

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

ЗАТВЕРДЖЕНО

на засіданні кафедри
менеджменту, бізнесу і
адміністрування

Протокол № 11 від 12.01.2026 р.



ДОГОДЖЕНО
Перший проректор

Василь ОТЕНКО

СУЧАСНІ ІНСТРУМЕНТИ МЕНЕДЖМЕНТУ
робоча програма навчальної дисципліни (РПНД)

Галузь знань

D Бізнес, адміністрування та право

Спеціальність

D3 Менеджмент

Освітній рівень

перший (бакалаврський)

Освітня програма

Менеджмент креативних індустрій

Статус дисципліни

вибіркова

Мова викладання, навчання та оцінювання

англійська

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Тетяна ЛЕПЕЙКО

Гарант програми

Каріна НЕМАШКАЛО

Харків
2026

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

APPROVED

at the meeting of
department management,
business and administration
Protocol № 11 of 12.01.2026 p.

AGREED

First vice-rector



Vasyl OTENKO

CONTEMPORARY MANAGEMENT TOOLS

Program of the course

| | |
|--------------------|---|
| Field of knowledge | D Business, Administration and Law |
| Specialty | D3 Management |
| Study cycle | first (bachelor) |
| Study programme | Creative Industries Management |

| | |
|---------------|------------------|
| Course status | selective |
| Language | English |

Developers:

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2026

INTRODUCTION

The program of study of the academic discipline «Contemporary management tools» considers a systemic vision of modern approaches to managing organizations and business processes. The academic discipline «Contemporary management tools» belongs to the cycle of selective disciplines for bachelor's training.

In the conditions of global transformations of world economies, digitalization, market instability, pandemics and geopolitical challenges, entrepreneurial activity is associated with an increased level of risk, especially at the initial stages of business creation and development.

At the same time, the use of contemporary management tools, such as flexible management methodologies, design thinking, Lean approaches, project management and business modeling, allows entrepreneurs and managers to quickly test new business ideas, management solutions and business models. In the event of a negative result, these tools allow you to quickly adapt the strategy, change the approach or reformat the business model without significant loss of resources.

The relevance of the discipline is due to the need to develop effective management skills in higher education students in a dynamic environment, limited resources, and a high level of uncertainty. It is extremely important for young entrepreneurs and future managers to gain practical experience in using modern management tools as early as possible, which will help increase their competitiveness in the labor market and the successful implementation of their professional activities.

The purpose of teaching the discipline is: to form a system of knowledge and practical skills in the field of modern management approaches and tools.

The objectives of the academic discipline are:

understanding the components of the business ecosystem and the principles of their management;

application of appropriate team management tools at different stages of team development;

mastery of design thinking tools;

mastery of tools for the formation and validation of a modern business model.

application of tools used in fundraising.

The subject of the discipline is theoretical concepts and management methodology.

The object of the academic discipline is the process of applying modern management tools in professional activities.

The subject of the academic discipline is theoretical concepts and management methodology.

The learning outcomes and competencies formed by the discipline are defined in table 1.

Table 1

Learning outcomes and competencies formed by the academic discipline

| Learning outcomes | Competencies to be acquired by the higher education applicant |
|--------------------------|--|
| LO3 | GC12, SC3, SC4 |
| LO4 | GC8, SC10, SC12 |
| LO5 | GC11, GC12, SC1, SC3, SC4 |
| LO6 | SC3, SC10, SC12, SC17 |
| LO7 | GC12, SC1, SC2, SC4, SC17 |
| LO8 | SC1, SC2, SC8, SC17 |
| LO9 | GC12 |
| LO10 | GC4, GC11, SC7 |
| LO11 | SC16 |
| LO12 | SC7 |
| LO16 | GC5, GC12, SC8, SC12 |
| LO17 | SC7, SC17 |
| LO18 | GC5, GC8, GC10, SC7, SC12, SC16, SC17 |
| LO19 | SC7, SC17 |
| LO20 | GC5, SC3, SC5, SC7 |
| LO21 | SC2, SC12, SC16, SC17 |

where GC4. Ability to apply knowledge in practical situations.

GC5. Knowledge and understanding of the subject area and understanding of professional practice.

GC8. Skills in the use of information and communication technologies.

GC10. Ability to conduct research at the appropriate level.

GC11. Ability to adapt and act in new situations.

GC12. Ability to generate new ideas (creativity).

Special (professional) competences (SC):

SC1. Ability to identify and describe the characteristics of an organisation.

SC2. Ability to analyse the results of an organisation's activities and compare them with factors influencing the external and internal environment.

SC3. Ability to identify the organisation's development prospects.

SC4. Ability to identify the organisation's functional areas and the links between them.

SC5. Ability to manage the organisation and its departments through the implementation of management functions.

SC7. Ability to select and use modern management tools.

SC8. Ability to plan the organisation's activities and manage time.

SC10. Ability to evaluate work performed, ensure its quality and motivate the organisation's staff.

SC12. Ability to analyse and structure the organisation's problems, and formulate well-founded decisions.

SC16. Ability to demonstrate basic skills in creative and critical thinking.

SC17. Ability to manage creative projects, taking into account resource constraints and conditions of uncertainty in organisations within the creative sector.

LO3. Demonstrate knowledge of management theories, methods and functions, as well as contemporary leadership concepts.

LO4. Demonstrate the ability to identify problems and justify management decisions.

LO5. Describe the scope of an organisation's functional areas of activity.

LO6. Demonstrate skills in searching for, collecting and analysing information, and calculating indicators to justify management decisions.

LO7. Demonstrate skills in organisational design.

LO8. Apply management methods to ensure the effectiveness of the organisation's activities.

LO9. Demonstrate skills in interaction, leadership and teamwork.

LO10. Possess the skills to justify effective tools for motivating the organisation's staff.

LO11. Demonstrate skills in situation analysis and communication across various areas of the organisation's activities.

LO12. Assess the legal, social and economic consequences of the organisation's operations.

LO16. Demonstrate skills in independent work, flexible thinking, openness to new knowledge, and the ability to be critical and self-critical.

LO17. Conduct research individually and/or in a group under the guidance of a leader.

LO18. Assess the potential for using technology to optimise business efficiency.

LO19. Demonstrate skills in analysing and synthesising information, adapting them to analyse and solve problems in various fields of business and management.

LO20. Coordinate aspects of creative sector organisations' activities that contribute to their operational efficiency.

LO21. Demonstrate the ability to manage creative projects at all stages of their life cycle by applying methods for generating and evaluating ideas, planning, implementing and monitoring project decisions, whilst taking into account resource constraints, risks and conditions of uncertainty within the creative industries.

COURSE CONTENT

Content module 1. Tools for finding business models and managing problem solving.

Topic 1. Business ecosystem.

Content and features of the business ecosystem as a modern form of organizing entrepreneurial activity. Relationships between business ecosystem participants and their role in creating shared value.

Characteristics of key components of the business ecosystem: companies, customers, suppliers, partners, regulators and innovation structures. Basic principles of forming effective relationships between elements of the business ecosystem.

Mechanisms for managing the interaction of participants, ensuring sustainable development and competitiveness in a dynamic environment.

Topic 2. Design thinking.

The essence of creative thinking as an important component of a modern management approach. The importance of design thinking for generating innovative solutions in business and management.

Stages of the design thinking process: empathy, problem formulation, idea generation, prototyping and testing. Practical application of design thinking tools to solve management problems, develop new products and services, improve customer experience and implement innovative strategies.

Topic 3. Modern business models.

The content and meaning of the concept of a business model as the basis for organizing entrepreneurial activity in a modern environment. Characteristics of the main components of a business model, starting with the logic of creating, delivering and receiving value.

An overview of popular types of modern business models, including platform, subscription, freemium, licensing and mixed formats. The process of developing an effective business model taking into account market conditions, consumer behavior and technological trends.

Topic 4. Business Model Canvas.

A business model as an effective strategic management tool that allows entrepreneurs and managers to structure and visualize key elements of a company's activities.

Features of the Business Model Canvas approach as a universal template for describing a business model, covering nine main blocks: value proposition, customer segments, sales channels, customer relationships, revenue sources, key activities, resources, partners and cost structure.

Practical application of the tool for developing, testing and improving business ideas in various areas of business activity.

Content module 2. Business model validation management tools.

Topic 5. Team management tools.

The concept of a team as a group of people with different competencies who work together to achieve a common goal.

Characteristics of the main stages of team development: formation, conflict, norming, productivity and completion. Identification of the features of each stage and challenges that arise in the process of team interaction.

Overview of management tools that are appropriate to use at different stages of the team life cycle to increase its effectiveness, in particular tools for communication, motivation, delegation, feedback and evaluation of teamwork results.

Topic 6. Management tools for market assessment and customer service.

Modern approaches to customer relationship management as a key element in building loyalty, increasing customer satisfaction and ensuring stable business growth.

The role of CRM systems (Customer Relationship Management) in collecting, analyzing and using customer data to personalize service, automate sales and improve service. The concept of ERM (Enterprise Relationship Management) as an expanded approach to managing relationships not only with customers, but also with all stakeholders.

Market assessment methods, in particular, analysis of the target audience, competitive environment, study of consumer needs, trends and demand levels, which allow making informed management decisions.

Topic 7. Fundamentals of investment and finance in business.

General ideas about the financial basis of entrepreneurial activity and the role of investment in business development.

Overview of the venture market as an environment for financing innovative projects, with an emphasis on the dynamics of startups, funds and accelerators.

Characteristics of the main types of investors - business angels, venture capitalists, strategic partners, private funds and forms of investment, including direct, debt, grant and mixed.

Consideration of approaches to attracting investments: preparation of an investment proposal, development of a financial model, business presentation (pitching). Fundamentals of investor relations management, building trust, reporting and ensuring transparency of communication.

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

Table 2

List of practical (seminar) studies

| Name of the topic and / or task | Content |
|---------------------------------|---|
| Topic 1. Task 1. | Managing the interaction of a business with its ecosystem |
| Topic 2. Task 2. | Application of design thinking tools used in solving management problems |
| Topic 3. Task 3. | Comparison of modern business models. Thematic study of popular business models |
| Topic 4. Task 4. | Development of a business model Canvas |
| Topic 5. Task 5. | Team formation |
| Topic 6. Task 6. | Application of tools used in customer relationship management |
| Topic 7. Task 7. | Tools used to prepare for Pitching |

The list of self-studies work by course is given in the table. 3.

Table 3

The list of self-studies

| Name of the topic and / or task | Content |
|---------------------------------|--|
| Topics 1-7 | Search, selection and review of literature sources on a given topic. |
| Topics 1-7 | Preparing for a quick test |
| Topics 1-7 | Preparing for practical (seminar) classes |
| Topics 1-7 | Preparing for a presentation |
| Topics 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 a course, to acquire specific learning outcomes to activate the educational process, it is envisaged to use such learning methods as:

Lectures-discussions (topics 1 - 7), work in small groups (topics 2 - 7), presentations (topics 2 - 7), visualizations (topics 1 - 7), various individual (topics 1 - 7) and group (topics 1, 2, 6) works.

During lectures and practical classes, the following teaching methods are used: explanatory-illustrative, problem-based teaching, partially-search, research.

FORMS AND METHODS OF ASSESSMENT

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

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

– for disciplines with a semester control form in the form of an exam (exam): the maximum number of points is 60; the minimum required number of points is 35.

The final control includes current control and an exam.

The semester control is carried out in the form of a semester exam.

The maximum number of points that a student can receive during the exam is 40 points. The minimum number of points at which the exam is considered passed is 25 points.

The final grade for the discipline is determined:

– for disciplines with an examination form, the final grade consists of the sum of all points received during current control and the exam assessment.

The following control measures are used during the teaching of the academic discipline:

Current control: express tests (estimated at 8 points (two express tests during the semester - total maximum number of points - 16)); competency-based tasks on topics (four competency-based tasks of 6 points each, total maximum number of points - 24); presentation of an individual task (estimated at 20 points).

Semester control: Assessment includes an exam (40 points).

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

Example of an examination ticket and assessment criteria.

Exam card example

SIMON KUZNETS KHARKIV NATIONAL UNIVERSITY OF ECONOMICS

First (bachelor's) level of higher education

Specialty D3

Educational and professional program Creative Industries Management

Academic discipline «Contemporary management tools»

Theoretical tests 1. Answer the test questions (1 point).

1. A business ecosystem is:

- A) a set of internal divisions of a company
- B) a system of interaction between business and government bodies
- C) a network of interconnected participants that jointly create value
- D) a form of a monopoly market

2. Which element does not belong to a business ecosystem?

- A) Customers
- B) Partners
- C) Competitors
- D) Personal preferences of the manager

3. The main goal of design thinking is:

- A) reducing costs at any cost
- B) creating solutions focused on user needs
- C) formalizing management processes
- D) rigorous strategic planning

4. What is the initial stage in the design thinking process?

- A) Prototyping
- B) Idea generation
- C) Empathy
- D) Testing

5. A business model describes:

- A) the organizational structure of an enterprise
- B) the logic of creating, delivering and receiving value

- C) the personnel management system
 - D) the company's financial statements
6. What tool is most often used to visualize a business model?
- A) SWOT analysis
 - B) PEST analysis
 - C) Business Model Canvas
 - D) KPI
7. The stages of team development include:
- A) Control
 - B) Competition
 - C) Formation
 - D) Administration
8. What management tool is most effective at the stage of conflict in a team?
- A) Ignoring the problem
 - B) Strengthening control
 - C) Communication and feedback
 - D) Formalization of reporting
9. The CRM system is used for:
- A) management of production processes
 - B) automation of accounting
 - C) management of customer relationships
 - D) assessment of financial risks
10. Market assessment methods include:
- A) Analysis of the target audience
 - B) Delegation of authority
 - C) Motivation of personnel
 - D) Corporate culture
11. Venture investments are usually aimed at:
- A) stable companies with minimal risk
 - B) innovative projects with high growth potential
 - C) state-owned enterprises
 - D) exclusively social projects
12. A business angel is:
- A) a state investor
 - B) a company manager
 - C) a private investor who invests in the early stages of a business
 - D) a financial consultant
13. Pitching is:
- A) an internal team meeting
 - B) a management process finance
 - C) presentation of a business idea to investors
 - D) competitor analysis
14. Investor relations management involves:
- A) concealment of financial information
 - B) one-time communication
 - C) transparency, reporting and long-term cooperation
 - D) complete business autonomy

Diagnostic task (12 points)

Case study “Startup in a business ecosystem”.

A startup in the creative industries plans to enter the market by collaborating with a partner platform, a marketing agency and an investor. Difficulties arise in defining the roles of ecosystem participants and choosing an effective business model.

Tasks:

1. Describe the main participants in the startup's business ecosystem.
2. Propose an appropriate business model for entering the market.
3. Identify management tools for coordinating interaction with partners.

Heuristic task (14 points)

A creative project team is in a stage of active growth, but is faced with problems of internal communication, decreased motivation and a vague understanding of the value proposition for customers. Offer a set of modern management tools (design thinking, Canvas, CRM, team management tools) that will stabilize the team's work, refine the business model, and improve interaction with customers.

Evaluation criteria

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

Theoretical tests (maximum score is 14 points).

Test tasks consist of 14 tests. **1 point** is given for each correct answer.

Diagnostic task (maximum score is 12 points).

10 – 12 is put for full assimilation of the program material and the ability to navigate in it, conscious application of knowledge to solve practical situations. When performing diagnostic tasks, the student must make correct conclusions about the proposed situation and to formulate his own recommendation to improve the problem. Design of the completed task should be neat.

7 – 9 is put for full assimilation of the program material and ability to navigate in it, conscious application of knowledge to solve the problem. Design of the completed task should be neat.

Mark 4 – 6 treats partial ability to apply theoretical knowledge to solve practical problems, if the task is partially completed; the student's responses demonstrate an understanding of basic material provisions of the course.

1 – 3 is put for acquiring a large piece of material, however, if a student performs a heuristic problem without sufficient understanding of the uses of educational materials and can not correctly perform all tasks.

0 is put for failure to do the task in general.

Heuristic task (maximum score is 14 points).

12 – 14 is put for deep knowledge of program material, the application to respond not only recommended, but additional literature and creative approach, a clear knowledge of concepts, methods, techniques, tools, ability to use them for specific practical problems, solving industrial situations. In the performance of heuristic problem, the student must provide the production version of the proposed decision on the situation and draw the appropriate conclusions. Design questions should be neat, logical and consistent.

9 – 11 is put for full assimilation of the program material and ability to navigate in it, conscious application of knowledge to solve the problem of heuristic, if all requirements are provided for evaluation "8 points" in the presence of minor mistakes

(i.e. approach to solving problems is true, but there were inaccuracies in the calculation of certain parameters), or not quite complete withdrawal by the results obtained by solving the problem. Design of the completed task should be neat.

6 – 8 is put for the ability to apply theoretical knowledge to solve the problem of heuristic, if the majority of tasks one performed, and the student's response demonstrated understanding of the conceptual material of the discipline.

3 – 5 is put for acquiring a large piece of material, however, if a student performs a heuristic problem without sufficient understanding of the uses of educational materials and can not correctly perform all tasks.

1 – 2 is put for a partial ability to apply theoretical knowledge to solve practical problems, for not acquiring a large piece of material, if the student can not correctly perform the task facing many difficulties in the analysis of economic phenomena and processes.

0 is put for failure to do the task in general.

RECOMMENDED LITERATURE

Main

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4. Daft R. L., Marcic D. Understanding Management. 11th Edition. – Cengage Learning, 2019. – 752 p.

Additional

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11. Podolska O. Impact of modern management tools on the effectiveness of organizational management / V. Kralia, O. Podolska // International Scientific Journal “Internauka”. Series: “Economic Sciences”. – 2025. – № 10.

12. Top 25 Lean Tools & Techniques. (online guide/book resource). 2022. URL: <https://www.leanproduction.com/top-25-lean-tools/>

Information resources

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