



KSPEU

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.M.04.03 Management

Field of training

38.03.02 Management

Qualification

Bachelor's Degree

Kazan, 2026

The program was developed by:

Name of the department	Position, academic degree, academic title	Full name of the developer
Management	Associate Professor, Candidate of Economic Sciences, Associate	Professor E. F. Khuzieva

Approval	Name of department	Date	Minutes 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. Purpose, objectives and planned results of training in the discipline

The purpose of mastering the discipline "Management" is to provide students with basic knowledge on the basics of management; the formation of skills in using theoretical knowledge to solve professional problems.

The objectives of mastering the discipline "Management" are:

- familiarization with the features of modern trends in management development; main schools, concepts and models of management;
- formation of knowledge, skills and **НАВЫКОВ** abilities in the field of management methodology and technology;
- study of the features of the management system functioning, planning methods in management;
- be able to use the principles and mechanisms of forming management systems of a modern organization;
- have the skills of scientific analysis and independent work with economic literature.

Competencies formed by students:

Competence code and name	Indicator code and name
<p>UC-2 Able to define a range of tasks within the scope of a given goal and select the best ways to accomplish them, based on applicable legal norms, available resources, and constraints</p>	<p>UC-2.1 Formulates a set of tasks within the framework of the project's objective to ensure its achievement</p>
<p>UC-6 Able to manage their time, build and implement a self-development path based on the principles of lifelong learning</p>	<p>UC-6.2 Builds professional and personal development trajectories using time management technologies</p>
	<p>UC-6.3 Uses digital technologies and self-management methods to implement the principles of lifelong learning</p>

2. Place of the discipline in the structure of OPOP

Previous disciplines(modules), practices, research, etc., History of Russia, Foreign language, Introduction to professional activity, Economics, Mathematics, Information technology.
Subsequent disciplines(modules), practices, R & D, etc. Businessc- planning, Logistics, Risk Management, Industry Economics.

3. Structure and content of the discipline

3.1. Structure of the discipline

For full-time education

Type of academic work	Total ZE	Total hours	Semester (s)
			2
TOTAL LABOR INTENSITY OF THE DISCIPLINE	3	108	108
CONTACT WORK*	-108	108	108
CLASSROOM WORK	1.5	54	54
Lectures	1	36	36
Practical (seminar) classes	0.5	18	18
Laboratory work		--	-
INDEPENDENT WORK OF THE STUDENT	1.5	54	54
Development of educational material	0.14	5	5
Course project	-	-	-
Course work	-	-	-
Preparation for intermediate certification		0	0
Intermediate certification:			Z
			-

For full-time and part-time education

Type of academic work	Total ZE	Total hours	Semester (s)
			3
TOTAL LABOR INTENSITY OF THE DISCIPLINE	3	108	108
CONTACT WORK*	-108	108	108
CLASSROOM WORK	0.9	32	32
Lectures	0.6	20	20
Practical (seminar) classes	0.3	12	12
Laboratory work		--	-
INDEPENDENT WORK OF THE STUDENT	2	72	72
Study material	development 0.19	7	7
Course project	--	-	--
Course work	--	-	-
Preparation for intermediate certification	-	-	-
Intermediate certification:			Z

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

Discipline sections	Total hours	Distribution of labor intensity by type of academic work				Forms and type of control	Indexes of indicators of formed competencies
		lectures	lab.rab.	pr.zan.	sam.rab.		
Section 1		12		6	18	TC1	UK-2.1
Section 2		12		6	18	TC2	UK-6.2.
Section 3		12		6	18	TC3	UK-6.3
Offset	0					OM 1	UK-2.1 UK-6.2. UK - 6.3.
TOTAL	108	36		18	54		

3.3. Content of the discipline

Section 1. History of management as a science. Modern management concepts.

Topic 1.1. The concept and essence of management.

Topic 1.2. Evolution of management schools.

Topic 1.3. External and internal environment of the organization.

Topic 1.4. Management ethics and social responsibility.

Topic 1.5. Making managerial decisions.

Topic 1.6. Strategic management.

Section 2. Management functions and connecting processes.

Topic 2.1. Designing organizational management structures.

Topic 2.2. Communications in the organization.

Topic 2.3. Motivation and theories of motivation in management.

Topic 2.4. Leadership, leadership, power.

Topic 2.5. Managing groups.

Topic 2.6. Conflict management in the organization.

Section 3. Time management and management control tools.

Topic 3.1. Managing changes in the organization.

Topic 3.2. The essence and history of time management development. Methods of time management.

Topic 3.3. Human resource management.

Topic 3.4. The nature of control in the organization.

Topic 3.5. Business planning.

Topic 3.6. Lean manufacturing.

3.4. Thematic plan of practical exercises

Section 1. History of management as a science. Modern management concepts.

1.1. Management: concept, essence. Manager as a profession.

1.2. Management models: Western European, American, Japanese. Features of Russian management.

1.3. The concept of organization. Laws of the organization.

Section 2. Management functions and connecting processes.

2.1. Communication in the organization. Interpersonal and organizational barriers in communication.

2.2. Conflicts in organizations. Managing conflicts in your organization.

2.3. Theories of motivation: substantive and procedural theories of motivation.

Section 3. Time management and management control tools.

3.1. Time management. Методы Time management methods: Eisenhower matrix, Pareto principle, "Alps" method, timekeeping, "6 tasks" method.

3.2. Control in the management system.

3.3. Managing the organization's human resources.

3.5. Thematic plan of laboratory work

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

3.6. Course project /course work

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

4. Evaluating learning outcomes

Assessment of the results of training in the discipline is carried out within the framework of current control and intermediate certification, conducted according to the point - rating system (BRS).

Scale of assessment of learning outcomes in the discipline:

Competence	code	Code of the competence indicator Planned results of training in the discipline	Level of formation of the competence indicator			
			High	Average	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
			credited			not credited
UC-2 Able to define a range of tasks within the scope of a given goal and select the best ways to	UC-2.1 Formulates a set of tasks within the framework of the project's objective to ensure its achievement	know: methods of planning and analysis in management for making effective organizational and managerial decisions that ensure the achievement of the project goal	in full knows	knows the methods of planning	of planners knows the methods	does not know the methods of planners planning

accomplish them, based on applicable legal norms, available resources, and constraints						
--	--	--	--	--	--	--

			<p>methods of planning and analysis in management for making effective organizational and managerial decisions that ensure the achievement of the project goal</p> <p>methods of planning</p>	<p>management and analysis in management for making effective organizational and managerial decisions that ensure the achievement of the project goal</p>	<p>planning and analysis in management for making effective organizational and managerial decisions that ensure the achievement of the project goal</p> <p>and analysis in management to make effective organizational and managerial decisions</p>	<p>that ensure the achievement of the project goal and analysis in management to make effective organizational and managerial decisions, that ensure the achievement of the project goal</p>
		<p>be able to: navigate the issues of enterprise management, its resources, assess the effectiveness of strategic, innovative and investment decisions made, based on the current legal norms, available resources and restrictions</p>				
			<p>in full, is able to navigate the issues of managing an enterprise, its resources, assess the effectiveness of strategic, innovative decisions taken, and</p>	<p>is able to navigate the issues of managing an enterprise, its resources, etc. resources, assess the effectiveness of strategic, innovative and</p>	<p>full-time effectiveness is able to navigate the issues of managing an enterprise, its resources, assess the effectiveness of adopted strategies, does not know how</p>	<p>navigate the issues of managing an enterprise, assess the effectiveness of the company's management, its resources, assess the effectiveness of the company's management</p>

						of the strategic decisions taken,
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						based on the current legal norms, available resources and limitations of innovation and investment solutions. decisions based on existing legal norms, available resources, and restrictions
		on owning: skills based on the available resources and restrictions		of making managerial decisions		current legal norms,

			fluent in skills of making managerial decisions based on the current legal norms, available resources and restrictions	Proficient in skills of making managerial decisions based on the current legal norms, available resources and restrictions	Недостаточно Lack of full-time effective skills and management decision-making based on current legal norms, available resources and limitations	Does not have skills and принятия management decision-making based on existing current legal norms, available resources and limitations
UC-6	UC-6.2	know: theoretical foundations of motivation in management				
Able to manage their time, build and implement a self-development path based on the principles of lifelong learning	Builds professional and personal development trajectories using time management technologies		knows knows	knows theoretical knows theoretical	poorly knows theoretical	level of knowledge about the concept

			fundament alsof motivation in managem nt, do not make mistakes	fundament alsof motivation in managem nt, but the answerma y make a few rough mistakes	basic fundament alsof motivation in managem nt, the answer makes a lot of mistakes	the basic andin theory and practice. If you know the basics of managem ent below the minimum requireme nt ,yo u can make a lot of blunders when answering:
		be able to: build траектории professional and personal self				
			-developm ent trajectories demonstrat es the ability to build profession al and personal self- developme nt and personal trajectories without making mistakes.	demonstrat es the ability to build the trajectory of ai profession al and personal self- developme nt, butmay make a few minor mistakes	in generalgen eral demonstrat es the ability to build the trajectory of ai profession al and personal self- developme nt, but makes lot of mistakes	many mistakes demonstra tes the ability to build the trajectory of ai profession al and personal self- developm ent, you make a lot of blunders
		to own: time management				
			technologi es demonstrat es of time- manageme	demonstrat es the use of time- manageme nt	manageme nt technolog ies,does not demonstrat	technolog ist yami taim- menedzh demonstra

			<p>nt technologi es. the ownership of time</p> <p>not</p>	<p>technologi es. managmen t, but</p>	<p>e the ownership of time manage nt technologi es,but demonstrat es the ownership of time manage nt technologi es,but allows the ownership of time manage nt technologi es to be demonstrat ed, but allows the ownership of time manage nt technologi es to be demonstrat ed, but allows the ownership of time manage nt technologi es to be demonstrat ed, but allows the ownership of time manage nt technologi es to be demonstrat ed, but</p>	<p>tes a cop, but</p>
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					es to be demonstrat ed, but allows the ownership of time manageme nt technologi es to be demonstrat ed.m- manageme nt Yes, but allow	
--	--	--	--	--	---	--

			make some mistakes	may make a few rough mistakes	make a lot of mistakes	make a lot of rough mistakes
UC-6.3 Uses digital technologies and self-management methods to implement the principles of lifelong learning	to know: basics of digital technologies and methods of self					
			-management knows the basics of digital technology and methods of self-management, does not make mistakes	knows the basics of digital technology and methods of self-management, but may make a few rough mistakes in the answer	does not know the basics of digital technology and methods of self-management, does not make many mistakes in the answer questions МНОГО ОШИБОК	the level of knowledge about the basics of digital technologies and methods of self-management a, when answering, you make a lot of blunders
	be able to: use digital technology methods to implement your educational trajectory					
		demonstrates the ability to use digital technology methods to implement your educational trajectory ai, do not make mistakes.	demonstrates the ability to use the methods of a digital AI technologist to implement their own educational trajectory, but may allow	In it in general demonstrates the ability to use the methods of a digital ai technologist to implement their own educational ai trajectory, but admits a	демонстрирует demonstrates the ability to use the methods of a digital ai technologist to implement their own educational ai trajectory, but admits a lot	

					lot	demonstrates the ability to use the methods of a digital ai technologist to implement their own educational ai trajectory, but admits a lot demonstrates the ability to use the methods of a digital ai technologist to implement their own educational ai trajectory, but admits a lot demonstrates the ability to use the methods of a digital ai technologist to implement their own educational ai trajectory, but admits a lot demonstrates the ability to use the methods of a digital ai technologist to implement their own educational ai trajectory, but admits a lot
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						demonstrates the ability to use the methods of a digital ai technologist to implement their own educational ai trajectory, but admits a lot demonstrates the ability to use the methods of a digital ai technologist to implement their own educational ai trajectory. the AI of its educational AI trajectory admits t many rough errors.
--	--	--	--	--	--	--

				a few rough mistakes	mistakes	mistakes
master: methods of self-instruction for the development of their educational potential						
			fluent in methods and self-instruction for the development of their educational potential	own methods and self-instruction for the development of their educational potential	Lack of full-time effectively own	methods and self-instruction for the development of their educational potential Do not own methods and self-instruction for the development of their educational potential Do not own methods and self-instruction for the development of their educational potential Do not own methods and self-instruction for the development of their educational potential

						potential la Do not own methods and self- instructio n for the developm ent of their education al potential la Do not own methods and self- instructio n for the developm ent of their education al potential la Do not own methods and self- instructio n for the developm ent of their education al potential self- assessmen t for the developm ent of one'seduc ational potia
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Evaluation materials for conducting current control and interim certification are given in the Appendix to the discipline's work program.

The complete set of tasks and materials required for evaluating the results of training in the discipline is stored at the developer's department.

5. Educational, methodological and informational support of the discipline

5.1. Educational and methodological support

5.1.1. Main literature

1. Management: textbook / V. G. Antonov, E. M. Korotkov, M. B. Zhernakova [et al.]; edited by V. G. Antonov [et al.]. - Moscow:Knorus, 2022. - 306 p. - **URL:** <https://book.ru/book/943861>. - **ISBN** 978-5-406-09815-8. - Text: electronic.
2. Zaretskiy A.D., Ivanova T. E. Management : textbook / A.D. Zaretskiy. - Moscow: KnoRus, 2023. - 267 p. - ISBN 978-5-406-11099-7. - URL: <https://book.ru/book/947724> — - Text : electronic.
3. Менеджмент :Blinov A. O., Romanova Yu. A., Rudakova O. S. Management : textbook. - Moscow:Knorus, 2019. - 285 p. - **URL:** <https://book.ru/book/931162>. - **ISBN** 978-5-406-06999-8. - Text: electronic.

5.1.2. Additional literature

1. Malyuk, V. I., Management: business situations, practical tasks, course design. Practicum : textbook / V. I. Malyuk. Moscow: KnoRus Publ., 2021, 315 p. — ISBN 978-5-406-05610-3. - URL: <https://book.ru/book/937039> — - Text : electronic.электронный.
2. Tebekin A.V., Teoriya menedzhmenta : uchebnik [Theory of management: textbook]. - Moscow: KnoRus, 2021. - 696 p. - ISBN 978-5-406-08044-3. - URL: <https://book.ru/book/938887> — - Text : electronic.
3. Lisichkina, Yu. S., Management. Praktikum : uchebno-prakticheskoe posobie [Practical guide] / Yu. S. Lisichkina, O. V. Astafyeva. Moscow: KnoRus Publ., 2020, 162 p. ISBN 978-5-406-07503-6. - URL: <https://book.ru/book/934650> — - Text : electronic.
4. Sergienko L. V., Management: tasks and tests : textbook / L. V. Sergienko. - Moscow: Rusains, 2023. - 182 p. - ISBN 978-5-466-01920-9. - URL: <https://book.ru/book/947415> — - Text : electronic.
5. Management: practicum / comp.: E. F. Khuzieva, D. M. Shakirova. - Kazan: KGEU, 2022. - 95 p. - URL: <https://lib.kgeu.ru/>. - ~B. ts. - Text: electronic.

5.2. Information support

5.2.1. . Electronic and online resources

No n /	a Nameof electronic and Internet resources	Reference
1	<i>Electronic library system "Lan"</i>	https://e.lanbook.com/2
2	<i>Electronic library system "ibooks.ru"</i>	https://ibooks.ru/3
3	<i>Electronic library system "book.ru"</i>	https:// www.book.ru/ 4www.book.ru/
4	<i>Encyclopedias, dictionaries, reference</i>	books http://www.rubricon.com
5	<i>Open Education Portal</i>	http://npoed.ru
6	<i>Single window of access to educational resources</i>	http://window.edu.ru

5.2.2. Professional databases / Information and Reference systems

No n /	a Name of professional databases	Address	Mode Access mode
1	eLibrary.RU	www.elibrary.ru	www.elibrary.ru
2	National Electronic Library of the Bible (NEB)	https://rusneb.ru/https:// rusneb.ru/3	https://rusneb.ru/ rusneb.ru/3
3	Scientific Electronic Library eLIBRARY.RU	http://elibrary.ru	http://elibrary.ru
4	Federal Educational Portal "Economics, Sociology, Management"	http://ecsocman.hse.ru/ http://ecsocman.h	http://ecsocman.h se.ru/5
5	Ministry of Economic Development of the Russian Federation	https://economy.gov.ru/ https://economy.g	https://economy.g ov.ru/

5.2.3. Licensed and freely distributed software of the discipline

n /	a Name of the software	Distribution method (licensed/free)	Details of supporting documents
1	Windows Professional (Starter)	7 User operating system	3AO of SoftLineTrade CJSC No. 2011.25486 dated 28.11.2011 Not applicable. right. Unlimited
2	1S:Enterprise Set for training in higher and secondary educational institutions	8 "Software for automation of accounting and management accounting, economic and organizational	LLC" BIT Business solution " No. 21/000608 dated 05.2010 Neiskl. right. Unlimited
3	Adobe Acrobat	Software package for creating and viewing PDF files PDF	Free license Neiskl. right. Unlimited
4	"Alt-Invest Sums"	Software for preparation, analysis and optimization of investment projects of various industries, scales and directions.	OOO Alt-Invest LLC No. 1-17-125 dated 02.10.2017 Non-exclusive. right Indefinitely

6. Material and technical support of the discipline

Name of the type of educational	Name of the educational audience, specialized	List of necessary equipment and technical

work	laboratory	means of teaching
Lectures	Educational audience for conducting lecture-type	classes Specialized educational furniture, technical means of teaching that serve to present educational information to a large audience (multimedia projector, computer (laptop), screen), demonstration equipment, educational and visual aids
Practical classes	Training room for conducting seminar -type classes, group and individual consultations, ongoing monitoring and intermediate certification	Specialized educational furniture, technical training tools (multimedia projector, computer (laptop), screen), etc.
Independent work	Computer class with Internet access B-600a	Specialized educational furniture for 30 seats, 30 computers, technical training equipment (multimedia projector, computer (laptop), screen), video cameras, software
	Library Reading room	Specialized furniture, computer equipment with Internet access and Internet access EIOS, screen, multimedia projector, software

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

Persons with disabilities and persons with disabilities have the opportunity to move freely from one educational and laboratory building to another, to climb all floors of educational and laboratory buildings, to study in educational and other premises, taking into account the peculiarities of psychophysical development and condition health.

Для обучения лиц с ОВЗ и инвалидов, имеющих нарушения опорно-двигательного аппарата, условия unhindered access to all educational facilities are provided for the training of persons with disabilities and disabled people with musculoskeletal disorders. Information about special conditions created for students with disabilities and disabilities is available on the university's website www/kgeu.ru There is a possibility to provide technical assistance by an assistant, as well as sign language interpreters and tiflosurd interpreters.

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

- for better orientation in the classroom, use alerts about the beginning and end of the lesson (the word "call" is written on the blackboard).

- внимание слабовыслушающего the teacher draws the attention of a hard-of-hearing student with a gesture (a hand is placed on the shoulder, a soft pat is performed).

- when talking to a student, the teacher looks at them, speaks clearly, in short sentences, providing the ability to read lips.

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

- use diagrams, diagrams, drawings, and computer presentations with hyperlinks that comment on individual image components.
- regular use of exercises for graphic selection of essential features of objects and phenomena;
- providing an opportunity for the student to receive targeted advice by e-mail as needed.

The following conditions are provided for adaptation to the perception of reference, educational, and educational materials provided by the educational program for the chosen field of study by persons with disabilities and visually impaired people:

- The official website on the Internet is being adapted to meet the special needs of visually impaired people, and large-scale reference information on the schedule of training sessions is being provided.
- the teacher and his interlocutor (if necessary) who are present at the lesson are introduced to the students, and each time the person to whom the teacher addresses is called;
- actions, gestures, and movements of the teacher are briefly and clearly commented on.
- printed information is provided in large font (starting from 18 points) and is fully voiced.
- provides the necessary level of illumination of the premises;
- it is possible to use computers during classes and the right to record explanations on a voice recorder (at the request of students).

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

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

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

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

- methods of forming a person's consciousness (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, training, creating educational situations, training, exercise, etc.);
- methods of motivating activity and behavior (approval, encouragement of social activity, censure, creating success situations, creating situations for emotional and moral experiences, competition, etc.)

When implementing the discipline, the teacher should take into account the following areas of educational activity:

Civic and patriotic education:

- formation of students' holistic worldview, Russian identity, respect for their family, society, state, spiritual, moral and socio-cultural values accepted in the family and society,

national, cultural and historical heritage, formation of the desire for its preservation and development;

- formation of students ' active citizenship based on traditional cultural, spiritual and moral values of Russian society, in order to increase their ability to responsibly exercise their constitutional rights and obligations;

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

- formation of motives, moral and semantic attitudes of the individual, allowing to resist extremism, xenophobia, discrimination on social, religious, racial, national grounds, 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, and older people;

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

- forming 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 elevated attitude to the world, the ability and ability to pass on your aesthetic experience to others.

Cultural and educational education:

- forming an aesthetic picture of the world;

- formation of respect for the cultural values of the native city, region, or country;

- improving students ' cognitive activity.

Scientific and educational education:

- formation of students ' scientific worldview;

- formation of the ability to acquire knowledge;

- formation of skills in analyzing and synthesizing information, including in the professional field.

Current changes and approvals for the new academic year

№ n/	a No. of the section of making changes	Date of making changes	Content of changes	"Agreed" Head of the Department. that implements theof	"Agreed" Chairman of the Department of Management of the Institute(faculty) which
1	2	3	4	5	6
1 p.	3.3.06.02.2024	06.02.2024	Changes were made to the content of the discipline in accordance with the terms of reference for the development of an electronic training course in the discipline		
2	p.3.4.	06.02.2024	Changes were made to the thematic plan of practical classes in accordance with the terms of reference for the development of an electronic training course in the discipline.		



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ASSESSMENT MATERIALS
for the subject

B1.M.04.03 Management

Assessment materials on the discipline, designed to assess the results of training for compliance with indicators of achievement of competencies.

Assessment of the results of training in the discipline is carried out within the framework of current control (TC) and intermediate certification, conducted according to the point - rating system (BRS).

1. Technological map

Semester 22

Section name	Forms and type of control	Rating indicators							
		I current control	Additional points to TC1	II current control	Additional points to TC2	III current control	Additional points to TC3	Total	Interim certification
Section 1. " History of management as a science. Modern management concepts"	TK1	20						20	20
Test (Test)		5							
Case-task (KZ)		5							
Report (Dkl), message (Sbsh)		5							
Control work (CstR)		5							
Section 2. "Control functions and connecting processes"	TK2			20				20	20
Test (Test)				5					
Case-task (KZ)				5					
Report (Dkl), message (Sbsh)				5					
Control work (CstR)				5					
Section 3. "Time management and management control tools"	TC3					15		15	15
Test (Test)						5			
Case-task (KZ)						5			
Report (Dkl), message (Sbsh)						5			
Total		20		20		15			55

2. Evaluation materials of current control and interim certification

Scale of assessment of learning outcomes in the discipline:

Code competency	Code of the indicator of competence	scheduled and relevant learning outcomes for the discipline	Level of formation of competence indicator			
			High	Average	Below average	Low
			of 85 to 100	from 70 to 84	55 to 69	0 to 54
			Scale of evaluation			
			excellent	good	satisfactory	unsatisfactory - letwory - tional
			read		, not read by	
UC-2 Able to define a range of tasks within the scope of a given goal and select the best ways to accomplish them, based on applicable legal norms, available resources, and constraints	UC-2.1 Formulates a set of tasks within the framework of the project's objective to ensure its achievement	to know: methods of planning and analysis to management for decision effective organizational and management solutions that enable the achievement of the objectives of the project	in full knows the methods of planning the creation and analysis of the gradient for the adoption of the efficiency of free organizational-administered solutions to ensure residing achieve the objectives of the project	knows the methods of planning the creation and analysis of the gradient for the adoption of the efficiency of free organizational-administered solutions to ensure residing achieve the objectives of the project	are unfamiliar methods of planning and analysis of the gradient for the adoption of the efficiency of free organizational-administered solutions to ensure residing achieve the objectives of the project	does not know the methods of planning and analysis in the management of the COP for adoption I efficiency of free organizational-administration solutions, is yuushi x achievements of the project objectives
			be able to: navigate in the management of the company, its			

		resources, to assess the effectiveness of strategic, innovative and investment decisions on the basis of applicable legal standards, and available resources and constraints				
			in the full volume	can benchmark	the person	is not able to Pro

			knows how to navigate the issues of managing an enterprise, its resources, assess the effectiveness of strategic, innovative and investment decisions made, based on existing legal norms, available resources and limitations.	They should be informed about the management of strategic, innovative and investment decisions, based on the current legal norms, available resources and limitations of	effectiveness can be guided in matters of enterprise management, its resources, evaluate the effectiveness of strategic, innovative and investment decisions, based on the current legal norms, available resources and limitations of effectiveness. legal norms, available resources and limitations	: in the field of managing an enterprise, its resources, evaluate the effectiveness of strategic, innovative and investment decisions made, based on the current legal norms, available resources and limitations
		to own: based on the skills of making managerial decisions, current legal norms, available resources and restrictions				
			freely owns the skills and making managerial decisions, based on the	skills and making managerial decisions, based on the actual Lack	of full time effective proficiency in skills and well managed -time effectively owns the	decisions Does not own the skills and making managerial decisions, based on

					skills and making managerial	
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			existing legal norms, available resources and limitations of правовы х норм, имеющи хся ресурсов и ограниче ний	existing legal norms, available resources and limitations of	existing legal norms, available resources and limitations of existing	legal norms, available resources and limitations	
UC-6 Able to manage their time, build and implement a self-development path based on the principles of lifelong learning	UC-6.2 Builds professional and personal development trajectories using time management technologies	to know: theoretical foundations of motivation in management					
			knowsteоретич ескиethe theoretical foundations of motivation in management, but may make a few rough mistakes in the answer	knowsteоретич ескиethe theoretical foundations of motivation in management, does not make mistakes	. knowsthe theoretical foundations of motivation in management, the answer makes a lot of mistakes	the level of knowledge about the conceptual and theoretical foundations of management is below the minimum requirement, the answer makes a lot of blunders	
		to be able to: build and trajectories of professional and personal					
			self-development demonstrates the ability to build the trajectory of	allow demonstrates the ability to build the trajectory of profession	In general demonstrate the ability to build the trajectory	demonstrates the ability to build the trajectory of professional and personal	

						al and personal self- developm ent. ability to build an ai trajectory for profession al and personal self- developm ent, allowing for
--	--	--	--	--	--	--

			t of errors.	make a few rough mistakes	make a lot of mistakes	make a lot of rough mistakes
		own: time management technologies				
			demonstrates proficiency in time management technologies,	demonstrates proficiency in time management technologies, but may make a few rough mistakes	demonstrates time management technologies. но допускает много ошибок	, but makes a lot of mistakes demonstrates the technology of time management, but makes a lot of blunders
			not make mistakes			
	UC-6.3 Uses digital technologies and self-management methods to implement the principles of lifelong learning	to know: basics of digital technologies and methods of self				
			-management knows the basics of digital technology and methods of self-management, does not make mistakes	knows the basics of digital technology and methods of self-management, but may make a few rough mistakes in the answer	does not know the basics of digital technology and methods of self-management, does not make many mistakes in the answer questions МНОГО ОШИБОК	level of knowledge about the basics of digital technologies and methods of self-management, the answer makes a lot of blunders
		be able to: use methods digital technologies to implement your educational trajectory				
			demonstrate	demonstrate	in	the ability

			sthe ability to use methods demonstrat es methods	s the ability to use the ability to use methods	generalde monstrates the ability to use methods demonstrat es	touse methods methods
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			digital ai technologi sts to implement their own educationa l ai trajectories without making mistakes.	digital technologi st ai for implement ing its educationa l trajectory ai, butcan make a few rough mistakes	methodsi gital technologi st ai for implement ing its educationa l trajectory ai, but makes a lot of mistakes	digital technologi st ai for implemen ting its education al trajectory ai, makes a lot of rough mistakes
own: self-assessment methods for developing one's own educational potential						
			fluent in methods and self- assessment methods for developing one's owneducat ional potia	proficient in methods and self- assessment t methods for developin g one's owneducat ional potia	Deficient in full- time effective knowledg e of methods and self- assessment t methods for developin g one's own educationa l potential	Not proficient in methods and self- assessment t methods for developin g one's owneduca tional potia

Оценка **The "excellent"** rating is given for completing *test tasks; deep study of questions for the report at seminars, meaningful execution of control works, active participation in solving cases;*

Оценка **The "good"** rating is given for completing *test tasks, deep study of questions for the report at seminars, and active participation in solving cases.*

Оценка **The "satisfactory"** rating is given for completing *test tasks, and actively participating in solving cases.*

Оценка **The "unsatisfactory"** rating is given for weak or incomplete performance of *test tasks and solving cases..*

3. List of evaluation tools

Brief description of the assessment tools used in the current monitoring of academic performance and intermediate certification of a student in the discipline:

Name of the evaluation tool	Brief description of the evaluation tool	Description of the evaluation tool
Report (Dkl), message (Sbs)	The product of independent work of a student, which is a public speech on the presentation of the obtained results of solving a certain educational-practical, educational-research or scientific topic	Topics of reports, messages
Control work (CstR)	A tool for testing the ability to apply the acquired knowledge to solve problems of a certain type on a topic or section	A set of control tasks for
Case-task options (KZ)	Problem assignment in which the student is asked to comprehend the real professionally-oriented situation necessary to solve this problem	Tasks for solving the key-problem
Test (Test)	A system of standardized tasks that allows you to automate the procedure for measuring the level of knowledge and skills of a student	A set of test tasks

4. A list of control tasks or other materials necessary for assessing knowledge, skills and abilities that characterize the stages of competence formation in the course of mastering the discipline

Task example

For the current control of TC1:

Verified competence: CC-2.1.

Test (Test)

1. Is the following definition correct: "Management is a set of principles, methods and forms of management that allow you to perform your tasks in the most rational way":
 - a) yes.
 - b) no.

2. Mark the characteristics that correspond to the concept of "manager":
 - a) a person who has received special training (professional manager);
 - b) an engineer or economist engaged in management.

3. The words "entrepreneur" and "manager" are synonymous:
 - a) yes;
 - b) no.

4. Is the statement true: "For organizations that are not related to business, the concept of "management" is used:

- a) yes.
- b) no.

5. From this list, highlight the management principles suggested by Taylor:

- a) planning and preparation of production should be carried out by engineers, and actually produce products – by workers;
- b) technicians find one solution that is not discussed;
- c) the greater the desire for labor, the higher the productivity;
- d) the more the worker works, the more he gets;
- e) every person, regardless of their qualifications, can be put to work.

6. Is it true that the School of behavioral Sciences focused on methods for building interpersonal relationships?

- a) yes.
- b) no.

7. Is the following statement correct:

"A motive is the transformation of an external motivating factor-a stimulus - into an internal state, i.e. it is a stimulus turned into a part of the employee's consciousness"?

- a) yes.
- b) no.

8. Do motivation factors matter when hygiene factors are not implemented:

- a) yes.
- b) no.

9. Can we say that in the conditions of scientific and technological progress, the result of a person's activity increasingly begins to depend on his desires and capabilities determined by qualifications?

- a) yes.
- b) no.

10. Process theories (or process theories of motivation) focus on:

- a) factors that encourage action and stimulate activity.
- b) the choice of behavior that can lead to the desired results.

11. What is the basis of the product organizational structure: a) types of goods and services;

- b) groups of buyers;
- c) geographical regions;
- d) production and economic functions.

12. What organizational structure is appropriate to apply in an organization that produces relatively limited product lines

products that operate under stable external conditions require solving standard management tasks to ensure their functioning:

- a) functional; b) divisional; c) project;
- d) matrix information.

13. Which of the organizational structures is characterized by a large duplication of management functions:

- a) functional; b) divisional; c) project-based.

14. Is the following statement true:

"A project organization is a temporary structure created to solve a specific task."

- a) yes.
- b) no.

15. What definition corresponds to the concept of "power":

- a) the behavior of one person who makes changes in the behavior of another;
- b) the behavior of the manager towards subordinates in order to influence them and encourage them to achieve the goals of the organization;
- c) the ability to influence the behavior of others.

16. Can we say that a charismatic leader is a person who is endowed with authority in the eyes of his followers, based on the exceptional qualities of his personality – wisdom, heroism, "holiness":

- a) yes.
- b) no.

17. In which of the following cases, you should use a liberal or passive leadership style:

- a) elimination of accidents;
- b) the initial stage of forming a team;
- c) employees have different intellectual levels; d) employees have different levels of education;
- e) in the army;
- f) in creative teams;
- g) employees have approximately the same level of education.

18. What is the best style to apply in creative and research teams with high motivation to work and a well-established production process:

- a) liberal or passive; b) strict administration.

Report (Dcl), communication (Sbs)

Topics of the reports:

1. Scientific principles of management for works by F. Taylor.

2. Industrial management based on the works of A. Fayol.
3. National management models.
4. Features of the Russian management model.
5. The mechanism of using the ideas of A. Maslow's theory.
6. Management: science or art.
7. The role of environmental factors in international business.
8. Influence of situational factors on the effectiveness of the management style

Control work (CstR)

1. Management in the system of market economy concepts.
2. Administrative School of Management.
3. Formation of human capital.
4. Leadership style and culture.
5. Ethics of entrepreneurial activity.
6. Power and partnership in the team.
7. Guide. Management. Leadership.
8. Conflicts in the organization. Basic ways to resolve conflicts.
9. Lean manufacturing.
10. Innovations and innovative management.

Case study task

A. Read the text.

In the Russian business practice, various innovations in labor motivation are increasingly used to make it more fruitful and efficient. Among such innovations is the establishment of a non-standard, preferential working regime for a particular employee.

We don't use this type of motivation much yet. Nevertheless, it is considered one of the most effective, especially in small private enterprises, among people in such professions as doctors, lawyers, teachers, managers, technical workers, and in the service sector.

Employees set their own working hours at their own discretion, as long as they are satisfied with the company and they are enough to do the required work. One works from 8 to 16 hours, the other - from 12 to 20 hours. If you can handle your work sooner, it's up to you to go home or work extra hours. Some companies have four or even five shifts. Sometimes flexible shifts lead to a shorter work week, usually four days, with three days off.

Some companies have set up "mother's shifts" that are tailored to children's school attendance hours. A woman does not leave the organization during childbearing and early parenting. Many businesses allow students to work during "windows" in their study schedules.

Flexible shifts reduce work avoidance, lateness, and labor turnover, as well as improve mood and productivity.

B. Answer the questions.

1. If the company's management offered you a flexible working schedule, how would you respond and why?
2. In your opinion, what is the interest of the company's management in providing employees with preferential working conditions?

3. If you were a manager, how would you organize work to monitor the number and results of employees' work?

Task 2

A. Read the situation carefully. You have the following employees:

1. Elena Sergeevna-site master, 30 years old. An active, young woman who easily gets along with people, makes contact, and never gets discouraged. She may quickly become interested in something new, but she also quickly loses interest. Can communicate with multiple people at the same time. He happily announces his achievements to everyone: "The shop manager again praised me." Hides personal experiences. Sometimes he gets upset and cries, but quickly regains control of himself and continues to work with the words "it happens".

Despite her vivacity and restlessness, it is easy to discipline her, she willingly listens to advice, tries to fulfill them. In "difficult" cases, shows high efficiency, and executes all orders on time. She is readily listened to in the team, considered a good person. Quickly gets used to new requirements.

2. Artem Arkadyevich-accountant, 40 years old. Balanced, closed-minded. Artyom Arkadyevich loves his work, performs everything exactly on time and never makes mistakes in calculations. Artyom Arkadyevich is not short-tempered, and does not quarrel with anyone. The only quarrel was that one day, his desk was replaced with a new one without his knowledge. He rudely demanded to put everything in its place. The desk was returned, and Artyom Arkadyevich was able to work at his desk. Colleagues believe that he is very passionate about his work, even forgot about lunch and did not go to the dining room. The chief accountant respects him for his accuracy and conscientiousness in his work, but says that Artyom Arkadyevich is unusually stubborn, and it is simply impossible to force him to do work that he does not want to do.

3. Irina Petrovna-Sales manager, 36 years old. This is a versatile creative personality. She sews, knits, makes various toys for her colleagues, and gives them away on holidays, draws well, sings. He enjoys respect in the team. However, often the work takes too much. He asks a lot of questions to all his colleagues, and doesn't listen to recommendations. Makes a lot of mistakes due to haste and inattention. She likes to be praised and set as an example, doesn't accept criticism, gets angry and can break down, and holds a grudge against those who criticize.

B. Answer the questions.

1. What are the basic needs of these people according to Maslow's pyramid?
2. What ways should you meet their needs?

For current control of TC 2:

Verified competence: CC-6.2

Test (Test)

1. How to set tasks for subordinates in the case of sole decision-making:

- a) it is necessary to set partial tasks;
- b) define goals together with employees.

2. In order, to have power based on reward, you should: a) have a strict control system;

- b) have certain resources; c) know well the needs of subordinates.

3. Is it true that McGregor's theory (XandY) forms only two views of governance – authoritarian and democratic?

- a) yes.
- b) no.

4. Is it possible to define leadership style as a manager's behavior towards subordinates in order to influence them and encourage them to achieve the organization's goals:

- a) yes.
- b) no.

5. Can the liberal management style be considered the most effective in labor collectives with highly motivated subordinates to work:

- a) yes.
- b) no.

6. What actions correspond to the "command" management style: a) problem statement;

- b) explanation of implementation; c) control.

7. Mark the areas that correspond to HR planning: a) planning the need for personnel;

- b) planning the recruitment or reduction of personnel; c) planning the use of personnel;
- d) planning of personnel development;
- e) planning of staff maintenance costs.

8. What initial data are needed when determining the number of main workers based on the labor intensity of work:

- a) the scope of the production program; b) time or output standards;
- c) the working time balance of one worker;
- d) planned coefficient of over-fulfillment of norms.

9. Which type of recruitment should be considered the best: a) intra-factory investments;

- b) recruitment of personnel outside the enterprise.

10. Which candidate is preferable during the selection process:

- a) having the best qualifications to perform the actual work in the position held;

b) the one that seems most suitable for promotion.

11. Does the introduction of HR planning at the enterprise mitigate the problem of employee release:

- a) yes.
- b) no.

12. What are the purposes of the interview?

- a) to verify the correctness of the information contained in the candidate's application or resume;
- b) in order to get an idea of his personality.

13. List the problems that arise when conducting interviews as a recruitment tool:

- a) rating based on first impression; b) error based on "contrast";
- c) overestimating the ratings of candidates who are similar to those conducting interviews.

14. Is the definition of a part-time job correct:

"Part-time work is considered to be simultaneously occupying, in addition to the main, another paid position in an enterprise, institution, organization, as well as performing regular paid work":

- a) yes.
- b) no.

15. List the formulas for preparing the candidate pool:

- a) replacement of managers during their illness, vacation, business trip; b) appointment to intermediate positions;
- c) internships in other organizations; d) training courses.

16. What is the purpose of the O'Connor test?

- a) to test the candidate's fitness; b) to test the candidate's intelligence;
- c) to test your erudition;
- d) to characterize the individual; e) to check the integrity.

17. Note the characteristics of the Japanese management model: a) struggle for leadership;

- b) ability to work in a team (group); c) unwillingness to take risks;
- d) deep assimilation of one profession; e) general specialists;
- f) sole management style;
- g) innovations are introduced in an evolutionary way; h) innovations are introduced in a revolutionary way;
- i) business relationships are based on personal contacts based on mutual trust;

j) business relationships are confirmed by contracts.

Case task (KZ)

A. Check out the activities of several American companies.

1. The company "General Electric", along with other products, produces electrical cabinets for enterprises. The standard production cycle of this product took three weeks. Due to increased competition, the company's management has taken measures to improve the organization of production.

Production of cabinets was concentrated in one factory (previously, products were produced at six enterprises of the company). Most of the parts were made interchangeable. The staff of factory engineers was reduced, and the work of the remaining ones was automated as much as possible. To increase efficiency in the workshops, all foremen and quality controllers were dismissed, reducing the number of managerial levels between workers and the manager from three to one.

The functions of organizing production at the workplace, product quality control, and labor discipline were delegated to workers, who were united in teams of up to twenty people. Result: production efficiency increased by 20

production costs decreased by 30 %, and order completion times were reduced to 30 days.

2. The company ATT produces communication equipment. The process of product development in the company was carried out at several consecutive stages: the design department transferred its work to the production staff, who in turn to the marketing department to sell the product on the market. As a result, it took two years to develop a new phone model. The company's management set a task to intensify the development and production of products.

For this purpose, groups were created that included from six to twelve people each, including designers, production workers and sales specialists, who were given the right to take responsibility for solving a set of tasks (design, design, manufacturability, product cost).

The new approach to the organization of production allowed the company to reduce the development of the model to one year, i.e. by 2 times, while reducing the cost of manufacturing products and improving their quality.

3. Motorola Corporation is engaged in the manufacture of sv yaziproducts. One of the types of products is an electronic wrist beeper that beeps to its owner and shows the phone number on the display. The corporation designed and built an automated beeper manufacturing plant in 1.5 years instead of the usual three. The basis of successful work was the establishment of precise deadlines for the completion of work and strict control over their compliance. Previously, the corporation started producing beepers three weeks after receiving an order. Now an automated factory can produce and ship a beeper just two hours after the order arrives.

B. Based on the texts, answer the questions.

1. What do the three American companies have in common in organizing and managing production?

2. What do you see as the main reason for their effective work?

Report (Dcl), communication (Sbs)

1. The concept of power, power and partnership in the team.
 2. Typology of power.
 3. Powers and responsibilities.
 4. Delegation of authority. 5. Leadership style and culture.
 6. Leadership. Leadership theories: Fiedler, Hersey-Blanchard, Reddin, Vrooma-
- Yeton
7. Theoretical aspects of corporate culture management.
 8. Types of corporate culture of the organization.
 9. Norms, values, attributes, and rituals of the organization.
 10. Formation of corporate culture.

Control work (CstR)

1. School of Human Relations.
2. A systematic approach in management.
3. Process approach in management.
4. Situational approach in management.
5. The concept of "organization". Characteristics of organizations (factors of internal and external environment of organizations).
6. Theories of leadership.
7. Features of Russian management.
8. American style of management.
9. Japanese management style.
10. Regularities of management.
11. The manager, his activities and personality.
12. Management functions.
13. Hierarchical management structures.
14. Organic management structures.

For current TC 3 monitoring:

Verified competence: CC-6.3

Test (Test)

1. How should a firm's overall goal (mission) be defined? a) making a profit; b) business definition.
2. What requirements should private goals meet? a) should be specific and measurable; b) are time-oriented; c) must be achievable; d) mutually supportive.
3. Whether the definition of "organization" is correct: "An organization is a group of people working together, led by a manager, and executing certain plans"?

- a) yes.
- b) no.

4. Is the definition of "motivation" correct:

"Motivation is a position that predisposes a person to act in a specific, purposeful way"?

- a) yes.
- b) no.

5. Is the following statement true:

"The Eisenhower principle allows you to divide tasks by their importance and urgency into tasks of type A – very important and urgent (perform immediately); B-important, but not urgent (determine when to perform); C-less important, but urgent (delegate)"?

- a) yes.
- b) no.

6. Mark the areas that correspond to HR planning: a) planning the need for personnel;

b) planning to attract or reduce staff; c) planning for personnel development;

d) planning of staff maintenance costs.

7. Does the introduction of HR planning at the enterprise mitigate the problem of employee release:

- a) yes.
- b) no.

8. What are the disadvantages of coercive power: a) strict control is necessary;

b) subordinates have a desire to search for information; c) subordinates do not fully reveal their potential; d) reserves for employee remuneration are needed;

e) the manager must know exactly the individual needs of his subordinates.

9. Can we say that control is the process of ensuring that an organization achieves its goals:

- a) yes.
- b) no.

10. Does people's behavior change under the influence of control? a) yes.

- b) no.

11. Is it possible to define the concept of "stress" as follows:

"Stress is a complex of physical, chemical and mental reactions of a person to the environment."

- a) yes.
- b) no.

12. Specify the causes of stress:

- a) congestion.
- b) low traffic;
- c) conflicting requirements; d) requirements are not defined; e) interesting work;
- f) uninteresting work;
- g) deviations in temperature, noise;
- h) positive life circumstances.

13. Is the definition of "production capacity" correct:

"Production capacity should be understood as the maximum possible output of products with full use of the production apparatus available at the enterprise."

- a) yes.
- b) no.

14. What type of organization of production is characterized by the constant production of a strictly limited range of products that are homogeneous in purpose, design, and technological type, which are produced simultaneously and in parallel?

- a) single; b) serial; c) mass.

15. In the "KAN – BAN" system, the production plan has: a) all production sites;

- b) only the final assembly section.

Case task (KZ)

Allocate your time using time management techniques: the Eisenhower matrix, Pareto principle, "Alps" method, timekeeping, "6 tasks" method.

Report (Dcl), communication (Sbs)

1. The role of business in society.
2. Ethics and modern management.
3. Social responsibility of the organization.
4. Managing company ethics and social responsibility
5. Time management: concept and principles.
6. Time management methods: the Eisenhower matrix,
7. The Pareto principle.
8. The "Alps" method.

9. Timekeeping. 10.
The "6 tasks"
method.

For intermediate certification:

Basic level (playback)

1. Management goals.
2. Management functions.
3. School of Scientific organization of Production: factors and conditions of occurrence.
4. History of the development of management theory in Russia.
5. National management models: essence and types.
6. Basic principles of the School of Administrative Management.
7. The main provisions of the School of Human Relations.
8. Manager roles.
9. Characteristics of the main management styles.
10. Correlation between the subject and the control object.
11. Define the essence, subject matter, and methods of scientific management.
12. Highlight scientific approaches to organizational behavior.
13. Expand the elements of the organizational behavior system.
14. Describe the two-way communication process.
15. Describe communication barriers and communication symbols.
16. Discover informal communication behavior in your organization.
17. Describe the bottom-up and top-down communications in your organization.
18. Give the concept of organizational culture.
19. Describe the organizational culture management process.
20. Give a concept of the motivation process.
21. Describe meaningful theories of motivation (Maslow, McGregor, Herzberg, Alderfer, Mckelland).
22. Performance assessment and organizational behavior.
23. Discover the role of money in HR management.
24. Describe the behavioral aspects of performance appraisal.
25. Give a general concept of systems of economic incentives for employee behavior.

Advanced level (creative transfer, application)

1. You are going to make a career as a manager. What kind of education should you have?
2. Your supervisor made a professionally unsubstantiated decision. What is your position? Justify your answer.
3. Your organization is being promoted to the position of a leader, and advertising and promotion costs are necessary, which will lead to a decrease in employee income? How do you explain your decision to them? Justify your answer.

High level (analysis, synthesis, evaluation)

1. Compare scientific approaches to modern management.
2. Analyze the models of modern management.
3. Analyze the organization's HR management theories.
4. Summarize approaches to information management.
5. Discover effective company management technologies.
6. Describe the process of forming the organization's mission statement.

7. Discover the significance of the strategy for a modern organization.

8. Identify the most effective aspects of meaningful motivation theories (Maslow, McGregor, Herzberg, Alderfer, McClelland) for a modern organization.
9. Identify the most effective aspects of meaningful motivation theories (expectations theory, goal setting theory, equity theory, and the concept of participatory management) for a modern organization.
10. Explain the specifics of financial incentives in a private company.
11. Describe the forms of employee performance appraisal.
12. Discover the nature of leadership.
13. Describe the correlation of power and responsibility.
14. Discover the relationship between the individual and the organization.
15. Describe the stages of the company's life cycle.
17. Describe the features of the development and functioning of the manager's attitudes and values.
18. Reveal the relationship between the interests of the business and the employee.
19. Describe the characteristics of formal and informal leaders.
20. Open the concept of innovation.