PJSC "Higher Education Institution
"INTERREGIONAL ACADEMY OF PERSONNEL MANAGEMENT"

SYLLABUS OF THE ACADEMIC DISCIPLINE «INTERNATIONAL ECONOMICS»

Specialty: **D3 Management**

Educational level: **first (bachelor's) level**

Educational program: **Management**

General information about the academic discipline

Name of the academic discipline	**Agile-management**
Code and name of specialty	**D3 "Management"**
Level of higher education	first (bachelor's) level of higher education
Discipline status	optional
Number of credits and hours	**3 credits / 90 hours.** Lectures: Seminar classes: Independent work of students:
Terms of studying the discipline	
Language of instruction	Ukrainian
Type of final control	**test**
Discipline page on the website	

General information about the teacher. Contact information.

Ohorodnik Tetyana Dmytrivna	
Academic degree	
Academic title	
Position	Senior Lecturer, Department of Social Work
Disciplines taught by the NPP	"Accounting and Audit", "Audit and Evaluation of Management Activities", "Tax Systems of Foreign Countries"
Areas of scientific research	finance, accounting and audit, tax policy
Links to identifier registries for scientists	
Teacher contact information:	
Email:	yahotybmaup@gmail.com
Contact phone number	
Teacher's portfolio on the website of the department / institute / academy	**https://docs.google.com/document/d/1JRn_nddDbskTWSoYrVJtWQA2qhpygOEB/edit?usp=sharing&ouid=105061726129863210874&rtpof=true&sd=true**

Course abstract. The discipline “Agile Management” is aimed at developing in learners a systemic understanding of flexible approaches to managing organizations, teams, and projects under conditions of high uncertainty, dynamic changes, and digital transformation. The course covers the theoretical foundations of the Agile philosophy, the principles and values of Agile, modern agile frameworks and methodologies (Scrum, Kanban, Lean, XP), the specifics of the roles of leaders and teams in an Agile environment, as well as tools for managing changes, communications, and stakeholder value.

The discipline develops adaptive managerial thinking oriented toward rapid decision-making, customer focus, team collaboration, and continuous improvement of organizational activities.

As a result of studying the discipline, the learner should know: the essence and principles of Agile management; the features of flexible management methodologies; the roles, events, and artifacts of Agile frameworks; approaches to managing teams in an Agile environment. The acquired competencies should include the ability to: apply Agile tools in managerial practice; organize the work of cross-functional teams; adapt managerial decisions to environmental changes; evaluate the effectiveness of Agile approaches.

The subject of the academic discipline "Agile Management" is the processes of flexible management of organizations, teams, and projects, the methods and tools of Agile management, as well as managerial decisions under conditions of uncertainty, rapid changes, and a dynamic external environment.

The purpose of studying the discipline is to develop in learners a system of knowledge about Agile approaches to management, to enhance the skills to organize and coordinate team activities, make adaptive managerial decisions, and ensure the creation of value for consumers and stakeholders.

Objectives of the academic discipline are:

- Familiarization with the philosophy, principles, and values of Agile management;
- Developing an understanding of flexible management methodologies and the areas of their application;
- Acquiring skills in managing teams, communications, and processes in an Agile environment;
- Developing the ability to adapt managerial decisions to changes and uncertainty;
- Developing leadership qualities and a culture of continuous improvement.

Prerequisites of the academic discipline "Agile Management" are formed on the basis of knowledge and skills obtained through the study of educational disciplines that provide an understanding of the basic managerial, behavioral, and process aspects of organizational activities. To successfully master the course, learners should have an understanding of classical management functions, organizational structure and processes, principles of teamwork, communication and staff motivation, as well as the fundamentals of managerial decision-making.

Disciplines, the learning outcomes of which are a necessary foundation for studying Agile Management, include: "Fundamentals of Management", "Organizational Behavior", "Human Resource Management", "Business Communications", "Enterprise Economics" (or related disciplines). These courses provide the groundwork for understanding the role of teams, leadership, interaction, and responsibility, which are key to Agile approaches.

Postrequisites of the academic discipline "Agile Management" are related to educational courses that deepen managerial training and are aimed at applying flexible approaches in various areas of organizational activity, in particular: project management, strategic management, digital business transformation, change management, team and leadership development

Content of the academic discipline (full-time education)

No.	Topic name	Teaching methods/assessment methods
CONTENT MODULE 1. Theoretical Foundations and Values of Agile Management		**Teaching methods:** Verbal methods (lecture; conversation; academic discussion); inductive method; deductive method; analytical method; synthetic method; practical method (working with Agile tools, management models, and process visualizations); explanatory-illustrative method; reproductive method; problem-based presentation method; partially exploratory (heuristic) method; research method; interactive methods (analysis of managerial situations; discussions; brainstorming; Agile team simulations; role-playing games); case method (analysis of real business cases of Agile implementation and search for managerial solutions); professional activity modeling (sprint planning, backlog creation, retrospectives). **Assessment methods:** oral control (oral questioning, evaluation of participation in discussions, other interactive learning methods); written control (tests, independent work, analytical tasks, essays); test control (closed-form tests: test-alternative, test-correspondence, data analysis tasks); method of self-control and self-assessment; case study evaluation.
Topic 1.	Origins and evolution of the Agile approach in management. Agile as a response to the challenges of the VUCA environment. Preconditions for the emergence of flexible approaches. Comparison of traditional management and Agile management.	
Topic 2.	The Agile Manifesto and its values and principles. The 12 principles of agile management. Their significance for modern organizations and managers.	
Topic 3.	Agile mindset and organizational culture. Formation of flexible thinking. The role of trust, self-organization, and continuous improvement. Agile culture in organizations.	
Topic 4.	Roles and competencies of the Agile manager and the team. Agile leadership. Cross-functional teams. Self-organization and responsibility in agile teams.	
CONTENT MODULE 2. Agile Frameworks and Management Tools		
Topic 5.	Scrum as an agile management framework. Roles of the Scrum team. Scrum events. Artifacts and their purpose. Advantages and limitations of Scrum	
Topic 6.	Kanban and Lean approaches in management. Core principles of Kanban. Process visualization. WIP limits. Lean thinking and waste elimination.	
Topic 7.	Other Agile frameworks and approaches: XP, SAFe, LeSS, Nexus. Scaling Agile in organizations. Criteria for framework selection.	
Topic 8.	Agile management tools. Backlog, user stories, roadmap, velocity, burndown chart. Digital tools for supporting Agile projects.	
CONTENT MODULE 3. Agile Project, Product, and Change Management		
Topic 9.	Agile project and product management. Agile project life cycle. Product management in Agile. Working with stakeholders and clients	
Topic 10.	Change, risk, and performance management in Agile. Adapting to change. Risk management under uncertainty. Performance evaluation of Agile teams and organizations	
Modular test		
Form of assessment: credit		

Technical equipment and/or software. The educational process uses classrooms, a library, a multimedia projector and a computer for conducting lectures and seminars with presentation elements. Studying individual topics and completing practical tasks requires access to information from the World Wide Web, which is provided by a free Wi-Fi network.

Forms and methods of control.

Monitoring the progress of students is divided into current and final (semester).

Current control carried out during practical and seminar classes. Its purpose is to systematically check:

- students' acquisition of theoretical knowledge and practical skills;
- understanding the basic concepts, categories and mechanisms of the functioning of the international economy;
- formation of analytical thinking and the ability to apply acquired knowledge to solve professional tasks;
- skills in diagnosing and forecasting economic processes.

Forms of student participation in the educational process, which are subject to current control:

- speeches and presentations on the analysis of economic processes;
- oral reports on case analysis;
- addition, question to the person answering;
- systematic work in seminar classes and activity during discussions;
- participation in discussions, brainstorming, interactive forms of classes;
- analysis of economic data, statistical indicators;
- written assignments (tests, tests, analytical and abstract papers);
- preparation of abstracts, theses, analytical notes;
- independent study of discipline topics and lecture materials.

Current control methods:

- oral control (survey, conversation, report, message);
- written control (test paper, analytical report, essay);
- combined control (oral and written combination to assess understanding and practical skills);
- presentation of independent work or case analysis;
- monitoring activity and participation in practical classes;
- test control (closed and open tasks, data analysis);
- working with problem situations (analytical cases).

Assessment system and requirements.

Table of points awarded to higher education students*

Topics	Ongoing knowledge assessment										Final control		
											Modular test	**Credit****	**Overall number of points**
	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6	Topic 7	Topic 8	Topic 9	Topic 10	20	20	100
Work in a seminar class	3	3	3	3	3	3	3	3	3	3			
Independent work	3	3	3	3	3	3	3	3	3	3			

*The table contains information about the maximum points for each type of academic work of a higher education applicant.

When assessing the mastery of each topic for current educational activities, the student is given grades taking into account the approved assessment criteria for the relevant discipline.

The criteria for assessing the learning outcomes of students and the distribution of points they receive are regulated by the Regulations on the Assessment of Academic Achievements of Students of Higher Education at PJSC "Higher Education Institution "MAUP".

Module control is carried out in the last lesson of the module in written form, in the form of testing.

Evaluation criteria for the module test in the academic discipline "International Economics":
When evaluating a module test, the volume and correctness of the tasks are taken into account:

- the grade "excellent" (A) is given for the correct completion of all tasks (or more than 90% of all tasks);
- a grade of "good" (B) is given for completing 80% of all tasks;
- a grade of "good" (C) is given for completing 70% of all tasks;
- a grade of "satisfactory" (D) is given for the correct completion of 60% of the proposed tasks;
- the grade "satisfactory" (E) is given if more than 50% of the proposed tasks are completed correctly;
- an "unsatisfactory" (FX) grade is given if less than 50% of the tasks are completed.

Failure to appear for a module test - 0 points.

The above scores are converted into rating points as follows:

"A" - 18-20 points;
"B" - 16-17 points;
"C" - 14-15 points;
"D" - 12-13 points.
"E" - 10-11 points;
"FX" - less than 10 points.

The final semester assessment in the discipline "International Economics" is a mandatory form of assessing students' learning outcomes. It is conducted within the time frame specified in the curriculum and covers the scope of material specified in the course program.

The final assessment is carried out in the form of a test. A student who has completed all the required work is allowed to take the semester assessment.

The final grade is based on the student's performance during the semester. The student's grade consists of points accumulated from the results of the current assessment and incentive points.

Students who have completed all required assignments and received a score of 60 points or higher receive a grade corresponding to the grade received without additional testing.

For students who have completed all the required tasks but received a score below 60 points, as well as for those who wish to improve their score (result), the teacher conducts a final work in the form of a test during the last scheduled lesson in the discipline in the academic semester.

Assessment of additional (individual) types of educational activities. Assessment of additional (individual) types of educational activities. Additional (individual) types of educational activities include the participation of applicants in scientific conferences, scientific circles of applicants and problem groups, preparation of publications, participation in All-Ukrainian Olympiads and competitions and International competitions, etc. in excess of the tasks established by the relevant work program of the academic discipline.

By decision of the department, students who participated in research work and performed certain types of additional (individual) educational activities may be awarded incentive (bonus) points for a specific educational component.

Assessment of independent work

The total number of points received by a student for completing independent work is one of the components of academic success in the discipline. Independent work on each topic, in accordance with the course program, is evaluated in the range from 0 to 3 points using standardized and generalized knowledge assessment criteria.

Assessment scale for independent work (individual assignments) assessment criteria.

Maximum possible assessment of independent work (individual tasks)	Execution level			
	Perfectly	Good	Satisfactorily	Unsatisfactorily
3	3	2	1	0

Forms of assessment include: ongoing assessment of practical work; ongoing assessment of knowledge acquisition based on oral responses, reports, presentations and other forms of participation during practical (seminar) classes; individual or group projects requiring the development of practical skills and competencies (optional format); solving situational tasks; preparing summaries of independently studied topics; testing or written exams; preparing draft articles, conference abstracts and other publications; other forms that ensure comprehensive mastery of the curriculum and contribute to the gradual development of skills for effective independent professional (practical, scientific and theoretical) activity at a high level.

To assess the learning outcomes of a higher education applicant during the semester, a 100-point, national and ECTS assessment scale is used.

Final assessment scale: national and ECTS

Total points for all types of learning activities	**ECTS assessment**	**National scale assessment**	
		for exam, course project (work), practice	**for credit**
90 – 100	A	perfect	passed
82 – 89	B	good	
75 – 81	C		
68 – 74	D	satisfactory	
60 – 67	E		
35 – 59	FX	unsatisfactory with the possibility of reassembling	not passed with the possibility of retaking
0 – 34	F	unsatisfactory with mandatory re-study of the discipline	not passed with mandatory re-study of the discipline

Course policy.

To successfully complete the course "Agile-management", the student must:

- regularly attend lectures and practical classes;
- work systematically, systematically and actively in lectures and practical classes;
- make up for missed classes or unsatisfactory grades received in classes;
- to fully perform the tasks that the teacher requires to prepare, their quality is appropriate;
- perform control and other independent work;
- adhere to the norms of academic conduct and ethics.

The course " Agile-management " involves the assimilation and observance of the principles of ethics and academic integrity, in particular, an orientation towards preventing plagiarism in any of its manifestations: all works, reports, essays, abstracts and presentations must be original and authorial, not overloaded with quotations, and must be accompanied by references to primary sources. Violations of academic integrity are considered to be: academic plagiarism, self-plagiarism, fabrication, falsification, copying, deception, bribery, and biased evaluation.

Recommended sources of information.

Main literature:

1. Rigby D. K., Sutherland J., Takeuchi H. Doing Agile Right: Transformation Without Chaos. Boston : Harvard Business Review Press, 2020. 320 p.
2. Denning S. The Age of Agile: How Smart Companies Are Transforming the Way Work Gets Done. New York : AMACOM, 2018. 256 p
3. Highsmith J. Agile Project Management: Creating Innovative Products. 2nd ed. Boston: Addison-Wesley, 2019. 336 p.
4. Anderson D. J., Carmichael A. Essential Kanban Condensed. Seattle: Lean Kanban University Press, 2016. 160 p
5. Kniberg H., Skarin M. Kanban and Scrum – Making the Most of Both. Dallas: Pragmatic Bookshelf, 2010. 96 p.

Additional literature:

1. Schwaber K., Sutherland J. The Scrum Guide. 2020. - Офіційний стандарт Scrum. URL: https://scrumguides.org
2. Cohn M. Agile Estimating and Planning. Upper Saddle River : Pearson Education, 2005. 384 p.
3. Larman C., Vodde B. Large-Scale Scrum: More with LeSS. Boston : Addison-Wesley, 2016. 368p.
4. Moe N. B., Dingsøyr T., Dybå T. A teamwork model for understanding an agile team: A case study // Information and Software Technology. 2010. Vol. 52(5). P. 480–491
5. Hoda R., Noble J., Marshall S. Self-organizing roles on agile software development teams // IEEE Transactions on Software Engineering. 2013. Vol. 39(3). P. 422–444.

Electronic resources:

1. Agile Alliance – міжнародна професійна спільнота Agile. URL: https://www.agilealliance.org
2. Scrum.org – офіційні матеріали з Scrum, статті, глосарії. URL: https://www.scrum.org
3. Lean Enterprise Institute – Lean та Agile-управління процесами. URL: https://www.lean.org
4. Harvard Business Review (розділи з Agile, leadership, teams). URL: https://hbr.org
5. National Repository of Academic Texts of Ukraine. URL: https://nrat.ukrintei.ua
6. V. I. Vernadskyi National Library of Ukraine. URL: http://www.nbuv.gov.ua