



MINISTRY OF SCIENCE AND HIGHER EDUCATION OF THE RUSSIAN FEDERATION
Federal State Budgetary Educational Institution of Higher Education
«KAZAN STATE POWER ENGINEERING UNIVERSITY»
(FSBEI HE «KSPEU»)

APPROVED

Director of the Institute of Digital
Technologies and Economics

_____ Zainullin R.R.

«24» _____ February _____ 2026

WORK PROGRAM FOR THE DISCIPLINE

B1.V.ED.01.01.02 Time management and digitalization of time tracking

Field of training

38.03.02 Management

Qualification

Bachelor's Degree

Kazan, 2026

Program developed by:

| | | |
|-----------------|---|---------------------|
| Department name | Position, academic degree, academic title | Full name Developer |
| Management | Doctor of Social Sciences, prof. | Makhiyanova A.V. |

| Approval | Name of department | Date | Minute s No. | Signature |
|----------|--|------------|--------------|--|
| Approved | Management | 10.02.2026 | Protocol №5 | _____ Head of Department, Doctor of Social Sciences, Professor Makhiyanova A.V. |
| Agreed | Management | 10.02.2026 | Protocol №5 | _____ Head of the Department., Doctor of Social Sciences, prof.Makhiyanova A.V. |
| Agreed | Educational and Methodological Council of IDTE | 24.02.2026 | Protocol №6 | _____ Director, Ph.D., Associate Professor, Zainullin R.R.. |
| Approved | Scientific Council of IDTE | 24.02.2026 | Protocol №6 | _____ Director, Ph.D., Associate Professor, Zainullin R.R. |

1. Goal, Tasks and Planned Learning Outcomes of the Discipline

The goal of mastering the discipline B1.V.ED.01.01.02 «Management and Digitalization of Working Time Recording» is the formation in students of general ideas about the essence and types of time management, principles and methods of managing the time resource for more successful implementation of professional activity.

The tasks of the discipline are: formation in students of an understanding of time management; development of organizational competence, implying mastery of ways of managing and directing time; improvement in students of self-control, self-organization and self-regulation skills; abilities to qualitatively analyze and evaluate one's own actions, mastery of skills in digitalization of working time recording.

Competencies and indicators formed in students:

| Competence code and name | Indicator code and name |
|--|--|
| PC-3 Able to use advanced domestic and foreign experience in the field of organizational management to prepare balanced management decisions, taking into account the influence of the modern socio-economic environment. | PC-3.3 Uses information that includes the entire set of technologies for planning the work of an organization's employees, which they apply independently to increase the efficiency of working time and improve control over the growing volume of tasks assigned. |

2. Place of the discipline in the structure of the EP

Preceding disciplines (modules), practices, research work, etc. Human Resource Management, Digital Ecosystems Management.

Subsequent disciplines (modules), practices, research work, etc. Managerial Economics, Systems Analysis in Management, Production Practice (Pre-diploma Practice).

3. Structure and content of the discipline

3.1. Structure of the discipline

For full-time form of study

| Type of educational work | Total Credit Units | Total Hours | Semester |
|----------------------------------|--------------------|-------------|----------|
| | | | 2 |
| TOTAL WORKLOAD OF THE DISCIPLINE | 3 | 108 | 108 |
| CONTACT WORK* | - | 60 | 60 |
| CLASSROOM WORK | 1,5 | 54 | 54 |
| Lectures | 1 | 36 | 36 |
| Practical (seminar) classes | 0,5 | 18 | 18 |
| Laboratory works | - | - | - |
| INDEPENDENT WORK OF THE STUDENT | 1,5 | 54 | 54 |

| | | | |
|------------------------------------|-----|----|----|
| Studying of educational material | 1,5 | 54 | 54 |
| Course project | - | - | - |
| Course paper | - | - | - |
| Preparation for interim assessment | 0 | 0 | 0 |
| Interim assessment: | | | 3 |
| | | | - |

For part-time form of study

| Type of educational work | Total Credit Units | Total Hours | Semester |
|------------------------------------|--------------------|-------------|----------|
| | | | 10 |
| TOTAL WORKLOAD OF THE DISCIPLINE | 3 | 108 | 108 |
| CONTACT WORK* | - | 53 | 53 |
| CLASSROOM WORK | 0,4 | 46 | 46 |
| Lectures | 0,1 | 16 | 16 |
| Practical (seminar) classes | 0,3 | 30 | 30 |
| Laboratory works | | - | - |
| INDEPENDENT WORK OF THE STUDENT | 0,6 | 62 | 62 |
| Studying of educational material | | 7 | 7 |
| Course project | - | - | - |
| Course paper | - | - | - |
| Preparation for interim assessment | 0,1 | 4 | 4 |
| Interim assessment: | | | 3 |
| | | | - |

3.2. Content of the discipline, structured by sections and types of classes

| Sections of the discipline | Total hours | Distribution of workload by types of educational work | | | | Forms and type of control | Indices of indicators of formed competencies |
|----------------------------|-------------|---|-----------|----------------|-------------|---------------------------|--|
| | | lectures | lab. work | pract. classes | inder. work | | |
| Section 1 | | 4 | | 10 | 20 | CC1 | PC-3.3 Uses information that includes the entire set of technologies for planning the work of an organization's employees, which they apply independently to increase the efficiency of working time and improve control over the |

| | | | | | | | |
|--------------|------------|-----------|--|-----------|-----------|-------------|--|
| | | | | | | | growing volume of tasks assigned. |
| Section 2 | | 6 | | 10 | 20 | CC2 | PC-3.3 Uses information that includes the entire set of technologies for planning the work of an organization's employees, which they apply independently to increase the efficiency of working time and improve control over the growing volume of tasks assigned. |
| Section 3 | | 6 | | 10 | 22 | CC3 | PC-3.3 Uses information that includes the entire set of technologies for planning the work of an organization's employees, which they apply independently to increase the efficiency of working time and improve control over the growing volume of tasks assigned. |
| Credit | 0 | | | | | AM 1 | PC-3.3 |
| TOTAL | 108 | 16 | | 30 | 62 | | |

3.3. Content of the discipline

Section 1. Essence and content of the organization's time management

- Topic 1.1. Factors of the emergence of time management. Schools of time management.
- Topic 1.2. History of the study of time management.
- Topic 1.3. Psychological characteristics of the personality of employees in time management. Timekeeping as a system of accounting and control of time expenditure.
- Topic 1.4. Social time. Economic time.
- Section 2. Strategic and tactical time management
- Topic 2.1. The influence of time expenditure on the ability to achieve life goals.
- Topic 2.2. Identification of causes of time loss in the organization.
- Topic 2.3. Individual time fund and its structure.
- Topic 2.4. Time fund of the organization (subdivision).
- Section 3. Methods of planning and digitalization of working time recording in organizations
- Topic 3.1. Essence and history of the development of working time recording.
- Topic 3.2. Methods of working time recording.
- Topic 3.3. Daily express analysis of time expenditures using an organizer.
- Topic 3.4. Final analysis of time expenditures using an organizer. Time management system (TM).

3.4. Thematic plan of practical classes

- Section 1. Essence and content of the organization's time management
- 1.1. Time as a unique life resource.
- 1.2. Convertibility, irreplaceability, irreversibility of time. Section 2.
- 1.3. Types of psychological time. The basic law of time as a strategic resource.
- Section 2. Strategic and tactical time management
- 2.1. Algorithm for setting goals in various areas of life.
- 2.2. SMART models.
- 2.3. "Goal tree" — as a tool of strategic planning.

- Section 3. Methods of planning and digitalization of working time recording in organizations
- 3.1. Daily interference record sheet.
- 3.2. Assessment of the importance of interferences for the accounting period.
- 3.3. TM-software. Excel — a constructor for the time manager.

3.5. Thematic plan of laboratory works

This type of work is not provided for by the curriculum.

3.6. Course project / course paper

This type of work is not provided for by the curriculum.

4. Assessment of learning outcomes

Assessment of learning outcomes in the discipline is carried out within the framework of ongoing control and interim assessment, conducted according to the point-rating system (PRS).

Scale for assessing learning outcomes in the discipline:

| Code of competencies | Code of competence indicator | Planned learning outcomes of the discipline | Level of formation of the competence indicator | | | |
|----------------------|------------------------------|---|--|------------|---------------|--------------|
| | | | High | Medium | Below average | Low |
| | | | from 85 to | from 70 to | from 55 to | from 0 to 54 |

| | | | | | | |
|--|--|---|---|--|---|---|
| | | | 100 | 84 | 69 | |
| | | | Assessment scale | | | |
| | | | excellent | good | satisfactory | unsatisfactory |
| | | | passed | | | not passed |
| PC-3 Able to use advanced domestic and foreign experience in the field of organizational management to prepare balanced management decisions, taking into account the influence of the modern socio-economic environment. | | to know: conceptual and theoretical foundations of time management | | | | |
| | | | knows the conceptual and theoretical foundations of time management, makes no mistakes | knows the conceptual and theoretical foundations of time management, but when answering may make several minor errors | knows the conceptual and theoretical foundations of time management poorly, when answering makes many errors | the level of knowledge about the conceptual and theoretical foundations of time management is below the minimum requirement, when answering makes many gross errors |
| | | to be able to: plan the work of an employee to increase the efficiency of the organization | | | | |
| | | | demonstrates the ability to plan the work of an employee to increase the efficiency of the organization, makes no mistakes. | demonstrates the ability to plan the work of an employee to increase the efficiency of the organization, but may make several minor errors | generally, demonstrates the ability to plan the work of an employee to increase the efficiency of the organization, but makes many errors ошибки | demonstrates the ability to plan the work of an employee to increase the efficiency of the organization, makes many gross errors |
| | | to master: methods of increasing the efficiency of using working time and increasing the controllability of the increasing volume of assigned tasks | | | | |
| | | | demonstrate | demonstrates | demonstrates | demonstrates |

| | | | | | | |
|--|--|--|---|---|---|---|
| | | | <p>s mastery of methods of increasing the efficiency of using working time and increasing the controllability of the increasing volume of assigned tasks, makes no mistakes</p> | <p>mastery of methods of increasing the efficiency of using working time and increasing the controllability of the increasing volume of assigned tasks, but may make several minor errors</p> | <p>tes mastery of methods of increasing the efficiency of using working time and increasing the controllability of the increasing volume of assigned tasks, but makes many errors</p> | <p>mastery of methods of increasing the efficiency of using working time and increasing the controllability of the increasing volume of assigned tasks, but makes many gross errors</p> |
|--|--|--|---|---|---|---|

Assessment materials for conducting ongoing control and interim assessment are given in the Appendix to the work program of the discipline.

The complete set of tasks and materials necessary for assessing the learning outcomes of the discipline is stored at the developer's department.

5. Educational, methodological and information support of the discipline

5.1. Educational and methodological support

5.1.1. Main literature

1. Shapiro, S. A., Human Resource Management: textbook / S. A. Shapiro. — Moscow : KnoRus, 2023. — 347 p. — ISBN 978-5-406-11518-3. — URL: <https://book.ru/book/949358>. — Text : electronic.

2. Human Resource Management of the organization. : textbook / I. A. Ivanova, V. N. Tsudaeva, K. H. Abdurakhmanov [et al.] ; edited by Yu. G. Odegov, M. V. Polevaya, V. S. Podolitsky. — Moscow : KnoRus, 2023. — 583 p. — ISBN 978-5-406-11677-7. — URL: <https://book.ru/book/949839>. — Text : electronic.

3. Pugachev, V. P., Strategic Human Resource Management of the organization.: textbook / V. P. Pugachev, N. N. Oparina. — Moscow : KnoRus, 2022. — 207 p. — ISBN 978-5-406-09512-6. — URL: <https://book.ru/book/943168>. — Text : electronic.

5.1.2. Additional literature

1. Organization Personnel Management: textbook for universities / edited by A. Ya. Kibanov. - 3rd ed., supplemented and revised. - M.: INFRA - M, 2009. - 638 p. - (Higher Education). - ISBN 978-5-16-002273-4.

2. Human Resource Management: textbook for universities / L. V. Kartashova. - M.: INFRA - M, 2013. - 235 p. - (Textbooks for MBA program). - ISBN 978-5-16-002196-6.

3. Gushchina, E. G., Human Resource Management: textbook / E. G. Gushchina, I. A. Morozova, O. S. Peskova, ; edited by L. S. Shakhovskaya. — Moscow : KnoRus, 2021. — 147 p. — ISBN 978-5-406-02240-5. — URL: <https://book.ru/book/941476>. — Text : electronic.

4. Ministry of Economic Development of the Russian Federation <https://economy.gov.ru/>

5. Consultant-plus <http://www.consultant.ru/>

5.2.3. Licensed and freely distributed software of the discipline
WinAVR Software package for Windows family operating systems

<https://simple-devices.ru/>

SQL Server Enterprise Edition 2008R2 Russian OpenLicensePack NoLevel AcademicEdition Enterprise data management platform. Software product for messaging and collaboration ZAO SoftLineTrade No. 32081/KZN12 dated 14.03.2011

Windows Server CAL 2008 Russian Open License Pack NoLevel AcademicEdition Usr CAL Server operating system from Microsoft. ZAO SoftLineTrade No. 32081/KZN12 dated 14.03.2011

SQL CAL 2008R2 Russian OpenLicensePack NoLevel AcademicEdition UsrCAL Server operating system from Microsoft. ZAO SoftLineTrade No. 32081/KZN12 dated 14.03.2011

6. Material and technical support of the discipline

| Name of the type of educational work | Name of the classroom, specialized laboratory | List of necessary equipment and technical means of training |
|--------------------------------------|---|--|
| Lectures | Classroom for conducting lecture-type classes | Specialized educational furniture, technical means of training, serving for presenting educational information to a large audience (multimedia projector, computer, etc. (laptop), screen), demonstration equipment, educational visual aids |
| Practical classes | Classroom for conducting seminar-type classes, group and individual consultations, ongoing control and interim assessment | Specialized educational furniture, technical means of training (multimedia projector, computer, etc. (laptop), screen), etc. |
| Laboratory works | Educational laboratory " _____ ", _____ | Specialized laboratory equipment according to the profile of the laboratory: |
| | Computer class with Internet access _____ | Specialized educational furniture, technical means of training (multimedia projector, computer, etc. (laptop), screen), licensed software |
| | Computer class with Internet access V-600a | Specialized educational furniture for 30 seats, 30 computers, technical means of training (multimedia projector, computer, etc. (laptop) screen), video cameras, software |
| Independent work | Computer class with Internet access V-600a | Specialized educational furniture for 30 seats, 30 computers, technical means of training (multimedia projector, computer (laptop), |

| | | |
|--|----------------------|---|
| | | screen), video cameras, software |
| | Library reading room | Specialized furniture, computer equipment with Internet access and providing access to the EIOS, screen, multimedia projector, software |

7. Features of the organization of educational activities for persons with disabilities and invalids

Persons with disabilities (PWD) and invalids have the opportunity to move unhindered from one educational and laboratory building to another, to go up to all floors of educational and laboratory buildings, to study in educational and other premises, taking into account the characteristics of psychophysical development and health status.

For the education of persons with disabilities and invalids with musculoskeletal disorders, conditions for unhindered access to all educational premises are provided. Information about the special conditions created for students with disabilities and invalids is posted on the university's website [www//kgeu.ru](http://www.kgeu.ru). There is an opportunity to provide technical assistance by an assistant, as well as the services of sign language interpreters and typhlo-sign language interpreters.

For adaptation to the perception by persons with disabilities and invalids with hearing impairments of reference and educational material on the discipline, the following conditions are provided:

- for better orientation in the classroom, notification signals about the beginning and end of the class are used (the word "bell" is written on the board);
- the attention of a hearing-impaired student is attracted by the teacher with a gesture (a hand is placed on the shoulder, gentle patting is carried out);
- when talking with the student, the teacher looks at him, speaks clearly, in short sentences, providing the opportunity for lip reading.

Compensation for difficulties in speech and intellectual development of hearing-impaired students is carried out by:

- using diagrams, charts, drawings, computer presentations with hyperlinks commenting on individual components of the image;
- regular use of exercises on graphical highlighting of essential features of objects and phenomena;
- providing the student with the opportunity to receive a targeted consultation by email as needed.

For adaptation to the perception by persons with disabilities and invalids with visual impairments of reference, educational, informational material provided for by the educational program in the chosen field of training, the following conditions are provided:

- the official website on the Internet is adapted taking into account the special needs of the visually impaired, the availability of large-print reference information about the schedule of training sessions is ensured;
- the teacher, his interlocutor (if necessary), those present at the class, are introduced to the students, and each time the person the teacher is addressing is named;
- the actions, gestures, movements of the teacher are briefly and clearly commented on;
- printed information is provided in large font (from 18 points), fully voiced;
- the necessary level of illumination of the premises is ensured;
- the opportunity to use computers during classes and the right to record explanations on a voice recorder (at the request of students) is provided.

The form of ongoing and interim assessment for students with disabilities and invalids is determined by the teacher in accordance with the curriculum. If necessary, a student with disabilities, an invalid, taking into account their individual psychophysical characteristics, is given the opportunity to pass the interim assessment orally, in writing on paper, in writing on a computer, in the form of testing, etc., or additional time is provided to prepare an answer.

8. Methodological recommendations for teachers on the organization of educational work with students.

The methodological support of the process of educating students is one of the determining factors of high quality education. A university teacher, demonstrating high professionalism, erudition, a clear civic position, self-discipline, a creative approach to solving professional tasks, during the educational process contributes to the formation of a harmonious personality.

When implementing the discipline, the teacher can use the following methods of educational work:

- methods of forming the consciousness of the individual (conversation, dispute, suggestion, instruction, control, explanation, example, self-control, story, advice, persuasion, etc.);
- methods of organizing activities and forming behavioral experience (task, public opinion, pedagogical requirement, assignment, habituation, creating educational situations, training, exercise, etc.);
- methods of motivating activity and behavior (approval, encouragement of social activity, blame, creating situations of success, creating situations for emotional and moral experiences, competition, etc.)

When implementing the discipline, the teacher must take into account the following directions of educational activity:

Civic and patriotic education:

- formation in students of a holistic worldview, Russian identity, respect for their family, society, state, spiritual, moral and socio-cultural values accepted in the family and society, for national, cultural and historical heritage, formation of the desire for its preservation and development;

- formation in students of an active civic position based on the traditional cultural, spiritual and moral values of Russian society, to increase the ability to responsibly exercise their constitutional rights and obligations;

- development of the legal and political culture of students, expanding constructive participation in decision-making affecting their rights and interests, including in various forms of self-organization, self-government, socially significant activities;

- formation of motives, moral and semantic attitudes of the individual, allowing to resist extremism, xenophobia, discrimination based on social, religious, racial, national characteristics, interethnic and interfaith intolerance, and other negative social phenomena.

Spiritual and moral education:

- education of a sense of dignity, honor and honesty, conscientiousness, respect for parents, teachers, people of the older generation;

- formation of the principles of collectivism and solidarity, the spirit of mercy and compassion, the habit of caring for people in difficult life situations;

- formation of solidarity and a sense of social responsibility towards people with disabilities, overcoming psychological barriers towards people with disabilities;

- formation of an emotionally rich and spiritually exalted attitude towards the world, the ability and skill to convey one's aesthetic experience to others.

Cultural and educational education:

- formation of an aesthetic picture of the world;

- formation of respect for the cultural values of one's native city, region, country;

- increasing the cognitive activity of students.

Scientific and educational education:

- formation of a scientific worldview in students;

- formation of the ability to acquire knowledge;

- formation of skills for analysis and synthesis of information, including in the professional field.

Changes made and approvals for the new academic year

| 3 | 2 | 1 | 1 | № |
|---|---|---|---|--|
| | | | 2 | Section № of changes made |
| | | | 3 | Date of changes made |
| | | | 4 | Content of changes |
| | | | 5 | "Approved by" Head of Department implementing the discipline |

| | | | | |
|--|--|--|---|--|
| | | | 6 | "Approved by" Chairman of the Educational and Methodological Commission of the institute (faculty), which includes the graduating |
|--|--|--|---|--|

Appendix to the work program of the discipline



MINISTRY OF SCIENCE AND HIGHER EDUCATION OF THE RUSSIAN FEDERATION
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ASSESSMENT MATERIALS
for the discipline

B1.V.ED.01.01.02 Time management and digitalization of time tracking

(Name of the discipline in accordance with the curriculum)

Kazan, 2026

Assessment materials for the discipline are intended for assessing learning outcomes for compliance with indicators of competence achievement.

Assessment of learning outcomes in the discipline is carried out within the framework of ongoing control (OC) and interim assessment, conducted according to the point-rating system (PRS).

1. Technological map

Semester 2

| Name of the section | Forms and type of control | Rating indicators | | | | | | | |
|---|---------------------------|-------------------|--------------------------|--------------------|--------------------------|---------------------|--------------------------|-----------|--------------------|
| | | I ongoing control | Additional points to CC1 | II ongoing control | Additional points to CC2 | III ongoing control | Additional points to CC3 | Total | Interim assessment |
| Section 1. Essence and content of the organization's time management | CC1 | 20 | | | | | | 20 | 20 |
| Тест или письменный опрос Test or written survey | | 10 | | | | | | | |
| Report | | 5 | | | | | | | |
| Case - task | | 5 | | | | | | | |
| Section 2. Strategic and tactical time management | CC2 | | | 20 | | | | 20 | 20 |
| Test or written survey | | | | 10 | | | | | |
| Business game | | | | 5 | | | | | |
| Case - task | | | | 5 | | | | | |
| Section 3. Methods of planning and digitalization of working time recording in organizations | CC3 | | | | | 15 | | 15 | 15 |
| Test or written survey | | | | | | 10 | | | |
| Multimedia presentation (MP) | | | | | | 5 | | | |
| Total | | | | | | | | | 55 |

2. Assessment materials for ongoing control and interim assessment

Scale for assessing learning outcomes in the discipline:

| Code of competence | Code of competence indicator | Planned learning outcomes of the discipline | Level of formation of the competence indicator | | | |
|--------------------|------------------------------|---|--|---------------|---------------|--------------|
| | | | High | Medium | Below average | Low |
| | | | from 85 to 100 | from 70 to 84 | from 55 to 69 | from 0 to 54 |

| | | | Assessment scale | | | |
|--|--|---|---|--|--|---|
| | | | excellent | good | satisfactory | unsatisfactory |
| | | | passed | | | not passed |
| PC-3 Able to use advanced domestic and foreign experience in the field of organizational management to prepare balanced management decisions, taking into account the influence | | to know: conceptual and theoretical foundations of time management | | | | |
| | | | knows the conceptual and theoretical foundations of time management, makes no mistakes | knows the conceptual and theoretical foundations of time management, but when answering may make several minor errors | knows the conceptual and theoretical foundations of time management poorly, when answering makes many errors | the level of knowledge about the conceptual and theoretical foundations of time management is below the minimum requirement, when answering makes many gross errors |
| | | to be able to: plan the work of an employee to increase the efficiency of the organization | | | | |
| | | | demonstrates the ability to plan the work of an employee to increase the efficiency of the organization, makes no mistakes. | demonstrates the ability to plan the work of an employee to increase the efficiency of the organization, but may make several minor errors | generally demonstrates the ability to plan the work of an employee to increase the efficiency of the organization, but makes many errors | demonstrates the ability to plan the work of an employee to increase the efficiency of the organization, makes many gross errors |
| | | to master: methods of increasing the efficiency of using working time and increasing the controllability of the increasing volume of assigned tasks | | | | |
| | | | | | | |

| | | | | | | |
|-----------------------------|--|--|---|---|---|---|
| e of the modern | | | | | | |
| socio-economic environment. | | | demonstrates mastery of methods of increasing the efficiency of using working time and increasing the controllability of the increasing volume of assigned tasks, makes no mistakes | demonstrates mastery of methods of increasing the efficiency of using working time and increasing the controllability of the increasing volume of assigned tasks, but may make several minor errors | demonstrates mastery of methods of increasing the efficiency of using working time and increasing the controllability of the increasing volume of assigned tasks, but makes many errors | demonstrates mastery of methods of increasing the efficiency of using working time and increasing the controllability of the increasing volume of assigned tasks, but makes many gross errors |

The grade "**excellent**" is awarded for the completion of calculation works during the semester; test tasks; deep understanding of technological methods for calculating material consumption rates, complete and substantive answers to the exam ticket questions (theoretical and practical task);

The grade "**good**" is awarded for the completion of calculation works during the semester; test tasks; understanding of technological methods for calculating material consumption rates, answers to the exam ticket questions (theoretical or practical task);

The grade "**satisfactory**" is awarded for the completion of calculation works during the semester and test tasks;

The grade "**unsatisfactory**" is awarded for weak and incomplete completion of calculation works during the semester and test tasks.

3. List of assessment tools

Brief description of the assessment tools used in the ongoing monitoring of academic performance and interim assessment of the student in the discipline:

| Name of assessment tool | Brief description of the assessment tool | Description of the assessment tool |
|--|--|---|
| Business (BG) and/or role-playing game (RPG) | Joint activity of a group of students and a teacher under the guidance of the teacher for the purpose of solving educational and professionally-oriented tasks through game modeling of a real problem situation. Allows to assess the ability to analyze and solve typical professional tasks | Topic (problem), concept, roles and expected result for each game |
| Report (Rep), | Product of independent work of the student, | Topics of |

| | | |
|------------------------------|--|---------------------------------|
| communication (Comm) | representing a public presentation on the presentation of the obtained results of solving a specific educational-practical, educational-research or scientific topic | reports, communications |
| Case – task (CT) | Problem task in which the student is asked to comprehend a real professionally-oriented situation necessary for solving this problem | Tasks for solving the case task |
| Multimedia presentation (MP) | Presentation of the content of educational material using multimedia technologies | Topics of presentations |
| Test (Test) | System of standardized tasks that allows to automate the procedure for measuring the level of knowledge and skills of the student | Set of test tasks |

4. List of control tasks or other materials necessary for assessing knowledge, abilities and skills characterizing the stages of competence formation in the process of mastering the discipline

For ongoing control CC1:

Competence being assessed: PC-3.3.

Test

| <i>Question</i> | <i>Answer options</i> |
|---|--|
| Disadvantages of the linear organizational structure of management are: | unclear "boss - subordinate" relationships |
| | excessive load on the basic level of management |
| | slow resolution of issues arising between structural divisions |
| | slow reaction to direct management influences |
| Main functions of management: | planning, organization, decision-making, control |
| | planning, organization, motivation, control |
| | planning, organization, coordination, motivation |
| | organization, planning, control, cooperation |
| Organizational design | horizontal and vertical division of labor, determination of job responsibilities |

| | |
|------------------------------|---|
| covers the following stages: | formation of a system of material incentives for labor, improving product quality |
| | definition of mission, goals, formation of strategy |
| | development of management methods |

Report topics:

1. History of the formation of time management in Russia.
2. Time management, its significance in work planning.
3. Time wasters. Ways to minimize inefficient time expenditures.
4. Timekeeping as a system of accounting and control of time expenditures.
5. Analysis of personal effectiveness. Classification of time expenditures.
6. Contextual planning.
7. The method of structured attention and planning horizons.
8. Planning system based on the method of structured attention.
9. The essence of task review in time management, tools for creating a review.
10. Setting priorities in time management.
11. Pareto's law. Using the 80/20 principle when organizing personal time planning.
12. ABC timekeeping. Prioritization of tasks at the stage of accounting for time expenditures.
13. Competent distribution of workload as the basis for success and effective work.

Case tasks:

BALLS

"Balls according to the number of participants are thrown in a certain sequence (i.e., I interact only with Katya and Masha and no one else, BALLS are introduced gradually, are called "tasks", the game is played at a very fast pace, it is important to develop a strategy so that the balls do not fall)"

Exercise "Priorities"

Start the exercise by telling the participants that they need to remember everything they did yesterday, during all 24 hours.

Now give them 10 minutes to think about what they did yesterday and write it down. Everything they write down should amount to 24 hours.

After they have written everything down, ask them to prioritize each item. For example, they can mark priorities as "A", "B" or "C".

"A" refers to the main, life goals or the highest priorities of a person.

"B" indicates that this matter should be resolved, but it does not relate to vitally important goals.

"C" indicates that this task can be postponed for a while or perhaps does not need to be done as a priority.

After the list is compiled, ask how much time each person spends on "A" priorities. Discuss the importance of daily work on "A" priorities, getting rid of "C" priorities.

1. Who spent the most time on "C" priorities?
2. Who spent the most time on "B" priorities?
3. Who spent the most time on "A" priorities?
4. How important is each of these groups?
5. Help participants find a balance between work and personal time.
6. Can people remember everything they did yesterday? If not, then perhaps they did not use their time effectively?

"Crumbled paper"

Instruction to the first participant/preferably an unsure one: "Stand here. Your task is to throw as many crumpled sheets of this newspaper as possible exactly into the basket."
After 1 minute, interrupt him.

Count the number of newspaper wads in the basket. Call the next volunteer.

"Your task is to throw more than 21 crumpled sheets of this newspaper into the basket in 1 minute."

Usually they throw more, for example, 29 sheets.

Instruction to the 3rd participant: "So, you have seen what results these two achieved. How many do you think you can achieve in the same time?"

"My result will be higher – no problem" and he throws 33 crumpled sheets. The moral – the third participant set a goal for HIMSELF and achieved it. How often are we asked to perform a task, without explaining the details and rules of the game. And what incredible heights we are capable of achieving if we are allowed to determine the goal ourselves.

Business Game

Exercise "Office Cleaning"

Instruction

YOU are the heads of a department at the "Russian Metallurgist" plant. Yesterday, the anniversary of one of your colleagues was celebrated at the plant office. The venue was the conference room, but then the celebration spread to other premises. The enterprise has long and unsuccessfully been fighting for employees' careful attitude towards equipment, workplaces and office equipment. Employees are quite careless about their premises. They prefer to eat and drink at their workplaces, spill tea on computers, damage tables, and cockroaches constantly run around in the offices. Cleaning ladies collect dirty dishes from all corners every day. The General Director is an impulsive but democratic person. He often resorted to exhortations and persuasion at meetings.

He said that such an attitude of employees towards the premises in which they spend most of the day is unacceptable. However, his patience also ran out. He announced a week before the celebration that if employees did not stop eating, drinking and smoking at their workplaces, then the employees themselves would be engaged in cleaning the office after the celebration event.

The employees listened to this announcement without much attention.

But yesterday the party ended with the General Director announcing that, despite his warnings, the disorder in the offices and beyond continues, so now a draw will take place, and 4 employees will have to devote Saturday to cleaning the office after the celebration. The quality of the cleaning will be checked personally on Monday.

You are one of the lucky ones who have been chosen to clean the premises.

The picture in the office today, daytime:

- carpets are trampled
- dishes are dirty
- the sink in the toilet is clogged, the faucet does not tighten;
- on the tables there is dirt and dust, hardened stains from coffee and tea
- fabric blinds have turned yellow from tobacco
- windows are not washed
- cobwebs on the ceilings
- cockroaches are running all over the office, a rat has been seen several times

Your group has to eliminate all this today, on Saturday, within 8 hours.

During the preliminary discussion, it became known that one of you is very afraid of heights, cannot even stand on a stool, the second has an allergy to all types of household chemicals (interaction with drugs causes breathing problems), the third has very poor eyesight, the fourth cannot stand insects and rats (panic seizures).

It is known that:

- total office area - 300 sq. m, ceiling height - 4 m
- Windows - 20 pieces (2.5 m by 3 m), remove curtains from one window - 10 min., hang - 10 min. Wash 1 window - 30 min.

- In the office - 50 tables, wash each - 5 min.
- Wash dishes for all employees - 2 hours
- remove cobwebs from ceilings - 3 hours.
- carpet area - 150 m,
- vacuuming - 2 hours.

The time is given for doing the work by one person.

At your disposal:

1. washing vacuum cleaners - 2 pcs.
2. Stepladders (height 2 m) - 3 pcs.
3. Dishwashing detergent - 1 jar
4. Budget for the entire cleaning - 2,900 rubles.

Your individual task:

Independently draw up a written plan for cleaning the office for a group of 4 people. Previously, the supply manager provided you with information with phone numbers and addresses about the following services:

1. window cleaners - 1,400 rubles - 1 person per day of work.
2. Extermination of household insects - 560 rubles, specialists arrive within 2 hours from the moment of call. They do the work within 20 minutes. After that, nothing can be done for 24 hours.
3. Rat catchers - 420 rubles. They arrive 1 hour after the call. they do the work within 15 minutes.
4. Plumber - 280 rubles. arrives within 10 minutes, does the work in 15 minutes.
5. curtain washing during the day - 1120 rubles, they pick them up within an hour, bring them back after 5 hours.
6. Hardware store 15 minutes walk away - you can buy everything you need for cleaning (window cleaner - 50 rubles, furniture cleaner - 50 rubles, rags, sponges - 30 rubles each, mops - 100 rubles, cockroach and rat repellent - from 20 to 300 rubles, stepladder - 200 rubles.) Shopping time - 30 min.

You can try to take a large but specific task from life (not business) and try to have two teams build a plan for solving (executing) it.

Then each team defends its plan, then both draw up a joint one. At each stage of reflection - what is strong, who has what better, etc.

The competitive spirit should be held back and limited to the process of drawing up plans, but not their defenses and discussions.

Using the example of "life" plans for solving problems, you can beautifully, painlessly and with minimal resistance analyze the basic principles of planning (this will be your role - "to drip theory").

Moreover, it is better to give this not "before drawing up", but "during discussion", relying on the weaknesses of their plans as examples.

You can even do it this way (I'm making it up as I go) split them into subgroups and explain one principle to each separately, and have them pay attention to it during the discussion. An exercise to master the technique of network planning of work.

«Morning at the Dacha»

Father, son aged 14 and daughter aged 6 are at the dacha. Mother is not there. At the platform, which is 500 m from the dacha, their friends are waiting for them to go on a hike together.

The train departs at 8 o'clock in the morning.

In the morning, as usual, for breakfast: steak with boiled potatoes, coffee for the father, coffee with milk for the children. They need to take tea for the road.

Available: a two-burner electric stove; a 6-liter pour-over washstand; a single-seat toilet; a 12-liter bucket for water (enough for all needs); 1 frying pan that can hold two steaks; kitchen and tableware.

The time required for all procedures is in the table, it is necessary to determine what time to set the alarm.

The total number of tasks and their duration cannot be changed, and none of the family members should be "idle".

List of mandatory operations Time, minutes

Father Son Daughter

1. Get up, get dressed 2 2 5
2. Go to the toilet 4 5 7
3. Make one bed 2 3 5
4. Exercise 15 20 10
5. Bring water from the well 10 10 -
6. Wash up, brush teeth 5 5 8
7. Shave 5 - -
8. Braid hair (daughter cannot do it herself) 5 5 -
9. Boil a kettle of water 10 10 -
10. Peel potatoes 8 10 -
11. Boil potatoes 20 20 -
12. Make coffee 5 - -
13. Make tea 5 5 -
14. Boil milk 5 - -
15. Wash the steaks 2 - -
16. Fry the steaks 10 - -
17. Set the table 3 3 5
18. Have breakfast 15 15 20
19. Wash dishes and tidy up 10 10 -
20. Make sandwiches 8 - -
21. Pack things for the road 5 5 -
22. Get dressed and put on shoes for the road 3 5 10
23. Walk to the train 8 8 8
24. Buy tickets 2 2 -

The solution must be accompanied by a diagram.

Topic "CASCADING GOALS. PLANNING"

The main thing for defining a goal and evaluating execution is the ability, when undertaking a large task, to break it down into small achievable subtasks that can be effectively controlled within foreseeable periods of time. These small, easily defined subtasks will allow you, even at the planning stage, to have a more reliable tool for calculating the time required to complete the entire work as a whole and each part of it individually.

INSTRUCTION:

Make a plan for preparing a chocolate layered cake for a school charity bazaar. The Parent-Teacher Association expects you to deliver the chocolate cake by 4:30 PM today for the charity event, which starts at 8:00 AM in our institution. You can make the cake yourself or buy it, but the steps necessary to have it ready on time will determine the course of your actions. Use the schedule below with the marked time as the main planning tool. Remember, the more detailed the plan of the entire process, the better you will be able to manage by the scheduled time and monitor the individual tasks that make up the overall process.

Goal Description:

Prepare a chocolate layered cake for the school charity bazaar no later than 4:30 PM.

Required Staff

Required Resources

Special Remarks

Work schedule:

8:00 AM

8:30 AM

9:00 AM

9:30 AM

10:00 AM

10:30 AM

11:00 AM

11:30 AM

12:00 PM

12:30 PM

1:00 PM

1:30 PM

2:00 PM

2:30 PM

3:00 PM

3:30 PM

4:00 PM

4:30 PM Final deadline for preparing the cake for the school charity bazaar

Walt Disney Strategy.

Every person can be in the state of a Dreamer, a Critic, or a Realist. Usually, all three states manifest in people simultaneously. All initiatives are killed by critics at the root. The know-how of this method is to separate the states in time.

Delphi Method + Walt Disney Creativity Strategy

Initial problem Assumed causes

Dreamer (ideal solutions to the problem: no criticism)

Critic (problems with the solutions proposed by the Dreamer)

Realist (balanced solution taking into account the opinions of the Dreamer and the Critic)

1. Initial material - a list of current problems (e.g., results of a brainstorming session). Three mini-groups, each receives approximately an equal number of problems (minimum 5, preferably 8).
2. The team transfers "their" problems from the board and analyzes the causes in the second column.
3. When all teams have finished, they pass the sheets around. Now they are "Dreamers", they write ideal solutions. Only optimism, no problems. It is important to move from one state to another sequentially (all participants simultaneously!).
4. When all teams have finished, they pass the sheets around. Now they are - "Critics" (constructive!), and they write why, in their real conditions, it is impossible to implement what the "dreamers" wrote.
5. When all teams have finished, they pass the sheets around. Now they are - "Realists". They read all the previous columns, and based on everything written, they propose a balanced solution.
6. Based on the results - the solutions are read out and discussed, steps for implementation are planned.

Assessment of the Internal Alarm Clock.

Everyone stands in front of a chair and closes their eyes. The trainer gives the command. The task is to stand silently with eyes closed for one minute. You cannot count to yourself. When the minute is over, silently open your eyes and also silently sit down in your place.

Analysis of whose internal clock runs accurately, whose runs fast, whose runs slow, and what this means.

Role-playing game.

The main character receives the task to complete the daily plan. Colleagues receive tasks that make the main character's life as difficult as possible. For example, the chief accountant who does not want to leave until all documents are signed for her, the head of the marketing department who will not leave until he is given the sales volume figure for the previous month, etc. (about 5-6 people).

Demonstration.

A desk. Pile up a lot of things, papers, folders, etc. Give a task to calculate something, etc. Analysis: more time is spent searching for the necessary documents in the clutter on the desk than on completing the task itself.

How to manage...

You came on vacation to Egypt (Turkey, Italy, etc. – doesn't matter). On vacation you planned to:

1. ride a scooter
2. get a tan to make your girlfriends envious
3. see ancient ruins ... etc., about 50 items

You arrived and got sick on the very first day. You lay in bed with a fever for all 9 days. And when you recovered, it turned out you only had 1 day left. Try to do everything. (In one training session, they came up with the idea of going everywhere in a swimsuit, both seeing the sights and getting a tan, and in another, they suggested tanning at home in a solarium afterwards; the funny thing is that rarely anyone remembers that people usually come to such resorts to swim in the sea).

I drew a suitcase with money, wrote on top - time = money. You are an investor.

How to invest? What influences? I remembered Kiyosaki.

Diagnosis of the situation.

I came up with an exercise "Golden Rules of an Investor". Like a brainstorming session. I decided that we will draw everything in the training using reference notes.

I made many exercises and topics on values and I start from there.

Structure:

- 1) changes in the brain - attitudes, individual style.
- 2) technical part - various tables and the like, in the evening I'll see which films can be used.

Demonstration of affairs

A large transparent empty jar, several apples or lemons (something round), grits (I calculate the amount of grits and apples in advance: I put the apples in the jar and fill it to the top with grits). I tell the participants: Apples are big tasks, grits are small tasks. I put the apples in the jar and pour in the grits - everything fits, I shake everything out and now I pour the grits into the empty jar - these are small and

routine tasks, then I put the apples on top of the grits - they don't all fit, they remain on the table and stick out of the jar. Summary: routine eats up time, and big tasks are not done or not completed.

I must say, people have so many realizations right away! Resistance to planning and goal setting and much more is removed...

On the second day of the training, when the vital values have already been determined, there is an exercise on drawing up a weekly life schedule. In order to practice, I divided the group into 2 teams and gave each:

- A description of the character's life and interests (a person approximately matching the age and values of the group participants)
- A photo of this person (my friends);
- A large lined sheet for the week (already filled with the schedule the character currently lives by, or an option to give a completely blank one)

Task: to draw up a schedule that is as convenient and effective as possible for the character.

For this:

- 1) identify areas of life that are "neglected" or eat up too much time
- 2) review the schedule for the availability of free time resources
- 3) identify tasks that can be "combined" in time
- 4) write out the final version of the resulting schedule.

Time: 30 minutes for completion, 10 minutes for each group to present. Each team had its own character; it was amusing when the groups decided to marry our characters.

The level of interest in the work increased sharply when I handed out the photos and named the characters' names. Apparently, realism is more interesting than just dry schedules.

Topics of multimedia presentations

1. Human performance and biorhythms. Influence of daily rhythms on the distribution of workload.
2. Rules for organizing effective rest.
3. Methods of self-tuning for solving tasks.
4. Self-motivation as an effective solution for large labor-intensive tasks.
5. Laziness and increasing personal effectiveness.
6. Corporate time management.
7. Corporate TM-standards.
8. Flexible and rigid time planning in MS Outlook.
9. Basic skills of time management.
10. Causes of inefficiency in organizing personal time.
11. Principles of current planning.
12. "Eisenhower Matrix".

13. Multitasking as a management tool.
14. Advantages and basic principles of delegation.
15. Psychological causes of ineffective time management.
16. Brainstorming in the practice of time management.

For interim assessment:

Basic level (reproduction)

1. Setting priorities in time management.
2. Pareto's law. Using the 80/20 principle when organizing personal time planning.
3. ABC timekeeping. Prioritization of tasks at the stage of accounting for time expenditures.
4. Competent distribution of workload as the basis for success and effective work.
5. Rules for organizing effective rest.
6. Methods of self-tuning for solving tasks.
7. Self-motivation as an effective solution for large labor-intensive tasks.
8. Laziness and increasing personal effectiveness.
9. Corporate time management.

Advanced level (creative transfer, application)

1. Corporate TM-standards.
2. Flexible and rigid time planning in MS Outlook.
3. Basic skills of time management.
4. Causes of inefficiency in organizing personal time.
5. Principles of current planning.
6. "Eisenhower Matrix".

High level (analysis, synthesis, evaluation)

1. Multitasking as a management tool.
2. Advantages and basic principles of delegation.
3. Psychological causes of ineffective time management.
4. Brainstorming in the practice of time management.