostly in comparison with the concept of state administration. European experience shows that public administration is broader than state administration and covers the non-governmental public sector.

The purpose of the task is to determine the institutional elements of public administration by building a logical-structural scheme of public institutions in Ukraine.

1. Place elements (public institutions) in empty boxes. Remember, there is one extra item in the list of items (Fig. 1).

2. Add scheme logical ties between elements.

3. Define the point on the scheme, in which organs of state authorities and local government have the closest connection.

4. Circle the elements which include the concepts "state", "governance" and "public administration".

5. According to the results, formulate a definition of public administration.

A list of elements for logical-structural schemes:

executive committee; Verkhovna Rada; executive branch; judiciary; district state administration; charitable organizations; territorial community; legislative authority; village council; executive committee; public organizations; President; regional state administration; legislative branch committee; Cabinet of Ministers of Ukraine; city council; executive committee; district council; village council; trade unions; media; regional council
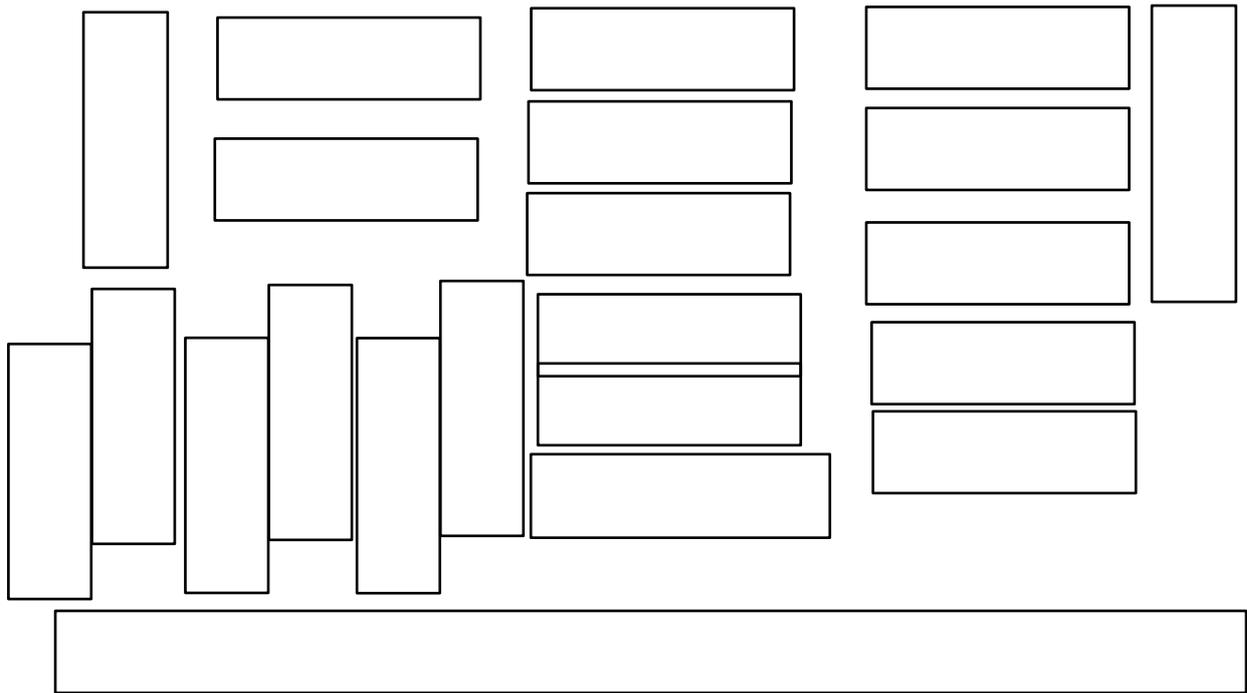
Fig.1. **The logical-structural scheme of public institutions in Ukraine**

Guidelines

1. In order to complete the task, familiarize yourself with the Law of Ukraine "On Local Self-Government" and "On Local State Administrations", pay attention to the structure of state authorities and local self-government.

2. Remember, the diagram should highlight 4 logical blocks: central government bodies, local government bodies, local self-government bodies, and non-governmental organizations.

3. Please note that a correctly completed diagram will visually help define the concepts of public administration and state administration.

Tests for reviewing the material

1. Associations of citizens formed for the joint implementation of common interests are:

a) political parties;

b) civil society;

c) public organizations;

d) social groups.

2. Purposeful interaction of public administrations with legal and natural persons regarding the implementation of laws and subordinate legal relations of management and administration is:

a) public administration;

b) state administration;

c) social administration;

d) public management.

3. What is included in the subject area of public administration:

a) public administration system;

b) public administration principles;

c) public administration functions;

d) public administration methods?

4. The ability and possibility to influence the behavior and activities of people through various means – will, authority, violence, etc. – is:

a) priority;

b) authority;

c) power;

d) democracy.

5. The separation of the competence of the state and society, the independence of civil society institutions from the state are signs of:

a) civil society;

b) public organization;

c) public administration;

d) the state.

Topic 2. Effectiveness and efficiency of democratic governance

Task 1. Determining the efficiency and effectiveness of democratic governance using the example of the Kharkiv region. Comparison with other regions.

Guidelines

Students form small groups (3 – 5 people) and analyze the effectiveness and efficiency of democratic governance using the example of regions of Ukraine (for example, Kharkiv region).

Use Table 2 to conduct the analysis.

Table 2

Activities of public governance

The name of the region of Ukraine	
The list of democratic measures	Efficiency and performance of measures
...	...
...	...
...	...

The list measures of democratic governance should include at least five directions with definition of periodicity and characteristics of every event.

After consideration of advantages of democratic governance in regions students should form a table of characteristics of efficient governance.

Task 2. Processes of centralization and decentralization and democratic choice in Ukraine.

Decentralization is one of the most debated issues of recent decades. Supporters of democratic governance believe that the transfer of administrative functions to the regional level to local governments can become a catalyst for the development not only of civil society, but also of the quality of life.

The purpose of the task is to study the concepts of centralization, decentralization, deconcentration and learn to distinguish between these processes, to form and consolidate the visual perception of the system of these processes.

1. In the diagram (Fig. 2), identify the location of the processes of centralization, decentralization, and deconcentration and depict them using the three types of arrows suggested below the diagram.

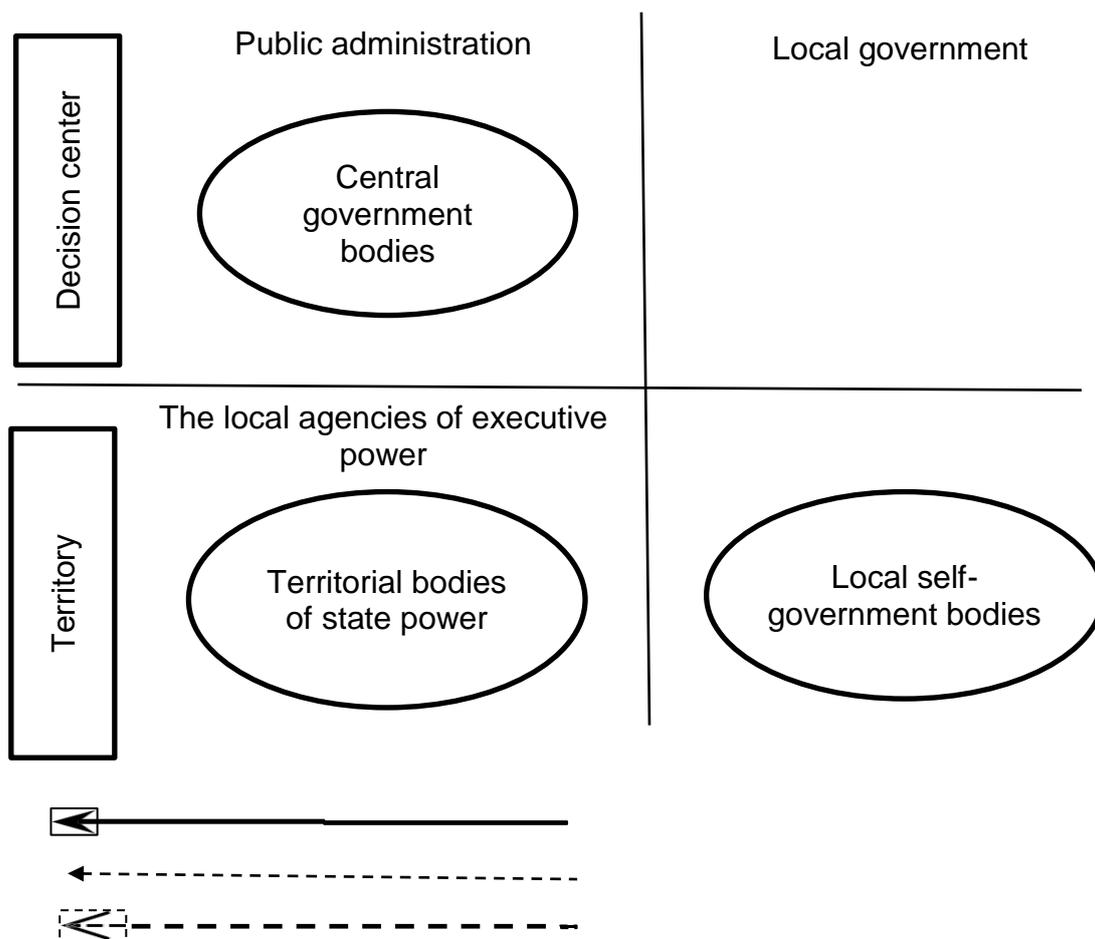2. Place the proposed arrows in the scheme.

Fig. 2. **The scheme of centralization and decentralization
and deconcentration**

Guidelines

When completing the task, it should be remembered that the proposed concepts mean the following.

Centralization is the principle of possession of imperious authority, by which the right to make decisions and resources remains to be allocated by central authorities.

Decentralization is the process, by which the task of implementation of rights and management is transferred to independent decentralized management entities (community, territorial county or a region that has its own legal entity).

Deconcentration is a process where public administration functions are transferred to subordinate state bodies.

Tests for reviewing the material

1. Which of the following statements belongs to the cost approach in defining the concept of efficiency:

a) systematic connections and quantitative relationships between society's expenses for the expansion and simple reproduction of fixed assets and the results obtained from this process;

b) the result of the effective and rational use of all types of resources;

c) savings in all specific costs for the production of products, which determines its profitability;

d) the norm of conducting economic activity?

2. What components did Moseng and Bredup propose in their model:

a) efficiency;

b) economy;

c) flexibility;

d) effectiveness;

e) productivity?

3. Choose the criteria for effectiveness according to S. Sink:

a) effectiveness;

b) economy;

c) quality;

d) profitability;

e) flexibility;

f) efficiency.

4. Which of the indicators reflects the ratio of the obtained result to the planned one:

a) efficiency;

b) economy;

c) quality;

d) effectiveness;

e) productivity?

5. On the basis of which theories did G. Buhart propose to consider the efficiency of the activities of public authorities:

a) mechanistic (traditional);

b) human resources theory;

c) stakeholder theory;

d) organizational theory?

6. Choose the types of effectiveness of public administration at the state level:

a) social;

b) group;

c) target and executive effectiveness;

d) systemic.

Topic 3. Methodological principles of research in the field of public administration

The task. Comparative analysis of methodological approaches.

In the process of studying public administration, understanding the methodological principles of researching management processes has a particular importance. Methodological approaches determine the logic, structure, boundaries and directions of scientific research, and ensure the scientific validity of conclusions and recommendations.

Modern public administration science is based on a combination of different approaches, among which the leading ones are systemic, institutional, and process. Each of them allows us to consider management from a certain analytical perspective – as an interconnected system of elements, as a network of institutions and norms, or as a sequence of managerial actions and procedures.

The purpose of the task is to master the essence and content of the main methodological approaches in the study of public administration, learn how to compare them, justify the choice and apply them in the practical analysis of management processes.

Guidelines

1. Compare systemic, institutional, and process approaches to public administration research (according to the following criteria: object of analysis, main provisions, methods, expected results).

2. Give examples of when each approach is most appropriate.

3. Identify the benefits and limitations of each approach, draw a general conclusion about the possibilities of combining them in modern research.

To compare approaches, it is advisable to compile a comparative table, in which their key characteristics, methods and analytical capabilities should be indicated in separate columns. It is desirable to use current management

situations in the examples – civil service reform, digitalization of public administration, development of open data policy, decentralization (Table 3).

Table 3

Comparative analysis of methodological approaches

Criterion for comparison	Systemic approach	Institutional approach	Process approach
Object of analysis			
Main idea (essence approach)			
Key categories and concept			
Research methods used			
Typical examples of application in public administration			
Expected research results			
Advantages approach			
Limitation or disadvantages			
Feasibility of use / combination of possibilities			

Tests for reviewing the material

1. Public administration is:

a) professional activity;

b) the field of scientific research;

c) public administration.

2. Methodology is:

a) a branch of philosophy that determines the essence of the cognitive process, its laws and principles, forms and types of obtaining knowledge about the world in all its diversity;

b) the doctrine of the structure, logical organization, methods and means of the activity;

c) defining the beginning of the cognitive process, a system of general theoretical requirements that are implemented in a complex of specific requirements and methods of scientific knowledge and explanation of objects of social reality;

d) the principles of organizing research, "norms", with the help of which cognition procedures are selected and formalized.

3. The general scientific approaches to the study of the modern theory of public administration include:

a) an activity approach;

b) a systemic approach;

c) an innovative approach;

d) a structural-functional approach;

e) an organizational approach;

f) a cybernetic approach;

g) a situational approach;

h) a conflictological approach.

4. Public administration (as a field of activity) is associated with the identification and resolution of problems of a _____ nature within the limits of _____ resources for the purposes set _____

a) personal ... available ... by the individual;

b) public ... limited ... by society;

c) corporate ... unlimited ... by the manager.

5. Types of sociological research that are appropriate to be used in public administration:

a) sociometric;

b) exploratory (search, pilot);

c) descriptive;

d) analytical-experimental.

Topic 4. Models in the field of public administration

The task. Comparative analysis of models in public management.

In public administration, models play a key role, as they reflect theoretical ideas about the structure, functions and interaction of public authorities. Models make it possible to systematize management processes, predict the consequences of decision-making, assess the effectiveness of policies and determine the directions of reforming the management system.

The purpose of the task is to form an understanding of the essence, differences and evolution of the main models of public administration; to learn to compare them according to key characteristics, to determine the advantages, limitations and possibilities of application in modern conditions of Ukraine.

Guidelines

1. Choose three to four models of public administration for comparative analysis (bureaucratic model, good governance model, network management, service model of public administration, etc.).

Compare the chosen models based on the following criteria: main characteristics of the management system; the role of the state, citizens and business; management tools and decision-making methods; advantages and disadvantages; examples of application.

2. To systematize the results, create a comparative table of public administration models (Table 4).

In conclusion, formulate a short analytical result.

Table 4

Comparative analysis of public management models

Comparison criterion	Administration model	Administration model	Administration model	Administration model
System features of management				
Role of state, citizens and business				
Management tools and methods of decision-making				
Advantages of the model				
Disadvantages (limitation)				
Examples of application in the world and in Ukraine				

Tests for reviewing the material

1. Decentralization is a necessary component of the country's democratization process, which is based on the archetype of direct democracy:
a) yes;
b) no.

2. External relations, education, environment, regulation of monopolies; combating insufficient education; insurance, financial regulation; social insurance are the functions of the influence of a "strong state":

a) minimal;

b) intermediate;

c) active.

3. The transition of state administration bodies from the implementation of the functions of control, supervision and coercion to the function of providing public services to the population, which involves the transition from administration to management, the transfer of the main emphasis in activities to results, is:

a) the traditional model of state administration;

b) a new model of state administration.

4. The classic bureaucratic form of organization is:

a) old public management;

b) good governance;

c) new public management.

Topic 5. Culture and ethics of public administration

The task. Analysis of the application of administrative culture and administrative (service) ethics tools.

The human factor in the organization of public administration is increasingly becoming an intellectual complement to various innovations, influencing the effectiveness of professional activity. The relationship between personal characteristics and the quality of work is mediated by such socio-psychological, moral factors, as a position of a personality in the team, the degree of correspondence of their interests with those of the team members, the degree of freethinking in the team, the level of mutual respect, the psychological climate, etc.

Modern management theories emphasize that the effectiveness of a manager is determined not only by his formal powers, but primarily by the ability to direct the team to achieve common goals, ensuring the motivation, participation and responsibility of each member of the organization. According to the concept of situational leadership, the success of managerial activity depends on the flexibility of the leadership style and its compliance with specific conditions, the level of maturity of subordinates and the nature of the tasks.

Basic regulations of administrative ethics:

1. Do not shout – one who shouts, badly hears.

2. Learn to say "No".

3. The leader does not take offense, but analyzes.

4. Do not intervene in affairs of subordinates without need.

5. Try to convince, do not use power until other means have been exhausted.

6. Always thank for a job which is well done. Don't make remarks in presence of outsiders.

7. Be self-critical.

8. Knowledge of opportunities of subordinates.

9. Remember that your disadvantages multiply by the number of subordinates for whom you are an authority and a role model.

It is necessary to analyze the given situations and provide recommendations for managerial behavior. The results of the analysis should be presented using Table 5.

Table 5

A summary table for analysis of situations

Situations	No.	Selected behavior	Styles of management, which can be applied in the given situation	Recommendations to the manager	Solution to the situation

Situation 1.

Your direct boss, passing by you, gives an urgent task to your subordinate who is already busy with another responsible task. You and your manager consider your tasks to be top priorities.

A. Without denying the boss's task, I will adhere to official subordination and suggest that the subordinate postpone the performance of the current work.

B. It all depends on how authoritative the leader is for me.

C. I will express my disagreement with the manager's task to the subordinate, and warn him that in future, in similar cases, I will cancel tasks assigned to him without my approval.

D. In the interest of the cause I propose that the subordinate perform the started work.

Situation 2.

You have received two urgent tasks at the same time: from your immediate and senior management. There is no time to agree on the deadlines for completing the tasks, you need to start work urgently. What actions will you start first?

A. I will fulfill the task of the one I respect more.

B. I will complete the task that I consider most important.

C. I will complete the task assigned by my superior.

D. I will complete the task assigned by my immediate supervisor.

Situation 3.

A conflict has arisen between two of your subordinates that is preventing them from working successfully. Each of them has separately approached you with a request to sort it out and support their position.

A. I (the manager) must stop the conflict at work, and resolving conflict relationships is their personal business.

B. It is best to ask representatives of public organizations to understand the conflict.

C. First of all, I personally try to understand the motives of the conflict and find a way of reconciliation that is acceptable to both parties.

D. I will find out which team member is an authority for the conflicting parties, and try to influence these people with the help of this person.

Situation 4.

You are given the opportunity to choose yourself a deputy. There are several candidacies. Each candidate is distinguished by the following qualities:

A. The first seeks primarily to establish friendly relations, sociable relationship in the team, create an atmosphere of mutual trust and friendly attitude, prefers to avoid conflicts that not all team members understand correctly.

B. The second often prefers to escalate relations in the interests of the cause, "regardless of personalities", and is distinguished by a heightened sense of responsibility for the task entrusted to him.

C. The third works strictly according to the rules, is always careful in performing his duties, and is demanding of his subordinates.

D. The fourth is distinguished by perseverance, personal interest in work, focused on achieving his goal, always sees things through to the end, and does not attach much importance to possible complications in relations with subordinates.

Situation 5.

What are you more likely to do when you happen to communicate with colleagues or subordinates in an informal setting – during a break?

A. Have conversations that are close to your business and professional interests.

B. Set the tone of the conversation, clarify opinions on controversial issues, defend your point of view, and try to convince others of something.

C. Share general topic conversations, not impose your thoughts, support general point vision, not to stand out with his/her activity, and just listen to the interlocutors.

D. Try not to talk about business and work, be a mediator in communication, relaxed and attentive to others.

Situation 6.

The subordinate ignores your advice and instructions, does everything at his own discretion, not paying attention to remarks, not correcting what you are instructing him in. How will you interact with this subordinate in the future?

A. Having understood the motives of the persistence, I will apply the usual administrative punishment measures.

B. In the interests of the cause I will try to call him and have a frank conversation, try to find a common language with him, and set up a business relationship.

C. I will appeal to the activist of the team to take public influence measures.

D. I'll try to figure out if I make some mistakes in my relationship with this subordinate, then I will decide what to do.

Situation 7.

A new manager from another structural unit has joined a work team where there is a conflict between two groups regarding the implementation of innovations.

What is the best way for him to act to normalize the psychological climate in the team?

A. Install business contact with supporters of the new, not the old order, to direct the work towards the implementation of innovations, influencing opponents by the power of their own example and that of others.

B. Try to convince and attract supporters of the old style of work, opponents of innovations, to your side, and influence them with persuasion during the discussion.

C. Choose an activist, instruct them to figure it out and propose measures to normalize the situation in the team, relying on the support of the administration.

D. Study the prospects for the development of the team and improvement of the quality of work, set new common tasks for the team, relying on the best achievements and traditions, without contrasting the new with the old.

Situation 8.

You have been recently elected as the head of a work team in which you worked for several years as an ordinary employee. At 8:15 a.m. you summoned your subordinate to your office to find out the reasons for his constant lateness to work, but you yourself were unexpectedly 15 minutes late. The subordinate arrived on time and is waiting for you. How will you start the conversation when you meet him?

A. Regardless of my lateness, I will immediately demand his explanations for the violation of discipline.

B. I will apologize to the subordinate and start the conversation.

C. I will start with a greeting, explain the reason for my lateness and ask: "What do you think can be expected from a manager who is as often late as you are?"

D. In the interests of the matter, I will cancel the conversation.

Situation 9.

You just took over the department. You scheduled an interview with your subordinate for 9:00 (a vacation without pay for 2 weeks in the middle of a hot project). You were 18 minutes late because of traffic. She is waiting.

How do you start?

A. Immediately: "So why the vacation now?"

B. Apologize: "Sorry for the delay, thank you for waiting".

C. With a smile: "You see, even I didn't have time today – life is unpredictable. But let's talk about your vacation".

D. "Why do you think you can take a vacation in the middle of a project?"

Tests for reviewing the material

1. The general rules of conduct of a civil servant are aimed at:

a) creating conditions for increasing the authority of the civil service;

b) strengthening the reputation of civil servants;

c) creating conditions for political impartiality;

d) informing citizens about the behavior they should expect from civil servants.

2. When employing a civil servant, they shall be familiarized with the general rules of conduct of a civil servant, which shall be documented in writing in:

a) his personal file;

b) his work record book.

3. The civil service of Ukraine is based on the principles of:

a) service to the Ukrainian people and the Ukrainian state;

b) the rule of law, which ensures the priority of the rights and freedoms of man and citizen;

c) professionalism, initiative, honesty, dedication, personal responsibility for the performance of official duties and compliance with official discipline;

d) openness, transparency and control.

4. Civil servants may participate in political or other public activities:

a) outside their official duties;

b) at times determined by a political or public organization;

c) outside working hours.

Topic 6. Conflicts and stresses in public administration

The task. Analysis of reasons and ways to solve conflicts in the system of public management.

Conflicts and stresses are an integral part of the activities of public administration bodies, since management activities involve the interaction of people with different interests, values, levels of responsibility, and professional competencies.

Conflict can act as both a destructive factor that reduces the effectiveness of the organization, and a potential resource for development, when resolution of the conflict contributes to the improvement of management processes. Similarly, stress in the work of a civil servant can be both a destructive and a mobilizing factor.

Understanding the nature, causes, and mechanisms of conflict resolution and stress management is an important component of the professional competence of specialists in the field of public administration.

The purpose of the task is to learn how to identify the causes of emergence of conflicts in the public administration system, classify them, analyze the behavior of conflict participants and develop effective strategies for resolving them; develop the ability to identify sources of professional stress and to suggest ways to overcome it.

Guidelines

1. Describe the real or simulated example of conflict in a public institution, identify its type, participants, causes and consequences.
2. Suggest an optimal way of resolution, arguing your choice.
3. Make a table with the sources of stress and ways of overcoming them.

Tests for reviewing the material

1. Confrontation is:
a) an open expression of disagreement on any issue;
b) a clash of interests;
c) causing mutual harm;
d) a struggle of opinions;
e) rivalry over any subject.

2. Conflict is:

a) a struggle of opinions;

b) a dispute, a discussion on an acute problem;

c) a confrontation based on a clash of oppositely directed motives or judgments;

d) a rivalry aimed at achieving victory in a dispute;

e) a clash of opposing positions.

3. What causes a conflict is:

a) the motives of the conflict;

b) the positions of the conflicting parties;

c) the subject of the conflict;

d) the parties to the conflict;

e) the image of the conflict situation.

4. An incident is:

a) a combination of circumstances that is a reason for a conflict;

b) the real cause of the conflict;

c) accumulated contradictions related to the activities of the subjects of social interaction, which create the basis for a real confrontation between them;

d) that due to which the conflict does not arise;

e) a necessary condition for the conflict.

5. The parties to the conflict are:

a) subjects of social interaction who are in a state of conflict, or those who support (explicitly or implicitly) those who are in conflict;

b) only subjects of social interaction who are in a state of conflict;

c) specific individuals who are in a state of conflict;

d) subjects of social interaction who are in a state of conflict, and a mediator;

e) parties who are in conflict in the negotiation process to resolve the conflict.

6. Name the type of conflict between employees and employers due to the establishment and change of working conditions:

a) collective labor dispute;

b) contradiction;

c) interpersonal conflict;

d) confrontation.

Content module 2
Modern mechanisms of social development management

Topic 7. Theoretical and methodological principles of social development management

The task. Decentralization of public power: experience of European countries and prospects for Ukraine.

Decentralization of state power is one of the key conditions for the formation of an effective democratic state and sustainable development of society. The transfer of part of the powers from central to local authorities allows bringing management decisions closer to citizens, improving the quality of public services, strengthening accountability and trust in government.

European experience shows that it is decentralized management systems that contribute to the development of citizen participation, regional competitiveness and efficient use of resources.

In Ukraine, the decentralization process is one of the most successful areas of state reforms in recent decades, but it requires further improvement. In particular, the issues of coordination of powers between state authorities and local self-government, ensuring the financial independence of communities and increasing the human resources potential of local leaders remain important.

The purpose of the task is to reveal the essence and significance of decentralization of public power as a tool for effective management of social development, to analyze the experience of European countries in the distribution of powers between different levels of government, and to determine the prospects for further strengthening of local self-government in Ukraine on the principles of subsidiarity, responsibility, and self-sufficiency of territorial communities.

Guidelines

Determining the impact of the territorial organization of the state on the quality of the functioning of local self-government should begin with an analysis of the number of local self-government entities at the basic level in European countries.

Use Table 6 to conduct the analysis.

**The number of local self-government entities at the basic level
in European countries**

State	Basic level of local municipality		Peculiarities of the organization on the basic level of local self-government
	Name	The number in the state	
Austria			
Belgium			
Bulgaria			
Great Britain			
Greece			
Denmark			
Estonia			
Spain			
Italy			
Cyprus			
Latvia			
Lithuania			
Luxembourg			
Malta			
Netherlands			
Germany			
Poland			
Portugal			
Romania			
Slovakia			
Slovenia			
Hungary			
Finland			
France			
Czech Republic			
Sweden			

The analysis of the current concept of all local self-government entities of the basic level in European countries is carried out using Table 7.

Table 7

The concept of local self-government at the basic level
in selected European countries

State	The concept of local self-government bodies	Recommendations for local self-government bodies of Ukraine
Austria		
Belgium		
Bulgaria		
Great Britain		
Greece		
Denmark		
Estonia		
Spain		
Italy		
Cyprus		
Latvia		
Lithuania		
Luxembourg		
Malta		
Netherlands		
Germany		
Poland		
Portugal		
Romania		
Slovakia		
Slovenia		
Hungary		
Finland		
France		
Czech Republic		
Sweden		

Tests for reviewing the material

1. Civil society is:

a) a society of citizens with a high level of economic, social, political and cultural features, which forms developed legal relations with the state;

b) a society of equal citizens, which does not depend on the state, but interacts with it for the public good;

c) a social mechanism, an instrument for solving social needs, a special organization of the political power of society, which occupies a certain territory, has its own management system and possesses sovereignty.

2. The institutions of civil society in Ukraine include:

a) public associations;

b) religious, charitable organizations;

c) creative unions, trade unions and their associations;

d) non-state mass media;

e) all answers are correct.

3. Residents united by permanent residence within the boundaries of a village, town, city, which are independent administrative-territorial units, or a voluntary association of residents of several villages with a single administrative center, are:

a) civil society;

b) territorial community;

c) local self-government;

d) social community.

4. The characteristic features of territorial communities include:

a) linguistic;

b) integrative;

c) religious;

d) intellectual;

e) fiscal.

5. Global trends in social development include:

a) individualization of society;

b) democratization of social life;

c) spread of information and communication technologies;

d) all answers are correct.

Topic 8. Theory of the state and society

The task. Interaction between the state and civil society in Ukraine.

The interaction of the state and civil society is a key condition for the development of a democratic state. The level of citizens' trust in the authorities and the quality of decisions made depend on the effectiveness

of this partnership and realization of socially important initiatives. In Ukraine, such interaction still faces a number of problems that require systemic solutions.

The purpose of the task is to identify the main problems in the interaction between the state and civil society in Ukraine and develop practical proposals for increasing the effectiveness of this cooperation.

Guidelines

1. Imagine that you work in the Secretariat of the Cabinet of Ministers of Ukraine, in the division dealing with cooperation with the public. Your management asks you to prepare short proposals for improving the interaction of state bodies with civil society organizations.

2. Identify three main problems in the interaction between the state and civil society in Ukraine. (For example: low level of citizen participation in decision-making; formal nature of consultations; weak trust in government bodies, etc.).

3. Suggest three specific solutions that could improve this interaction.

4. Explain, from the perspective of state theory, why cooperation between the state and civil society is important.

Tests for reviewing the material

1. Define the concept of state sovereignty:

a) possession of a real opportunity to determine the nature of one's national life, to independently decide on issues related to the development of national freedom and national needs, the right to respect for national honor and dignity, the development of culture, language, customs, traditions, and the creation of national institutions;

b) a political and legal property of state power, which means its supremacy and completeness within the country, independence and equality from the outside;

c) the supremacy of the people as the source and bearer of power, their right to decide their own fate, to participate directly or through representative bodies in shaping the direction of their state's policy, the composition of its bodies, and to control the activities of state power.

2. Choose from the criteria given below for the main subject of civil society the one that does not belong to them:

a) economic freedom;

b) legal protection by the state;

c) lack of responsibility;

d) ideological and political freedom;

e) responsibility to society;

f) a free member of society.

3. The characteristics of the third level of interpersonal interaction include:

a) implementation of a complex of socio-cultural relationships through social institutions;

b) needs for political participation associated with individual choice based on political preferences and value orientations;

c) ensuring the vital activity of the individual through social institutions.

4. Models of interaction between civil society institutions and government bodies are:

a) legitimizing;

b) social;

c) partnership;

d) instrumental;

e) normative.

5. The criteria for social inequality include:

a) ethnic potential;

b) socio-cultural potential;

c) political potential;

d) ecological potential;

e) economic potential.

6. The characteristics of state power are:

a) public power;

b) apparatus power;

c) legal power;

d) transparent power;

e) universal power;

f) sovereign power;

g) legitimate power.

Topic 9. Socio-political processes: content and development trends

The task. Debate on the topic: "European choice of Ukraine in the context of development of local municipality in Ukraine".

1. Students are invited to watch a short video on the topic: "European choice", which provides official statistics on grant funding of local self-government bodies of the European Union member states and the results of the implementation of these grants, which are aimed at the development of territorial communities.

2. Students get acquainted with the rules of Parliamentary Debates and, with the help of a teacher, form 2 groups of 3 people, who determine their role by drawing lots – Government or Opposition. Government representatives in the debate process defend the following position: "Ukraine's European choice will contribute to the development of local self-government in Ukraine", and the opposition aims to convince members of parliament (the other part of the group) of the opposite. After the debate is over, the part of the group that voted forms a new Government and Opposition, and the debate starts over.

3. The team that defended its statement during the discussion receives the maximum score planned for this type of practical work.

Guidelines

1. The game involves two teams (Government and Opposition) of three people each (Prime Minister and Members of the Government, Leader of the Opposition and Members of the Opposition).

2. The discussion is aimed at signing a resolution on Ukraine's accession to the EU. The topic of the discussion is: "Ukraine's European choice will contribute to the development of local self-government in Ukraine".

3. The government argues its case during its first speech (no more than 2 minutes), using a set of arguments (cases) built in a logical sequence.

4. The opposition (second speech) refutes the government's arguments (the duration of the speech is 2 minutes) and presents the opposition's arguments (opposition case) aimed at rejecting the resolution.

5. The government (third speech) refutes the opposition's objections and arguments and may present new arguments in support of its team's position (2 minutes).

6. The opposition resumes and completes its criticism of the government resolution using new arguments (2 minutes) – fourth speech.

7. The opposition (fifth speech) summarizes the debate (3 minutes), the goal is to convince the audience that the game has already been won by their team.

8. Prime Minister concludes the discussion by trying to convince the audience in the correctness of the government's position (3 minutes).

9. During the first four speeches (except for the first and last 30 seconds), any representative of the opposing team may, with the speaker's permission, ask him questions (no more than 15 seconds per question and 30 seconds per answer) (maximum 1 question from 1 person).

10. No new arguments or logical constructions are allowed in the teams' closing speeches.

In case of violation of the limit time by more than 30 seconds, the teacher reminds the speaker to finish speech.

11. The decision on the resolution is made by the parliament, which consists of the remaining members of the group. The decision is made by a simple majority of votes. If there is an even number of voters, the teacher gets the right to vote and ends the voting.

Tests for reviewing the material

1. The political system of modern Ukraine is:
a) democratic;
b) autocratic;
c) federative;
d) theocratic.

2. Which of the following functions most reflects the applied value of political science:
a) theoretical;
b) practical;
c) prognostic;
d) democratic?

3. Authority is:
a) state leaders;
b) the ability to inspire one's will in other people;
c) state management;

d) the culture of behavior of civil servants;

e) activities aimed at the good of society.

Topic 10. Innovative development of Ukraine

Task 1. Analysis of electronic governance in Ukraine.

E-government is not just about a technology. It is primarily about changing the philosophy of governance, when the state becomes more open, service-oriented and focused on the needs of citizens. Innovative development in the public sector manifests itself precisely when government services become simple, convenient and available online.

The purpose of the task is to promote a deeper understanding of the practical application of e-government in Ukraine through the analysis of real examples of government digital services.

Guidelines

1. Analyze how the implementation of the "Diya" portal has affected the reduction of bureaucratic procedures, the simplification of citizens' access to administrative services, and the development of digital culture in Ukraine.

Pay attention to the following aspects: which services are most popular among users; how have the state-citizen relationships changed since the portal appeared; what difficulties or limitations exist in using the service; what new services or features could be added to make the platform even more convenient and efficient.

2. Consider how the Prozorro system has impacted the transparency and openness of public procurement in Ukraine.

During the analysis, answer the following questions: what is the innovation of this platform; what results or changes have occurred in the field of public procurement since the introduction of this system; what problems or risks still remain (for example, technical, legal or organizational); what ways of improvement can you suggest to increase the efficiency of Prozorro.

3. Evaluate the effectiveness of the E-Health electronic system as an innovative management tool in the healthcare industry.

As you work, consider: how the system has changed the interaction between patients, doctors, and government agencies; what positive results have been achieved thanks to the implementation of the system; which

challenges users are facing (data reliability, technical issues, digital literacy); what steps can be taken to increase user trust and improve the efficiency of the system.

4. Present your findings in the form of a short oral report or slide presentation.

Task 2. Modeling the innovation policy of the future of Ukraine.

Innovation is not just about technical solutions or startups. It is a change in approaches to thinking, management, decision-making, and interaction between the state and its citizens. A modern state that strives to become competitive must not just implement digital services, but systematically shape innovation policy – promote the development of science, business, education, startups, and create a favorable environment for new ideas.

The purpose of the task is to develop the ability to think strategically, analyze trends in innovative development, and propose practical solutions to increase Ukraine's competitiveness through the introduction of innovations in public administration.

Guidelines

1. You are participating in the development of the concept of innovative development of Ukraine for 2025 – 2030.

2. It is necessary to identify three main challenges that currently hinder the innovative development of Ukraine (economic, institutional, personnel, technological, etc.).

3. Suggest three key areas of innovation policy that will help the state make a breakthrough in development by 2030.

4. Describe one specific government project or program that could become a flagship for innovative development (Table 8).

Table 8

Modeling the innovation policy of Ukraine's future

No.	Element of the concept	Offer
	Main challenges of innovative development in Ukraine	
	Key areas of innovation policy until 2030	
	Flagship state project/program	

Tests for reviewing the material

1. Innovations are:

a) activities aimed at the use and commercialization of the results of scientific research and development, leading to the release of new competitive goods and services on the market;

b) newly created (applied) and/or improved competitive technologies, products or services, as well as organizational and technical solutions of a production, administrative, commercial or other nature that significantly improve the structure and quality of production and/or the social sphere;

c) new knowledge and intellectual products; production equipment and processes; organizational and technical solutions of a production, administrative or other nature that significantly improve the structure and quality of production and/or the social sphere.

2. The innovation process is a component of:

a) innovative activity;

b) innovative potential;

c) innovative infrastructure;

d) innovative development.

3. The system of suppliers, producers, consumers, elements of industrial infrastructure, research institutes that interact in the process of creating added value is:

a) innovation infrastructure;

b) innovation objects;

c) cluster.

4. The main features of a cluster are:

a) innovation infrastructure, innovation activity;

b) innovative development, innovation potential;

c) geographical concentration, specialization, various participants, cooperation and competition, life cycle, innovation.

5. A cluster as one of the forms of cooperation of economic entities contributes to the strengthening of partnership relations in the so-called triangle "government – business – community":

a) yes;

b) no.

Recommended reading

Main

1. Вступ до публічного адміністрування [Електронний ресурс] : навчальний посібник / за заг. ред. д-ра. екон. наук, професора Н. Л. Гавкалової. – 2-ге вид. – Харків : Видавничий дім "Право", 2025. – 304 с. – Режим доступу : https://repository.hneu.edu.ua/handle/123456789/37149.

2. Литвин Н. Публічне адміністрування : навчальний посібник / Н. Литвин, А. Берлач. – Київ : ВД "Дакор", 2025. – 556 с.

3. Основи публічного управління та адміністрування : навч. посіб. Для здобувачів спеціальності 281 "Публічне управління та адміністрування" / П. С. Покатаєв, М. А. Латинін, С. В. Степаненко та ін. – Харків : ТОВ "Оберіг", 2024. – 240 с.

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4. Гончарук Н. Т. Публічна служба [Електронний ресурс] : навчальний наочний посібник / Н. Т. Гончарук, Н. Г. Сорокіна ; М-во освіти і науки України, Нац. техн. ун-т "Дніпровська політехніка". – Дніпро : ГРАНІ, 2023. – 344 с. – Режим доступу : https://palsg.nmu.org.ua/ua/literature/%D0%9D%D0%B0%D0%B2%D1%87_%D0%BF%D0%BE%D1%81%D1%96%D0%B1_%D0%9F%D1%83%D0%B1%D0%BB%D1%96%D1%87%D0%BD%D0%B0_%D1%81%D0%BB%D1%83%D0%B6%D0%B1%D0%B0_%D0%93%D0%BE%D0%BD%D1%87%D0%B0%D1%80%D1%83%D0%BA,%D0%A1%D0%BE%D1%80%D0%BE%D0%BA%D1%96%D0%BD%D0%B0.pdf.

5. Гордієнко Л. Ю. Публічне врядування [Електронний ресурс] : навч. посіб. / Л. Ю. Гордієнко, С. В. Лукашев. – Харків : ХНЕУ ім. С. Кузнеця, 2015. – 388 с. – Режим доступу : https://repository.hneu.edu.ua/handle/123456789/10477.

6. Державна служба і державний службовець в Україні : навчальний посібник: конспект лекцій та коментарів для здобувачів усіх рівнів вищої освіти зі спеціальності 281 "Публічне управління та адміністрування" в УжНУ / упоряд.: Маріан Токар, Владислав Пересоляк, Вікторія Легеза, УжНУ. – Ужгород : РІК-У, 2024. – 200 с.

7. Державне управління : підручник / В. А. Бортняк, С. С. Вітвіцький, О. С. Дніпров та ін. ; за заг. ред. В. П. Пєткова. – Київ : Видавництво "КНТ", 2025. – 214 с.

8. Публічне управління та адміністрування у забезпеченні регіонального розвитку населення [Електронний ресурс] : монографія / Н. Л. Гавкалова, Л. Й. Аведян, Т. А. Власенко [та ін.] ; за заг. ред. Н. Л. Гавкалової. – Харків : ХНЕУ ім. С. Кузнеця, 2019. – 375 с. – Режим доступу : https://repository.hneu.edu.ua/handle/123456789/24878.

9. Теоретико-методологічні аспекти публічного управління та адміністрування [Електронний ресурс] : монографія / Н. Л. Гавкалова, Г. М. Шумська, В. І. Мельник [та ін.] ; за заг. ред. Н. Л. Гавкалової. – Харків : ХНЕУ ім. С. Кузнеця, 2021. – 244 с.

10. Gordiienko L. Conceptual Provisions of Management of Transformational Projects / L. Gordiienko, M. Gruzd, V. Sobolev // Public Policy and Administration. – Vilnius : Mykolas Romeris University, 2019. – Vol. 18, No. 2. – P. 327–345.

Information resources

11. Глосарій термінів Європейського Союзу [Електронний ресурс]. – Режим доступу : http://europa.dovidka.com.ua/p.html#Enterprise_policy.

12. Європейська Хартія про місцеве самоврядування [Електронний ресурс] : офіц. текст [ратифіковано Законом України № 452/97-ВР від 15 липня 1997 року]. – Режим доступу : http://www.rada.gov.ua.

13. Єдиний веб-портал органів виконавчої влади України "Урядовий портал". – Режим доступу : www.kmu.gov.ua.

Contents

НАВЧАЛЬНЕ ВИДАННЯ

ВСТУП ДО ПУБЛІЧНОГО АДМІНІСТРУВАННЯ

**Методичні рекомендації
до практичних завдань
для здобувачів вищої освіти
спеціальності D4 "Публічне управління
та адміністрування" освітньої програми
"Публічне адміністрування"
другого (магістерського) рівня**

(англ. мовою)

Самостійне електронне текстове мережеве видання

Укладачі: **Гавкалова** Наталія Леонідівна
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Редактор *З. В. Зобова*

Коректор *З. В. Зобова*

Викладено перелік завдань відповідно до тем освітньої програми навчальної дисципліни, а також методичні рекомендації щодо виконання завдань, що сприятимуть набуттю майбутніми спеціалістами професійних компетентностей для розв'язання актуальних питань публічного адміністрування.

Рекомендовано для здобувачів вищої освіти спеціальності D4 "Публічне управління та адміністрування" освітньої програми "Публічне адміністрування" другого (магістерського) рівня.