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MINISTRY OF SCIENCE AND HIGHER EDUCATION OF THE RUSSIAN FEDERATION

Federal State Autonomous Educational Institution of Higher Education

"Moscow Polytechnic University"

(Moscow Poly)

APPROVE
Vice-President
for International Affairs
_____ /Yu.D. Davydova/
"30" 05 2022

Dean,
Faculty of Economics and Management
_____ /A.V. Nazarenko/
"30" 05 2022

WORKING PROGRAM OF THE DISCIPLINE

"Perspective management"

Field of study
38.03.02 Management

Educational program (profile)
"Business Process Management"

Qualification (degree)
Bachelor

Form of study
Part-time

Moscow 2022

1. The goals of mastering the discipline

The main goal of mastering the discipline "Perspective Management" should include the formation of students' knowledge and skills in the field of long-term planning technologies.

The main tasks of mastering the discipline "Perspective management" should include:

– Mastering the theory of methodology and technologies of planning and forecasting.

– Familiarization with domestic and foreign experience in the use of advanced planning technologies.

– Assessment of the feasibility of applying long-term planning.

2. The place of the discipline in the structure of the bachelor's program

The discipline "Perspective Management" is one of the elective academic disciplines of the basic cycle (B1.2.ED) of the bachelor's degree program.

The discipline "Perspective Management" is interconnected logically and meaningfully and methodically with the following disciplines and practices of the EP:

- Project activity
- Fundamentals of Management
- Business process management
- Economic theory

3.The list of planned learning outcomes for the discipline (module), correlated with the planned results of mastering the educational program.

As a result of mastering the discipline, students form the following competence and the following learning outcomes should be achieved as a stage in the formation of the relevant competence:

Competency code	As a result of mastering the educational program, the student must have	List of planned learning outcomes by discipline
PC-5	Capable of gathering information about business problems and identifying business opportunities in the organization	**know:**modern domestic and foreign experience in the use of advanced planning - technologies. **be able to:**formulate goals, objectives and a set of measures for the application of advanced planning technology. **own:**methods and approaches to identify the reasons for the use of advanced planning technologies; forecasting skills.

4. Structure and content of the discipline

Part-time education

The total labor intensity of the discipline is 5 credit units, i.e. 180 academic hours (of which 126 hours are independent work of students).

Sections of the discipline "Perspective Management" are studied in the third year.

Sixth semester:lectures - 18 hours, seminars - 36 hours, the form of control - an exam.

The structure and content of the discipline "Perspective Management" in terms of terms and types of work are reflected in the Appendix.

The content of the sections of the discipline

Topic 1: Management development trends in the context of economic development

The main milestones in the development of management. Influence of economic development on the development of new directions in management. The need to develop promising management for the development of the economy in the context of digitalization.

Topic 2: Forecasting and planning in management.

Planning and forecasting as the main functions of classical management theory. Planning and forecasting as tools of strategic management and key technologies for perspective management.

Topic 3: Strategic management

The main stages of strategy development, goal setting and strategy, Strategic management and its features, strategic management in the face of change.

Topic 4: Business Process Management.

Business process management as the main management technology of modern management. Basic business process management. Efficiency of business process management.

Topic 5: Business Process Engineering.

Business engineering as a strategic management technology. Fundamentals of business engineering. Engineering and digital economy.

Topic 6: Controlling.

Controlling as a function of management. Controlling and its importance in the digital economy. Controlling as a source of innovation and change.

Topic 7: Innovation management

Innovation as a basis for economic development. Innovation management and its features. The main directions of development of innovation management.

Topic 8: Management Decision Making

Classification of management decisions, requirements for management decisions, evaluation criteria and basic technologies for making management decisions. Influence of the decision on the quality and efficiency of management.

Topic 9: Human Resource Management

Human resources as strategic resources of the organization. The main modern technologies for the development of human resources. Influence of human resources on competitiveness, ability to develop and quality of management.

5. Educational technologies

The methodology for teaching the discipline "Perspective Management" and the implementation of a competency-based approach in the presentation and perception of the material provides for the use of the following active and interactive forms of conducting group, individual, classroom classes in combination with extracurricular work in order to form and develop the professional skills of students:

– lectures;

- preparation for seminars;

– preparation, presentation and discussion of reports at seminars.

The proportion of classes conducted in interactive forms is determined by the main goal of the educational program, the peculiarity of the contingent of students and the content of the discipline"Perspective management" and the discipline as a whole makes up at least 50% of classroom lessons.

6. Evaluation tools for current monitoring of progress, intermediate certification based on the results of mastering the discipline and educational and methodological support for independent work of students

In the learning process, the following assessment forms of independent work of students, assessment tools for monitoring progress and intermediate assessments are used:

Evaluative means of monitoring progress include control questions and tasks in the form of blank testing, participation in a business game, and presentation of a report.

When performing current control, it is possible to use test material. Samples of control questions and tasks for conducting current control are given in the appendix. When implementing the undergraduate program, the organization has the right to use e-learning and distance learning technologies.

When teaching people with disabilities, e-learning and distance learning technologies should provide for the possibility of receiving and transmitting information in forms accessible to them.

Samples of questions and tasks for conducting current control are given in the appendix.

6.1. Fund of assessment tools for conducting intermediate certification of students in the discipline (module).

6.1.1. A list of competencies indicating the stages of their formation in the process of mastering the educational program.

As a result of mastering the discipline (module), the following competence is formed:

Competency code	As a result of mastering the educational program, the student must have
PC-5	Capable of gathering information about business problems and identifying business opportunities in the organization

In the process of mastering the educational program, this competence, including their individual components, is formed in stages during the development of disciplines (modules), practices by students in accordance with the curriculum and calendar schedule of the educational process.

6.1.2. Description of indicators and criteria for assessing competencies formed on the basis of the results of mastering the discipline (module), description of assessment scales

An indicator of competency assessment at various stages of their formation is the achievement by students of the planned learning outcomes in the discipline (module).

PC-5 -Capable of gathering information about business problems and identifying business opportunities in the organization				
Index	**Evaluation criteria**			
	2	**3**	**four**	**5**
know:modern domestic and foreign experience in the use of advanced planning technologies. .	The student demonstrates the complete absence or insufficient compliance of the following knowledge: principles of goal-setting, types, methods, principles, tools of scientific and	The student demonstrates incomplete compliance of the following knowledge with the principles of goal setting, types, methods, principles, tools of scientific and technical forecasting and planning,	The student demonstrates partial compliance with the following knowledge: principles of goal setting, types, methods, principles, tools for scientific and technical forecasting and planning, features of the organization of	The student demonstrates full compliance with the following knowledge: principles of goal-setting, types, methods, principles, tools for scientific and technical forecasting and

	technical forecasting and planning, features of the organization of forecasting and planning at the enterprise.	features of the organization of forecasting and planning at the enterprise. Significant errors are made, there is a lack of knowledge, for a number of indicators, the student experiences significant difficulties in operating knowledge as they are transferred to new situations.	forecasting and planning at the enterprise, but minor errors, inaccuracies, and difficulties in analytical operations are allowed.	planning, features of the organization of forecasting and planning at the enterprise, freely operates with the acquired knowledge.
be able to:formulate goals, objectives and a set of measures for the application of advanced planning technology.	The student does not know how or insufficiently knows how to use quantitative and qualitative methods for conducting scientific research and managing innovation processes.	The student demonstrates incomplete compliance with the following skills: use quantitative and qualitative methods to conduct research and manage innovation processes.	The student demonstrates partial compliance with the following skills: use quantitative and qualitative methods to conduct research and manage innovation processes. Skills are mastered, but minor errors, inaccuracies, difficulties in analytical operations, transferring skills to new, non-standard situations are allowed.	The student demonstrates full compliance with the following skills: use quantitative and qualitative methods to conduct research and manage innovation processes. Freely operates with acquired skills, applies them in situations of increased complexity.
own:methods and approaches to identify the reasons for the use of advanced planning technologies, forecasting skills	The student does not possess or insufficiently possesses the skills to assess the economic and social conditions for the implementation of innovative programs; - methods and tools for forecasting and planning innovative development.	The student has the skills to assess the economic and social conditions for the implementation of innovative programs; - methods and tools for forecasting and planning innovative development. Forecasting skills, significant errors are made, there is a lack of skills in a number of indicators, the student experiences significant difficulties in applying skills in new situations.	The student partially owns the skills of assessing the economic and social conditions for the implementation of innovative programs; - methods and tools for forecasting and planning innovative development. Forecasting skills are mastered, but minor errors, inaccuracies, difficulties in analytical operations, transferring skills to new, non-standard situations are allowed.	The student fully owns the skills of assessing the economic and social conditions for the implementation of innovative programs; - methods and tools for forecasting and planning innovative development, freely applies the acquired skills in situations of increased complexity.

Scales for assessing the results of intermediate certification and their description:
Form of intermediate certification: exam.

Intermediate certification of students in the form of an exam is carried out based on the results of all types of educational work provided for by the curriculum for a given discipline (module), while taking into account the results of current monitoring of progress during the semester. The assessment of the degree of achievement by students of the planned learning outcomes in the discipline (module) is carried out by the teacher conducting classes in the discipline (module) by the method of expert assessment. Based on the results of the intermediate attestation for the discipline (module), the mark "excellent", "good", "satisfactory" or "unsatisfactory" is given.

Only students who have completed all types of academic work provided for by the work program in the discipline "Perspective Management" are allowed to the intermediate certification (passed the intermediate control)

Evaluation scale	Description
Excellent	All types of educational work provided for by the curriculum were completed. The student demonstrates the correspondence of knowledge, skills and abilities given in the tables of indicators, operates with the acquired knowledge, skills, skills, applies them in situations of increased complexity. In this case, minor errors, inaccuracies, difficulties in analytical operations, transferring knowledge and skills to new, non-standard situations can be made.
Good	All types of educational work provided for by the curriculum were completed. The student demonstrates incomplete, correct correspondence of knowledge, skills, and abilities given in the tables of indicators, or if 2-3 minor errors were made at the same time.
Satisfactorily	All types of educational work provided for by the curriculum were completed. The student demonstrates the conformity of knowledge, which covers the main, most important part of the material, but at the same time one significant error or inaccuracy was made.
unsatisfactory	One or more types of educational work provided for by the curriculum have not been completed. The student demonstrates incomplete correspondence of knowledge, skills and abilities given in the tables of indicators, significant errors are made, the lack of knowledge, skills and abilities is manifested in a number of indicators, the student experiences significant difficulties in operating knowledge and skills when transferring them to new situations.

The evaluation funds are presented in the annex to the work program.

7. Educational, methodological and information support of the discipline "Perspective management"

1. Stegniy V. N. Forecasting and planning textbook for universities - M .: Yurayt Publishing House, 2021. - 210 p. —ISBN 978-5-534-14403-1. — Text: electronic // Educational platform Urayt [website]. — URL: https://urait.ru/bcode/477537

2. Nevskaya N. A. Macroeconomic planning and forecasting in 2 hours. Part 1: textbook and workshop for universities - 2nd ed., corrected. - M .: Yurait Publishing House, 2021. - 310 p. - ISBN 978-5-534-02360-2. — Text: electronic // Educational platform Urayt [website]. - url:https://urait.ru/bcode/472308b)

b) additional literature:

1. Gerchikova I.N. Management: a textbook for universities. M.: Unity-Dana, 2015. 510 p. http://www.knigafund.ru/books/197258/read#page1

The possibility of using e-learning, distance learning technologies is provided.

eight. Logistics support of discipline.

Audience for lectures and seminars of the general fund. Training tables with benches, classroom board, portable multimedia complex (projector, projection screen, laptop). Teacher's workplace: table, chair.

9. Guidelines for students when working on lecture notes during the lecture

Lecture - a systematic, consistent, monologue presentation by the teacher of educational material, as a rule, of a theoretical nature. When preparing a lecture, the teacher is guided by the working program of the discipline. In the course of lectures, it is recommended to take notes, which will later allow you to recall the studied educational material, supplement the content during independent work with literature, and prepare for the exam.

You should also pay attention to categories, formulations that reveal the content of certain phenomena and processes, scientific conclusions and practical recommendations, positive experience in oratory. It is advisable to leave fields in the working notes on which to make notes from the recommended literature, supplementing the material of the lecture heard, as well as emphasizing the particular importance of certain theoretical positions.

Lecture conclusions summarize the teacher's reflections on educational issues. The teacher provides a list of used and recommended sources for studying a particular topic. At the end of the lecture, students have the opportunity to ask questions to the teacher on the topic of the lecture. When lecturing on the discipline, electronic multimedia presentations can be used.

Guidelines for students when working at the seminar

Seminars are implemented in accordance with the working curriculum with consistent study of the topics of the discipline. In preparation for the seminars, the student is recommended to study the basic literature, get acquainted with additional literature, new publications in periodicals: magazines, newspapers, etc. In this case, the recommendations of the teacher and the requirements of the curriculum should be taken into account. It is also recommended to refine your lecture notes by making appropriate entries in it from the literature recommended by the teacher and provided by the curriculum. Abstracts should be prepared for presentations on all educational issues submitted to the seminar.

Since the student's activity in seminars is the subject of monitoring his progress in mastering the course, preparation for seminars requires a responsible attitude. In interactive classes, students should be active.

Guidelines for students on the organization of independent work

Independent work of students is aimed at independent study of a separate topic of the academic discipline. Independent work is mandatory for each student, its volume is determined by the curriculum. During independent work, the student interacts with the recommended materials with the participation of the teacher in the form of consultations. To perform independent work, methodological support is provided. The electronic library system (electronic library) of the university provides the possibility of individual access for each student from any point where there is access to the Internet.

10.Methodological recommendations for the teacher (Guidelines for making presentations)

A presentation (from the English word - presentation) is a set of color slide pictures on a specific topic, which is stored in a special format file with the PP extension. The term "presentation" (sometimes called "slide film") is associated primarily with the information and advertising functions of pictures that are designed for a certain category of viewers (users).

Multimedia computer presentation is:

- dynamic synthesis of text, image, sound;
- the most modern software interface technologies;
- interactive contact of the speaker with the demonstration material;
- mobility and compactness of information carriers and equipment;
- ability to update, supplement and adapt information;
- low cost.

Rules for the design of computer presentations

General Design Rules

Many designers argue that there are no laws and rules in design. There are tips, tricks, tips. Design, like any kind of creativity, art, like any way of some people to communicate with others, like language, like thought, will bypass any rules and laws.

However, there are certain recommendations that should be followed, at least for novice designers, until they feel the strength and confidence to create their own rules and recommendations.

Font design rules:

- Serif fonts are easier to read than sans-serif fonts;
- Capital letters are not recommended for body text.
- Font contrast can be created through: font size, font weight, style, shape, direction, and color.
- Rules for choosing colors.
- The color scheme should consist of no more than two or three colors.
- There are incompatible color combinations.
- Black color has a negative (gloomy) connotation.
- White text on a black background is hard to read (inversion is hard to read).

Presentation design guidelines

In order for the presentation to be well perceived by the audience and not cause negative emotions (subconscious or completely conscious), it is necessary to follow the rules for its design.

The presentation involves a combination of information of various types: text, graphics, musical and sound effects, animation and video clips. Therefore, it is necessary to take into account the specifics of combining fragments of information of various types. In addition, the design and demonstration of each of the listed types of information is also subject to certain rules. So, for example, for textual information, the choice of font is important, for graphic information - brightness and color saturation, for their best joint perception, optimal relative position on the slide is necessary.

Consider recommendations for the design and presentation of various types of materials on the screen.

Formatting text information:

- font size: 24-54 pt (headline), 18-36 pt (plain text);
- font color and background color should contrast (the text should be well read), but not hurt the eyes;
- font type: smooth sans-serif font for body text (Arial, Tahoma, Verdana), decorative font can be used for heading if it is legible;
- italics, underlining, bold, capital letters are recommended to be used only for semantic highlighting of a text fragment.

Formatting graphic information:

- drawings, photographs, diagrams are designed to supplement textual information or convey it in a more visual form;
- it is desirable to avoid drawings in the presentation that do not carry a semantic load if they are not part of the style design;
- the color of graphic images should not contrast sharply with the overall style of the slide;
- illustrations are recommended to be accompanied by explanatory text;
- if a graphic image is used as a background, then the text on this background should be well readable.

The content and location of information blocks on the slide:

- there should not be too many information blocks (3-6);
- the recommended size of one information block is no more than 1/2 of the slide size;
- it is desirable to have on the page blocks with different types of information (text, graphs, diagrams, tables, figures) that complement each other;
- keywords in the information block must be highlighted;
- information blocks should be placed horizontally, blocks related in meaning - from left to right;
- the most important information should be placed in the center of the slide;
- the logic of presenting information on slides and in the presentation should correspond to the logic of its presentation.

In addition to the correct arrangement of text blocks, one must not forget about their content - the text. In no case should it contain spelling errors. You should also take into account the general rules for formatting the text.

After creating a presentation and its design, you need to rehearse its presentation and your performance, check how the presentation will look like as a whole (on a computer screen or projection screen), how quickly and adequately it is perceived from different audience locations, under different lighting conditions, noise accompaniment, in an environment as close as possible to the real conditions of the performance.

The work program was compiled on the basis of the Federal State Educational Standard of Higher Education in the direction of training bachelors on March 38, 02 "Management", approved by order of the Ministry of Education and Science of the Russian Federation of August 12, 2020 No. 970 (Registered in the Ministry of Justice of Russia on August 25, 2020 No. 59449).

The program was made by:
Art. teacher of the department "Management" / Koshel I.S. /
The program was approved at a meeting of the department "Management"
August 29, 2022, Protocol No. 1

Head of the Department "Management"
k. e. PhD, Associate Professor / Alenina E.E. /

Attachment 1

Structure and content of the discipline
"Perspective Management"
in the direction of preparation 38.03.02 "Management" (bachelor)
educational program "Business Process Management"
Part-time education

Chapter	Semester	A week semester	Types of educational work, including independent student work, and labor intensity in hours					Types of independent work students					Forms of attestation	
			L	F/N	Lab	SRS	DAC	K.R.	K.P.	K/R	T	DC	E	Z
Topic 1: Management development trends in the context of economic development	6	1-2	2	four		fourteen						+		
Topic 2: Forecasting and planning in management.	6	3-4	2	four		fourteen						+		
Topic 3: Strategic management	6	5-6	2	four		fourteen						+		
Topic 4: Business Process Management.	6	7-8	2	four		fourteen						+		
Topic 5: Business Process Engineering.	6	9-10	2	four		fourteen						+		
Topic 6: Controlling	6	11-12	2	four		fourteen						+		
Topic 7: Innovation management	6	13-14	2	four		fourteen						+		
Topic 8: Management Decision Making	6	15-16	2	four		fourteen						+		
Topic 9: Human Resource Management	6	17-18	2	four		fourteen						+		
Appraisal Form												one	**E**	

Total hours per discipline			eighteen	36		126								

Appendix 2 to
work program

MINISTRY OF EDUCATION AND SCIENCE OF THE RUSSIAN FEDERATION

FEDERAL STATE BUDGETARY EDUCATIONAL INSTITUTION OF HIGHER EDUCATION

"MOSCOW POLYTECHNIC UNIVERSITY"

(MOSCOW POLYTECH)

Direction of training: 38.03.02 "Management"

EP (educational program): "Business Process Management"

Form of study: full-time, part-time

Type of professional activity: organizational and managerial, information and analytical, entrepreneurial

Department: "Management"

VALUATION FUND

BY DISCIPLINE

"Perspective Management"

Composition: 1. Passport of the fund of appraisal funds

2. Description of evaluation tools

Compiled by:

Art. teacher Co.shel I.S.

Moscow, 2022

INDICATOR OF THE LEVEL OF FORMATION OF COMPETENCES

Perspective management					
GEF VO 38.03.02 "MANAGEMENT"					
In the process of mastering this discipline, the student forms and demonstrates the following **competencies**:					
COMPETENCES		**List of components**	**Competence formation technology**	**Assessment Tool Form****	**Degrees of levels of development of competencies**
INDEX	**FORMULATION**				
PC-5	Capable of gathering information about business problems and identifying business opportunities in the organization	**know:**modern domestic and foreign experience in the use of advanced planning technologies. **be able to:**formulate goals, objectives and a set of measures for the application of advanced planning technology. **own:**methods and approaches to identify the reasons for the use of advanced planning technologies, forecasting skills.	lecture, independent work, seminars	DS, T, E	**A basic level of** - knowledge of basic theoretical data on the methodology of long-term planning and methods of its application. **Enhanced level** - possession of methods and skills of economic forecasting; - the ability to apply a set of techniques for long-term planning.

Appendix 3
to work program

List of assessment tools by discipline

Perspective management

OS number	Name of the evaluation tool	Brief description of the evaluation tool	Presentation of the evaluation tool in the FOS
one	Report, message (DS)	The product of the student's independent work, which is a public performance on the presentation of the results of solving a specific educational, practical, educational, research or scientific topic	Topics of reports, messages
2	Test (T)	A system of standardized tasks that allows you to automate the procedure for measuring the level of knowledge and skills of a student.	Fund of test tasks
3	Exam (E)	The final form of knowledge assessment. In higher education institutions are held during the session.	Questions for the exam

Questions for the exam in the discipline "Perspective Management" formation of competence PC-5

1. Essence of planning and stages of its implementation.
2. Planning is the basis of enterprise management, its management functions.
3. The concept of on-farm planning and the system of its plans.
4. Goals, objectives, principles and methods of planning.
5. Essence of planning and its scientific significance.
6. Planning is the basis of enterprise management, its management functions.
7. The content and organization of business planning in the enterprise
8. Theoretical foundations of business.
9. The essence and importance of business planning in enterprise management
10. Indicate the main stages of business planning
11. The concept of on-farm planning and the system of its plans.
12. Structure and content of business plan sections
13. Goals and objectives of strategic development.
14. Business and its participants
15. Organization of the business planning process at the enterprise
16. The role, practice and unused opportunities of business planning in the Russian Federation
17. The concept, purpose, objectives and features of drawing up a business plan
18. The main functions of a business plan.
19. The difference between a business plan and other planning documents
20. General recommendations for drawing up a business plan. Brief methodology for compiling a business plan.

21. Planning process technology.
22. Stages of planning, technology and organization of preparation for the development of the plan.
23. Organization of the planning process
24. Forecasting, its functions and role in planning the activities of the organization.
25. Main planned indicators; validity and methods for establishing feasibility studies
26. norms.
27. Methods for forecasting the business environment of an enterprise, their classification and characteristics.
28. The main directions of forecasting the business environment.
29. Classification of planning methods
30. balance method.
31. Normative method of planning.
32. Program-target method of planning.
33. Investment attractiveness and the role of investment planning as part of strategic
34. plans.
35. Analysis of the external and internal environment of the enterprise.
36. Fundamentals of planning investment activities.

Exam ticket form

MINISTRY OF EDUCATION AND SCIENCE OF THE RUSSIAN FEDERATION
FEDERAL STATE AUTONOMOUS EDUCATIONAL INSTITUTION OF HIGHER EDUCATION
"MOSCOW POLYTECHNICAL UNIVERSITY"
(MOSCOW POLYTECH)

Faculty of Economics and Management_____ Department of "Management"
Discipline: Perspective management
Direction of training: 38.03.02 "Management"
Course: __, group _____, form of education: full-time, part-time, part-time

EXAMINATION TICKET No. 1.
1. Question assessing the competence of SC-5
2.Question assessing the competence of SC-5

Approved at the meeting of the department "29" August 2022, protocol No. 1.

Head Department of "Management" _____ /Alenina E.E./

Topics of reports (optional) by discipline
"Perspective Management"
formation of competence PC-5

1. The content of management and its object.
2. Control system and its components.
3. Management in a market economy.
4. The system of management laws and their economic meaning.
5. Characteristics of the basic principles of management.
6. Basic approaches to management.
7. Organization as an object of management: concept and main features.
8. The concept of the life cycle of an organization and its phases.
9. Stages of development of management as a science.
10. School of Scientific Management.
11. Classical (administrative) school of management.
12. School of Human Relations.
13. School of Behavioral Sciences.
14. Empirical School of Management.
15. The School of Social Systems and the New School.
16. Factors of the internal environment of the organization.
17. Factors of indirect influence.
18. Factors of direct influence.
19. Adaptation of the organization to the conditions of the external environment.
20. Methods for analyzing the internal and external environment of the organization.
21. Economic methods of management.
22. Administrative methods and the effectiveness of their use.
23. Features of the application of socio-psychological methods of management.
24. Planning is a central function of management.
25. Types and methods of planning.
26. Goal management and its characteristics.
27. Organization as a function of management.
28. Types of powers and their characteristics.
29. Effective organization of delegation of authority.
30. Motivation as a function of management.
31. Content theories of motivation.
32. Process theories of motivation.
33. Management control and its essence.
34. Stages of control in the organization.
35. Conditions for the effectiveness of managerial control.
36. Levels of division of labor of managers in the organization.
37. Requirements for modern managers.
38. managerial roles.

Report Evaluation Criteria

No	Criterion	Grade			
		ex.	choir.	satisfactory	unsatisfactory

ò n e	Report Structure	The report contains semantic parts, balanced in volume	The report contains three semantic parts, unbalanced in volume	One of the semantic parts of the report is missing	The report does not trace the presence of semantic parts
2	Content of the report	The content reflects the essence of the problem under consideration and the main results obtained.	The content does not fully reflect the essence of the problem under consideration or the main results obtained.	The content does not fully reflect the essence of the problem under consideration and the main results obtained.	The content does not reflect the essence of the problem under consideration or the main results obtained.
3	Ownership of the material	The student fully owns the material presented, is oriented in the problem, freely answers questions	The student owns the material presented, is oriented in the problem, finds it difficult to answer some questions	The student is not fluent enough in the material presented, poorly oriented in the problem	The student does not own the material presented, poorly oriented in the problem
f o u r	Relevance to the topic	The presented material is fully consistent with the stated topic.	The material presented contains elements that are not relevant to the topic.	The material presented contains a large number of elements that are not related to the topic.	The material presented is slightly relevant to the topic.

Tests by discipline "Perspective Management" formation of competence PC-5

1. How is current control carried out in the organization?

1. By hearing the employees of the organization at production meetings;
2. By monitoring the work of workers;
3. + With the help of a feedback system between the governing and managed systems;
4. By reporting at gatherings and meetings;
5. Superior structure.

2. Who should exercise control over the fulfillment of the tasks assigned to the team?

1. Specialists;
2. Workers;
3. + Leaders;
4. Individual leaders;

5. Ministries.

3. Control is:

1. + Type of management activity to ensure the fulfillment of certain tasks and the achievement of the goals of the organization;

2. Type of human activity;

3. Monitoring the work of the organization's personnel;

4. Monitoring the performance of individual tasks by personnel;

5. Constant review of how the organization is achieving its goals and adjusting its actions.

4. To reduce the need for control, it is advisable:

1. + Create organizational and socio-psychological conditions for staff;

2. Create appropriate social conditions for the staff;

3. Create appropriate organizational conditions for staff;

4. Constantly improve the system of stimulating the work of personnel;

5. Constantly improve the skills of the staff.

5. Control must be:

1. Objective and vowel;

2. Vowel and effective;

3. + Objective, businesslike, efficient, systematic and public.

4. efficient;

5. Current.

6. What is the basis of labor motivation in Japanese corporations?

1. Receiving high material rewards;

2. + Harmonization between labor and capital;

3. Recognition of merit;

4. Continuous staff development;

5. Achieving competitive advantage.

7. What are the main groups of needs identified by the Ukrainian scientist Tugan-Baranovsky?

1. Physiological and altruistic;

2. Sexual and physiological;

3. + Physiological, sexual, symptomatic instincts and needs, altruistic;

4. Physiological and symptomatic;

5. Physiological, needs for security, for belonging, for self-expression, for self-actualization.

8. When did the question of labor motivation historically arise?

1. Since the advent of money;

2. Since the emergence of organizations;

3. Since the appearance of the head of the organization;

4. + Since the birth of organized production;

5. During the bourgeois revolutions in Europe.

Test - 9. How should prestige motives be understood?

1. Attempts by the employee to take the highest position in the organization;

2. + Attempts of the worker to realize his social role to take part in socially important work;

3. Attempts of the employee to receive a high salary;

4. Worker's attempts to take part in social work;

5. Worker's attempts to influence other people.

10. What are the main groups of motives for work singled out by the Ukrainian scientist V. Podmarkov?

1. Security and recognition;

2. Recognition and prestige;

3. + Security, recognition, prestige;

4. Security and prestige;

5. Image, prestige.

11. Operational plans are developed for a period of:

1. + Six months, a month, a decade, a week;

2. On working days;

3. 3-5 years;

4. 1 year;

5. 10 years.

12. Planning is understood as:

1. Type of activity;

2. + A separate type of management activity, which determines the perspective and future state of the organization;

3. Development perspective;

4. State of the organization;

5. Integration of activities.

13. Organizational planning is carried out:

1. Only at the highest level of management;

2. At the highest and middle levels of management;

3. At the middle level of management;

4. + At all levels of management;

5. Determining the needs of subordinates.

14. If you have to explain what the planning function is, you will say that it is:

1. + Establishing goals and objectives for the development of management objects, determining ways and means to achieve them;
2. Establishing the goals of the organization;
3. Determination of ways and means of performing tasks;
4. Determination of ways to achieve the goals of the organization;
5. Modeling the actions of the organization.

15. One of the forms of monopoly, the union of many industrial, financial and commercial enterprises that formally remain independent, but in fact are subject to financial control andmanagement of the group of enterprises dominating in the association:

1. + Concern;
2. Cartel;
3. Consortium;
4. Corporation;
5. Association.

16. A type of economic activity in which part of the participants is liable for debts with all their property, and part only within the limits of their contributions to the statutory fund

1. Subsidiary partnership;
2. Limited Liability Partnership;
3. General partnership;
4. + Limited partnership;
5. Joint stock company.

17. A type of economic activity in which its participants are liable for the debts of the enterprise with their contributions to the statutory fund, and in the event of a shortage of these amounts, additional property that belongs to them:

1. General partnership;
2. Limited Liability Partnership;
3. Limited partnership;
4. + Partnership with additional liability;
5. Production cooperative.

18. The type of economic activity, when all its participants are engaged in joint entrepreneurial activities and are jointly and severally liable for the obligations of the company with all their property, is:

1. Partnership with additional liability;
2. Limited Liability Partnership;
3. + General partnership;

4. Limited partnership;

5. Joint stock company.

19. An organization that has unambiguous internal relationships and strict regulation of all aspects of activity is:

1. Primary organization;

2. Organic organization;

3. Secondary organization;

5. At the corporate level.

20. The means of labor motivation do not include:

1. Rewards;

2. Holding production meetings;

3. Staff development;

4. + Providing conditions for self-expression;

5. Announcement of gratitude.

21. The following theory of motivation is based on the confidence that a person will receive a reward for a certain work performed:

1. Fairness;

2. Needs;

3. Rewards;

4. + Expectations;

5. Assumptions.

22. In accordance with the Mescon concept, the main (general) management functions are implemented in the following order:

1. + Planning, organization, motivation, control;

2. Organization, planning, control, motivation;

3. Planning, organization, control, motivation;

4. Motivation, control, planning, organization;

5. Strategy, planning, organization, control.

23. When is the final control carried out in the organization?

1. Before the actual start of work;

2. + After the completion of the planned work;

3. During certain works;

4. When it is convenient for the leader;

5. After reaching the set goals.

24. When is current control carried out in the organization?

1. After performing certain work;

2. Before the actual start of certain work;

3. + During certain works;

4. When it is convenient for the leader;

5. When it is convenient for the team.

25. What does the managerial function "motivation" provide?

1. Achievement of personal goals;

2. + Encouraging employees to effectively fulfill their tasks;

3. Implementation of the adopted management decisions;

4. Ensuring undeniable influence on the subordinate;

5. Motivation of workers to activity.

26. If you have to explain what the motivation function is, then you will say that it is:

1. The process of achieving the goals set for the administration;

2. Motivating oneself to effective activity;

3. + The process of encouraging oneself and others to effective activities to achieve the goals set for the organization;

4. A way to influence the staff in order to achieve goals;

4. + Mechanistic organization;

5. Dynamic organization.

27. The following phases of the organization's life cycle are defined:

1. Creation, formation, development, revival;

2. Birth, maturity;

3. + Birth, childhood, youth, maturity, aging, rebirth;

4. Birth, maturity, rebirth;

5. Creation, development, maturity, aging.

28. The main constituent elements of the internal environment of the organization do not include:

1. Consumers, competitors, laws;

2. + Goals, tasks;

3. Personnel, technology;

4. Management structure;

5. Consumers.

29. What should be understood as the mission of the organization?

1. The main tasks of the organization;

2. The main functions of the organization;

3. Main line of business;

4. + Clearly expressed reasons for existence;

5. Basic principles of organization.

30. If you have to explain what is meant by an organization, you will say that it is:

1. Association of people to perform certain work;

2. + A conscious association of people that acts on the basis of certain procedures and rules and jointly implements a certain program or goals;

3. A group of people who jointly implement certain programs; .

4. A group of people who unite on the basis of sympathy for each other to achieve personal goals;

5. Association of people by interests.

31. The internal environment includes:

1. Suppliers, human resources, laws and regulatory agencies, consumers, competitors;

2. The state of the economy, changes in politics, social culture, scientific and technical progress, technology, group interests, international environment;

3. + Goals, personnel, tasks, structure, technology, organizational culture;

4. Plans, forecasts, organizational structure, motivation, control;

5. Partners, personnel, socio-psychological conditions.

32. Management test. The external environment of an indirect action organization includes:

1. Suppliers, human resources, laws and regulatory agencies, consumers, competitors;

2. + The state of the economy, changes in politics, social culture, scientific and technical progress, technology, group interests, international environment;

3. Goals, personnel, tasks, structure, technology, organizational culture;

4. Plans, forecasts, organizational structure, motivation, control;

5. Partners, personnel, socio-psychological conditions.

33. What management principles did the ancient Greek philosopher Aristotle substantiate in his book "Nicomachean Ethics"?

1. + Ethical and aesthetic principles;

2. Organizational;

3. Corporate;

4. Moral principles;

5. Specific principles.

34. How can one explain the essence of the principle of "subordination of personal interest to the general"?

1. The organization should always take into account only the personal interest of the leaders of the organization;

2. The interest of one employee must prevail over the interests of the organization as a whole;

3. The interest of individual managers must prevail over the interests of individual groups of workers;

4. + In an organization, the interests of one employee or group should not prevail over the interests of the organization as a whole;

5. The interest of the organization should not prevail over the interests of the team.

35. What does discipline provide as a management principle?

1. Fulfillment of assigned tasks by all employees;

2. + Clear adherence by the administration of the enterprise and its personnel to the concluded collective agreement and contract;

3. Fulfillment of assigned tasks by managers;

4. Fulfillment of assigned tasks by the employees of the management apparatus;

5. Complete subordination of workers to the management apparatus.

36. What should modern management principles reflect?

1. Basic laws of management;

2. The main connections that are formed in the system;

3. Basic relations that are formed in the system;

4. + Basic properties, connections and relations of control that develop in the system;

5. The obligatory presence of a goal in management.

37. What is the basis of the management of any system?

1. + Principles that reflect the market conditions of management;

2. Management methods;

3. Management functions;

4. Financial resources;

5. Object of management.

38. Where, in the opinion of domestic and foreign management experts, was the practice of managing an organization formed?

1. In Sumeria, Macedonia, Rome, Kievan Rus;

2. In Kievan Rus;

3. +In Rome and Sumeria;

4. In Sumeria and Macedonia; 5. In the Russian Empire.

39. An approach that requires making an optimal decision, which depends on the ratio of interacting factors, is:

1. + Situational approach;

2. System approach;

3. Process approach;

4. Behavioral approach;

5. Current approach. ;

40. If management considers all processes and phenomena as an integral system that has new qualities and functions that are absent from the elements that make them up, then we are dealing with:

1. Behavioral approach.

2. Process approach;

3. Situational approach;

4.+System approach;

5. Current approach.

41. What is the constituent element of control?

1. + Marketing;

*2.*Management;

3. Economic processes;

4. Socio-economic processes;

5. Finance.

42. What methods of management, organizations have a leading role inmodern conditions?

1. + Economic;

2. Socio-psychological;

3. Organizational and administrative;

4. Administrative;

5. Socio-economic.

43. Primary needs include:

1. Psychological;

2. + Physiological;

3. Economic;

4. Material;

5. Social.

44. Needs are:

1. Primary and internal;

2. Internal and secondary;

3. + Primary, secondary, internal and external;

4. Internal and external;

5. Primary and external.

45. Motivation is based on:

1. Needs and self-expression;

2. + Needs and rewards;

3. Rewards and satisfaction of individuals;

4. Satisfaction of all people;

5. Self-expression and rewards.

46. The main form of material incentives for the personnel of the organization is:

1. Prizes;
2. Prizes and valuable gifts;
3. Valuable gifts and salary;
4. + Salary;
5. Bonuses and salary.

47. What creates the management structure of the organization?

1. A set of linear controls;
2. A set of functional services;
3. A set of linear and functional services (bodies);
4. + Set of controls;
5. A set of program-targeted services.

48. An analysis of the organization's competitors is carried out in order to:

1. Identifying their strategy and strengths;
2. Identifying their goals and strengths;
3. + Definition of their goals, strategies, strengths and weaknesses;
4. Strategy definitions;
5. Identifying their goals and weaknesses.

49. The objectives of the organization should satisfy the following basic requirements:

1. + Accessibility, concreteness, orientation in time;
2. Accessibility and orientation in time;
3. Orientation in time and concreteness;
4. Reachability;
5. Orientation in time.

50. When did the term “organization” become widespread in the economic literature?

1. In the 20s of the XX century;
2. In the 30s of the XX century;
3. + In the 60s of the XX century;
4. In the 70s of the XX century;
5. In the 80s of the XX century.

Criteria for evaluation:
Excellent - from 90% to 100% correct answers;
Good - from 75% to 90% correct answers;
Satisfactory - from 55% to 75% of correct answers;
Unsatisfactory - less than 55% of correct answers.