

MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE

**SIMON KUZNETS KHARKIV NATIONAL UNIVERSITY
OF ECONOMICS**

Guidelines
to the training course "Soft Skills"
for Bachelor's (first) degree students
of speciality 073 "Management",
study programme "Business Administration"

Kharkiv
S. Kuznets KhNUE
2024

UDC 005.32(072.034)

G94

Compiled by O. Myronova

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Guidelines to the training course "Soft Skills" for Bachelor's G94 (first) degree students of speciality 073 "Management", study programme "Business Administration" [Electronic resource] / compiled by O. Myronova. – Kharkiv : S. Kuznets KhNUE, 2024. – 18 p. (English)

Guidelines regarding the performance of the training course are provided. The structure and content of the training course, the evaluation system of the training course report are given.

For Bachelor's (first) degree students of speciality 073 "Management", study programme "Business Administration".

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Introduction

The target audience of the training course is students of higher education in the fourth year of study of the Bachelor's (first) degree of speciality 073 "Management", study programme "Business Administration".

The purpose of the training course is to master the so-called soft skills for a successful career.

To achieve the goal, the following tasks have been defined:

to acquire theoretical knowledge about the essence of soft skills;

to determine the difference between soft skills and hard skills;

to master relevant soft skills that are necessary for a successful career;

to master the material and methods of independent research and consistent teaching of the material;

to get the ability to select, systematize and process information in accordance with the research objectives;

to get the ability to present research results.

As a result of participation in the training course, the following learning outcomes and competencies should be formed (Table 1).

Table 1

Learning outcomes and competencies formed by the training course

Learning outcomes	Competencies
LO3	GC12
LO4	GC11
	GC12
LO8	SC19
LO9	GC4
	GC12
	SC5
	SC9
	SC15
LO16	GC11
LO17	GC3
	GC10
	SC9
LO19	SC19
LO21	SC20

The designations of the outcomes and competencies mean the following:

GC3. Ability to think abstractly, analyze, and synthesize.

GC4. Ability to apply knowledge to practical situations.

GC10. Ability to conduct research at the appropriate level.

GC11. Ability to adapt and act in a new situation.

GC12. Ability to generate new ideas (creativity).

SC5. Ability to manage the organization and its divisions through the implementation of management functions.

SC9. Ability to work in a team and establish interpersonal interaction when solving professional problems.

SC15. Ability to develop and demonstrate leadership and behavioral skills.

SC19. Ability to create conditions at the enterprise that foster the emergence and promotion of innovations, understand existing and new technology and its impact on new/future markets.

SC20. Ability to develop effective procedures and communication mechanisms for interpersonal interaction in the business environment, including adaptation to new situations.

LO3. Demonstrate knowledge of theories, methods and functions of management, modern concepts of leadership.

LO4. Demonstrate skills in identifying problems and justifying management decisions.

LO8. Implement management techniques to ensure the effectiveness of the organization.

LO9. Demonstrate interaction, leadership, and teamwork skills.

LO16. Demonstrate the skills of independent work, flexible thinking, openness to new knowledge, being critical and self-critical.

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

LO19. Demonstrate skills in analyzing and synthesizing information, applying them to analyze and solve problems in various areas of business and management.

LO21. Demonstrate communication, research, technological and cross-cultural skills necessary to analyze business situations, prepare, justify and present management decisions.

1. The programme of the training course

The training course "Soft Skills" has an extra-professional nature and is one of the final stages in the studying of bachelors in management under the study programme "Business Administration". As part of the training course, students acquire super-professional practical skills that help solve issues related to interaction with other people and solving problems when operating with various tasks.

The training course consists in the implementation of certain blocks included in the bachelor's programme. As part of completing the tasks of the training course, at the beginning of classes, each student must identify certain communicative aspects that need to be trained.

The areas of the training course are: "Creative thinking", "Information management", "Ability to form opinion and make decisions", "Presentation skills". The structure of the training course is given in Table 2.

Table 2

The structure of the training course

No.	Activities	Hours	Forms, methods, tasks	Self-study	Hours
1	2	3	4	5	6
First day					
1	Lecture "Acquaintance with the structure of the training course"	2	Presentation of the training course structure and main activities	Acquaintance with the specifics of the research area	2
2	Lecture "The essence of soft skills"	2	Lecture-discussion, problem lecture	Searching for sources of the training course subject	2
3	Lecture "Differences between soft skills and hard skills"	2	Lecture-discussion, work in small groups	Searching for sources of the training course subject	2
Total		6			6
Second day					
4	Lecture "Advantages of soft skills for business"	2	Lecture-discussion, problem lecture	Searching information in the free opened Internet sources	2

Table 2 (continuation)

1	2	3	4	5	6
5	Lecture "Main soft skills in the business activities"	2	Lecture-discussion, problem lecture	Searching information in the free opened Internet sources	2
6	Laboratory class "Differences between soft skills and hard skills"	2	Work in small groups, performance of task in distributing list of skills into soft skills and hard skills groups	Completing of the table of distributing list of skills into soft skills and hard skills	4
Total		6			8
Third day					
7	Laboratory class "Personal soft skills assessment"	2	Testing to identify students' personal skills	Completing questionnaires	3
		2	Assessment of students' personal skills and identification of directions for improving them	Formulation of conclusions based on testing results	3
8	Lecture "The best ways to apply soft skills in business activities"	2	Lecture-discussion, problem lecture	Searching information in the free opened Internet sources	2
Total		6			8
Fours day					
9	Laboratory class "Speed reading techniques"	2	Performance of practical tasks. Evaluation of results	Preparation for the demonstration of the obtained results	3
10	Laboratory class "Creative thinking techniques"	2	Performance of practical tasks. Evaluation of results	Preparation for the demonstration of the obtained results	3
11	Laboratory class "Managing the information techniques"	2	Performance of practical tasks. Evaluation of results	Preparation for the demonstration of the obtained results	3
Total		6			9

Table 2 (the end)

1	2	3	4	5	6
Fifth day					
12	Laboratory class "Time management"	2	Performance of practical tasks. Evaluation of results	Preparation for the demonstration of the obtained results	3
13	Laboratory class "Self-presentation and business negotiation"	2	Performance of practical tasks. Evaluation of results	Preparation for the demonstration of the obtained results	3
14	Laboratory class "Emotional intelligence and adaptability"	2	Performance of practical tasks. Evaluation of results	Preparation for the demonstration of the obtained results	3
Total		6			9
Sixth day					
15	Laboratory class "Presentation of the training course report"	4	Defense of the training course report	Participation in the discussion of the report of all participants of the training course	10
16	Laboratory class "Training course assessment"	2	Summarizing the training course. Reflection	Providing feedback. Completing the reflective analysis table	4
Total		6			14
Total		36			54

2. Guidelines for conducting the training course

It is necessary to provide information about the training course "Soft Skills" and its program, tell about the history and essence of the work, orient the participants to the interactive teaching method.

The coach should introduce himself/herself: give his/her name and provide information about himself/herself. The opening word should be friendly and concise.

After the coach has greeted and introduced himself/herself, he/she should thank everyone (students) present for their willingness to participate in the training course.

It is necessary to specify the purpose and timing of the training course (this will help the participants to form real expectations) and inform the group that the work will be conducted using an interactive method.

It is necessary to inform the group about the topics on which the coach will dwell during the training course (lectures and laboratory classes), to emphasize the integrity of the training course and the interdependence of the blocks, as well as the attendance required during the training course.

During the lectures, the coach provides theoretical information according to the topics. At the same time, the lecture should be performed in the way of a lecture-discussion or a problem lecture, in which students of higher education should take a direct part. The main topics of the lectures in the training course are: "The essence of soft skills", "Differences between soft skills and hard skills", "Advantages of soft skills for business", "Main soft skills in the business activities", "The best ways to apply soft skills in business activities". After the lectures, students are invited to search for literary sources about the training course subject and familiarize themselves with the issues in more detail.

Laboratory classes serve:

to consolidate knowledge about the essence of soft skills, as well as to understand the difference between soft skills and hard skills;

to assess the existing skills of applicants and identify those skills that need improvement;

to master the techniques of improving students' soft skills;

presentations of the training course results obtained by students.

During laboratory classes, students make testing and perform practical tasks. According to the results of all tasks, students must evaluate and demonstrate the results of the tasks, as well as draw conclusions. All the results of the completed tasks are drawn up in the form of a report.

3. The structure of the report

Introduction. The introduction is an obligatory part of the training course report. The justification of the relevance and practical significance of the training course should be given, the purpose and tasks of the work, the subject, the object of research and brief information about it should be provided in the introduction. It should consist of brief description of the used methods and information sources of the research. Coverage of relevance

should not be wordy. It is enough to express the main idea in a few sentences.

The introduction consists of the purpose of the work and the tasks that must be solved to achieve the set goal. The purpose should not be formulated as "research...", "study...", because these words indicate a means of achieving the purpose, not the purpose itself. The purpose should be formulated from the standpoint of how the student himself/herself sees it as part of his/her professional development.

The object of research is a process or phenomenon that creates a problem situation and is chosen for study. A specific enterprise, organization, institution or state authority or its subdivision should not be called the object of research, because these are the basis of the research.

The subject of research is a specific task contained within the scope of the research object. The object and subject of research are related to each other as general and partial. The subject of research stands out from the object, determines the topic of the report.

In the introduction, a list of the used research methods is also presented. They should not be listed separately from the content of the work, but briefly and meaningfully define how problems were investigated and tasks were solved using different methods.

The main part. The main part consists of the following units:

1. Results of the laboratory class "Differences between soft skills and hard skills".
2. Results of the laboratory class "Personal soft skills assessment".
3. Results of the laboratory class "Speed reading techniques".
4. Results of the laboratory class "Creative thinking techniques".
5. Results of the laboratory class "Managing the information techniques".
6. Results of the laboratory class "Time management".
7. Results of the laboratory class "Self-presentation and business negotiations".
8. Results of the laboratory class "Emotional intelligence and adaptability".

The results of the tasks are a description of the application of techniques, the results of practical tasks, the obtained results and their assessment by the student.

Conclusions. The student needs to summarize the improvement of his/her personal soft skills, identify opportunities for further development. Conclusions should be drawn using the reflective analysis table completed during the laboratory class.

4. Learning and teaching methods

Methods aimed at stimulating the interaction of participants are widely used in the training course. All of them are united under the name "interactive techniques" and ensure interaction and individual activity of the participants during the dynamic learning process.

Work in small groups (in each part of the training course) is used in order to activate the work of the students during laboratory classes. These are the so-called groups of psychological comfort, where each participant plays a special role and complements others with certain qualities. The use of this technology makes it possible to structure laboratory classes in terms of form and content, creates opportunities for the participation of each student in the work in the class, ensures the formation of personal qualities and experience of social communication.

Brainstorming (in each part of the training course) is a method of solving urgent tasks in a very limited time. Its essence is to express as many ideas as possible in a short period of time, discuss and carry out their choice.

Business games (as part of the laboratory class "Self-presentation and business negotiations") are a form of students' activation, where they are involved in the process of solving a certain business situation in the participant role of events.

Presentations are speeches in front of an audience; they are used to present certain achievements, the results of laboratory tasks, a report of the training course.

5. The system of evaluation of the training course results, the success of the students in the training course

The final part of the training course includes:
summarizing the results of the training course, evaluating the results obtained;

completing the reflective analysis table;
drawing up and defending the report.

This stage should combine all the topics discussed during the classes for a logical conclusion. Finalization is an opportunity to answer questions, clarify achievements and formulate tasks for the future. The coach can recommend literature, video materials, Internet sites for further independent study.

Evaluation of the training course results is aimed at checking the ability of the student to demonstrate the degree of assimilation of new material, growth of knowledge and improvement of skills. Emphasis is placed on improving the students' soft skills. These are:

1. Communicability. Communication skills, openness to communication will help to make new acquaintances, make a positive impression, and skillfully conduct negotiations, present themselves and students' ideas. Therefore, the probability of finding support among people for the project increases.

2. Ability to listen and accept criticism. It is important to be able to hear exactly what is being said to people. The ability to listen and hear, accept a different point of view, admit personal mistakes, and make a reasonable compromise are important. This will make it possible to analyze, draw balanced conclusions and make the right decisions. It is very difficult for many, and in teamwork, these skills are a must.

3. Ability to work in a team and delegate tasks. For work in a team, the skills of management, creation, and building relationships in the team are extremely necessary. The manager must be able to delegate responsibility, establish cohesion and effective communication to achieve a common goal.

4. Ability to resolve conflicts. In a dispute, it is useful to learn to be a mediator (mediator in a conflict). Such a skill will help to avoid destructive disputes, smooth out sharp corners and adequately respond to criticism.

5. Self-organization and self-discipline are very important skills for any profession. Being able to control personal time-management is the basis for personal development. Without it, it is almost impossible to cope with tasks on time, without feeling discomfort or stress.

6. Developed emotional intelligence. Emotional intelligence is about the ability to recognize personal and other people's emotions, to be able to manage them, etc.

7. Analytical and critical thinking. This is the ability to analyze the situation, perspective of the results using experience, information and

available resources to solve current tasks. It also includes the ability to be creative, using non-standard approaches, etc.

8. Positive approach. A person who knows how to be inspired by new ideas and inspire others is usually a leader. Lively enthusiasm, the ability to motivate and organize people are necessary qualities for a real leader. Students should not think that they are just born with leadership qualities. They can and should be developed in order to be a leader. Each person builds himself/herself.

9. Adaptability. Business and the world as a whole tend to change – it is easy to notice when analyzing the events that took place 2–5–10 years ago. Not being able to adapt to new conditions and not wanting to master new technologies, students can find themselves "overboard" with the development of the new era.

The coach's task is not only to impart knowledge and demonstrate skills, but also to find out how students learn new things and how to help them determine the best way to use existing and new resources. According to the results obtained in the training course, the students draw up and submit to the defense a training course report, which is necessary for the evaluation of the training course. The template for the title page of the report is given in Appendix A.

The maximum score based on the results of the training course is 100 points, the minimum score is 60 points. The final evaluation of students' activities during the training course is carried out by the coach. The coach gets acquainted with the training course during the defense of the report by the student. Evaluation is carried out according to the 100-point system. Performance of the report without its defense can be assessed at a maximum of 60 points, another 40 points are awarded for the defense of the report using a presentation.

Students who participated in the training course receive a final grade (FG) based on the calculation of the integral indicator according to the formula:

$$FG = TR \times 0.6 + P \times 0.1 + DR \times 0.2 + MD \times 0.1, \quad (1)$$

where FG is the final grade for the training course;

TR is the training course report;

P is presentation;

DR is report defense;

MD is meeting the deadlines for performance and defense of the report.

The training course report is evaluated by the formula:

$$TR = LC_1 + LC_2 + LC_3 + LC_4 + LC_5 + LC_6 + LC_7 + LC_8 + RAT + C, \quad (2)$$

where LC_1 is the mark for the performance of the laboratory class "Differences between soft skills and hard skills" (maximum score is 6 points);

LC_2 is the mark for the performance of the laboratory class "Personal soft skills assessment" (maximum score is 6 points);

LC_3 is the mark for the performance of the laboratory class "Speed reading techniques" (maximum score is 6 points);

LC_4 is the mark for the performance of the laboratory class "Creative thinking techniques" (maximum score is 6 points);

LC_5 is the mark for the performance of the laboratory class "Managing the information techniques" (maximum score is 6 points);

LC_6 is the mark for the performance of the laboratory class "Time management" (maximum score is 6 points);

LC_7 is the mark for the performance of the laboratory class "Self-presentation and business negotiation" (maximum score is 6 points);

LC_8 is the mark for the performance of the laboratory class "Emotional intelligence and adaptability" (maximum score is 6 points);

RAT is the mark for completing the reflective analysis table (maximum score is 6 points);

C is the mark for the reasonableness and completeness of conclusions (maximum score is 6 points).

The final grading of the training course is based on the following units: drawing up the training course report; defense of the training course report; use of the latest technologies to perform the tasks of the training course; compliance with the terms of performance and defense of the report.

Recommended literature

Main

1. Менеджмент [Електронний ресурс] : навчально-практичний посібник для самостійного вивчення дисципліни у схемах, таблицях, тестах та завданнях / М. В. Афанасьєв, І. Я. Іпполітова, В. В. Ушкальов, І. Г. Муренець ; за заг. ред. В. В. Ушкальова. – Харків : ХНЕУ ім. С. Кузнеця, 2021. – 392 с. – Режим доступу : <http://repository.hneu.edu.ua/handle/123456789/26540>.

2. Тренінгове навчання в закладі вищої освіти : навчально-методичний посібник [Електронний ресурс] / М. В. Афанасьєв, Г. А. Полякова, Н. Ф. Романова та ін. ; за заг ред. професора М. В. Афанасьєва. – Харків : ХНЕУ ім. С. Кузнеця, 2018. – 323 с. – Режим доступу : <http://www.repository.hneu.edu.ua/handle/123456789/21071>.

Additional

3. Тренінгові технології навчання у практичній підготовці студентів (ділові та рольові ігри) : навчально-методичний посібник / за ред. д-ра екон. наук, доц. Н. М. Азаренкової, доц. Н. М. Самородової. – Львів : Новий світ-2000, 2020. – 200 с.

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9. White D. The Soft Skills Book: The key difference to becoming highly effective and valued (concise advice) / D. White. – London : LID Publishing, 2021. – 160 p.

Information resources

10. Муромець В. Top-5 soft skills для успішності у житті та кар'єрі [Електронний ресурс] / В. Муромець. – Режим доступу : https://kubg.edu.ua/images/stories/podii/2017/02_17_konferenciya_molodizhna_nauka_v_ukr/7_Top5_Soft_Skills.pdf.

11. Joshi M. Soft skills [Electronic resource] / M. Joshi. – Access mode : <http://worldwideuniversity.org/library/bookboon/soft-skills.pdf>.

Appendices

Appendix A

The title page template

MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE
SIMON KUZNETS KHARKIV NATIONAL UNIVERSITY OF ECONOMICS
Management and Business Department

Group code

REPORT
for the training course
"Soft skills"

Student _____
(signature)

(name, surname)

Coach: _____
(signature)

(position, name, surname)

Mark _____ Date « _____ » _____ 20__ p.

Kharkiv, 20__

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НАВЧАЛЬНЕ ВИДАННЯ

**Методичні рекомендації
до тренінг-курсу "Soft Skills"
для здобувачів вищої освіти
спеціальності 073 "Менеджмент"
освітньої програми "Бізнес-адміністрування"
першого (бакалаврського) рівня**

(англ. мовою)

Самостійне електронне текстове мережеве видання

Укладач **Миронова** Ольга Миколаївна

Відповідальний за видання *Т. І. Лепейко*

Редактор *З. В. Зобова*

Коректор *З. В. Зобова*

Подано методичні рекомендації до виконання тренінг-курсу. Наведено структуру та зміст тренінг-курсу, систему оцінювання звіту з тренінг-курсу.

Рекомендовано для здобувачів вищої освіти спеціальності 073 "Менеджмент" освітньої програми "Бізнес-адміністрування" першого (бакалаврського) рівня.

План 2024 р. Поз. № 150 ЕВ. Обсяг 18 с.

Видавець і виготовлювач – ХНЕУ ім. С. Кузнеця, 61166, м. Харків, просп. Науки, 9-А

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