

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

**ЗАТВЕРДЖЕНО**  
на засіданні кафедри  
менеджменту, бізнесу і  
адміністрування  
Протокол № 11 від 13.01.2025 р.

**ПОГОДЖЕНО**  
Перший проректор



Василь ОТЕНКО

**САМОМЕНЕДЖМЕНТ**  
робоча програма навчальної дисципліни (РПНД)

Галузь знань	<b>07 Управління та адміністрування</b>
Спеціальність	<b>073 Менеджмент</b>
Освітній рівень	<b>перший (бакалаврський)</b>
Освітня програма	<b>Менеджмент креативних індустрій</b>

Статус дисципліни  
Мова викладання, навчання та оцінювання

*вибіркова*  
*англійська*

Розробник:  
к.е.н., доцент

Сергій ВАСИЛИК

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Ольга МАЙСТРЕНКО

Завідувач кафедри  
менеджменту, бізнесу і  
адміністрування

Тетяна ЛЕПЕЙКО

Гарант програми

Каріна НЕМАШКАЛО

Харків  
2025

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

**APPROVED**

at the meeting of department  
management, business  
and administration  
Protocol № 11 on 13.01.2025 p.

**AGREED**

First Vice-rector,



Vasyl OTENKO

**SELF-MANAGEMENT**  
**Program of the course**

Field of knowledge	<b>07 Management and administration</b>
Specialty	<b>073 Management</b>
Study cycle	<b>first (bachelor)</b>
Study programme	<b>Creative Industries Management</b>

Course status	<i>elective</i>
Language	<i>English</i>

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**2025**

## INTRODUCTION

The course “Self-Management” is designed to explore the characteristics and features of the body of knowledge and methods used to foster the professional, personal, and business qualities of future management specialists.

During the course, students acquire the necessary knowledge through lectures and complete assignments that apply this knowledge in practice. The study of the theoretical concepts of the “Self-Management” course requires reinforcement through practical exercises, which constitute a significant part of the course.

The aim of teaching the course “Self-Management” is to equip students with a set of knowledge, skills, and abilities for the effective management of personal and academic time, as well as to develop personal qualities and strategies that enhance self-development to achieve academic success and maintain psychological well-being.

The objectives of the course are:

to familiarize students with the theoretical foundations of time management and stress resilience;

to develop practical skills in goal setting, prioritization, and activity planning;

to develop the ability to analyze personal “time wasters” and overcome procrastination;

to familiarize students with methods of self-regulation and techniques for coping with stressful situations;

to develop the ability to maintain a balance between studies, work, and personal life.

The subject of study is the process of organizing and rationally using time in conjunction with the development of individual stress resilience.

The subject matter of the course includes the theoretical foundations, methods, tools, and practical techniques of time management and enhancing psychological resilience.

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
LO3	GC10, GC11, SC7, SC10
LO9	SC9
LO14	SC14, SC15
LO16	GC3, GC5, SC8

where GC3. The ability for abstract thinking, analysis, and synthesis.

GC5. Knowing and understanding of the subject area and professional activity.

GC10. The ability to conduct research at the appropriate level.

GC11. The ability to adapt and act in new situations.

SC7. The ability to choose and use modern management tools.

SC8. The ability to plan organizational activities and manage time.

SC9. The ability to work as part of a team and build effective interpersonal relationships when tackling professional tasks.

SC10. The ability to evaluate work in progress, ensure its quality, and motivate the organization's staff.

SC14. Understand the principles of psychology and apply them in professional practice.

SC15. The ability to develop and demonstrate leadership qualities and behavioral skills.

LO3. To demonstrate knowledge of theories, methods, and functions of management, as well as modern leadership concepts.

LO9. Demonstrate skills in communication, leadership, and teamwork.

LO14. Identify the causes of stress, help yourself and your team members adapt to stressful situations, and find ways to mitigate them.

LO16. Demonstrate the ability to work independently, think flexibly, and be open to new knowledge, as well as the ability to be critical and self-critical.

## **COURSE CONTENT**

### **Content Module 1. Planning and Organizing a Manager's Work.**

#### **Topic 1. Methodological Approaches to Self-Management.**

Contemporary Academic Perspectives on the Nature of Self-Management. A conceptual approach to self-management. Criteria for effective self-management: the ability to manage oneself, appropriate personal values, clear personal goals, problem-solving skills, innovation, high creative potential, and the ability to teach and develop the professional qualities of subordinates. Defining personal value orientations. Key principles for defining a manager's personal goals. A manager's personal self-development.

#### **Topic 2. Planning a manager's personal work.**

Goal-oriented planning of a manager's work. Methods for planning a manager's personal activities. Main stages of long-term and short-term planning of a manager's personal work. Distribution and cooperation in managerial activities. Main types of distribution and cooperation in managerial activities. Rational distribution of functions between the manager and administrative staff. Delegation of authority. Methods for standardizing managerial activities. The nature of time as a resource. Time management. Techniques for conducting meetings and gatherings. Goals of a presentation. Structure and content of a presentation. Presentation techniques. Classification and main functions of negotiations. Problem-solving approach to conducting negotiations. Principles of public speaking. Planning a manager's professional career. Concepts and types of careers. **Stages of career development.**

#### **Topic 3. Organizing a Manager's Activities.**

Content and characteristics of managerial work. Types and classification of managerial activities. Forms of leadership. Laws of labor organization development. Criteria for optimizing work processes. The essence, significance, and tasks of scientific labor organization. Basic principles and directions of scientific labor organization for managers. Basic requirements for organizing a manager's workplace. Classification of workplaces. Documentation in managerial activities and the organization of record-keeping at the enterprise. The essence and types of managerial documents. Types of information: publicly available information, confidential information. Information and documentation support for a manager's work.

**Topic 4. Managerial self-motivation and self-control.**

Energy, self-control, and stress resilience as components of managerial competence. Developing initiative, energy, situational control, and stress resilience. Conflicts in managerial activities: nature and types. Methods for resolving conflict situations. Managerial behavior techniques in conflict situations. Strategy and tactics for interaction in conflict situations. Managerial behavior in conflict situations.

**Topic 5. Developing the qualities of an effective manager.**

Developing an individual management style. The manager's personal development. Factors influencing the formation of professionally important managerial qualities through the social environment. Psychological characteristics of management styles. Developing the manager's professional and business qualities. Developing the manager's socio-psychological qualities: Developing the manager's moral qualities.

**Topic 6. Development of managerial potential.**

The essence, types, and directions of development of managerial potential. Psychophysiological potential. Intellectual potential of the individual. Creative potential of the individual.

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 topic and/or task	Content
Topic 1. Task 1.	Discussion of issues relating to the identification of personal values. Key principles for setting a manager's personal goals. Personal development of the manager.
Topic 2. Task 2.	Discussion of issues relating to personal life values. Goal-setting: setting long-term goals
Topic 3. Task 3.	Completion of the practical exercise 'Time Tracking'
Topic 4. Task 4.	Discussion of issues relating to document flow within the organisation
Topic 5. Task 5.	Completing tasks involving the calculation of 'Manager's working time snapshot'
Topic 6. Task 6.	Completing tasks involving the calculation of 'Self-snapshot'

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

Table 3

### List of self-studies

Name of the topic and/or task	Content
Topic 1-6	Studying lecture material, selecting and reviewing academic sources and Ukrainian legislation
Topic 1-6	Preparing for practical and seminar sessions
Topic 1-6	Completing research assignments
Topic 1-6	Preparing for pop quizzes
Topic 1-6	Preparing for written tests
Topic 1-6	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 ‘Self-Management’, the following teaching and learning methods are employed in lectures and practical sessions to achieve the specified learning outcomes of the curriculum and to enhance the learning process: problem-based lectures (topics 1, 4, 5), mini-lectures (topics 2, 3, 6), business games (topics 2, 4), situational tasks (topics 2–6), individual research work whilst writing an essay (topic 3); seminars, discussions and presentations (topics 1, 3, 5).

## FORMS AND METHODS OF ASSESSMENT

The University uses a 100-point cumulative system to assess the learning outcomes of its students.

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

– for courses with a form of semester control as an exam: the maximum amount is 60 points; the minimum amount required is 35 points.

**The final control includes current control and an exam.**

**Semester control** is carried out in the form of a semester exam. The semester exam is taken during the examination session.

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

**The final grade in the course** is determined:

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

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

Current control: round-table seminars (15 marks), topic-based assignments (5 marks), quick quizzes (15 marks), written tests (20 marks), essays (5 marks).

Semester control: Exam (40 points).

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

An example of an exam card and assessment criteria.

### **Exam card example**

MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE  
SIMON KUZNETS KHARKIV NATIONAL ECONOMIC UNIVERSITY  
First (bachelor) level of higher education  
Specialty D3 “Management”  
Study Programme “Creative Industries Management”  
Course “Self-management”

### **EXAM CARD № 1**

***Task 1. Tests. Answer the questions. (20 points)***

**1. Which of the following characterizes the goal-setting function?**

- A. Setting priorities
- B. Daily routine
- C. Daily planning
- D. Goal strategies and methods for achieving success

**2. Organizing tasks according to their importance is the implementation of which function?**

- A. Implementation and organization
- B. Motivation
- C. Decision-making
- D. Information and communication

**3. From the perspective of perceiving information from a supervisor, what do you call subordinates who resist actions, frequently argue with the leader without grounds, criticize the organization, and do not attempt to participate in its affairs?**

- A. Anti-leaders
- B. Raiders
- C. Resistant
- D. Non-resistant

**4. What do you call employees who perform management functions, analyze information, and prepare solution options for managers in accordance with orders, technical/technological standards, organizational regulations, and qualification requirements? (e.g., economists, accountants, HR specialists, PR specialists, marketing specialists, lawyers).**

- A. Clerks / Office workers
- B. Managers / Executives
- C. Specialists
- D. Subordinates

**5. Name the rational limits for the span of control (workload) of a middle manager.**

- A. 3±1
- B. 7±2
- C. 15±3
- D. 25±1

**6. Identify which of the following is NOT a cause of time loss in a manager's activity:**

- A. Vague definition of goals and priorities.
- B. Unsatisfactory organization of planning.
- C. Disorganization and lack of discipline among subordinates.

**7. What do you call functions performed by employees that result from the division and cooperation of labor, the execution of which is associated with achieving a specific result for the organization as a whole? (This result reflects the organization's external contacts, e.g., developing a business plan to secure bank loans or drafting an official letter to a supplier).**

- A. Local functions
- B. Cross-cutting functions
- C. Final functions
- D. Strategic functions

**8. What is the term for establishing a measure of labor costs for performing a specific volume of work under given organizational and technical conditions?**

- A. Labor standardization (Standardization of labor)
- B. Labor rate-setting (Work measurement/Norming)
- C. Scientific management of labor
- D. Labor regulation

**9. What is understood by "operational time"?**

- A. Time spent on changing the object of labor;
- B. Time during which the worker performs the main task;
- C. Time for performing a specific production task;
- D. The part of the workday during which the worker is engaged in both primary and auxiliary work;
- E. Time of direct execution of work.

**10. What is understood by "workplace"?**

- A. A part of the production area equipped with technical means where production activity is carried out;
- B. A section of three-dimensional space limited by the reach of the hands;
- C. The working zone within which an operation is performed;
- D. A set of means and objects of labor;
- E. A part of the production area.

**11. Which of the following refers to "normed" (standardized) elements of working time?**

- A. Time lost due to violations of labor discipline and production process organization;
- B. Work time not related to the production task and non-regulated breaks;
- C. Preparation time for a labor operation and workplace maintenance time — accidental work time;
- D. Downtime due to lack of materials, raw materials, spare parts, or electricity;
- E. Time for rest and personal needs.

**12. By level of mechanization, workplaces are distinguished as:**

- A. Specialized, universal, manual
- B. Manual, mechanized, automated
- C. Stationary, mobile, manual
- D. Automated, mechanized, manual, stationary, mobile

**13. Which principle of neuroplasticity is most important for the development of managerial potential in adulthood?**

- A. "Neurons that fire together, wire together"
- B. Critical periods of development
- C. Decrease in plasticity with age
- D. Dependence on neurotrophic factors

**14. In developing "strategic flexibility," which learning methodology is most effective?**

- A. Studying success cases
- B. Analysis of failed decisions
- C. Modeling alternative realities
- D. Reviewing one's own mistakes

**15. What paradox arises when trying to plan the development of "unpredictable" qualities in a manager?**

- A. Planning limits the spontaneity of development
- B. Control destroys natural development
- C. Learning is not subject to optimization
- D. All of the above

**16. In the context of the theory of "limited learning modes," which development strategy is most effective for high-level managers?**

- A. Formal training
- B. Mentoring
- C. Experience through action
- D. Reflective practice

**17. Which systemic error leads to the "frozen expert syndrome" in managers?**

- A. Excessive specialization
- B. Lack of critical feedback
- C. Past success
- D. Insufficient neuroplasticity

**18. In developing "adaptive leadership," which quality is the most difficult to form due to cognitive biases?**

- A. Situational sensitivity
- B. Systems thinking
- C. Tolerance for uncertainty
- D. Empirical learning

**19. Which principle of complexity theory best explains the phenomenon of "non-linearity" in the development of managerial potential?**

- A. Emergence
- B. Self-organization
- C. Non-linear dynamics
- D. All of the above

**20. In the context of developing "digital wisdom," which competency is most critical for preserving human autonomy?**

- A. Technological literacy
- B. Critical thinking regarding algorithms
- C. Cybersecurity
- D. Digital ethics

***Task 2 (diagnostic) (20 points)***

Determine the employee's working hours. Draw up a working hours statement. Determine the utilisation rates for working hours, organisational and technical losses of working hours, and losses due to breaches of work discipline. Draw up conclusions in the form of a memo. Position: journalist at a newspaper, working hours from 8.00 to 17.00, lunch break from 13.00 to 14.00 (see Table 1).

Table 1

Time costs	Current time
Arrived at work, almost finished checking emails	8.00-8.15

Chatted with a colleague about personal matters	8.15-8.35
Drafted an outline for an article (5 points)	8.35-9.00
A call from my sister; we chatted about life	9.00-9.15
Started writing the article (wrote point 1 of the outline)	9.15-9.50
Summoned by the manager, carried out the manager's task, urgent	9.50-10.00
Prepared an urgent document	10.00-10.45
A colleague from the neighbouring department dropped in. We had a cup of tea.	10.45-11.05
Continued working on the article, wrote points 2 and 3	11.05-13.00
Lunch break	13.00-14.05
The whole department discussed the progress of the organisation's project of the year	14.05-15.10
Wrote points 4 and 5 of the article	15.10-16.05
Submitted the article for publication	16.05-16.20
Colleagues from the department left the magazine. Read the magazine	16.20-17.05
End of the working day	17.05

Approved at the meeting of department management, business and administration, Protocol № \_\_ on «\_»\_20

Examiner

Sergii VASYLYK

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### Evaluation criteria

**The final exam marks** consist of the sum of the marks awarded for completing all tasks, rounded to the nearest whole number in accordance with mathematical rules.

The algorithm for solving each task comprises separate stages, which differ in terms of complexity, time required and importance for solving the task. Therefore, individual tasks and the stages of their solution are assessed separately from one another as follows:

**Task 1 (multiple-choice). (20 marks)**

1 mark for each correct answer.

**Task 2 (diagnostic). (20 marks)**

5 – determine the employee's working time expenditure;

5 – draw up a working time balance sheet

5 – determine the working time utilisation rates, organisational and technical working time losses, and losses due to breaches of work discipline;

5 – draft a memo.

### RECOMMENDED LITERATURE

## Main

1. Iland A. Self-Management: Time Management, Life Management and Personal Management. *iland business pages*, 2013. 102 p.
2. Rzepka A., Olesiński Z., Jędrych E. (eds.). *Self-Management, Entrepreneurial Culture, and Economy 4.0: A Contemporary Approach to Organizational Theory Development*. New York : Routledge, 2022. 264 p.

## Additional

3. Василик С. К. Управління персоналом і самоменеджмент у системі управління організацією в умовах сучасних викликів / С. К. Василик, С. А. Прохоровська, І. В. Агеєва // Наукові записки Львівського університету бізнесу та права. – 2023. – № 38. – С. 16–23.
4. Diviani N. Self-Management. *The Palgrave Encyclopedia of Disability* / eds. G. Bennett, E. Goodall. Cham : Palgrave Macmillan, 2025. P. 1–13.
5. Opatha H. H. D. N. P. Self-Management, Personal Management, Individual Management, and Personnel Management: A Simplified Introduction and Differentiation. *Sri Lankan Journal of Human Resource Management*. 2025. Vol. 15, No. 2. URL: [https://www.researchgate.net/publication/394398258\\_Self-Management\\_Personal\\_Management\\_Individual\\_Management\\_and\\_Personnel\\_Management\\_A\\_Simplified\\_Introduction\\_and\\_Differentiation](https://www.researchgate.net/publication/394398258_Self-Management_Personal_Management_Individual_Management_and_Personnel_Management_A_Simplified_Introduction_and_Differentiation)
6. Майстренко О. В. Інструменти тайм-менеджменту у бізнес-середовищі / О. В. Майстренко // Сучасні проблеми управління підприємствами: теорія та практика: матер. міжнар. наук.-практ. конф., м. Харків, 29-30 березня 2018 р. — Х.: Вид-во «НТМТ», 2018. — С. 68–70. — Режим доступу : <http://www.repository.hneu.edu.ua/handle/123456789/19703>
7. Schumacher L., Cady S., Carr A., Wheeler J. Self-Management and Work Performance: An Exploratory Cross-Cultural Study. *International Journal of Indian Culture and Business Management*. 2020. Vol. 1, No. 1. DOI: <https://doi.org/10.1504/ijicbm.2020.10024106>

## Information resources

8. Електронний каталог Національної бібліотеки України імені В. І. Вернадського. – Режим доступу: [www.nbuv.gov.ua](http://www.nbuv.gov.ua).

9. Електронний каталог Харківської державної наукової бібліотеки імені В. Г. Короленка. – Режим доступу: <http://korolenko.kharkov.com>.

10. Інтернет портал для управлінців [Електронний ресурс]. – Режим доступу : <http://www.management.com.ua/>.

11. Самоменеджмент // Сайт персональних навчальних систем ХНЕУ ім. С. Кузнеця. – Режим доступу: <https://pns.hneu.edu.ua/course/view.php?id=4691>