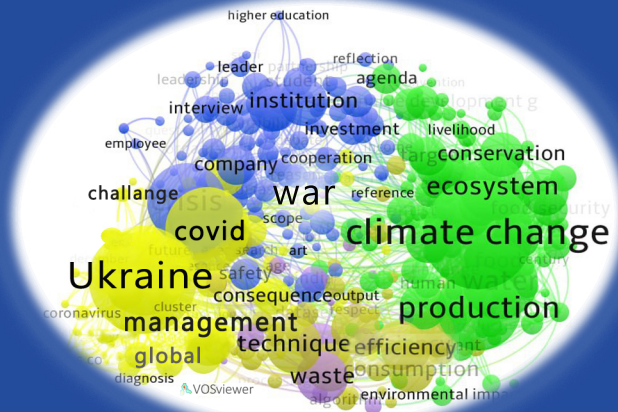


CHALLENGES IN GLOBAL WORLD



MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE
KYIV NATIONAL ECONOMIC UNIVERSITY
NAMED AFTER VADYM HETMAN

MANAGEMENT: CHALLENGES IN GLOBAL WORLD

MONOGRAPH

**КИЇВ
2022**

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*The monograph is approved for publication
at the meeting of Council of Kyiv National Economic University
named after Vadym Hetman (from 01.12.2022)*

This monograph was prepared within the project
of Management Department, KNEU, “Strategic imperatives and determinants
of the modern management development” (№ 0121U109043)

Management: challenges in global world: monograph /
[Sahaidak M., Sobolieva T. et al.] / Edited by Mykhailo
Sahaidak and Tetiana Sobolieva: Kyiv National Economic
University named after Vadym Hetman, 2022. 328 p.
ISBN 978-966-926-425-1

Political, economic and climatic changes in recent years have led to
significant global and local challenges for humanity. The monograph
examines the impact of these challenges on business and industries through
the prism of management transformation in the new normal under
digitalization and the implementation of sustainable development goals.

УДК 339.138:339.9

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FOREWORD

In the last three years, the top management of enterprises, institutions and organizations faced new, unprecedented challenges and restrictions, which were mainly due to force majeure. In particular, the challenges associated with the COVID-19 pandemic, which caused the organization of personnel activities and interaction with them in a remote mode, and later, with the full-scale invasion of the territory of Ukraine by the aggressor country, which significantly affected the transformation of approaches to management as state institutions, as well as private business. Aggressive transformation processes taking place in the external environment led to large flows of forcibly displaced persons, caused the relocation of business organizations, state institutions, institutions of higher education, the outflow of highly qualified personnel due to the mobilization and migration of the population from the zones of active hostilities.

All of the above is happening against the background of the daily destruction of critical infrastructure facilities and a reduction in the pace of economic growth and development. At the same time, crisis situations caused a paradigmatic change in management and the formation of new managerial thinking and experience in solving complex challenges. The authors of the monograph "Management: challenges in the global world" paid attention to the study of these relevant issues.

Structurally, the monograph consists of four sections: Global Challenges & Business Responses, Management Transformation in the New Normal, Sustainable Management and Industries Development, Development of Managerial Skills in the Digital Age. The obtained results of scientific research made it possible to raise and investigate theoretical and applied issues, in particular, regarding the development and application of hybrid business strategies, ensuring the stability and social responsibility of organizations in a turbulent environment, the development of organizational and

innovative, entrepreneurial and managerial culture of organizations within the so-called "new normality".

Although the processes of rethinking traditional and new tools and value guidelines of modern management require time and resources, the authors' attempt to conduct an interdisciplinary study of global challenges, sustainable management and development of industries from the perspective of management transformation allows integrating of different scientific problem-solving approaches. Kyiv National Economic University named after Vadym Hetman, and in particular the Management Department, is always ready to build up future scientific cooperation.

A handwritten signature in blue ink, appearing to read 'M. Sahaidak', with a stylized, flowing script.

Mykhailo Sahaidak.

DSc, Professor,
Head of Management Department,
Kyiv National Economic University
named after Vadym Hetman

DISTANCE LEARNING OPPORTUNITIES FOR ACADEMIC WRITING COURSE AT MBA PROGRAM (CASE OF IVANE JAVAKHISHVILI TBILISI STATE UNIVERSITY)

Eka Lekashvili

Introduction. Modern technological progress has accelerated the exchange and accessibility of various types of information and increased the information flows, which have become uncontrollable. At the same time, it has become progressively difficult to find reliable, impartial, valuable, and objective information in the vast space of information (Colander et al. 2009⁵⁵⁶). This general tendency is also manifested in the academic field and actualizes the issues of developing a valid scientific product and protecting academic integrity (Lekashvili 2018. a⁵⁵⁷; Lekashvili 2018.b⁵⁵⁸). The approaches and tools developed in the field of science to overcome these challenges are completely different from the existing forms before the use of technologies based on the 4.0 Industrial Revolution. In parallel with the digitization of academic and the formation of resource databases, new tools are being developed that are increasingly responding to modern challenges.

One of the main problem that Georgian higher education and research institutions are facing is the issue of academic honesty and its provision. It has been characterized by a slow pace of integration into the international system of national education and science since the collapse of the Soviet system. The country is gradually adopting a systematic approach to ensuring academic honesty in accordance with international standards, which will result solely from the joint efforts

⁵⁵⁶ Colander, D, Dominguez, T, Hoyt, G & McGoldrick, K. 2009, How Do Students at Median Graduate Economic Programs Differ from Students at Top-Ranked Programs? *Eastern Economic Journal*, 35(4), 423–432.

⁵⁵⁷ Lekashvili, E. E — Governance and Economics Curricula Modernization Needs at Tbilisi State University, IV International Scientific and Practical Conference ‘Strategic Imperatives of Modern Managements’ (SIMM — 2018), 19-20 April 2018 and Round Table ‘Digital Economy: Threats, Opportunities and Education’s Calls’, Kiev National Economic University named after Vadym Hetman, Chapter, Kiev. 219-222; <http://ir.kneu.edu.ua/handle/2010/24197>; <http://ir.kneu.edu.ua/bitstream/2010/24197/1/219-222.pdf>.

⁵⁵⁸ Lekashvili, E. 2018. Challenges of Teaching the Economic Sciences in Georgian Universities, National Scientific Conference ‘Crisis of Economic Sciences and Searching New Paradigms’ (Dedicated to the 100 Years Anniversary of Publishing the First Georgian Economic Journal) 2018/14/09. Published in Scientific-Practical Journal ‘Globalization and Business’, European University, Tbilisi. 91-96 (in Georgian).

and actions of the process's participants and will not be dependent on the choices and values of individual institutions and individuals.

The issue of academic product quality and plagiarism has become especially relevant in the last decade, as the academic honesty of a number of scientists and academics has been called. In some cases, it has even become a tool of retribution for people and has also taken the form of inadequate due to the fragility of the system's regulation. The report "The Problem of Plagiarism and Its Perception in Georgia" (2016)⁵⁵⁹ states that Western European and American universities indicate an increase tendency in plagiarism and academic misconduct. Georgia, like other countries, integrates independently with this space. Nevertheless, according to the scientific literature, there are similarities in academic good faith in post-Soviet countries (Gogorishvili, Gagnidze, & Papachashvili, 2019⁵⁶⁰; Seturidze & Topuria, 2021⁵⁶¹; Sepashvili, 2021⁵⁶²). In order to harmoniously integrate with the European educational and scientific space and for the regulation of academic integrity in the Georgian higher education system, the relevant instruments have been gradually introduced in Georgian universities. In 2017, the project 'Academic Integrity for Quality Teaching and Learning in Higher Education Institutions in Georgia' (INTEGRITY). The project was launched in Georgia in 2017 to increase awareness of the issue of academic integrity in the higher education space and, consequently, to increase the quality of academic requirements (Kavtaradze et al. 2018)⁵⁶³, funded by the EU program Erasmus +. The need for teaching academic writing at all levels of higher education was identified at the outset of this project, among other tools, to ensure the awareness of young researchers and

⁵⁵⁹ The problem of plagiarism and its perception in Georgia. 2016. Research report. Research group. The project was implemented with the support of the Open Society Georgia Foundation. Co-financed by the European Union. 148.

⁵⁶⁰ Gogorishvili, I, Gagnidze, I, Papachashvili, N. 2019. Innovative Approaches in Higher Education System, 6th Business Systems Laboratory International Symposium, BORDERS WITHOUT BORDERS: Systemic frameworks and their applications for sustainable well-being in the global era. *BOOK OF ABSTRACTS*, Pavia, Italy. Ab.56 <http://bslab-symposium.net/Pavia-2019/BSLAB-%20Book%20of%20Abstract-Pavia-2019.pdf#page=214>

⁵⁶¹ Seturidze, R. & Topuria, N. 2021. 'A way of developing collaboration between universities and businesses in a time of COVID-19', *Kybernetes*, Vol. 50 No. 5, pp. 1661-1678, <https://doi.org/10.1108/K-08-2020-0518>.

⁵⁶² Sepashvili, E. 2019. Knowledge Triangle: Innovation Policy Approach to Strengthen National Competitiveness, Business Systems Laboratory 6th International Symposium, "Borders without Borders: Systematic Frameworks and their Applications for Sustainable Well-being in the Global Era" University De Pavia, Italy, 2019. 134-139.

⁵⁶³ Kavtaradze, T, Kasrashvili, N, Saginadze, N, Pataridze, S, & Sabauri, T. 2018. The Principles of Academic Working: applied textbook for students. Erasmus + Institutional Development Project — Academic Integrity for Quality Teaching and Learning in Higher Education Institutions in Georgia (INTEGRITY). Ilia's State University, Tbilisi (in Georgian).

their responsibility for the issue of academic honesty. Other tools were also introduced, such as plagiarism definition / text recognition programs, and experts in the field were trained and involved in teaching academic writing at the master's and doctoral levels.⁵⁶⁴

The weakening of academic writing standards requirements in the post-independence period, and thus the deactivation of the issue of academic honesty along with common macro factors (such as underdevelopment and instability of political and economic systems, lack of strategic vision for education, scarcity of qualified resources, etc.) was caused by the lack of demand, responsibility, monitoring and enforcement mechanisms in both science and education. Academic Writing course is not compulsory at all faculties and in all directions in separate universities and it is read mainly by representatives of one field – philologists. Moreover, Academic Writing was the only course where the need for citation was learned, though then in many cases these rules were no longer used. It is often the case that students are no longer asked to write or quote on the same principle in the learning process (Plagiarism report, 2016⁵⁶⁵). Unfortunately for us, this approach clearly confirms the superficial and incompetent attitude towards science and higher education at the national level. Whether it was the weakness of state policy in this area, or what served to discredit and deregulate science and education in our reality through appropriate institutional regulatory mechanisms, both formal and informal, as well as formal oversight structures — hopefully this will also be the subject of study for young scientists.

The aim of the present study is to identify the problems encountered while attempting to achieve the results of the academic writing course at the TSU Faculty of Economics and Business, as well as to offer suggestions for improving teaching quality in distance learning. The research objectives include analysis and evaluation of the current state of teaching academic writing at the TSU Faculty of Economics and Business. Research approaches and results can be used by other higher education institutions to teach an academic writing course at the appropriate level.

Materials and methods. The issue of academic honesty is considered in the third outcome — values — based on the results defined on the

⁵⁶⁴ Note: As part of this project, I was assigned to teach the Academic Writing course on MBA program, which also allowed me to use active research method and made the results of the present study more valid — Author.

⁵⁶⁵ The problem of plagiarism and its perception in Georgia. 2016. Research report. Research group. The project was implemented with the support of the Open Society Georgia Foundation. Co-financed by the European Union. 148.

basis of the National Qualifications Framework for Higher Education Programs⁵⁶⁶. The methodology of evaluation the results of the study includes various tools of direct and indirect forms. It is possible to study the current situation and identify problems based on research of various target groups (students, graduates, academic staff).

In the present study, we limited ourselves to a survey of first-year students of the Master of Business Administration program, which was conducted electronically after completing the academic writing course (the day after the final exam), and analyzed various components (activity, presentation, midterm exam, final exam). Our goal was to target score for each learning outcome of the curriculum should be presented within the normal distribution of academic achievement, where a deviation of more than 20% from the learning outcomes and methods of achieving these outcomes should be reviewed.

The questionnaire included 20 open-ended and closed-ended questions. It uses the method of sequential sampling. Only students of the Master of Business Administration program who completed the academic writing training course, specifically in the spring semester of the 2020-2021 academic year, participated in the survey voluntarily. In order to protect confidentiality, the survey was anonymous, with 62 students participating voluntarily. By the cause of Covid-19 pandemic, in the teaching -learning process was used Moodle and Zoom platform.

Results. The present study identified the problems encountered to achieve the results of the academic writing course at the TSU Faculty of Economics and Business on MBA program. The results of the research should be considered in terms of improving the format of distance learning, as it is considered as a topical form of teaching for the future. Distance learning format, in some cases (depending on the program and training courses), is characterized by low cost, efficiency and the possibility of effective communication. The reduction in costs is related to the model of a sharing economy of learning space, internet, and computer equipment. Students are better organized, learning time is fully utilized, and the study schedule is flexible and tailored to the student's needs.

To overcome the institutional and operational challenges in the distance learning process of academic writing in distance learning, it is advisable to:

- Modification of HE programs in the future should be carried out with the participation of interest groups (lecturers, students,

⁵⁶⁶ The National Qualifications Framework. <https://eqe.ge/en/page/parent/787/erovnuli-kvalifikatsiebis-charcho> (Acceded -12.08.2021)

employers, etc.) and taking into account their interests and should not depend on the authoritarian decisions of individuals;

- It is important that the components of the midterm and final exams are conducted under the supervision of the Examination Center, even when using the Moodle platform;

- Distance learning requires a sustainable environment, which excludes arbitrary change of holidays and the necessity of compliance with the deadlines of the learning process;

- It is desirable for students to have video surveillance included in lectures-seminars, as well as in the midterm and final exams;

- It is advisable to increase the number of teaching courses that include a plagiarism program in the assessment system;

- Increase the importance of the research concept in the evaluation scheme;

- Conduct annual course evaluation research and observation in dynamics during the teaching period;

- The survey of target groups involved in the implementation of the program (administration, graduates, employees) and analyze the research results systematically.

Discussion. If we look at the recent period of TSU Faculty of Economics and Business, after the modernization of the programs from 2006-2007, the academic writing course was removed from the bachelor's and master's programs with the argument that the courses offered in the program should be only profiled and offered only by the faculty, that deliver the course. Consequently, the academic writing course, like other subjects such as world history, philosophy, sociology, etc., which provided a broad view of scientific thinking for students', was replaced by specialization faculty training courses. This decision was somewhat reasoned by the remuneration of the professors, according to which the workload of the academic staff of the faculty was reimbursed from the faculty budget. The faculty administration did not spend money on the compensation of staff from the other faculties.. The academic writing course was offered only at the doctoral level, as an elective, because students needed knowledge of academic writing standards to create a scientific product. It is noteworthy that during this period of the restructuration of the faculty programs was developed based on the clear instructions of the German consultant of the TSU Rector⁵⁶⁷. Although there were

⁵⁶⁷ As it turned out later, such modifications of the programs served general political purposes, resulting in a decline in the quality of education at TSU, complication of integration into the international scientific research area, and numerous problems.

governing structures at the faculty that were responsible for program development and outcomes, the initiative about the need for teaching academic writing to students of all levels was not brought about by the academic and administrative staff ⁵⁶⁸. We can imagine the backwardness and disorder that manifested itself during the undergraduate and graduate studies (for 6 years), when the student was completing the relevant degree, "completing" the bachelor's and master's theses and did not know the standards of academic writing⁵⁶⁹.

Work on the subject of academic writing began only in 2011, when the International School of Tourism's undergraduate program reflected the decision on the need for its teaching. Graduates of the tourism program were required to defend a bachelor's thesis / research project during the final semester, therefore, research skills required relevant knowledge and skills. However, the process of defending undergraduate theses revealed a number of shortcomings related to the issue of academic integrity.

Later, at the national level, in accordance with the Association Agreement with the European Union and in line with the requirements of integration into the European scientific and educational space, the issue of teaching academic writing came to the fore as it is the main mechanism for academic conscientiousness. Furthermore, the issue was addressed in accordance with the requirements of the National Qualifications Framework and national accreditation standards.

To better understand the research environment, it should be emphasized that the academic writing training course was first offered to Master of Business Administration students in the 2018-2019 academic year. During that period, face-to-face teaching-seminars were initiated in the relevant laboratories. In the process of teaching a Moodle platform was used, which provides many opportunities for teaching and information resources in one place, with more feedback and transparency. Thus, the course was offered in a mixed format. The main factor hindering teaching and assessment was the large number of students in the groups, technically faulty and outdated computers and programs, which made the student work process inefficient. Moreover, in the first year, students did not find themselves

⁵⁶⁸ The passivity of the academic staff was due to the rigid decisions made during the reform period related to the academic staff competitions at TSU. In order to keep the job, the academic staff was passive in developing management decisions and initiatives, or was fully subject to "top-down" reform.

⁵⁶⁹ With the direct initiative and participation of the author of the article, as she held an administrative position.

psychologically ready to meet the requirements of an academic writing course.

The following year, the Covid pandemic crisis facilitated the transition to distance learning mode and showed the areas in which educational institutions should focus in terms of developing new skills. The modern labor market is increasingly digital, dynamic, and automated, according to a study by the McKinsey Global Institute (2020, October 5). However, according to a survey (June 2021), 56 fundamental skills were grouped into 4 categories: cognitive, interpersonal, self-leadership, and digital, which will help citizens get the job done in the future. As the purpose, format and results of the academic writing course serve to develop these skills, researching the issue and improving the learning outcomes of academic writing research is also relevant.

At the beginning of the Covid-19 Pandemic we had to deliver a course in extreme conditions to the students of the 2019-2020 program. Methods of instruction and assessment, as well as the scale, have changed. We switched to distance learning mode. The main obstacles we have come across were that students did not have the appropriate computer equipment and high-quality uninterrupted internet to engage effectively in the learning process. At the same time, the uncertainty of the processes, unemployment and material poverty created an unfavorable psychological environment for young people.

In addition, the faculty decided to prevent plagiarism of the academic thesis by deciding on a 25% text matching margin that entered into force during the current academic year. If we consider this indicator in terms of the dynamics of the examination carried out within the academic writing course, the situation has improved. In the beginning, this figure reached 50%. The following year, during the training course, we established an internal trial margin of 25%, and this requirement is already in effect this year. This indicator also shows a clear improvement in the students' results, which is reflected in the evaluation of research concepts. At the same time, it should be noted that due to the lack of electronic databases of scientific-academic resources in Georgian, the program often fails to recognize the material translated from a foreign language into Georgian and evaluates it properly as a coincidence of the text.

The distance learning conditions for the semester under consideration have not changed, although in terms of psychological and infrastructural readiness, demand has increased from both sides. The classes took place in the evening hours. The survey was

conducted on June 17-18, 2021. Learning — Based on observations of the teaching process, analysis of assessments and study and analysis of survey results, the following results were identified:

47% of the surveyed students' mid-term assessment scores ranged from 60-70 to the final exam, while 6% of the respondents showed low scores (20-30%), indicating that the students surveyed were actively involved in learning activities and thus their responses must be perceived as valid (see Figure 1).

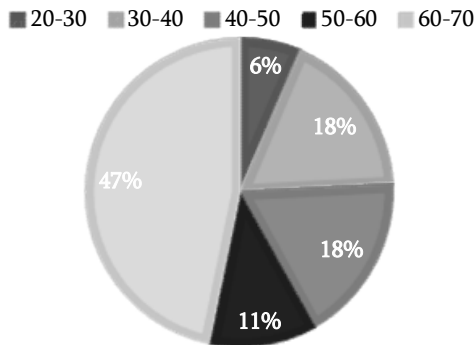


Figure 1. Mid-term Scores before the final exam

Source:formed by author

Only 2% of the surveyed students Do not have access to computer equipment and internet, which indicates a proper level of infrastructure in the learning process. However, according to the decision of the faculty administration, it was possible to use the university equipment.

48% of respondents have completed an academic writing course at the undergraduate level. And 52% received knowledge and experience in this field only at the master's level. 79% of respondents believe that it is necessary to take an academic writing course at the undergraduate level in order to be able to work properly with scientific resources at the initial stage, prepare abstracts, develop a research concept and plan research, conduct presentations, and freely participate in discussions. 93% of respondents believe that it is necessary for undergraduate students to take an academic writing course.

87% of the surveyed students believe that the academic writing course at the master's level should be taught by a specialist in the

field, as he/she has the appropriate competencies and skills to correctly explain the details of the course in the field, as well as to participate in academic discussion.

Knowledge of the academic writing course — the main component of understanding was the observance of the theoretical and practical requirements for planning, creating, critically reviewing, correcting, citing bibliography of one’s own scientific paper; Which is followed by the construction of a structured scientific paper, abstract, annotation, summary, review; Then — an overview of the main and auxiliary sources of information and, finally, a description of the standards of scientific writing (see Figure 2).

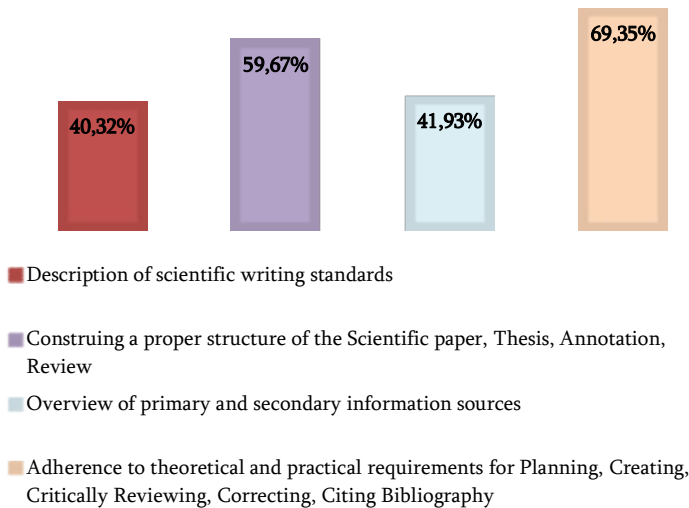


Figure 2. Which outcomes of the Academic Writing course are the most important component?

Source:formed by author

The most important skills developed after academic writing course are 1. Critical analysis, Innovative synthesis and evaluation of information 2. Using modern field scientific vocabulary, within the framework of academic norms, to form, present and defend one’s own opinion with the field academic and professional community, both in

writing and orally; 3. Making reasoned decisions based on analysis and draw reasoned conclusions (See Figure 3).

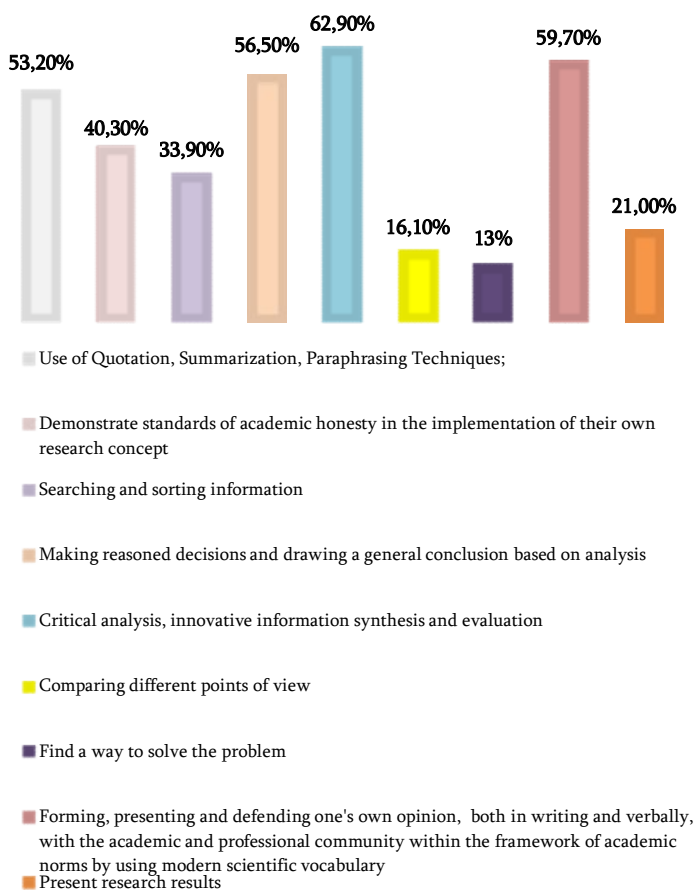


Figure 3. What are the most important skills/outcomes of the Academic Writing course?

Source: formed by author

The survey was based on a ranking of teaching methods that play the most important role in terms of course outcomes, according to students (see Figure 4). The majority of respondents agree with the fact that adhering to the norms of scientific ethics and academic good faith is an act expressing human responsibility. This raises the expectation of good faith actions (reduction of academic fraud facts) on the part of students in the future. Prior to completing the course, students were included in the top three issues for students: peer review, research paper writing, and academic writing standards.

The academic writing course was positively evaluated as a whole by the students participating in the survey. It was noted that the knowledge and skills acquired during the course enhance professional and competitive skills (95%). In particular, to improve the knowledge and skills of research planning, preparation of papers in accordance with academic standards, presentations, formation and submission of oral and written reports. 100% of students recommend friends to take an academic writing course.

The students had to put in a lot of effort to study the review techniques. It was noted that finding scientific papers or articles in electronic databases for the paper is also very time consuming. The students had difficulty defining the title of the research paper and the research concept, along with selecting and paraphrasing the research methods.

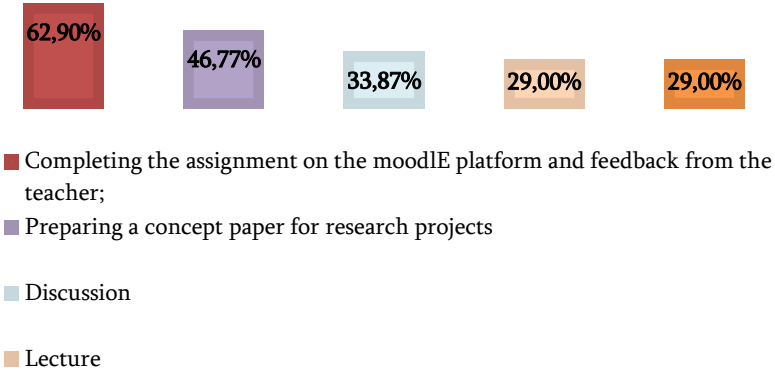


Figure 4. Which teaching methods were effective in providing the outcomes of the Academic Writing course?

Source: formed by author

Critical considerations were also expressed in terms of improving the course: students noted that they would like more space for discussion during the seminars; It would be preferable if the assignment could be completed on any day of the week. The lack of time for the topic of presentation techniques was due to unplanned government regulations caused by the pandemic.

During the academic writing course, students were introduced to examination and discussion of the standards for creating a scientific paper, learning the anti-plagiarism program, finding information in scientific databases, using the Moodle platform correctly and productively, simplicity of delivering the assignments, and the ability to form an opinion in a limited time.

The anti-plagiarism program was used by 60% of the surveyed students for various courses; however, a detailed analysis reveals that the number of such courses is limited to a maximum of six. It is advisable to increase the number of courses that include a plagiarism program in the assessment system in order to reinforce the results of the academic writing course.

Overall, a rating of 1 to 10 points on the course, where 1 means very bad and 10 means excellent, A rate less than 7 points has not been documented. A 9–10-point rating accounts for 58% of this. 31% — 8, and 11% — gave 7 points (Figure 5).

As for the analysis of assessments: according to the syllabus of the course, the assessments are divided into components as follows (for 15 training weeks): 36 points Seminar activity; 20 points midterm exam; 14 points for research concept presentation and 30 points for final exam.

There were registered 145 students in the teaching course. Therefore, the presentation of the research concepts, which was rated at 14 points, was not passed by 69 students. 21 students did not receive the points for mid-term assessments according to seminar activity. 14 students received 0 points in the midterm exam, however, due to the structure of the final exam, which included a theoretical question (10 points) and a review (20 points), a zero grade was not written. A minimum score of 15 was given, indicating that allowed students to demonstrate their knowledge and abilities. The analysis revealed that the distribution of points accumulated before the final exam and final assessment scores is within the normal distribution framework, indicating that the program and its components do not require radical change, although we believe that the share of research concept in the assessment scheme should be increased, as it

demonstrates the level of practical skills of the theoretical materials mastered by the students.

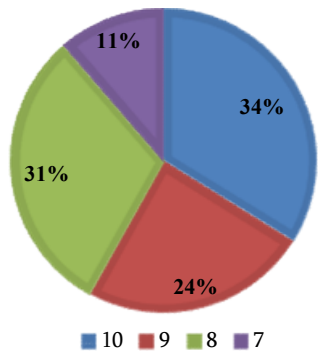


Figure 5. How many points would you rate the Academic Writing course from 1 to10? (1 — very bad, 10 — excellent)?

Source: formed by author

Moreover, 97% of students have a positive attitude towards online teaching of Academic Writing course, while 3% do not have a defined position. 52% disagree with the opinion that auditory training would serve to achieve better results, while 19% have no position on this matter. Online learning did not affect students’ learning motivation: 27% — increased motivation, 21% decreased, and 52% remained unchanged motivation. This indicates that the distance learning mode has been found to be comfortable and acceptable for MBA students, as the majority of them work in the morning, and the option of distance learning in the evening allows them to make the optimal use of their time.

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