

N. Ibnatenko,

PhD in Pedagogical Sciences, Professor, Dean of the Faculty of Art, Management, Pedagogy, and Psychology, Hryhorii Skovoroda University in Pereiaslav

ORCID ID: <http://orcid.org/0000-0003-1616-8708>

T. Kuznietsova,

PhD in Economics, Associate Professor,

Associate Professor of the Department of Management, Hryhorii Skovoroda University in Pereiaslav

ORCID ID: <https://orcid.org/0000-0001-7142-6314>

T. Rybakova,

PhD in Economics, Associate Professor,

Associate Professor of the Department of Management, Hryhorii Skovoroda University in Pereiaslav

ORCID ID: <https://orcid.org/0000-0003-2057-9550>

O. Kovtun,

PhD in Historical Sciences, Associate Professor,

Associate Professor of the Department of Management, Hryhorii Skovoroda University in Pereiaslav

ORCID ID: <https://orcid.org/0000-0003-0145-7988>

O. Cherniaiev,

PhD in Historical Sciences, Associate Professor,

Associate Professor of the Department of Management, Hryhorii Skovoroda University in Pereiaslav

ORCID ID: <https://orcid.org/0000-0001-9615-7202>

DOI: 10.32702/2306-6814.2026.2.200

THE EUROPEAN INTEGRATION VECTOR OF MANAGERIAL EDUCATION: A CONVERGENT EMI MODEL

Н. В. Ігнатенко,

к. пед. н., професор, декан факультету мистецтва, менеджменту, педагогіки і психології, Університет Григорія Сковороди в Переяславі

Т. В. Кузнецова,

к. е. н., доцент, доцент кафедри менеджменту, Університет Григорія Сковороди в Переяславі

Т. О. Рибаківа,

к. е. н., доцент, доцент кафедри менеджменту, Університет Григорія Сковороди в Переяславі

О. В. Ковтун,

к. і. н., доцент, доцент кафедри менеджменту, Університет Григорія Сковороди в Переяславі

О. С. Черняєв,

к. і. н., доцент, доцент кафедри менеджменту, Університет Григорія Сковороди в Переяславі

ЄВРОІНТЕГРАЦІЙНИЙ ВЕКТОР УПРАВЛІНСЬКОЇ ОСВІТИ: КОНВЕРГЕНТНА ЕМІ-МОДЕЛЬ

In the conditions of a globalized economy and increasingly competitive international labor markets, management graduates are expected to demonstrate more than fragmented or discipline-isolated managerial skills. Contemporary professional environments require the ability to perform the full managerial cycle — from problem identification and analytical justification to decision-making, implementation, and the production of professionally valid outputs — within contexts governed by international standards and English-language professional communication. Under these conditions, English-Medium Instruction (EMI) emerges not as an auxiliary instructional format, but as a structural factor shaping the coherence and competitiveness of the manager graduate portfolio.

This study addresses the European integration vector of convergent managerial training by interpreting EMI as a strategic mechanism for accumulating, aligning, and integrating learning outcomes across core management disciplines. Innovation management, IT project management, logistics and supply chain management, branding and brand management, and foreign economic activity are examined not as separate curricular units, but as interconnected domains whose learning outcomes converge through English-mediated professional activity. EMI provides the common operational environment in which disciplinary knowledge, analytical tools, and professional tasks are unified into a consistent educational trajectory.

Within this framework, academic integrity is conceptualized not merely as an ethical imperative, but as a functional prerequisite for managerial competence development. The ability to work with authentic English-language academic sources, professional documentation, analytical reports, and international regulatory frameworks presupposes responsible citation practices, accurate interpretation of data, and critical evaluation of information. Thus, academic integrity becomes embedded in the very structure of EMI-based managerial training rather than remaining an external normative requirement.

The article proposes a structural model of the manager graduate portfolio formed through English-Medium Instruction, demonstrating how discipline-specific competencies converge into a unified professional portfolio. The model reflects the cumulative interaction of hard managerial skills, global soft skills, and ethical-professional responsibility, all developed within an English-mediated educational environment. By visualizing mechanisms of convergence and synergy, the study provides a methodological foundation for designing EMI-based management programs that ensure continuity of learning outcomes, internal coherence of curricula, and international relevance of graduate training.

У глобалізованій економіці та в умовах висококонкурентних міжнародних ринків праці від випускників управлінських освітніх програм очікується не фрагментарне володіння окремими управлінськими інструментами, а здатність здійснювати повний цикл професійної діяльності в англomовному середовищі. Йдеться про аналітичне осмислення управлінських проблем, ухвалення обґрунтованих рішень, стратегічне планування та підготовку професійних результатів відповідно до міжнародних стандартів. За таких умов викладання англійською мовою (EMI) перестає виконувати допоміжну функцію та постає як системоутворювальний чинник формування цілісного портфоліо випускника-менеджера.

У статті розглядається євроінтеграційний вектор конвергентної підготовки менеджерів шляхом інтерпретації EMI як стратегічного механізму акумулювання, узгодження й інтеграції результатів навчання в межах базових управлінських дисциплін. Інноваційний менеджмент, управління IT-проєктами, логістика та ланцюги постачання, брендинг і бренд-менеджмент, а також менеджмент зовнішньоекономічної діяльності аналізуються як взаємопов'язані складові єдиного освітнього циклу, об'єднаного спільним англomовним професійним середовищем.

У межах запропонованого підходу академічна доброчесність розглядається не лише як етична норма, а як функціональна умова формування управлінської спроможності працювати з автентичними англomовними джерелами, стандартизованою професійною документацією та міжнародними аналітичними моделями. Саме дотримання принципів академічної доброчесності забезпечує якість інтеграції знань і запобігає формальному засвоєнню змісту управлінських дисциплін.

У роботі запропоновано модель формування професійного портфоліо випускника-менеджера на основі EMI, яка відображає конвергенцію фахових компетентностей, глобальних м'яких навичок і професійної відповідальності. Модель забезпечує візуалізацію синергії управлінських дисциплін та створює методологічне підґрунтя для проєктування цілісних англomовних програм з менеджменту, орієнтованих на реальні вимоги міжнародного професійного середовища.

Key words: European Integration Vector, English-Medium Instruction (EMI), Academic Integrity, IT Management, Brand Management, Logistics and Supply Chain Management, Project Management, Innovation Management, Foreign Trade Management

Ключові слова: євроінтеграційний вектор, викладання англійською мовою (EMI), академічна доброчесність, IT-менеджмент, бренд-менеджмент, логістика, проєктний менеджмент, інноваційний менеджмент, менеджмент зовнішньоекономічної діяльності.

INTRODUCTION

The formation of a competitive manager graduate portfolio increasingly depends on the ability to operate within English-mediated professional environments

characterized by international standards, cross-border collaboration, and global accountability. In management education, this challenge extends beyond content delivery to the alignment of learning outcomes with the functional

realities of contemporary managerial practice. English-Medium Instruction (EMI) emerges in this context not as a language policy but as a formative mechanism shaping integrated professional capabilities.

Unlike traditional approaches that treat EMI as an instructional format, this study approaches EMI as a strategic factor within the European integration vector influencing the structure of managerial competencies and the coherence of graduate outcomes. When embedded consistently across core management disciplines, EMI enables students to engage in authentic professional tasks, apply standardized analytical frameworks, and develop decision-making skills within the same linguistic and cognitive environment used in international business practice.

The graduate portfolio of a manager is not defined by isolated competencies but by the integration of hard skills, soft skills, and global mindset into a functional whole. Disciplines such as IT project management, logistics, branding, innovation management, and foreign economic activity contribute distinct but interdependent competence clusters. EMI serves as a unifying medium through which these clusters are aligned, allowing managerial knowledge to be transferred, synthesized, and applied across disciplinary boundaries.

Academic integrity plays a central role in this process, ensuring that the development of the graduate portfolio is grounded in ethical engagement with authentic professional sources. EMI facilitates direct interaction with global standards, regulatory documentation, and industry-specific knowledge bases, reinforcing professional accountability and responsible managerial reasoning. This alignment between language, ethics, and professional practice is critical for preparing graduates capable of operating in international management contexts.

Although existing EMI research acknowledges its potential impact on employability and internationalization, there is limited analytical modeling of how EMI contributes to the structured formation of the manager graduate portfolio. The absence of such models restricts the understanding of EMI's cumulative educational effect and its role in integrating disciplinary learning outcomes into a coherent professional identity.

This article proposes a model of the manager graduate portfolio formed through English-Medium Instruction. Building on discipline-specific contributions and principles of academic integrity, the study demonstrates how EMI-based learning outcomes converge into an integrated portfolio of a global manager. The proposed model offers an analytical framework for understanding EMI not only as a teaching medium but as a formative mechanism shaping professional readiness in management education.

LATEST RESEARCH ANALYSIS

Recent studies increasingly shift the focus of English-Medium Instruction (EMI) from instructional processes to learning outcomes and professional applicability, particularly in fields connected with international business and management. While earlier research concentrated primarily on linguistic and pedagogical dimensions, contemporary analyses explore how EMI influences the formation of professional competencies, analytical

reasoning, employability, and global professional identity in international labor markets (Smith, 2025; Jones and Murray, 2025).

An emerging research direction examines EMI as a catalyst for competence-based education and professional internationalization. Scholars emphasize that learning in English facilitates direct engagement with international professional standards, managerial documentation, and globally recognized analytical frameworks, thereby strengthening decision-making skills, professional accountability, and readiness for cross-border collaboration. Within management education, this perspective highlights EMI's role in aligning educational outcomes with the functional requirements of international business environments rather than with language proficiency benchmarks alone (Lepeyko et al., 2025).

Innovative contributions further extend EMI research into the domain of digital transformation and future-oriented managerial competencies. Kuznietsova et al. (2025) propose a strategic EMI paradigm that integrates advanced digital and AI-supported tools to support the development of managerial competence in technologically complex and regulatory-intensive fields. Their work positions EMI as a formative mechanism shaping not only knowledge acquisition, but also professional identity and ethical responsibility in English-mediated business contexts.

Despite these advances, analytical models explaining how EMI contributes to the integrated portfolio of a management graduate remain insufficiently developed. Existing studies tend to address individual competencies or isolated educational outcomes, leaving largely unexplored the cumulative effect of EMI across multiple managerial disciplines. This gap limits the understanding of EMI as a systemic factor in forming a coherent graduate portfolio capable of operating across functional, strategic, and global-regulatory domains.

This study aims to model the formation of the manager graduate portfolio within the European integration vector by synthesizing discipline-specific learning outcomes into an integrated competence framework grounded in academic integrity and professional authenticity.

THE STUDY MODELS

The study models the formation of a manager graduate portfolio through English-Medium Instruction (EMI), demonstrating how discipline-specific competencies, professional tasks, and English-mediated decision-making converge to develop internationally relevant managerial capabilities. Across six management fields, EMI facilitates the integration of hard skills, soft skills, and ethical professional behavior, shaping a cumulative global manager portfolio that reflects the synergistic interaction of innovation, IT projects, logistics, branding, and foreign economic activity.

THE MAIN RESEARCH MATERIAL

Rather than treating language as an auxiliary skill, this section conceptualizes English-Medium Instruction (EMI) as a structural condition for the formation of managerial competence. Moving from analytical observation to synthetic interpretation, it examines the cumulative effects

of sustained EMI implementation on the professional configuration of the graduate manager. Within this framework, English functions not merely as a medium of delivery, but as the operational environment in which managerial reasoning, problem framing, and decision-making are performed.

EMI operates as a functional mechanism that embeds managerial thinking directly into English-language practices. Strategic analysis, project coordination, risk assessment, and stakeholder communication are conducted within a linguistic context that mirrors real-world global business interactions. As a result, managerial cognition develops in parallel with professional discourse, enabling graduates to navigate complex economic, technological, and logistical systems without the need for constant linguistic mediation or translation.

The model of manager graduate formation considered here is grounded in academic integrity and the synergistic integration of innovation-driven thinking, IT project management, logistics, branding, and foreign economic activity. EMI facilitates this integration by providing a common communicative and conceptual platform through which interdisciplinary knowledge is synthesized. Ethical decision-making and academic integrity are reinforced through transparent evaluation practices, source accountability, and collaborative problem-solving conducted in English, aligning academic behavior with international professional standards.

Over time, these practices accumulate into stable graduate attributes rather than isolated competencies. The EMI-trained manager demonstrates not only disciplinary expertise, but also the ability to operate within cross-border professional environments, manage internationally distributed projects, and engage with global markets using a shared managerial language. This results in a graduate portfolio characterized by strategic adaptability, technological fluency, and an internally coherent professional identity shaped by continuous engagement with English as a working language of management.

Figure 1 illustrates this conceptual integration via a three-level pyramid:

- Foundational Layer: Six core management disciplines providing the knowledge base.
- Process Layer: EMI-based managerial tasks and scenario-driven problem-solving.
- Outcome Layer: Integrated hard skills, globalized soft skills, and a comprehensive global mindset.

This model emphasizes that English-Medium Instruction functions as a strategic managerial instrument rather than a purely linguistic component of the educational process.

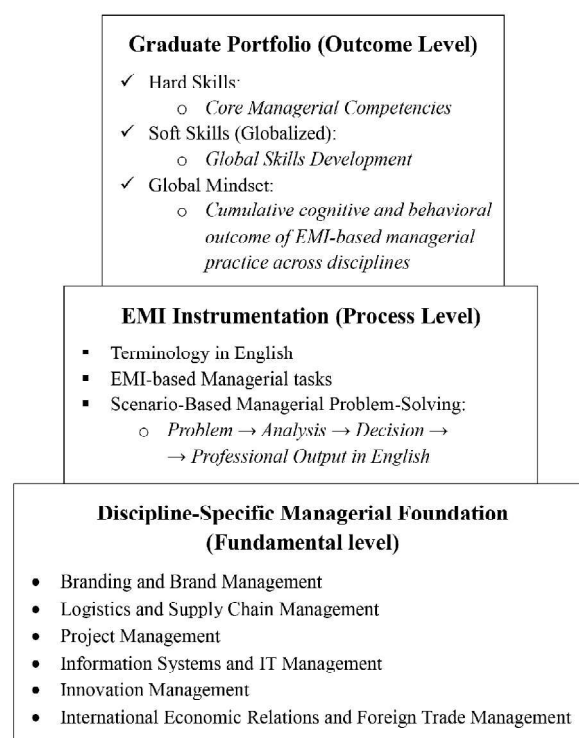


Figure 1. Pyramid of Manager Graduate Portfolio Development through EMI-Based Management Education

Source: developed by the authors.

Within this framework, EMI restructures the way disciplinary knowledge is acquired, applied, and operationalized, enabling core managerial foundations to be enacted directly in English as a working language. As a result, professional reasoning, strategic judgment, and decision-making evolve within an international communicative context rather than being subsequently adapted to it.

By integrating managerial cognition with English-language professional practices, the model supports the conversion of disciplinary knowledge into a coherent, internationally transferable professional identity. This integration ensures that managerial concepts, analytical frameworks, and professional discourse are acquired and applied through English as a functional working language rather than as an auxiliary skill.

Within this synergy model, EMI enables future managers to operate across innovation-oriented contexts, IT projects, logistics systems, branding activities, and foreign economic operations without conceptual or linguistic discontinuity. The English-language cycle of

Table 1. Disciplinary Clusters and Their Contribution to Graduate Portfolio

Disciplinary Cluster	Contribution to Graduate Portfolio (Graduate Attributes)	Professional Roles (Career Path)
Operational & Digital (Logistics, Information Systems)	Data-Driven Architect: Ability to design, analyze, and optimize supply chains and IT-enabled business processes in accordance with global standards and digital governance frameworks.	Supply Chain Manager, IT Project Lead, Business Analyst
Strategic & Growth-Oriented (Branding, Innovation Management)	Adaptive Strategist: Capability to create value, manage brands, and drive innovation in multicultural and competitive global markets.	Brand Manager, Innovation Officer, Marketing Director
Global & Regulatory (Project Management, International Economic Relations)	International Coordinator: Proficiency in cross-border project coordination, regulatory compliance, and international trade management.	Export/Import Manager, International Project Manager

Source: developed by the authors.

Table 2. Information Systems – UML-Based Managerial Analysis under EMI

Analysis Stage	Problem Identified	Analytical Focus	Managerial Decision	Professional Output in English	UML Representation / Diagram Output
Process Identification	Business processes insufficiently formalized	Identify key workflows and information flows	Define system scope and priorities	Explain workflow in English	High-level activity diagram showing workflow
Requirements Analysis	Managerial needs not translated into system logic	Map business requirements to system functions	Approve functional specifications	Write functional description in English	Use case diagram of system requirements
System Modeling	System interactions unclear to stakeholders	Visualize system structure and data flows	Validate system architecture	UML diagrams with English annotations	Class diagram / interaction diagram
Security and Risk Assessment	Data protection and access risks not defined	Identify vulnerabilities and control points	Select security documentation in English	Draft security documentation in English	Control points annotated on activity diagram
Communication and Validation	Lack of shared understanding among stakeholders	Synthesize analytical findings	Approve system design and controls	Present findings in English	Combined diagram for stakeholder presentation

Source: developed by the authors.

Table 3. Logistics – Supply Chain Scenario Analysis under English-Medium Instruction

Supply Chain Stage	Problem Identified	Analytical Focus	Managerial Decision	Professional Output in English
Procurement	Supplier delivery delays	Supplier reliability and lead-time variability	Diversify supplier base and adjust sourcing strategy	Email to supplier (EN); operational memo
Transportation	Increased transit time	Route efficiency and carrier performance	Reroute shipments and renegotiate transport conditions	Logistics report; carrier communication (EN)
Warehousing	Capacity constraints	Inventory turnover and storage utilization	Adjust inventory levels and warehouse layout	ERP-based stock analysis; internal report (EN)
Distribution	Demand volatility	Forecast accuracy and service levels	Revise distribution and allocation plan	Customer communication (EN); management dashboard
Cross-border logistics	Customs clearance delays	Compliance with Incoterms and shipping documentation	Correct documentation and liaise with customs broker	Incident report; email to logistics partner (EN)

Source: developed by the authors.

managerial disciplines thus functions as a unifying mechanism that aligns managerial training with the European integration vector, positioning the graduate's professional portfolio within globally recognized standards and practices.

The Manager Graduate Portfolio synthesizes EMI-based outcomes, integrating sector-specific hard skills with globalized soft skills and a strategic mindset. By linking disciplinary foundations with scenario-based tasks, the model underscores English as a functional tool for cross-disciplinary competence. Table 1 maps these contributions to specific graduate attributes and career pathways within the strategic European integration framework, demonstrating how foundational knowledge and EMI-driven problem-solving combine to form a holistic professional portfolio.

Table 1 systematizes the six EMI-based business disciplines into three disciplinary clusters, reflecting their functional proximity and their cumulative contribution to the global manager graduate portfolio. The Operational & Digital cluster (Logistics, IT Management) focuses on data-driven optimization and technological integration, which is further detailed in Table 2 (IT Management) and Table 3 (Logistics).

Table 2 operationalizes these tasks through analytical exercises, using English for system modeling, documentation, and managerial reasoning. By integrating English-language descriptions with UML representations (the final column), students learn to translate complex

analysis into standardized visual and textual outputs common in international IT environments.

From an EMI perspective, the table confirms that English functions as the working language of IT governance and system-based decision-making, reinforcing digital managerial competence and effective coordination with international IT stakeholders.

Table 3 presents a supply chain scenario analysis framework commonly used in logistics and operations management. The table reflects typical operational problems faced by logistics managers and illustrates how analytical assessment, risk evaluation, and corrective actions are documented using professional English-language formats.

Table 3 illustrates a supply chain scenario analysis framework commonly used in logistics management. From an EMI perspective, the table demonstrates how English operates not as a language-learning medium but as an operational tool for professional coordination, standard-compliant documentation, and data-driven decision-making, thereby supporting the development of core logistics competencies in globally oriented supply chains.

The Strategic & Growth cluster (Branding, Innovation) emphasizes value creation and market-oriented reasoning, developing the ability to communicate strategic decisions in multicultural contexts.

Strategic value creation within this cluster is exemplified by branding workflows (Table 4) and the innovation management cycle (Table 5).

**Table 4. Branding and Brand Management:
Marketing Strategy Analysis under English-Medium Instruction**

Brand Element	Current Strategic Assessment	Target Market	Managerial Decision	Professional Output in English
Brand identity (logo, visual style)	Strong local recognition; limited international consistency	International consumer market	Standardize visual identity across markets	Executive summary
Brand positioning	Differentiation unclear in global context	EU and international B2C segments	Reposition brand around core value proposition	Strategic memo
Brand communication	Messaging adapted to domestic market only	Multilingual and multicultural audiences	Redesign communication strategy for international use	Marketing brief
Brand portfolio	Overlapping sub-brands reduce clarity	Global product lines	Optimize brand architecture	Brand audit report
Brand equity indicators	High awareness, moderate perceived value	Competitive international markets	Strengthen value proposition	Management presentation

Source: developed by the authors.

Table 5. EMI-Supported Managerial Tasks in Innovation Management

Innovation Management Stage	Current Strategic Assessment	Analytical Focus	Managerial Decision	Professional Output in English
Environmental Scanning	Market dynamics, technological trends, competitor innovation activity	Identification of innovation drivers and emerging opportunities	Selection of innovation domains aligned with corporate strategy	Environmental scan report; trend analysis summary
Opportunity Evaluation	Identified innovation ideas and concepts	Assessment of feasibility, strategic fit, and potential value creation	Approval or rejection of innovation concepts	Innovation concept brief; evaluation memo
Innovation Portfolio Structuring	Approved innovation initiatives and resource availability	Portfolio balance, risk exposure, and resource allocation	Prioritization of innovation projects within the portfolio	Innovation portfolio matrix; strategic prioritization note
Development and Validation Planning	Selected innovation projects and development constraints	Analysis of development pathways, stakeholder involvement, and validation criteria	Choice of development and testing approach	Development roadmap; validation plan; internal project brief
Commercialization Strategy	Validated innovation outputs and target markets	Market readiness, scalability, and competitive positioning	Selection of commercialization and market entry strategy	Pitch deck; commercialization plan; executive summary

Source: developed by the authors.

Table 4 illustrates how EMI is embedded in discipline-specific managerial tasks through a marketing strategy analysis template reflecting a standard branding workflow. English operates as the working language for documenting analyses and communicating strategic recommendations.

The table demonstrates that English operates not as an instructional object but as a functional tool enabling students to perform authentic branding activities and produce professional managerial outputs, thereby supporting the simultaneous development of brand management competencies and professional business communication skills.

Terminology in English: brand resonance, co-branding, brand positioning, brand equity, brand architecture, value proposition, customer lifetime value (CLV), corporate social responsibility (CSR), storytelling, digital brand management, brand loyalty, experiential marketing.

Table 5 outlines the innovation management cycle, demonstrating how EMI functions as an operational medium for analytical evaluation, strategic prioritization, and commercialization. Throughout these stages, English serves as a functional working language, enabling students to perform authentic tasks-from environmental scanning to Commercialization Strategy -using professional formats common in international practice.

From an EMI perspective, Table 5 demonstrates how English operates as a functional working language of the innovation management. By articulating complex strategic reasoning in English, students align their managerial decision-making with the communicative realities of globally oriented, innovation-driven organizations.

The Global & Regulatory cluster (Project Management, Foreign Trade) concentrates on coordination and

Table 6. Project Management — Task Assignment and Risk Assessment under EMI

Project Stage	Problem Identified	Analytical Focus	Managerial Decision	Professional Output in English
Planning	Undefined project scope and unclear deliverables	Identify objectives, assess feasibility	Define scope, set milestones, allocate resources	Project charter; Gantt chart; milestone schedule
Risk Identification	Potential risks not assessed	Evaluate probability and impact of risks	Prioritize risks; propose mitigation strategies	Risk register; risk assessment report
Task Assignment	Team responsibilities not defined	Match tasks to competencies; balance workload	Assign tasks; establish accountability	Task allocation emails; assignment matrix
Monitoring	Progress not tracked; KPI unclear	Analyze performance vs. plan	Adjust schedules; reallocate resources if needed	Progress reports; KPI dashboards
Reporting	Stakeholders uninformed	Summarize project status and risks	Communicate progress and corrective actions	Meeting minutes; status reports; stakeholder emails

Source: developed by the authors.

Table 7. EMI-Supported Managerial Tasks in International Economic Relations and Foreign Trade Management

Foreign Trade Management Stage	Current Strategic Assessment	Analytical Focus	Managerial Decision	Professional Output in English
Global Market Selection	International trade conditions and economic indicators	Assessment of trade opportunities and external constraints	Selection of target markets and entry modes	Market selection memo; trade environment report
Regulatory and Trade Compliance	Applicable trade agreements, customs rules, and sanctions	Compliance requirements and institutional constraints	Choice of trade regime and regulatory pathway	Regulatory compliance brief; policy summary
Contract Structuring and Negotiation	Trade objectives, cost structures, and delivery constraints	Evaluation of Incoterms, payment methods, and risks	Selection of contractual terms and transaction structure	Draft contract terms; Incoterms justification note
Geopolitical Risk Evaluation	Identified legal, political, and reputational risks	Assessment of risk exposure and mitigation options	Approval of risk management and hedging measures	Trade risk assessment report; mitigation plan
Currency and Financial Planning	Foreign exchange (FX) volatility and trade margins	Evaluation of currency risk and hedging instruments	Selection of financial settlement and protection tools	Financial risk brief; FX exposure summary
Trade Execution and Performance Review	Implemented trade transactions and outcomes	Analysis of performance, cost efficiency, and compliance	Adjustment of trade strategy or operational processes	Trade performance report; executive summary

Source: developed by the authors.

compliance, equipping graduates to navigate international regulatory frameworks and governance. This cluster is operationalized through international project coordination tasks, as illustrated in Table 6, which demonstrates the use of English as a functional working language for analytical decision-making across various project stages.

From an EMI perspective, the table confirms that English functions not as an instructional object but as a tool for managing real project processes, thereby reinforcing both project management competencies and professional communication skills in international contexts.

Table 7 operationalizes the foreign trade management cycle, linking trade policy analysis with corporate strategic

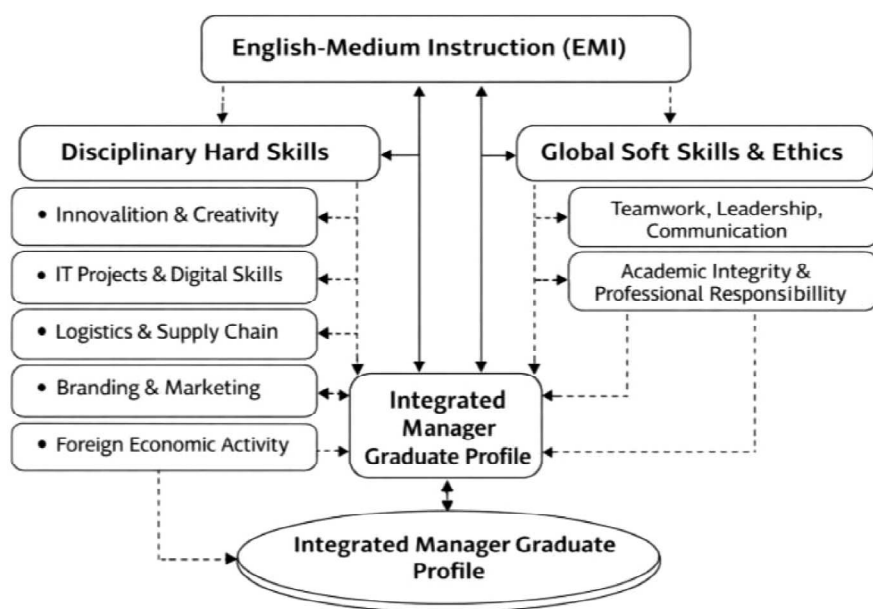
objectives. It highlights the integration of English as a functional tool for navigating regulatory frameworks, formalizing international contracts, and managing financial risks in a globalized economy.

From an EMI perspective, Table 7 demonstrates how English serves as an essential operational medium for complex decision-making in international trade. By performing authentic tasks students master the professional discourse required for global market operations. Ultimately, the table shows that EMI reinforces core managerial competencies by aligning instructional activities with the communicative and analytical standards of international business.

In summary, the synergy of these clusters transforms the graduate portfolio from a localized specialization into an internationally applicable managerial identity. By linking disciplinary foundations with EMI-mediated tasks, this approach ensures graduates are competitive and adaptable across global disciplinary, cultural, and institutional boundaries.

The analysis confirms that EMI functions as a functional managerial tool rather than a purely linguistic element. By integrating English into professional problem-solving and decision-making, EMI effectively merges language use with core managerial activities across all six disciplines.

The conceptual pyramid and disciplinary clusters demonstrate that EMI supports a cumulative development process: foundational knowledge, reinforced by EMI-based tasks, yields a portfolio of hard skills, globalized soft skills, and a strategic mindset. This synthesis proves that EMI prepares graduates for the complexities of multicultural and international business environments.



Key elements of the model:

1. Discipline-specific hard skills — analytical tools, project management, supply chain optimization, branding strategy, financial and international trade literacy.
2. Global soft skills — teamwork, leadership, intercultural communication, adaptability, critical thinking.
3. Ethical and professional behavior — academic integrity, responsible use of primary sources, compliance with international standards.
4. English-mediated decision-making — authentic application of knowledge in English through case studies, simulations, and professional documentation.

Fig. 2. Manager Graduate Portfolio Model

Source: developed by the authors based on [1-4].

Key cross-disciplinary patterns indicate that EMI provides a unifying framework, standardizing professional language and analytical reasoning. From a curriculum perspective, these findings suggest that EMI should be embedded within core disciplinary tasks and sequenced to promote cumulative skill development. Maintaining such methodological consistency ensures the formation of a coherent, internationally competitive graduate portfolio.

Proposed Manager Graduate Portfolio Model

To illustrate the cumulative outcome of English-Medium Instruction (EMI) in management education, we propose a Manager Graduate Portfolio Model that integrates disciplinary competencies, global soft skills, ethical behavior, and English-mediated decision-making. The model is grounded in EMI as a functional mediator that aligns learning outcomes with the European integration vector across innovation, IT projects, logistics, branding, and foreign economic activity.

The model (Fig. 2) emphasizes synergy between competencies, demonstrating that development in one cluster reinforces others, while EMI provides the medium for integration and transferability. This framework ensures that graduates are prepared for international managerial environments, resilient to global challenges, and capable of strategic, operational, and regulatory decision-making.

Figure 2 illustrates EMI as the central mediator connecting disciplinary hard skills with soft skills and ethical professional behavior. Together, these components converge to form the Integrated Manager Graduate Portfolio, ensuring readiness for global managerial roles.

CONCLUSIONS

This study has addressed the European integration vector of managerial training by focusing on the formation of a manager graduate portfolio through English-Medium Instruction (EMI). By examining learning outcomes across innovation management, IT project management, logistics and supply chain management, branding and brand management, and foreign economic activity, the research demonstrates that EMI operates as a formative mechanism through which discipline-specific competencies converge into a coherent professional identity. Within this framework, EMI shapes not only managerial hard skills, but also global soft skills, ethical responsibility, and English-mediated decision-making capacities aligned with international professional environments.

1. English-Medium Instruction plays a decisive role in shaping an integrated manager graduate portfolio by aligning disciplinary knowledge, professional skills, and ethical standards into a unified and convergent professional identity.

2. Discipline-specific managerial tasks form interrelated competence clusters whose convergence produces cumulative learning outcomes, reflecting functional synergy across multiple management domains.

3. EMI enhances analytical reasoning, problem-solving abilities, and managerial decision-making by immersing learners in English-mediated professional environments that mirror real-world managerial practice.

4. Continuous engagement with authentic international standards, regulatory frameworks, and professional documentation reinforces both ethical accountability and practical preparedness for complex managerial challenges.

5. The proposed graduate portfolio model demonstrates the convergence between educational outcomes and professional requirements, illustrating how EMI-based training supports readiness for European and international organizational contexts within the established strategic vector.

6. EMI facilitates the synthesis of disciplinary knowledge, enabling graduates to transfer integrated competencies across innovation, IT projects, logistics, branding, and foreign economic activity within a unified professional portfolio.

By modeling a convergent and internationally oriented manager portfolio, the study offers a scalable framework for competence-based management education and contributes to the development of Ukrainian managerial talent capable of strengthening institutional resilience and supporting the country's active participation in the European and international economic space.

Література:

1. Smith, O. (2025), "English Education And Global Citizenship: Preparing Learners For A Multilingual, Interconnected World", IOSR Journal Of Humanities and Social Science (IOSR-JHSS), vol. 30, no. 10, pp. 08—15.
2. Jones, D. and Murray, N. (2025), "The impact of the Russia-Ukraine war on English medium instruction teachers' professional identity in a Ukrainian medical university", International Journal of Educational Development, vol. 116, 103315.
3. Lepeyko, T., Pererva, I. and Mazorenko, Y. (2025), "Business Education in Ukraine in the Context of Global Trends: Rankings, Business Models and Ways of Development", Ukrainian Journal of Applied Economics and Technology, vol. 10, no. 2, pp. 155—160.
4. Кузнєцова Т.В., Ігнатенко Н.В., Ковтун О.В., Рыбакова Т.О., Черняев О.С. Інноваційна англійська підготовка менеджерів до успішного функціонування в правовому полі глобального цифрового бізнесу. Інвестиції: практика та досвід. 2025. № 13. С. 123—132.

References:

1. Smith, O. (2025), "English Education And Global Citizenship: Preparing Learners For A Multilingual, Interconnected World", IOSR Journal Of Humanities and Social Science (IOSR-JHSS), vol. 30, no. 10, pp. 08—15.
2. Jones, D. and Murray, N. (2025), "The impact of the Russia-Ukraine war on English medium instruction teachers' professional identity in a Ukrainian medical university", International Journal of Educational Development, vol. 116, 103315.
3. Lepeyko, T., Pererva, I. and Mazorenko, Y. (2025), "Business Education in Ukraine in the Context of Global Trends: Rankings, Business Models and Ways of Development", Ukrainian Journal of Applied Economics and Technology, vol. 10, no. 2, pp. 155—160.
4. Kuznietsova, T.V. Ihnatenko, N.V. Kovtun, O.V. Rybakova, T.O. and Cherniaev, O.S. (2025), "Innovative English-Mediated Training of Managers for Successful Functioning in the Legal Framework of Global Digital Business", Investments: Practice and Experience, vol. 13, pp. 123—132.

Стаття надійшла до редакції 09.01.2026 р.