



# Leadership and anti-crisis management

## Working program of the academic discipline (Syllabus)

### Details of the academic discipline

Level of higher education	<i>The Second (master's level)</i>
Branch of knowledge	<i>05 – Social and Behavioral Sciences</i>
Specialty	<i>054 – Sociology</i>
Educational program	<i>Conflict Resolution and Mediation</i>
Discipline status	<i>Normative Course</i>
Form of education	<i>Full-time</i>
Year of training, semester	<i>2st year, spring semester</i>
Scope of the discipline	<i>3 credits</i>
Semester control/ control measures	<i>test</i>
Lessons schedule	<i><a href="http://roz.kpi.ua/">http://roz.kpi.ua/</a></i>
Language of teaching	<i>English</i>
Information about head of the course / teachers	<i>Lecturer: Doctor of Economics, professor, Serhii Voitko, <a href="mailto:s.voytko@kpi.ua">s.voytko@kpi.ua</a> Practical: Doctor of Economics, professor, Serhii Voitko, <a href="mailto:s.voytko@kpi.ua">s.voytko@kpi.ua</a></i>
Placement of the course	<i><a href="https://do.ipk.kpi.ua/course/view.php?id=3218">https://do.ipk.kpi.ua/course/view.php?id=3218</a></i>

### Program of educational discipline

#### 1. Description of the educational discipline, its purpose, subject of study and learning outcomes

*The discipline "Leadership and anti-crisis management" is one of the professional disciplines for sociologists who deal with conflict resolution and mediation.*

**The purpose of the educational discipline** *The purpose of the academic discipline is to form students' knowledge about an interdisciplinary and systemic-structural approach to understanding and studying the main problems of leadership and anti-crisis management, as well as to form students' theoretical knowledge in the field of leadership and the principles of anti-crisis management of social systems. With regard to practical skills, the student must analyze the state of the external socio-cultural environment and, based on the assessment of the processes in it, carry out management, including anti-crisis management.*

**The subject of study of the discipline** *"Leadership and anti-crisis management" are the needs of society in determining, forming and using leadership in social activities and anti-crisis management with the aim of preventing crisis phenomena and getting out of them.*

#### **Program learning outcomes:**

**competence:** *to form clear and conscious ideas about the essence of leadership and the peculiarities of collective management; determine the features of the modern state of society and its individual groups using classification features; classify methods, approaches, technologies and procedures of leadership; to put into practice the skills of anti-crisis management in the conditions of the knowledge economy and Industry 4.0; use the anti-crisis management tools; implement in practice the theoretical foundations for the formation of competencies necessary for the performance of the functions of a leader and the implementation of the principles of anti-crisis management;*

**knowledge:** theoretical foundations of the phenomenon of leadership, understanding of the main trends and directions of evolution of the concepts of "management", "management"; goals, tasks and methodology of anti-crisis management; laws, regularities, principles and mechanisms of anti-crisis management; organizational and legal foundations of anti-crisis communications in labor groups and public administration; methods of analysis and systematization of legislative and other normative acts regulating subordination relations in organizational structures; the process of evaluating anti-crisis management systems of budgetary institutions, commercial and non-profit organizations; toolkit for assessing cause-and-effect relationships of sustainable development and the possibility of bankruptcy in management practices;

**skill:** apply the basics of the methodology, technologies and procedures of anti-crisis management of budgetary institutions, commercial and non-profit organizations; justify the priority areas in the development of modern leadership models; to investigate anti-crisis forms of management activity in the public space and in the field of entrepreneurship; to analyze and interpret the current legislation regarding the activities of public administration in conflict conditions; to independently consider the peculiarities of information provision of public sphere subjects in the process of anti-crisis communications; make generalized conclusions and proposals regarding the formation of public relations based on leadership; apply in practice the main categories of anti-crisis management; predict the economy, efficiency and effectiveness of anti-crisis management systems; perform documentary work with the help of information and communication technologies on anti-crisis management; to establish information links in the areas of anti-crisis management communication; to develop programs and projects for the development of local self-government in the context of decentralization of management;

identify prerequisites for the formation of leadership in teams and choose methods of implementing formal and informal leadership in practice; analyze the state of the internal and external environments of the organization in order to identify problematic and crisis situations; carry out segmentation and classification of conditions in the team; form and implement anti-crisis management measures; provide suggestions for improving the organization's organizational and management structure;

**experience:** practical skills of forming the foundations of leadership in a team and solving simple anti-crisis situations in the functioning of organizational structures of different levels and different legal forms.

## **2. Prerequisites and postrequisites of the discipline (place in the structural and logical scheme of education according to the relevant educational program)**

The discipline is based on the knowledge obtained during the study of the disciplines "National Economy" (subject code ZO 3), "Sociology of Economy and Entrepreneurship" (ZO 14), "Sociology of Communication in Conflict Conditions" (PO 3), "Theory and History of Settlement conflicts" (PO 4), "Modeling and forecasting conflicts" (PO 6), "Social identity and conflicts in modern society" (PO 8), "Sociology of deviant behavior" (PO 9), "Sociology of gender conflicts" (PO 11), "Inequalities, conflicts and social justice" (PO 13), "Sociology of social movements" (PO 14), as well as a basic level of English language proficiency not lower than A2.

The results of training in the discipline "Leadership and anti-crisis management" are based on the following disciplines: "Preventing conflicts and ensuring stable peace" (SO 2), "Sociology of conflicts and wars in the context of transformations and modernizations" (PO 2), "Regional and ethnic conflicts: social - political context and peacebuilding" (PO 4), "Mediation and facilitation in conflict resolution" (PO 6).

## **3. Content of the academic discipline**

Topic 1. Leadership: concepts and forms

- 1.1. The concept of leadership and its concepts
- 1.2. Leadership and management
- 1.3. Formal and informal leadership
- 1.4. New concepts of leadership

*Topic 2. Theories of leadership*

- 2.1. Types of leadership*
- 2.2. McGregor's "X" and "Y" theories*
- 2.3. Theory "Z" by William Oucha*
- 2.4. Theories of situational leadership*

*Topic 3. Approaches to the study of leadership*

- 3.1. A situational approach to the study of leadership*
- 3.2. A systematic approach to the study of leadership*
- 3.3. A causal approach to the study of leadership*

*Topic 4. Leadership: varieties and features*

- 4.1. Leadership in the business environment*
- 4.2. Leadership in the political sphere. 4.3. Informal leadership*
- 4.4. Leadership recognition and global leader rankings*

*Topic 5. Personnel management in a crisis situation at the enterprise*

- 5.1. Personnel policy in anti-crisis management*
- 5.2. Moral encouragement of employees in a crisis state of the enterprise*
- 5.3. Personnel reserve in crisis conditions.*
- 5.4. Remote performance of functional duties by an employee*
- 5.5. Flexible working hours in a crisis situation*

*Topic 6. Crisis phenomena and principles of anti-crisis management*

- 6.1. Entrepreneurship crisis and crisis phenomena in the economy*
- 6.2. Systemic principles of anti-crisis management*
- 6.3. Universal and specific principles of anti-crisis management*
- 6.4. Categorical and conceptual apparatus of anti-crisis management*

*Topic 7. Global platforms for managing crisis situations*

- 7.1. Principles of functioning of the European anti-crisis management system*
- 7.2. European approach to anti-crisis management*
- 7.3. American and Japanese models of functioning of the anti-crisis management mechanism*
- 7.4. Anti-crisis management in the protection of the population and territories from man-made and natural emergencies in Ukraine*
- 7.5. Basic measures in the field of population and territory protection*

*Topic 8. Organizational and management principles of anti-crisis management and leadership*

- 8.1. The use of network structures in overcoming the crisis of the organizational structure*
- 8.2. Outsourcing and the distanced leader*
- 8.3. Flat management structures*

*Topic 9. Avoiding crisis phenomena in the era of Industry 4.0*

- 9.1. Principles of the implementation of the Fourth Industrial Revolution*
- 9.2. Peculiarities of doing business in the conditions of Industry 4.0*
- 9.3. Transformative innovations in industrial development*
- 9.4. Synthesis of crisis phenomena in Industry 4.0*

*Topic 10. Resource provision of anti-crisis management processes*

- 10.1. Staffing in Industry 4.0.*
- 10.2. Finances in anti-crisis management*
- 10.3. Knowledge as a resource in crisis management*

*Topic 11. Social responsibility in adverse business conditions*

- 11.1. Social responsibility in pre-crisis, crisis and post-crisis situations*
- 11.2. Socially responsible team management and leadership*
- 11.3. Anti-crisis management and leadership for the socio-economic system*

*Topic 12. Managerial decisions of leaders and the consequences of their implementation in a crisis situation*

- 12.1. Leadership of political elites in anti-crisis management*
- 12.2. Management decision as a program of actions in a crisis situation*
- 12.3. The educational sphere in the prevention of crisis phenomena*

#### 4. Educational materials and resources

##### **Basic literature:**

1. E. C. Lidewey (2021) *Leadership for Risk Management: Navigating the Haze with Modern Techniques*. 63 p. – URL: <https://books.google.com.ua/books?id=1oMIEAAAQBAJ>
2. T. J. Andersen, P. C. Young (2021) *Strategic Risk Leadership: Context and Cases*. 88 p. – URL: <https://books.google.com.ua/books?id=E7k6EAAAQBAJ>
3. P. C. Young, S. Grima, R. E. Dalli Gonzi (2022) *Public Sector Leadership in Assessing and Addressing Risk*. 94 p. - URL: <https://books.google.com.ua/books?id=IFtmEAAAQBAJ>

##### **Additional literature:**

1. F. Cowell, M. Levins (2015) *Crisis Wasted?: Leading Risk Managers on Risk Culture*. 318 p.
2. A. Hofmann (2022) *The Ten Commandments of Risk Leadership: A Behavioral Guide*. 92 p. URL: <https://books.google.com.ua/books?id=1S1gEAAAQBAJ>

##### **Recommendations and clarifications:**

- materials from the list are in the Scientific and Technical Library named after G.I. Denisenko, on the websites <https://opac.kpi.ua/F?RN=660892077%20> ma <https://ela.kpi.ua/>;
- literary sources numbered 1 and 2 are mandatory for reading, other sources are optional;
- the student has to process 1 source from the basic list in full, use the others as references;
- • The cited sources contain the main provisions that apply to each of the topics.

#### Educational content

#### 5. Methods of mastering the academic discipline

The planned types of training sessions are lectures, practical sessions, performance of individual tasks in the form of preparing a report for practical sessions. The approaches of active individual and collective learning are applied, which are determined by the following methods and technologies: 1) methods of problem-based learning (problem presentation of the topic of the lecture, discussion of classic cases by discipline, formation and consideration of modern cases); 2) personal-oriented (developmental) technologies based on active forms and methods of learning ("brainstorming", "situation analysis", business, role-playing and simulation games, discussion, express conference, educational debates, round table, case technology, project technology, etc.); 3) information and communication technologies that ensure the problem-research nature of the learning process and the activation of students' independent work, as well as lectures and seminar classes based on presentations.

The main goals of practical classes are to discuss and check the level of assimilation of theoretical material, to perform practical tasks that update students' theoretical knowledge and develop their practical application skills. These classes are aimed at developing students' ability to work with literature, conduct public speeches, formulate and defend one's own position, the ability to take an active interactive part in a discussion, formulate and solve problems.

#### 6. Independent work of the student

Independent work is organized by the teacher at each practical session by setting a task for students to find, classify and systematize information that will be necessary for the next practical session. Also, each lesson is given to the student an individual homework, which he must complete and submit to the teacher in the next lesson. Estimated time for completing each task is 1 hour. Also, at the first lecture session, students are announced a list of questions and literary sources that contain the necessary material for independent study. Materials are also provided (a list of the topics of essays/reports/) for the preparation of an essay on the issues of the academic discipline - estimated time expenditure of 5 hours.

## 7. Policy of academic discipline

The system of requirements for mastering the material of the academic discipline by the student:

- attending lectures and practical classes is mandatory;
- behavior in classes must comply with the norms, regulations, regulatory documents of the Ministry of Education and Science of Ukraine and the Kyiv Polytechnic Institute named after Igor Sikorsky. In classes, the student must be active, especially in practical classes;
- defense of individual tasks takes place in the form of dialogue, answers to questions, arguments of one's statements;
- rules for assigning incentive and penalty points: incentive points are given for completing additional educational tasks, penalty points are deducted for completing tasks later than the established deadlines;
- policy of deadlines and rescheduling: the teacher sets a deadline for each task, it is possible to revise incorrectly completed tasks in agreement with the teacher; rescheduling is carried out in accordance with the provisions of the University;
- academic integrity policy is based on the Honor Code: <http://kpi.ua/code>.

## 8. Types of control and rating system for evaluating learning outcomes

Current control: express survey, survey on the subject of the lesson.

Calendar control: is carried out twice a semester as a monitoring of the current state of fulfillment of the syllabus requirements.

Semester control: assessment

Conditions for admission to semester control: semester rating of more than 60 points.

Work in practical classes is evaluated for a maximum of 20 points, each student is given the opportunity to solve 4 problems, each of them is evaluated from 0 to 5 points.

Completion of homework is evaluated for a maximum of 20 points, 10 homework tasks are planned, each of which is evaluated from 0 to 2 points.

The preparation of the abstract and the report is evaluated for 20 points: from 0 to 20 points.

Calendar control is carried out on the basis of homework. Each module control is 5 homework assignments. It is enough to score 11 points out of 20 for admission (certification) of the calendar control.

Table of correspondence of rating points to grades on the university scale:

Number of points	Evaluation
100-95	Perfectly
94-85	Very good
84-75	Fine
74-65	Satisfactorily
64-60	Enough
Less than 60	Unsatisfactorily
Admission conditions not met	Not allowed

## 9. Additional information on the discipline

### Distance Learning

Synchronous distance learning is possible using video conferencing platforms and an educational platform for distance learning at the university.

#### **Extracurricular activities**

Within the scope of the study of the academic discipline, it is possible to participate in conferences, forums, round tables, and Olympiads of the relevant field

#### **Inclusive education**

It is allowed

#### **Working program of the academic discipline (syllabus):**

Compiled by: Professor, Doctor of Economics, Professor of the Department of Theory and Practice of Management, Voitko Serhii Vasylivych

Approved by the Sociology department (protocol № 12 from 23.06.2023)

Approved by the Methodical Commission of the faculty (protocol №11 from 27.06.2023)



## Homework

- Task 1. Formulate your own definition of the terms "leadership" and "management".
- Task 2. Identify 3–5 professions from the "Classifier of Professions of Ukraine (DK 003:2010) that relate to formal leadership. Enter the codes according to the classifier of occupations (CODE KP), issue numbers of the ETSKD (Unified Tariff and Qualification Directory of Works and Occupations of Workers) and issue numbers of the DKHP (Directory of Qualification Characteristics of Workers' Occupations), as well as the professional title of the job.
- Task 3. Choose sets of classic leadership theories (from the list of the group) and find one or more similar theories from the latest leadership theories for them.
- Sets of classic theories of leadership:
- Set 1. Trait theory, the theory of the great personality (1948, R. M. Stogdill).
- Set 2. Behavioral theories (a) University of Ohio, b) University of Michigan, c) University of Texas).
- Set 3. Situational theories (a) F. Fiedler, b) P. Hersey and B. Blanchard, c) V. Vroom and F. Yetton).
- Set 4. Transformational leadership, charismatic leadership.
- Set 5. Transactional leadership, path-goal theory (M. Evans and R. House).
- Set 6. Theory of K. Lewin, Theory (model) of continuous environment (continuum) (R. Tannenbaum and U. Schmidt).
- Set 7. Interactive leadership (female approach to leadership), virtual leadership.
- Set 8. Forms of ideal leadership: Service leadership; Leadership of the 5th level (according to the model of J. Collins).
- Set 9. D. McGregor's theory (X and Y styles).
- Set 10. R. Likert's theory (organizations of 1, 2, 3, 4 types).
- The latest theories of leadership:
- a) the theory of "emotional intelligence" by D. Golman /1995/;
  - b) the concept of "hot groups" and the theory of connective leadership by J. Lipman-Blumen /1995, 1997/;
  - c) the theory of the "engine of leadership" by N. Tichy /1997/;
  - d) the theory of mediated leadership by R. Fisher and A. Sharp /1998/;
  - e) the idea of "distributed" or "divisive" leadership by D. Bradford and A. Cohen /1998/;
  - e) the concept of "leadership pipeline" /2001/;
  - g) K. Cashman's theory of "internal stimulation" of leadership /2001/;
  - g) the concept of "primary" leadership by D. Golman and R. Boyatsis /2002/;
  - h) leadership as management of paradoxes by F. Trompenaars and C. Hampden-Turner /2002/).
- Task 4. Give the criteria that you would use when studying leadership according to situational and systemic approaches.
- Task 5. Give and describe from your point of view the effects of time and place in the formation of business leaders (it is recommended to consider the activities of maintenance managers of corporations with a capitalization of more than 1 billion dollars).
- Task 6. Give 2-3 scientifically based periods of cyclical processes in the economy and determine at what stage the economy of Ukraine was in different years (years are divided into groups in order not to repeat the same periods).
- Scientifically based and systematized cyclic processes can be found in the article (Table 3), as well as in the cited literature at the end of this article at the link <http://www.economy.nayka.com.ua/?op=1&z=1858>).
- Task 7. Propose a list of anti-crisis management measures (up to 10 items) for multinational corporations with a capitalization of over \$1 billion. assuming that they are in a crisis

situation in the current period (choose different companies in order not to repeat the same company among students in the group).

Task 8. For the corporation chosen in Task 7, find in the mass media for the last month the information directly related to it (no more than 10 news items). Classify this information in terms of strong and weak signals).

Task 9. Describe in a scientific style (from 0.5 to 1.0 pages, 14 pts, interval 1.0) the possible transformation of the resources of your enterprise (you can take the enterprise chosen above, or the one at which you work / worked). In the description, pay attention to the ranking of resource sources by their importance for the enterprise, their availability for the enterprise, the possibility of self-sufficiency with them at the enterprise. It is expedient to cite ways of mobilizing and intensifying resource provision in the current period and in the period of crisis.

Task 10. Distribute among students groups of 3 questions from the list below. For each task, find information and prepare an answer of up to 1000 characters (about half a page).

#### List of questions for assessment

1. Define the concepts of "leadership" and "management".
2. Reveal the features of formal and informal leadership.
3. Give classical and modern theories of leadership.
4. Reveal the position of the concept of charismatic leadership.
5. Reveal the position of the concept of transformational leadership (leadership for change).
6. Explain the scope of application of McGregor's "X" and "Y" theory.
7. Reveal the Stinson-Johnson situational leadership model.
8. Describe leadership systems in management according to Likert.
9. Explain the Tannenbaum-Schmidt leadership behavior continuum.
10. Describe the features of situational and systemic approaches to the study of leadership.
11. Describe the features of leadership in the business environment and in the political sphere.
12. Reveal the phenomenon of top managers.
13. Describe the effects of time and place in the formation of business leaders.
14. Give a list of indicators characterizing business leadership.
15. Reveal the phenomenon of political elites.
16. Give critical and functional theories of elites.
17. Explain the relationship between the terms elite and ruling class.
18. Explain the Mitchell and House model and the path-goal model.
19. Show the relationship between the manager and subordinates based on Fiedler's model.
20. Compare authoritarian, democratic, and liberal leadership styles.
21. Describe management decisions as programs for action.
22. List the principles and functions of anti-crisis management.
23. Describe the methods and process of crisis management.
24. Name the hierarchy levels of the management system and the directions of information flows.
25. Describe the stages of development and scientific schools of management.
26. Describe the essence of predicting a crisis or a crisis phenomenon.
27. Reveal the procedure for analyzing the symptoms of the object's state in crisis conditions.
28. Describe the tools for leveling the crisis phenomenon.
29. Explain the purpose of ensuring further sustainable development of the system.
30. State the functions and functional strategies of anti-crisis management.
31. Describe the methods and tools of anti-crisis management.
32. Give a list of anti-crisis management measures.
33. Reveal the features of prompt detection of signs of a crisis state.
34. List the possible weak and strong signals of the external and internal environments.
35. Reveal the project management process as a means of operational management in a crisis situation.



36. *Classify the features of the organization's resources.*
37. *Describe the process of providing resources to the organization.*
38. *Establish criteria for determining critical levels of the organization's resources.*
39. *Give methods of mobilization and intensification of resource provision.*
40. *Describe the intensive and extensive use of resource provision.*
41. *Name the indicators that reflect the possibility or presence of a crisis state.*
42. *Explain the need to audit the financial activities of enterprises and organizations.*
43. *Reveal such states of enterprises as bankruptcy and rehabilitation.*
44. *Reveal the mechanisms of occurrence of cyclical crisis situations.*
45. *Describe socio-political and factor cycles.*
46. *State the possibilities of using cyclical processes for the formation of leaders.*
47. *Describe the processes of managing political, constitutional, governmental crises.*
48. *Describe the processes of corporate management in anti-crisis management.*
49. *Reveal the possibilities of using the provisions of the concept of sustainable development in overcoming socio-economic crises.*