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OF ECONOMICS**

**Guidelines
to comprehensive training
for Master's (second) degree seekers in speciality
281 "Public Management and Administration",
educational program "Public Administration"**

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Guidelines for conducting comprehensive training are given to help students consolidate knowledge, acquire practical skills in assessing the social utility of implementing a system of social responsibility standards in the practice of public administration and business structures, forming a mechanism for effective interaction between the state and the public. A plan-structure of the complex training with the distribution of stages and time, the definition of the subject, the list of exercises and tasks, technologies and didactic support, as well as a system of control and evaluation of training results are provided.

For Master's (second) degree seekers in speciality 281 "Public Management and Administration" of the educational program "Public Administration".

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Introduction

The principles of the socio-economic development of Ukraine require increased attention to the improvement of professional and communicative competences of future specialists to ensure their competitiveness. The tasks of higher education today consist in the improvement of the educational process, the application of new methods and organizational forms of interaction between teachers and students.

Higher education is designed not only to provide students with a certain system of knowledge, to form their professional skills and abilities, to develop creative thinking, as well as equip them with the methods of independent search and acquisition of information necessary for further activities. Focus on self-study comes to the fore in the process of master's training. The pedagogical capacity of the learning material and the creation of appropriate conditions for self-education are of great importance in the process of introducing modern technologies into education.

Institutions of higher education focused on success and development pay a lot of attention to training work, which supports the efficiency of the work of employees and students, satisfies the needs of the organization in the management of quality and effectiveness.

Training is a method of creating conditions for learning and self-disclosure of participants which helps to independently find means to solve practical problems. Different forms of learning are involved in the training, which contributes to more effective learning than in traditional classes.

Training activates the educational process and, compared to the traditional form of classes, arouses not only the interest of each of the education seekers in a deeper knowledge of the studied problem, but also gives them the opportunity to form professional competences. At the same time, training promotes the identification of such personality qualities as discipline, responsibility, the ability to interact with the team, and ensures greater emotional involvement of students in the educational process. In training classes, team unification and team morale are raised.

Training is the most purposeful and profitable investment in a person, because during the training process, only the skills that a person needs to achieve a certain goal are worked out.

The proposed program of comprehensive training education is aimed at the formation of students' competences based on the results of studying the educational components "Introduction to Public Administration", "Communication in Public Administration", "Democratic Decentralization as a European Experience of Public Administration", "Constitution and Governance" and the development of communicative skills, personal and interpersonal qualities, the ability to constantly learn, work in teams and solve problems, as well as use information technologies.

In order to achieve certain results during training, it is necessary to carry out the following measures: development of a training program; formation of organizational and methodological quality assurance of training activities; providing guidelines to participants of training activities.

The results of training and competences formed by the complex training are given in Table 1.

Table 1

**Learning outcomes and competences formed
by comprehensive training**

Learning outcomes	Competences that must be mastered by students
RS01	GC06
RS02	GC02, GC04, GC06, GC07, SC02, SC05
RS03	GC06, SC06
RS04	GC01, GC03, SC03, SC04, SC08, SC09
RS05	GC06
RS06	GC01, GC06, SC08
RS07	GC02, GC06, SC04, SC08, SC11
RS08	GC06, SC03
RS09	GC06
RS10	GC05, GC06, GC07, SC01, SC02, SC05
RS11	GC06, SC08
RS13	GC06
RS14	GC06

Note.

RS01 is knowledge of the theoretical and applied principles of development and analysis of public policy, the foundations and technologies of management decision-making.

RS02 is 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.

RS03 is knowledge of the basic principles of national security and ability to prevent and neutralize challenges and threats to the national interests of Ukraine within the limits of their professional competence.

RS04 is the ability to use modern statistical methods, models, digital technologies, specialized software to solve complex problems of public management and administration.

RS05 is the ability to determine the priority directions for the implementation of electronic governance and the development of electronic democracy.

RS06 is the ability to carry out effective management of innovations, resources, risks, projects, changes, quality, apply modern models, approaches and technologies, international experience in the design and reorganization of management and general organizational structures.

RS07 is the ability to develop national/regional program documents on the development of public administration using systemic analysis and an integrated approach, as well as team work methods.

RS08 is 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.

RS09 is the ability to communicate in a foreign language on professional topics, discuss public administration problems and research results.

RS10 is 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.

RS11 is the ability to develop well-founded management decisions taking into account issues of European and Euro-Atlantic integration, take into account goals, existing legislative, time and resource limitations, evaluate political, social, economic and environmental consequences of decision options.

RS13 is 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 institutions of civil society.

RS14 is 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.

GC01 is the ability to develop abstract thinking, analysis and synthesis.

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

GC03 is the ability to develop and manage projects.

GC04 is the ability to improve and develop professional, intellectual and cultural level.

GC05 is the ability to make informed decisions and use modern communication technologies.

GC06 is the ability to communicate professionally in a foreign language.

GC07 is the ability to generate new ideas (creativity).

SC01 is the ability to establish social interaction, cooperation, prevent and resolve conflicts.

SC02 is the ability to organize the activities of public administration bodies and other organizations of the public sphere.

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

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

SC05 is 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 is the ability to carry out professional activities taking into account the needs of ensuring the national security of Ukraine.

SC08 is the ability to develop strategic documents for the development of socio-economic systems at the higher, central, regional, local and organizational levels.

SC09 is the ability to carry out scientific and research activities in the field of public management and administration.

SC11 is the ability to use tools of local democracy in communities in conditions of decentralization authorities to provide socio-economic development.

Solving complex tasks in the form of practical trainings simulating the interaction of public society institutions is the optimal way to apply innovative teaching methods. Thus, during training, students are affected by a number of factors, including:

active involvement of participants in the training;

motivation of the participants;

creating an atmosphere of comfort and mutual respect;

the ability to independently exert managerial influence on the course of training;

practicality and focus on problem solving;

compliance with the individual needs of participants.

The comprehensive training program takes 30 hours. The duration of the training is 4 days (30 hours), the number of trainers is 1.

1. The purpose and tasks of the training

Today, the process of institutionalization of the principles on which social responsibility is based is taking place all over the world, through the development of relevant normative documents that regulate the practical implementation of such responsibility. Each institute, in accordance with its sphere of competence, develops its line of social behavior. Institutional support of social responsibility is carried out on the basis of the development of procedures for the reconciliation of the interests and general goals of the state and business, as well as the public community within the legal field, the adoption of organizational, legal and political norms that contribute to the harmonization of the interests of the participants of the specified relations, with their clear self-identification of the common goals and partnership to achieve them.

The state performs a systemic role in the process of forming formal state institutions, which should ensure socio-economic development and effective interaction of the state and public society, based on the spread of ideas of social responsibility with the aim of constantly deepening and expanding their partnership relations. The public is the link that ensures the full integration of society and the development of social responsibility. Social responsibility as a result of the interaction of the state and the public acts as a synergistic effect, as it enables the state and society to satisfy the existing needs, as well as the corresponding demands of society in the social sphere, under the active mutual influence of goals, which determines the mutual responsibility of the state and the public to society.

Social responsibility of the public exists in a specific society with its specific social norms, national and historical traditions, political and economic situation that influence its formation. Approaches to social responsibility change depending on the traditions and problems of a specific state.

Socially responsible behavior cannot be considered in isolation from the specifics of state policy and is culturally determined by the expectations of the relevant parties. Forms of manifestation of social responsibility are most often a positive reaction to an external request, and are determined according to the principle of expediency and relevance.

The purpose of the training is to help the students form a system of competences regarding the assessment of socially responsible behavior of

public institutions, business organizations and the public in order to determine the directions of development of a socially open state.

To achieve the goal, the following tasks must be solved:

to get a holistic view of the basic requirements for socially responsible behavior of public officials, business representatives and ethical behavior of the public;

to determine the mechanisms of introducing the principles of socially responsible behavior of public administration officers and the processes of providing public services;

to acquire skills in conducting a social audit of corporate reporting according to international standards;

formation of a training report.

The target audience of this training is 2nd-year Master's degree seekers in speciality "Public Management and Administration" educational program "Public Administration". The peculiarity of this audience is as follows: mixed groups (presence of foreign students), students who already know each other (training is conducted in the 1st – 2nd week of study).

The features of the training are as follows:

the coach pays a lot of attention to the process of group dynamics;

during the course of the training, interpersonal relations of the participants arise;

the development of group dynamics can provoke conflict situations due to different points of view;

the duration of the training provides an opportunity to fully cover the topic and, moreover, the participants do not get tired;

the best opportunity to realize the goal and objectives of the training.

Thus, certain personal and cognitive competences must be formed during the training:

the ability to formulate thoughts and express them;

the ability to establish interpersonal relations (the ability to work in a team);

the ability to make an oral and visual presentation;

the ability to apply knowledge to practice;

the ability to criticize and self-criticize (critical thinking: the ability to formulate critical judgments);

the ability to process primary information by mastering information technologies;

the ability to take responsibility for decisions made.

With the help of complex training as a tool for development and change, the following tasks can be solved:

to diagnose, examine available knowledge, skills and abilities;

to inform, provide new knowledge under the educational program "Public Administration";

to find solutions to applied problems using a group resource;

to adjust information flows;

to help unify the group.

This training has the following advantages: completion of a high-quality training report; attention is paid to all components of the training; participants are immersed in the problem to which they report their attitude; the training program can be dynamically changed according to the needs of the participants.

2. Development of a general training program

Before starting the training, you should consider the specifics of conducting each stage of the training.

The structure of the training consists of three parts.

The first day of the training "Implementation of the New Public Management concept in the context of ensuring social responsibility" begins with the teacher's reminding the students about certain theoretical aspects in the form of a minilecture and various practical tasks that will allow students to be interested and be ready for active work. In the course of the work, the main emphasis should be on overcoming alienation, establishing contact between students by discussing certain issues, exchanging impressions that correspond to the subject of this training. It is necessary to pay attention to the issues that will be considered during the training, and also to define the expectations of the participants.

The main stage of the first day of training is the acquisition of skills in evaluating the social utility of the implementation of the system of social responsibility of the public authority.

The second day of the training "Acquiring skills in assessing the level of socially responsible behavior of business entities based on social reporting data" provides an opportunity to determine the level of social responsibility and systematize the activities of business organizations, to explore the peculiarities of corporate, state and international regulation of socially responsible behavior.

On the third day of the training, the participants of the training should acquire skills in the analysis of distributed social responsibility of the system of public administration bodies in Ukraine and build a partnership model of resource exchange between the state and the public as a result of the effective interaction of the mentioned subjects. This day is the final stage of the training, in which summing up takes place.

On the fourth day of the training, the winners-participants of the training publicly defend the reports on the comprehensive training.

Each day of the training has certain structural stages, among which there is always an introduction, a greeting, and the main part, where the applicant has the opportunity to immerse himself in the interactive training process and perform certain applied tasks.

To ensure the completeness of the content and the achievement of the training goals, situational tasks are proposed that correspond to the purpose of the training and have sufficient complexity. During the provision of situational tasks, the peculiarities of the program participants, their views, work style, ability to show activity and efficiency, etc., are taken into account.

Each part of the training has its content, organized according to certain rules: presentation and discussion of new information, in accordance with the goals of the training; analysis of the constituent parts of the provided information; identifying the problem, characterizing its impact on the current or future activity of public institutions; searching for ways to solve the problem, improve or modernize the activity and interaction of public institutions; analysis of proposed solutions and development of proposals for implementation of those solution; analysis of the subjective impressions of the participants and their vision of the effectiveness of the achieved results.

Compliance with the specified rules is ensured through a clear organization of the training process, which consists in the distribution of certain training procedures in time.

3. Filling the training structure with content with the distribution of stages and time

Day 1

Implementation of the New Public Management concept in the context of ensuring social responsibility

The purpose of the training is to acquire skills in evaluating the social usefulness of the implementation of the system of social responsibility of the public authority.

The sequence of the training stages is given in Table 2.

The given characteristic contains the main content of the proposed stages of complex training, their sequence and duration.

For this topic of the training, it is advisable to allocate 8 academic hours, which amount to 360 minutes.

Table 2

Characteristics of the stages of the first day of training

No.	Stages of training	Content	Duration, min
1	2	3	4
1	Introductory (stage 1)	Introductory speech of the coach. Development of rules of interaction in training. Meeting procedure. Approval of the work schedule. Forming a list of participants' expectations. Acquaintance of the participants with the purpose and components of the training, as well as with the list of basic competences that are formed during the training	45
Break			5
2	Main (stage 2)	Assessment of the level of awareness of students regarding the basic requirements for socially responsible behavior of public officials, business representatives and ethical behavior of the public. Minilecture. Provision of informational support to participants during this training (literary sources, electronic resources)	45

Table 2 (the end)

1	2	3	4
Break			10
3	Main (stage 2 (continuation))	Analysis of the principles of implementation of social responsibility in municipal administration, taking into account the provisions of the UN Global Compact. Analysis of the mechanisms of introducing the principles of socially responsible behavior into public administration and the processes of providing public services	45
Break			5
4	Main (stage 2 (the end))	Determination of problems of implementation of international standards of social responsibility in the practice of activities of local self-government bodies. Determination of factors of ineffective interaction of public institutions and the public	45
Break			20
5	Main (stage 3)	Evaluation of the social usefulness of the implementation of the social responsibility management system of the local self-government body based on the indicators of the monitoring of the elements of usefulness (rating of the socio-economic development of the city)	45
Break			5
6	Main (stage 3 (the end))	Conducting a social audit and preparing corporate reporting according to the GRI standard. Determination of priority directions for future expenditures on corporate social responsibility programs. Development of a plan for further actions to improve the organization of social responsibility	45
Break			10
7	Main (stage 4)	Continuation of the main training stage: social audit and preparation of corporate reporting according to the GRI standard. Determination of priority directions for future expenditures on corporate social responsibility programs. Development of a plan for further actions to improve the organization of social responsibility	45
Break			5
8	Final (stage 5)	Summing up, discussing the results of individual and group work	45
Total without breaks			360
Total with breaks			425

Stage 1

The introductory speech of the coach

Duration: 1 minute.

The coach: "Good afternoon, dear students! For better work, we are not a teacher and students during the training, but we are all a single team, which is faced with the task of evaluating the social utility of the implementation of the system of social responsibility of the local self-government body".

Getting to know the coach (2 minutes).

"Before starting work, allow me to introduce myself..."

A short story about yourself for emphasizing the purpose and tasks of the training and a gradual transition to the process of uniting the group.

"We already know each other, but a person as an individual is multifaceted and can play several roles. Therefore, let's get to know each other better. As a first step, I suggest that everyone write their name on the badge (it can be both your personal name and a stage name or an alias).

Exercise "My name is... I do this..."

The purpose of the exercise: getting to know each other, relieving anxiety. The exercise helps to remember the names of the training participants.

Duration: 7 minutes.

The exercise can be performed while sitting or standing. Each participant in a circle says his name and shows any exercise (movement) with the words: "I do this...". Each subsequent participant first repeats all the names and movements of the previous participants, and only then gives his name and shows his movement. The last member of the circle must repeat the names and movements of all the members of the group.

Acquaintance of the participants with the purpose and components of the training, as well as with the list of basic competences that are formed during the training. Duration is 5 minutes.

All participants are provided with a training program with full details of the stages and duration.

Agreeing on the rules of interaction in training with the help of brainstorming (10 minutes)

The coach: "For the effective work of the group and the achievement of the set goals, it is necessary to establish the rules of the game. I propose to form the rules of our training together." Each participant offers his ideas on

this issue. As a result of an active discussion, the group determines the main list of mandatory training rules and approves this list. Those who wish record the rules on a flip chart sheet.

The following list of rules, the sequence of which may be different, is submitted for approval:

1. Punctuality (don't be late!).
2. Active participation.
3. Do not evaluate.
4. Cell phones are turned off.
5. Respect each other.
6. Confidentiality.

Resources: a flip chart, color markers.

Approval of the work schedule (5 minutes).

The coach "In addition to the work rules, it is also necessary to approve our work schedule". Turning over the flipchart sheet with the work schedule, the coach draws the attention of those present to the breaks, answers questions if any.

Forming a list of participants' expectations and requests

(10 minutes)

The coach: "Now, before starting work, I would really like to know your mood. It is very nice to see your interest. As we have already met and started to form our team, it is necessary to decide on your requests and expectations. Think for a few minutes about what you want to achieve during the training and write it down on a piece of paper in two or three words". Then, in a circle, each participant records their requests and expectations on the tree and briefly comments on them.

Resources: a flip chart with a picture of a tree, color sheets of paper of different shapes, colored markers.

The sheet is torn off and put aside, then this information will be needed at the end of the training, when the results will be summed up.

Exercise "As a child, I wanted to be..."

The purpose of the exercise: unification of the group, formation of trusting relationships, promotion of interest.

The duration is 10 minutes.

Each participant is offered to write on a piece of paper for 3 minutes what he wanted to be as a child and why. The anonymous sheets are then

given to the coach, who shuffles them and distributes them to the participants in random order. Each participant has to get used to the received image of the unknown author, read what was written and say whether his views have changed since he has become an adult.

Resources: sheets of A4 paper, pens or pencils.

At the end of this exercise: "Congratulations on a successful start and I look forward to seeing you after the break".

After active work, all participants need a little rest.

Break

Stage 2

Guidelines for conducting the main stage of the training

It is advisable to start the main stage with a minilecture and the provision of information materials.

Minilecture "Socially responsible behavior of public servants, business representatives and ethical behavior of the public"

The purpose: providing new theoretical knowledge on the topic of the training.

Duration: 30 minutes.

Resources and didactic support: presentation, handouts, pens, pencils.

Exercise "Transfer those who..."

The purpose of the exercise: activation of group work.

Duration: 4 minutes.

There are one fewer chairs in the circle than there are participants.

The trainer stands in the center of the circle and offers to change seats (swap places) to everyone who knows how to drive a car. The coach's goal is to take the vacant place of one of the participants. Whoever is left without a chair stands in a circle and continues the exercise.

After the exercise, the coach asks the participants about their feelings and mood (1 minute).

Brainstorming "Basic requirements of social responsibility of government, business, and the public" (10 minutes)

In the form of an active discussion among all training participants, a list of requirements that affect the level of socially responsible behavior is formed and recorded on a flip chart. The trainer suggests grouping this list of factors

into the following three groups: social responsibility of government, social responsibility of business organizations, and social responsibility of the public.

Resources: a flip chart, color markers, small pieces of paper for notes.

After active work, all participants need a little rest.

Break

Stage 3

Next, participants are divided into groups of 3 – 4 students; for this they play **the game** "The season of the year" (duration 3 minutes).

All participants stand in a circle and sequentially everyone names the season of the year, starting with winter. Participants are grouped according to the seasons.

Each group receives a task: to analyze the principles of implementing social responsibility in municipal administration, taking into account the provisions of the UN Global Compact. Submit the results of the completed work in the form of a presentation with pictures.

One representative of each of the formed small group chooses a group of principles for the implementation of social responsibility by drawing lots, according to which data will be analyzed (1 minute). The group receives all the necessary data for analysis in the form of handouts. After that, the time for working in small groups begins (it is desirable to distribute responsibilities in the group for optimal use of time – 1 minute).

Students participating in the training receive guidelines for completing the task.

The duration of the task is 30 minutes.

At the end of the execution time, the coach records: which group was the first to cope with the task and how clearly the responsibilities were distributed in the group.

The next step is the group presentation of the results of the work done.

The duration of each presentation is 10 minutes.

The total duration of presentations is 60 minutes (not including a 5-minute break).

Resources: handouts, pens, calculators, A3 presentation sheets, color markers, a flip chart.

After active work, all participants need a little rest.

Break

Stage 3 (continuation)

Exercise "Bell"

The purpose: unification of the group, emotional and muscular relaxation, creation of an atmosphere of unity.

Duration: 5 minutes.

All participants stand in a circle, alternately raising their right and left hands up, connecting their hands in the center of the circle in the form of a "bell". Pronounce "Boom!" and synchronously forcefully lower their hands down. They raise their hands when entering, at the exit they say "Boom!" and put down their hands. The coach sets the rhythm. It should be repeated several times.

The main stage of the training "Evaluation of the social usefulness of the implementation of the social responsibility management system of the public authority on the basis of indicators of the monitoring of elements of usefulness".

The total duration is 25 – 30 minutes.

Students participating in the training receive guidelines for completing the task. The results of the completed work are submitted in the form of a presentation with pictures.

One representative of each small group of the subject of municipal management formed at the previous stage of the training by drawing lots, will be given an assessment (1 minute). The group receives all the necessary data for evaluation in the form of a handout.

At the end of the execution time, the coach records: which group was the first to cope with the task and how clearly the responsibilities were distributed in the group.

The next step is the group presentation of the results of the work done.

The duration of each presentation is 10 minutes.

The total duration of presentations is 60 minutes (not including a 10-minute break).

Resources: handouts, pens, calculators, A3 presentation sheets, color markers, a flip chart.

Break

Stage 4

Exercise "Weather forecast"

The purpose: evaluation of emotions of the training participants.

Duration: 5 minutes.

Each training participant takes a sheet of paper and markers and draws a picture that corresponds to his mood (2 minutes). Then a short story of each in a circle follows with a demonstration of the picture to the group members.

All drawings are fixed on the board.

Resources: sheets of A4 format, color markers, a tape.

From the presented drawings and the emotions depicted on them, the coach draws a conclusion about the general psychological climate in the audience and on the second day of the training he can change the negative attitude of some participants towards the training (duration is 1 minute).

Exercise "Color sheets" for grouping participants into teams of 3 – 4 people (2 minutes).

All participants stand in a circle. The trainer approaches everyone and offers to take one sheet of colored paper from the box (without looking into the box). Groups of participants are formed according to the color of the selected paper.

All participants are provided with handouts for social audit and preparation of corporate reporting according to international standards.

After receiving the handouts, the coach explains the procedure for completing the task and outlines the resources that can be used in the implementation process (3 minutes).

The total duration of the main stage is 25 minutes.

Stage 5

Final exercise "Thank you for a pleasant lesson"

The duration is 10 minutes.

Participants stand in a circle.

Before the end of the first day of training, the coach gives homework to be done by small groups, which was formed with the help of a previous exercise (out-of-class independent work).

The coach: "I want to suggest that you take part in a small ceremony, through which you can express friendly feelings and gratitude to each other".

The game goes like this: one of the participants (if desired) stands in the center of the circle, the other approaches him, shakes his hand and says: "Thank you for a pleasant lesson!" These two participants remain in the circle and hold hands. Then the third participant approaches, takes the free hand of one of the participants and says: "Thank you for a pleasant lesson!" Thus, the group in the center of the circle is constantly increasing. When the whole group moves to the center, the circle closes. The exercise ends with a firm handshake of all participants.

The coach's final word. Thanks to everyone for participating.

Day 2

Acquiring skills in assessing the level of socially responsible behavior of business entities based on social reporting data

The purpose of the training is to review the available methodological approaches and theoretical provisions regarding the formation of social responsibility of business entities and the identification of obstacles to the development of social responsibility.

The sequence of training stages is given in Table 3.

Table 3

Characteristics of the stages of the second day of training

No.	Stages of training	Content	Duration, min
1	2	3	4
1	Introductory (stage 1)	Introductory speech of the coach. Development of rules of interaction in training. Introduction of participants. Approval of the work schedule. Forming a list of participants' expectations. Acquaintance of the participants with the purpose and components of the training, as well as with the list of basic competences that are formed during the training	45

Table 3 (continuation)

1	2	3	4
Break			5
2	Main (stage 2)	Assessment of the level of awareness of students regarding the forms of manifestation of socially responsible activity of business entities. Minilecture. Provision of informational support to participants during this training (literary sources, electronic resources)	45
Break			10
3	Main (stage 2 (continuation))	Assessment of the level of socially responsible behavior of business entities based on social reporting data, which makes it possible to systematize the activities of business organizations regarding the implementation of social programs, to evaluate the effectiveness of each of them, as well as the activity in general, to obtain information for making decisions for the future	45
Break			5
4	Main (stage 2 (the end))	Continuation of the implementation of the main stage: assessment of the level of socially responsible behavior of business entities based on social reporting data, which makes it possible to systematize the activities of business organizations regarding the implementation of social programs, to evaluate the effectiveness of each of them, as well as the activity in general, to obtain information for decision making for the future	45
Break			20
5	Main (stage 3)	Study of the peculiarities of corporate, state and international regulation of socially responsible behavior of business entities	45
Break			5
6	Main (stage 3 (the end))	Analysis of trends in socially responsible behavior of Ukrainian business entities with the aim of identifying factors that contribute to the formation of social responsibility of Ukrainian businessmen and restrain this process, as well as substantiating on this basis the prospective state of social responsibility of business entities in Ukraine	45

Table 3 (the end)

1	2	3	4
Break			10
7	Main (stage 4)	Continuation of the main stage: analysis of trends in socially responsible behavior of Ukrainian business entities with the aim of identifying factors that contribute to the formation of social responsibility of Ukrainian entrepreneurs and restrain this process, as well as substantiating on this basis the prospective state of social responsibility of business entities in Ukraine	45
Break			5
8	Final (stage 5)	Summing up, discussing the results of individual and group work	45
Total without breaks			360
Total with breaks			425

Stage 1

The introductory speech of the coach

Coach's greeting (2 minutes).

"Interview" exercise (aimed at creating efficiency in the group, removing anxiety).

The purpose: establishing contacts in a pair.

Duration: 10 minutes.

The coach puts the participating students in pairs: "By twos count off!" The task of the participants of small groups is to get to know each other better, and also to act as an interviewer. Pairs of participants are placed in the audience. Everyone should be both the interviewer and the interviewee. Participants ask each other about what they consider important, interesting and necessary for getting to know each other.

One participant takes the interview for 2 minutes, then the participants switch roles. After the conversation is over, they get to know each other with the help of pictures.

An approximate list of questions during the survey:

1. What is your favorite color?
2. What is your favorite season?
3. What do you like to do in your free time?

4. What qualities do you appreciate in people?
5. What gifts would you like to receive?
6. What did you want to be as a child?
7. What do you consider the most important thing in your life?

Resources: sheets of A4 paper, color markers, blackboard, tape.

After the exercise, you should proceed to check the homework "Determining the priority areas of future expenses for corporate social responsibility programs".

Each group submits homework to the coach. The coach provides additional data necessary to complete the task (30 minutes).

The coach checks the degree of independent group work. In case of non-fulfillment or incomplete performance of the task, all group members score points that will be calculated during the final evaluation of the work of each training participant (duration is 3 minutes).

Break

Stage 2

Guidelines for conducting the main stage of the training

It is advisable to start the main stage with a minilecture and the provision of information materials.

A minilecture "Forms of manifestation of socially responsible activity of business entities".

Duration: 30 minutes.

Before the presentation of the material in the form of a presentation, each participant receives a handout with a detailed description of the available forms of socially responsible behavior of business organizations.

The participants of the training are provided with information on the form of manifestation of socially responsible activity of business entities.

Resources: lecture handouts, presentation, pencils.

After receiving new information, participants need to rest a little.

Exercise "A connecting thread"

The purpose: creation of work capacity, positive mood and unification of the group.

Duration: 5 minutes.

Participants stand in a circle. The coach holds a ball of thread in his hands, says hello and passes the ball to a neighbor. The next participant also greets and passes the ball in such a way that part of the thread remains in his hand (do not break the thread). Next in a circle. When the ball is back with the coach, the whole group seems to be connected as one. The coach pulls the strings a little and makes the participants understand that they are one whole.

Resources: a ball of thread.

Break

Exercise "Glass"

The purpose: release of tension.

Duration: 5 minutes.

All participants sit in a circle. The coach gives the first (any of the participants) a plastic glass. The participant must pass the glass in a circle in such a way that the method of passing from one participant to the next is not repeated. If the participant is unable to come up with an original method of transmission, the group helps him, but with the implementation of penalties.

Depending on the activity of the participants, the exercise can be finished after passing the circle or stopped at the second circle, provided that the execution time does not exceed 5 minutes.

Resources: a plastic glass.

Work in small groups "Evaluation of the level of socially responsible behavior of business entities based on social reporting data" (groups correspond to the composition of small groups of the first day).

Duration: 90 minutes (not including a 10-minute break).

Resources: handouts, pencils, pens, a calculator, A4 sheets.

As a result of the group's work, all relevant calculations and conclusions should be made regarding the social responsibility of business organizations in the process of implementing social programs and conclusions regarding the effectiveness of social programs. The results of work in small groups must be submitted in the form of a presentation and additional calculation materials.

Break

The duration of the presentation is 15 minutes (each group no more than 5 minutes).

Exercise "Workflow"

The purpose: to remove possible negative consequences of working in a group, to give an opportunity to report all controversial situations.

Duration: 5 minutes.

The coach chooses the scheme of this exercise, depending on the condition of the group. The following options are offered:

1. It is necessary to recall all the work done in the group and finish the phrase:

I found...

I was surprised...

I feel...

I think that...

I really enjoyed it...

2. Everyone in the circle (and the coach) talks about their feelings, excitement, what they want to express, what they feel the need to communicate to the group.

Study of the peculiarities of corporate, state and international regulation of socially responsible behavior of business entities (work in small groups).

The duration is 25 minutes.

Before the start, each participant receives a handout with a detailed description of corporate, state and international regulation of socially responsible behavior of business entities.

Resources: handouts, pencils.

After active work, all participants need a little rest.

Break

Stage 3

Exercise "A paper gift"

The purpose: creation of a positive psychological climate in the group.

The duration is 10 minutes.

Participants of the training are offered to make a gift that they would like to present to the group. All necessary materials are at their disposal. After

that, the gifts are distributed among the participants. Participants stand in a circle facing outwards and place the made gifts on the floor. At the coach's command, everyone closes their eyes, holds hands, and moves clockwise. The coach stops moving after about a minute. Each participant receives the gift that is in front of him at the time of the stop. All participants thank each other for the gifts.

Resources: color markers, sheets of A4 paper, scissors, pencils, a glue pencil, color sheets of A4, a stapler.

Brainstorming "Factors that contribute to the formation of social responsibility of Ukrainian entrepreneurs and restrain this process" (10 minutes).

In the form of an active discussion among all training participants, a list of factors affecting the level of socially responsible behavior of business entities is formed and recorded on a flip chart. The coach suggests dividing this list of factors into the following groups: external and internal.

Resources: a flip chart, color markers, small pieces of paper for notes.

On the basis of the conducted brainstorming, work is carried out in small groups to determine the prospective state of social responsibility of business entities in Ukraine.

The total duration is 20 minutes.

Resources: color markers, sheets of paper.

After active work, all participants need a little rest.

Break

Stage 4

Exercise "My minute"

The purpose: diagnosis of participants' working capacity.

Duration: 5 minutes.

The appropriate sense of time indicates an adequate perception of reality and a person's high work capacity. Participants should get ready: sit freely, relax. Close your eyes and listen to the coach. At his signal, everyone simultaneously starts counting down the minute, that is, counting to 60. The command "Finished!" is given. Each participant memorizes the number. If most of the students' score ended with numbers 57 – 63, this indicates a high level of working capacity in the group.

Presentation of the results of work in small groups in the form of a presentation.

Presentations last 15 minutes (each group no more than 5 minutes).

Stage 5

Exercise "How have you changed..."

The purpose: development of observation and concentration of attention.

The duration is 10 minutes.

The participants are united in pairs (those who were sitting) and look at each other carefully for a minute (pay attention to the appearance, condition, remember the participant's behavior during the training). Then the pair closest to the coach starts. Each of the participants turns to their neighbor and talks about the new things he saw today compared to the first day of training.

Exercise "Wishes"

The purpose: assessment of the emotional state of the participants and their openness.

The duration is 15 minutes.

Each participant receives a sheet of A4 paper and color markers.

During 5 minutes, he draws (or writes) wishes to all participants and the coach.

Then everyone goes to the board with their wishes, attaches them to the board. No more than a minute for each participant.

Resources: sheets of A4 paper, color markers, a tape.

The coach's final word.

Thanks to everyone for participating.

Day 3

Formation of social responsibility in the state administration system

The purpose of the training is to acquire skills in the analysis of distributed social responsibility in the system of public administration bodies in Ukraine and the ability to assess the conditions and factors for increasing the social responsibility of the state.

The sequence of the training stages is given in Table 4.

Characteristics of the stages of the third day of training

No.	Stages of training	Content	Duration, min
1	2	3	4
1	Introductory (stage 1)	Introductory speech of the coach. Development of rules of interaction in training. Introduction of participants. Approval of the work schedule. Forming a list of participants' expectations. Acquaintance of the participants with the purpose and the list of basic competences that are formed during the training	45
Break			5
2	Main (stage 2)	Assessment of the level of awareness of students regarding social responsibility as a fundamental component of the system of public values of a socially open state. A minilecture. Provision of informational support to participants during this training (literary sources, electronic resources)	45
1	2	3	4
Break			10
3	Main (stage 2 (continuation))	Analysis of the static and liberal-democratic model of the implementation of social responsibility in the state-management discourse	45
Break			5
4	Main (stage 2 (the end))	Continuation of the main stage: analysis of the static and liberal-democratic model of the implementation of social responsibility in the state-management discourse	45
Break			20
5	Main (stage 3)	Analysis of distributed social responsibility in the system of public administration bodies in Ukraine. Building a partnership model of resource exchange between the state and the public	45
Break			5
6	Main (stage 3 (the end))	Continuation of the main stage: analysis of distributed social responsibility in the system of public administration bodies in Ukraine. Building a partnership model of resource exchange between the state and the public	45

Table 4 (the end)

1	2	3	4
Break			10
7	Main (stage 4)	Assessment of the conditions and factors of increasing the social responsibility of the state in Ukraine	45
Break			5
8	Final (stage 5)	Summing up, discussing the results of individual and group work	45
Total without breaks			360
Total with breaks			425

The above description contains the main content of the proposed training stages, their sequence and duration.

Stage 1

The introductory speech of the coach

The training begins, similar to the previous days, with the introductory speech of the coach, which aims to provide information about the training program, in particular, regarding the political, legal and organizational aspects of the implementation of social responsibility of state authorities.

The opening word should be friendly, concise. After the coach has said hello, he should thank everyone for their willingness to participate in the training. It is necessary to indicate the purpose and the deadline of the training, which will help the participants to form realistic expectations.

Development of rules of interaction in training

It is necessary to recall the rules of interaction that were developed on the first day of the training.

Forming a list of participants' expectations

Before starting the work, the coach and the group should agree on the desired result of the joint work. The main expectations from the third day of the training can be drawn up in the form of a collective drawing.

Stage 2

Guidelines for conducting the main stage of the training

It is advisable to start the main stage with an assessment of the level of awareness of the students, a mini-lecture "Social responsibility as a fundamental component of the system of public values of a socially open state" and the provision of informational support for the training participants (literary sources, electronic resources).

The analysis of the static and liberal-democratic model of the implementation of social responsibility in the state-management discourse should be carried out on the basis of a joint discussion in the form of an active discussion, highlighting the advantages and disadvantages of the specified models of the implementation of social responsibility.

Stage 3

The next stage should be an analysis of distributed social responsibility in the system of public administration bodies in Ukraine (the characteristic of the distributed model of social responsibility is the independent work of the master's participants in the training and is mandatory for completion before the start of the third day of the training).

The next step of the main stage is to build a partnership model of resource exchange between the state and the public. To perform this task, students should be grouped into teams of 3 – 4 people.

Assessment of the conditions and factors for increasing the social responsibility of the state in Ukraine is the final task of the training that contains conclusions and proposals regarding the effective interaction of the state, business and the public in the process of implementing socially responsible behavior.

Next, it is necessary to develop an individual report on the training in the form of a paper report, in which to form a personal point of view regarding the social responsibility of the authorities, business and the public, to reflect the skills and competences acquired during the training.

Stage 4

Summing up

At the final stage, you can perform the "Summary tree" **exercise**. The participants of the training are asked to take one green and one blue sheet of paper to sum up the results. On green paper you need to write down your positive impressions, on blue – wishes for improvement of work. If desired, you can use only one color. After finishing the work, the participants approach the tree picture and stick their sheets on it.

It is also necessary to distribute to the training participants the expectation sheets that they filled out at the beginning of the first day of the training so that they can decide to what extent the training met their expectations. This will help in making a final evaluation of the training.

Stage 5

After the exercise, the coach distributes questionnaires to the participants asking them to answer all questions honestly. It is not necessary to write the surname or first name on the application form.

The purpose: to get feedback.

The duration is 10 minutes.

The coach: "Although the training time is almost up, I want you to have good memories".

The coach approaches each participant with wishes and a gift. The participant must personally choose a gift from the basket without looking into the basket (duration is 5 minutes).

Resources: gifts.

The coach's final word about the group, work capacity, psychological climate and work efficiency.

Participants receive a complete set of training materials, which will allow them to recall the acquired knowledge and return to the acquired skills to control the application of skills after a certain period of time.

The training includes many exercises for unification, group dynamics and activation of the learning process. This is explained by the characteristics of the target audience.

As a result of the training, students systematize the knowledge they have and acquire new practical and theoretical knowledge on assessment

and diagnosis of the level and quality of life of the population of the region. Namely, they get a holistic idea of the socially responsible behavior of all subjects of civil society in the process of forming a socially oriented state; determine the principles of social responsibility; determine the quality factors of the system of social responsibility of public administration, business organizations and proper behavior of the public; form professional competences in assessing the social usefulness of the implementation of the social responsibility management system of the local self-government body; determine the conditions for raising the level of social responsibility of the state.

The success of the training depends on the professional qualities of the coach, didactic support and the students' desire to acquire new knowledge and acquire competences.

4. Organization of independent work of higher education seekers during the training

The modern concept of higher education connects the course and results of training with the level of organization of independent work of students at various stages, which requires the development of theoretical and methodical foundations for the management of independent educational activities. The system of higher education is designed not only to provide students with a certain system of knowledge, to form professional skills and abilities in them, to develop creative thinking, but also to arm them with a method of independent search and acquisition of information necessary for further activities.

Training is an exceptional form of conducting educational sessions that requires a special organization of the work of applicants in the classroom and outside of it. In order to effectively transform existing knowledge into abilities, skills and competences, the coach needs to create conditions for independent solving of the tasks that appear before the student group during the training.

The main goal of the coach is to guide the students in the right direction to solve the task, but remotely, it is necessary to correct the work, focusing on mistakes.

In the process of forming the established training time, the coach must take into account the total load on students. Independent work should be

rhythmic. In the process of explaining independent work, the teacher must comprehensively and timely inform students about the content of independent work, deadlines, needs for auxiliary means, forms, methods of control and evaluation of final results and a mandatory comparison with expectations.

The activity of a coach in the organization of independent work of students should include the following directions: optimal ratio of hours of classroom and extra-auditory independent work of students, rational choice of educational material, taking into account its volume and level of informativeness, creation of a positive emotional environment at the training, combination of individual and group forms of student work, provision of advisory assistance to students, application of methods and means of monitoring the effectiveness of independent work.

Extracurricular independent work involves the time during which applicants work with statistical data, deepen their analytical knowledge, work on errors in classroom independent work, and make presentations.

Extracurricular independent work of students, thanks to the passive participation of the teacher, requires special attention in terms of organization and methodical support. Solving tasks, performing exercises, and preparing presentations are an important factor in the activation of students' extracurricular work.

The map of independent work of higher education seekers during training is given in Table 5.

Table 5

The map of independent work at the training

Questions for independent study	Types of independent work of students	Time, min	Sources of information
1	2	3	4
Day 1 (auditory independent work)			
Practical task: analysis of the principles of implementation of social responsibility in municipal administration, taking into account the provisions of the UN Global Compact. The task is performed in a small group	Written, independent work with the aim of forming new practical skills and abilities	25	Information resources, handouts

Table 5 (continuation)

1	2	3	4
Preparation of the presentation of the results of the task	Preparation to the oral presentation	15	Information resources, handouts
Practical task: evaluation of the social usefulness of the implementation of the social responsibility management system of the local self-government body based on the indicators of the monitoring of utility elements (rating of the social and economic development of the city). The task is performed in a small study group	Written independent work for the purpose of forming new practical abilities and skills	25	Information resources, handouts
Preparation of the presentation of the results of the task	Preparation to the oral presentation	15	Information resources, handouts
Day 2			
Determining the priority areas of future spending on corporate social responsibility programs (homework). The task is performed in a small study group	Extracurricular	120	Information resources
Practical task: assessment of socially responsible behavior of business entities based on social reporting data	Auditorium	40	Information resources, handouts
Preparation of the presentation of the results of the task	Preparation to the oral presentation	15	Information resources, handouts
Practical task: researching the peculiarities of corporate, state and international regulation of socially responsible behavior of business entities	Auditorium written independent work with the aim of forming new practical skills and abilities	25	Statistics, handouts, information resources

Table 5 (the end)

1	2	3	4
Preparation of a presentation	Preparation to the oral presentation	5	Information resources, handouts
Day 3			
Practical task: analysis of distributed social responsibility in the system of public administration bodies in Ukraine	Auditorium written independent work in order to form new practical skills and abilities	20	Information resources, handouts
Practical task: analysis of distributed social responsibility in the system of public administration bodies in Ukraine	Auditorium written independent work in order to form new practical skills and abilities	20	Information resources, handouts
Practical task: building a partnership model of resource exchange between the state and the public	Auditorium written independent work in order to form new practical skills and abilities	15	Information resources, handouts
A training report. Independent work with mandatory supervision of each student	Preparation of a written report	270	Statistics, handouts

The main condition for the successful independent work of students and conducting training in general is the formation of sustained interest in the chosen topic of training, methods and technologies of carrying out the work.

A necessary element of successful assimilation of the training material "Social responsibility of government, business, public" is the independent work of students with additional scientific and economic literature, periodical and statistical information, laws and regulations of Ukraine.

The independent work of the students is aimed at the development of the following qualities: the ability to work with special literature, modern information and communication technologies; initiative; organization; discipline; activity in solving tasks.

5. The system of control and evaluation of the training results

At the end of the training, the process of evaluating the results (validation) is carried out, which has two discrete parts: internal and external validation. In practice, these two parts are closely related, and most trainers see them as a single function, since one depends on the other and has no meaning without it.

The university uses a 100-point cumulative evaluation system.

The training effectiveness evaluation tools are: feedback questionnaires; questionnaires (to check the assimilation of knowledge based on the number of correct answers).

Feedback questionnaires filled out by participants can also provide information to the coach about the effectiveness of the work performed. Information about satisfaction with the training, perception of the necessary mandatory information and formation of competences is taken from the questionnaires.

An important way of obtaining information about the impressions of the participants is informal communication with them and pedagogical observation of work during training and during breaks.

Evaluation of the student's acquired knowledge based on the results of training is an important factor in the formation of his personality and often acts as a regulator of social relations in a person's life, because it indirectly affects the formation of relationships in the team, with the teacher.

Control of knowledge and skills during the training gives the teacher-coach information about the course of the educational process, how the tasks are being performed, and the opportunities for further improvement of the work.

At the same time, control is a means of determining the effectiveness of training methods and techniques used in training. Analysis of control results makes it possible to identify strengths and weaknesses in work and the reasons for low efficiency. At the same time, the student participating in the training receives information about his success.

The objectivity of control and assessment is ensured by the scientifically based content of tasks, requirements and assessment criteria that help

determine the quality of the student's knowledge. It is very important to find out the level of knowledge acquisition, which reflects the competence of students from this training, implemented by planning and organizing their cognitive activities.

Organization of control in the training process means creating an appropriate monitoring system for the course of activity in such a way as to determine the level of achievement of the set goals at each stage and correct possible mistakes in a timely manner.

The effectiveness of control in the training process is possible only under the following conditions:

- determination of the amount of material subject to control;
- optimal choice of types of work and their sequence;
- clear organization of inspection, evaluation and control measures;
- systematicity of control measures;
- standardization of control;
- stimulation of independent work of applicants.

Effective control allows you to obtain important information for the analysis of activity results. This, in turn, is reflected in the speed and quality of the educational process, has an impact on the development of independence and responsibility of participants, their readiness to find solutions in difficult situations and initiative, readiness to realize their potential and contribute to the realization of common goals.

Evaluation of the success of a student-participant in the training involves the evaluation of knowledge; acquisition of professional skills to be developed in training; ability to communicate effectively, act independently and autonomously and take responsibility for decision-making.

One of the criteria for the effectiveness of the training program is the behavioral changes of participating students.

As part of the training, current and final control is carried out (Table 6) to determine the level of achievement of the set goals at each stage and to correct possible mistakes in a timely manner. The final grade is given in points, in accordance with the national and ECTS grading scales.

Table 6

Training control

Type of control	Current	Final
Form of conducting the control	Defense of the task, monitoring the activity	Preparation and defense of the final training report
Maximum score	50	50

Current control is carried out in the form of end-to-end monitoring of the degree of activity and competence formation. This control covers the main part of the work, which consists of the execution of current tasks. The criteria of the current assessment are the activity, creativity, independence, and responsibility of the students during the performance of current tasks.

Final control is carried out in the form of a presentation of the results of the group's work and a report on the results of the training. The main criteria of the final control are meaningful justification and analysis of the results obtained as a result of completing the tasks. The important result is not so much the score, but the identification of weak points in the work and the possibility of correcting them during work. Both the personal contribution of each member of the working group and the quality of the group's performance of the task are subject to evaluation.

The distribution of points for completing the tasks is given in Table 7.

The teacher should note the best performances of the participants, besides, it should be remembered that the absolute objectivity of the training evaluation is not the main goal. The maximum attention should be paid to the organization of mutual evaluation and self-reflection of the participants.

Table 7

Distribution of points and evaluation criteria

Task	Evaluation criterion	Points
1	2	3
Day 1		
Analysis of the principles of implementation of social responsibility in municipal administration, taking into account the provisions of the UN Global Compact	Activity in discussion, generation of ideas, substantiation of the given proposals	5

Table 7 (continuation)

1	2	3
Analysis of the mechanisms of introducing the principles of socially responsible behavior in public administration and the processes of providing public services	Activity in discussion, generation of ideas, substantiation of the given proposals	5
Determination of problems of implementation of international standards of social behavior in the practice of activities of local self-government bodies	Comprehensive approach to identification of problems, presentation of work results	5
Evaluation of the social usefulness of the implementation of the social responsibility management system of the local self-government body	The correctness of solving the task, analysis of the obtained results	5
Determining the priority areas of future spending on corporate responsibility programs	Activity in discussion, generation of ideas, substantiation of the given proposals	5
Development of an action plan for improving the organization of social responsibility	Comprehensive approach, presentation of a developed action plan, structuring of information	5
Day 2		
Assessment of the level of socially responsible behavior of business entities based on social reporting data	Correctness of calculations when assessing the level of socially responsible behavior, analysis of the obtained results	5
Analysis of trends in socially responsible behavior of Ukrainian business entities	Activity in discussion, generation of ideas, substantiation of the given proposals	5
Day 3		
Analysis of the static and liberal-democratic model of implementation of social responsibility in public administration	Comprehensive approach, comprehensive review of models, structuring of information	5
Building a partnership model of resource exchange between the state and the public	Correctness of building the model, independent performance of the task, grounding of the obtained results	5

Table 7 (the end)

1	2	3
Day 4		
Protection of the results of the training	Justification of the obtained results; way of presenting the results	30
Completion of the report	Appropriate scope and content	20

6. Guidelines for the coach

A variety of learning tools provide an opportunity to manage the learning situation, create the effect of physical and emotional participation in the training process. Possession of skills in the use and effective application of teaching aids is an important component of the specialist's professional competence and an element of professional culture.

To be ready for active communication, each person must understand himself, his strengths and weaknesses. Qualities such as openness and sincerity in communication, social adaptability, and the ability to solve problems independently acquire special importance for a coach.

A coach should remember his duties:

- to ensure that the participants do not become so engrossed in the exercises that they forget about the main idea of the training;

- to be able to interest participants using other methods and instructions;

- to create and maintain an appropriate learning environment (include games, exercises, situations for analysis);

- not to stand still;

- to test new exercises;

- to draw conclusions at the end of all training exercises (to return the participants to the previous state and discuss the results of the exercise, which helps to correct errors);

- to be honest and open with participants (not to single out anyone, not to deceive or use the efforts of participants for your own purposes);

- to create a favorable atmosphere for learning.

The coach should also remember about clothes. Clothes are a person's second skin that protects them from external influences. If a person is dressed formally, it does not promote openness to communication.

The composition of the group, the nature of the educational material and the material support of the training determine the choice of specific means of presenting information at the training.

In the process of developing the training program, the coach takes into account the circumstances that limit his actions. First of all, it is necessary to decide on the time of the training, during which the participants will be able to achieve the set goals and objectives of the training. The effectiveness of the training depends on the skill of the coach and the availability of appropriate equipment in the classroom.

A teacher's ability to develop, select, combine and use appropriate teaching aids in training classes is a necessary condition for work efficiency and an important component of his professional competence.

Getting to know the coach sets the format that all participants will follow. The information provided must be useful for listeners and aimed at unification. At the beginning of the training, the coach can take part in exercises to relieve tension in the group and get rid of anxiety.

A person perceives information from different channels. The channel of perception is bundles of nerve fibers that go from the sense organs to the brain. The effectiveness of interaction mainly depends on the extent to which the teacher chooses the channel of information transmission in accordance with the representative system of the student.

In the course of training, the following channels of information transmission are used:

auditory – reports, conversations, discussions (ensures about 7 % of information perception);

visual – schemes, diagrams, posters, texts (35 % of information perception);

motor – solving problems, tasks, performing specific subject actions (perception of information in a synthesis through all channels – 75 – 90 % of information) [9].

Practice shows that students perceive as basic those materials that are presented with the help of various didactic tools.

All didactic materials must be prepared in accordance with the following requirements:

materials must be provided to the audience in an accessible and high-quality form;

for different types of information, different means of their delivery can be used;

for storage and further analysis of conclusions made as a result of brainstorming or discussion, flip charts serve well, you need to write on them clearly and neatly, preferably in block letters in dark active colors (black, blue, dark green).

In this training, a presentation is used as a form of using didactic material.

A presentation is a new step in the visualization of educational material. Presentation makes it possible to attract all the factors that activate students' attention: movement, light, colors, various forms of conveying the content of the educational material. The advantage of presentation is the ability to view the slides in any sequence and the convenience of storing the material.

The goals of using a presentation in this training are as follows: to communicate the necessary information, to teach the participants new practical skills, to determine the purpose of the tasks. The main condition for demonstrating a presentation is the availability of a computer and a projector in the classroom where the training is held.

It is desirable to provide students with an impeccable presentation made using modern software and visualization tools. The effectiveness of the material given in the presentation increases if the materials are also provided in printed form.

Each training participant receives a handout. The material should contain only the necessary information. Low-quality and untidy material provokes student's negative attitude towards training. The training takes place in a short time, which requires structuring the proposed material for better understanding and processing.

Didactic skill of the coach, compliance with the rules of effective presentation and constant attention of students are the components of a successful presentation.

The main thing for a coach when using teaching aids is to have perfect knowledge of them and not to forget about their main purpose.

All didactic materials prepared by the coach demonstrate his own teaching style, they are an integral part of the coach's presentation, enhance his perception and ensure active interaction of participants at all stages of training [9]. In this regard, it is necessary to carefully plan each presentation and remember that listeners' acuity of perception weakens after 17 minutes.

In addition to constant monitoring of the whole training, it is worth specially monitoring the performance of tasks at certain intervals. This allows students to understand what is going on. Awareness of the learning process is an important part of it, which allows you to control it by monitoring the performance of the task.

The coach collects information that will help to edit the program: slow down or speed up the presentation of information, add some simple task or stop and try to re-establish the necessary learning atmosphere in the classroom.

The teacher is responsible for observing the rules and the time allotted for the corresponding exercises. The coach constantly monitors the implementation of the training program and with the help of instructions can resolve situations that have been misunderstood. In addition, it is necessary to take into account the personal space of a person. It is possible that the coach faces resistance from the participating students. The resistance of the participants often accompanies and sometimes provokes the resistance of the coach.

The coach's task is to help a person understand his defensive reactions, which are manifested in resistance, and to develop a constructive style of behavior that can lead the participant to a defined goal.

Each situation is unique, but there are some ways to work with the resistance of the training participants (Table 8).

To meet the needs of the participants, the coach uses various exercises to unify, create a favorable climate, an atmosphere of trust and create an open group.

Table 8

Appropriate reaction of the coach to the resistance of the participants

Types of participant resistance	Appropriate reaction of the coach
1	2
Coach support	Thank the student for his support, evaluate the benefit, offer not to interfere. Create a transparent situation, help a person understand such behavior. Give an opportunity to reveal him/herself, talk during the break

Table 8 (the end)

1	2
Criticism of the coach	Give an opportunity to say everything, but limit it in time. Recognize the significance of the remark. Give an opportunity to be a leader, ask for help in carrying out exercises, appoint as your assistant. Ask the group questions about the behavior of this participant. Invite the group to discuss the proposal, establish feedback
Asking questions	Direct questions to the topic of the training. Determine the time for questions and answers. Ignore. Rephrase the question into an expression
Tips for the coach	Take constructive advice into account. Thank the participant for his opinion and offer yours. Ignore. Rebuild advice as desired
Skepticism	Offer to express his/her alternative options. Join. Suggest using the "stop" rule. Find out what's going on. Get into a confrontation. Go to philosophical generalization
Wasting time on your own business	Get into a confrontation. Fix group rules. Directiveness. Apply first
Distrust	Give an opportunity to express his/herself, but limit it in time. Specify the boundaries of the problem. Transfer responsibility to the group. Acknowledge the unsolved problem
Expectation of the coach's authoritative opinion	Provide recommendations. Combine authoritarian process management with benevolence. Understand what is behind such behavior
Demonstration of superiority	Hear. Thank. Note the value of the opinion. Remove from social role
Comfort	Thank the participant for his openness. Directly stop. Divide into subgroups. Encourage other participants to respond

After completing the exercise, participants may or may not be satisfied with their results. The task of the coach in sharing is to help identify the strengths and weaknesses of their behavioral strategies and understand the information provided.

Working with the target audience involves a situation where all participants are already familiar with each other. The relationship between the participants before the start of the training may be conflicting, and it is an unattainable goal to radically change this situation during the time allotted for the training. Therefore, it is advisable for the teacher-coach in this situation to reduce the importance of working with group dynamics and to direct attention to exercises that develop potential.

To achieve the effect of increasing the motivation of participants, the following principles should be followed in sharing:

- compliance with the purpose of the exercise (it is not the game that is important, but its analysis);

- clear instructions of the coach and his non-interference in the process;

- respect for participants at the time of consideration;

- clear formulation of the development zones of the group and its individual members;

- recognition and emphasis on achievements.

If the group corresponds to an open group, the coach can combine the participants and bring it closer to the ideal.

The parameters of an ideal training group are known: it is a group consisting of 12 people, approximately the same age, who have the same social status, level of education and values.

Students participating in the proposed training do not meet the specified parameters (second-year students, 21 – 22 years old, a group of 20 – 25 people).

Tips for the teacher-coach:

- on the day of the training, come an hour earlier, check everything thoroughly once again;

- be ready for the arrival of the first participant and wait for him. Remember that training starts right from this minute;

- start work on time;

start with greetings and introductions;
engage participants in active participation during the training;
try to ensure that the forms of distribution into small groups are diverse,
and that the same students do not fall into their composition;
help groups in their work (prompt, respond to their needs).

7. Guidelines for participants in the training

A group is a set of individuals united by common features: activity, economic, psychological and other characteristics; a set of individuals who adhere to the adopted rules and implement recommendations, according to social roles.

The structure of the group of students is defined according to the following parameters:

prescriptive norms (general expectations of how group members should behave in order to avoid criticism);

roles (expectations of how individual participants should behave);

communication system (transmission of information to other members);

association (strength and stability of ties between group members).

Each participant must actively participate in the training and adhere to the following principles of group work:

openness in communication;

mandatory participation in the work of the group throughout the training;

non-disclosure of tasks outside the group;

having one's own opinion;

lack of criticism and recognition of everyone's right to their own point of view.

Factors that strengthen group unity include: coincidence of interests, views, values of group members, homogeneous composition, an atmosphere of psychological safety and goodwill, active joint activities, the coach's exemplary work, the coach's qualified work.

In order to achieve maximum cohesion, student participants must be open and directed to work and cooperate in a team. When the group

achieves cohesion, this indicates productive collective work and a high professional level of the coach.

The following factors affect cohesion:

competent organization of the group – correct selection of participants, optimal composition of the group, effective preparation for work in the group;

observance of certain ways of working in the group – mutual sympathy of the participants, support and care for each other, ability to listen attentively, self-disclosure.

The coach introduces the principles of work during the training at the beginning of the training, these principles are the basis of the rules of work at the training.

However, in the process of work, the coach may face resistance from some participants. Participant resistance often arises where there is no sense of security, i.e., unconscious psychological defense begins to work. It is in this unconsciousness that the difficulty lies, because participant resistance leads to unconstructive and irrational behavior. This reduces productivity and affects the work of the group in general and the effectiveness of the training.

Depending on the type of resistance, the coach applies the already mentioned appropriate behavior. The task of participating students in the event of resistance is to have a desire to gain knowledge and acquire certain competences.

During the training, some tasks are performed in small groups (3 – 4 people). These groups form spontaneously. For the effective work of the group, it is necessary to distribute roles, but not to transfer all work to one participant.

In this training, many tasks involve an open discussion. During the discussion, the level of development of professional skills and communication skills is diagnosed, problems are identified. The discussion involves consideration of the proposed material and exchange of points of view, as well as development of skills in speaking in front of an audience.

Students should remember that the focus of the discussion is the defining of group goals and orientation to further work.

In addition, it is necessary to know the purpose and rules of the discussion. Namely: do not deviate from the topic; direct all efforts to a

common topic; work on the understanding of the ideas expressed by each participant; promote active participation of all students; do not delve into abstraction.

The main rule of work for students in the course of the training is openness to acquiring new knowledge and acquiring skills under a certain autonomy with the condition of responsibility.

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НАВЧАЛЬНЕ ВИДАННЯ

**Методичні рекомендації
до комплексного тренінгу
для здобувачів вищої освіти спеціальності
281 "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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Подано методичні рекомендації до проведення комплексного тренінгу для закріплення знань, набуття практичних навичок в оцінюванні суспільної корисності впровадження системи стандартів соціальної відповідальності в практику діяльності публічної адміністрації та підприємницьких структур, формування механізму ефективної взаємодії між державою та громадськістю. Надано план-структуру комплексного тренінгу з розподілом етапів і часу, визначенням тематики, переліком вправ і завдань, технологій та дидактичного забезпечення, а також систему контролю й оцінювання результатів тренінгу.

Рекомендовано для студентів спеціальності 281 "Публічне управління та адміністрування" освітньої програми "Публічне адміністрування" другого (магістерського) рівня.

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