Документ подписан простой электронной подписью
Информация о владельце:
ФИО: Максимов Алексей Борисович
Должность: директор департамента по образовательной политике
Дата подписания: 18.09.2025 17:42:35
Уникальный программный ключ:
8db180d1a3f02ac9e60521a5672742735c18b1d6

MINISTRY OF SCIENCE AND HIGHER EDUCATION OF THE RUSSIAN FEDERATION

FEDERAL STATE AUTONOMOUS EDUCATIONAL INSTITUTION OF HIGHER EDUCATION

"MOSCOW POLYTECHNIC UNIVERSITY"
(MOSCOW POLYTECHNIC UNIVERSITY)

Faculty of Economics and Management

APPROVED BY
FEU Dean
_____ /A. V. Nazarenko/
«27» February 2025

WORKING PROGRAM OF THE DISCIPLINE

«Self-development and career management»

Direction of training/specialty
38.03.01 Economy

Profile/specialization
International business and foreign economic

Qualification
bachelor

Forms of study
full-time

Moscow, 2025

Developer(s):

Senior Lecturer, Department of
Human Resources Management,

/E.A. Nayanov/

Agreed:
Head of Department
"Human Resources Management", Doctor
of Economics, Professor /M.M. Krekova/

Content

1. Objectives, tasks and planned learning outcomes in the discipline 4
2. The place of the discipline in the structure of the educational program 4
3. Structure and content of the discipline..... 4
3.1. Types of academic work and labor intensity 5
3.2. Thematic plan for studying the discipline 5
3.3. Contents of the discipline 6
3.4. Topics of seminars/practical and laboratory classes 6
3.5. Subjects of course projects (course papers) 6
4. Educational, methodological and informational support..... 7
4.1. Regulatory documents and GOSTs 7
4.2. Main literature 7
4.3. Further reading 7
4.4. Electronic educational resources..... 7
4.5. Licensed and freely distributed software 7
4.6. Modern professional databases and information reference systems..... 7
5. Logistics support 7
6. Methodological recommendations 7
6.1. Methodological recommendations for the teacher on organizing training 7
6.2. Methodological instructions for students on mastering the discipline 9
7. Evaluation Fund 11
7.1. Methods of monitoring and assessing learning outcomes..... 11
7.2. Scale and criteria for assessing learning outcomes..... 11
7.3. Evaluation tools 12

1. Objectives, tasks and planned learning outcomes for the discipline

*The purpose of the discipline:*formation and development of students' personal and professional onal qualities in accordance with the direction of training.

Objectives of the discipline:

- to develop skills for making effective decisions in organizational processes business career management;
- to study conceptual views on the concept of self-development and career;
- learn to plan and manage a career, career trajectories.

Training in the discipline "Self-development and career management" is aimed at developing the following competencies in students:

Code and name development of competencies	**Indicators of Competence Achievement**
PC-9 Knows the basics professional development of personality la, ka- management rier and service- professional promotion of the first sonal, organized ions of work with personnel reserve and can apply them in practice	IPC-9.1. Knows: the system, methods, techniques, tools for building a professional career; criteria for determining short-term and long-term needs for personnel development and building their professional career; technologies for organizing events for the development and building of the professional career of personnel; requirements for documents and the main types of local regulatory acts of the organization governing the procedure for the development and building of the professional career of personnel; IPC-9.2. Can: draw up individual plans for the career development of personnel; determine the effectiveness of events for the development of personnel and building a professional career, formulate recommendations for their improvement; IPC-9.3. Has: skills in analyzing the effectiveness of events for the development of personnel, building a professional career; skills in preparing proposals for the development of personnel and building a professional career.
UK-6. Capable manage his own time, built- to implement and to follow the trajectory self-development on based on principles education in te- the teaching of a lifetime	IUK-6.1. Uses time management tools and methods when completing specific tasks, projects, and achieving set goals. IUK-6.2. Defines priorities of own activities, personal development and professional growth IUK-6.3. Demonstrates readiness to build a professional career and determine a strategy for professional development based on an assessment of labor market requirements, educational services market offers and taking into account personal capabilities and preferences

2. The place of the discipline in the structure of the educational program

The discipline refers to the part formed by the participants of educational relations of block B1 “Disciplines (modules)”.

The discipline “Self-development and career management” is interconnected logically and substantively with other disciplines of the curriculum that form the competencies of future bachelors in the direction 38.03.03 Human Resources Management.

3. Structure and content of the discipline

The total workload of the course is 3 credit units (108 hours).

3.1 Types of academic work and labor intensity

3.1.1. Part-time and part-time education

No. p/p	Type of academic work	Quantity hours	Semesters
1	**Classroom lessons**	**36**	4
	Including:		
1.1	Lectures	18	4
1.2	Seminars/practical classes	18	4
2	**Independent work**	**72**	4
	Including:		
2.1	Preparation for practical classes	42	4
2.2	Preparation of the report	6	4
2.3	Study of literature	16	4
2.4	Preparing for the test	8	
3	**Interim assessment**		
	Credit		4
	Total	**108**	4

3.2 Thematic plan for studying the discipline

3.2.1. Part-time and part-time education

No. p/p	Sections/Topics disciplines	Labor intensity, hour			
		Total	Classroom work		Independent work
			Lectures	Seminars/ practical ski classes	
1	**Section 1. Self-development. The concept of career and its types**	**52**	**8**	**8**	**36**
1.1	Topic 1. Self-development. Career and its types	16	2	2	12
1.2	Topic 2. Subjects of career process management	16	2	2	12
1.3	Topic 3. Planning self-development and career processes in the organization	20	4	4	12
2	**Section 2. Career Management**	**56**	**10**	**10**	**36**
2.1	Topic 4. Career Path Management	16	2	2	12
2.2	Topic 5. Individual career management	20	4	4	12
2.3	Topic 6. Features of business career management	20	4	4	12
	Total	**108**	**18**	**18**	**72**

3.3 Contents of the discipline

Section 1. Self-development. The concept of career and its types

Topic 1. Self-development. Career and its types

The concept of self-development. Self-development of the individual at different age stages. The concept and types of career. Factors determining career. Motives for career growth

Topic 2. Subjects of career process management

Concept and models of career processes. State and society as subjects of career process management. Organization and individual as subjects of career process management

Topic 3. Planning self-development and career processes in the organization

Motivation of self-development. Model of personal effectiveness. Tasks of self-development planning. Contextual planning. Long-term planning. Planning the day. Method of structured attention and planning horizons. Planning system based on the method of structured attention. Concept of career planning. Life cycle and stages of intra-organizational career. Technologies of employee career planning in the organization.

Section 2. Career Management

Topic 4. Career Path Management

Peculiarities of career process management in an organization. Professional orientation and career choice. Job transfers of employees

Topic 5. Individual career management

Setting career goals and individual career planning. Organizing and regulating individual career. Monitoring achievements and career processes.

Topic 6. Features of business career management

Career management of individual categories of employees. Gender aspects of career development. Non-traditional forms of career development of employees in the organization

3.4 Topics of seminars/practical classes

3.4.1. Seminars/practical classes *Practical/seminar lesson 1.*Self-development. Career and its types *Practical/seminar session 2.*Subjects of career process management

we

*Practical/seminar lesson 3,4.*Planning self-development and career processes in the organization

*Practical/seminar session 5.*Career Path Management *Practical/seminar lesson 6,7.*Individual career management *Practical/seminar lesson 8.9.*Features of business career management

3.5 Topics of course projects (course papers)

Not included in the curriculum

4. Educational, methodological and informational support

4.1 Regulatory documents and GOSTs

- Labor Code of the Russian Federation from30.12.2001 No. 197-FZ

4.2 Main literature

1. Personnel management: textbook and practical training for universities / A. A. Litvinyuk [et al.]; edited by A. A. Litvinyuk. — 3rd ed., revised and enlarged. — Moscow: Yurait Publishing House, 2023. — 461 p. — (Higher education). — ISBN 978-5-534-14697-4. — Text: electronic // Yurait Educational Platform [website]. — URL:https://urait.ru/bcode/510735 .

4.3 Further reading

1. Schneider, L. B. Psychology of career: textbook and practical training for universities / L. B. Schneider, Z. S. Akbieva, O. P. Tsaritsentseva. — 2nd ed., corrected and additional. — Moscow: Yurait Publishing House, 2023. — 187 p. — (Higher education). — ISBN 978-5-534-06900-6. — Text: electronic // Yurait Educational Platform [website]. — URL: https://urait.ru/bcode/515756 .

2. Slinkova, O. K. Personal management: a textbook for universities / O. K. Slinkova. - 2nd ed., revised and enlarged. - Moscow: Yurait Publishing House, 2023. - 116 p. - (Higher education). - ISBN 978-5-534-16189-2. - Text: electronic // Yurait Educational Platform [website]. - URL:https://urait.ru/bcode/530582

3. Psychology of personnel management: a textbook for universities / E. I. Rogov [et al.]; under the edited by E. I. Rogov. - Moscow: Yurait Publishing House, 2023. - 350 p. - (Higher education). - ISBN 978-5-534-03827-9. - Text: electronic // Educational platform Yurait [website]. - URL:https://urait.ru/bcode/511237 .

4.4 Electronic educational resources

EOR is under development

4.5 Licensed and freely distributed software

nie

1. Operating system, Windows 11 (or lower) - Microsoft Open License
2. Office applications, Microsoft Office 2013 (or lower) - Microsoft Open License

4.6 Modern professional databases and information reference systems

1. Reference and consulting database Consultant Plus (non-commercial version) http://www.consultant.ru/cons/cgi/online.cgi?req=home&utm_csource=online&utm_cmedium=button

5. Logistics

Classrooms equipped with educational furniture and a portable (stationary) multimedia complex (projector, laptop (computer)/SMART board).

6. Methodological recommendations

6.1 Methodological recommendations for the teacher on the organization training

The peculiarity of this academic discipline is its pronounced practical character. Therefore, in lectures the student must master the main theoretical aspects of the topics, and in practical classes demonstrate not only knowledge of the general theoretical issues of the studied

my topics, but also to work out the practice of their application to solve cases based on real situations.

In preparation for the seminar, it is advisable to familiarize yourself with the latest trends in the subject area, as well as independently select material from professional journals published on various aspects of the topics of the discipline.

Lecture requirements:

- scientific and informative (modern scientific level), evidence-based and Gumentation, the presence of a sufficient number of vivid, convincing examples, facts, justifications, documents and scientific evidence;

- activating the listeners' thinking, asking questions for reflection, clear the structure and logic of the disclosure of consistently presented issues;

- explanation of newly introduced terms and names, formulation of main ideas and provisions, emphasizing conclusions, repeating them;

- emotionality of the form of presentation, accessible and clear language;

- use of interactive teaching methods.

In the process of training the student, various types of classes (classroom and extracurricular) are used: lectures, practical classes, consultations. In the first class on a given academic discipline, it is necessary to familiarize the student with the order of its study, to reveal the place and role of the discipline in the system of sciences, its practical significance, to convey to the student the requirements of the department, to answer questions.

When preparing for a lecture, it is necessary to think through the plan for its implementation, the content of the introductory, main and final parts of the lecture, familiarize yourself with the changes and additions to the current labor legislation, new educational and methodological literature, periodical publications on the topic of the lecture, determine the means of material and technical support for the lecture and the procedure for their use during the lecture.

During a lecture, the teacher must name the topic, the academic questions, and familiarize the student with the list of primary and secondary literature on the topic of the lesson. In the introductory part of the lecture, justify the place and role of the topic being studied in the academic discipline, and reveal its practical significance. If this is not the first lecture, it is necessary to link its topic with the previous one without violating the logic of the presentation of the educational material. When revealing the content of the academic questions, focus the student's attention on the main categories, phenomena and processes, and the peculiarities of their course. Reveal the essence and content of various points of view and scientific approaches to explaining certain phenomena and processes.

It is necessary to substantiate one's own position on controversial theoretical issues. Give examples. Ask questions during the presentation of the lecture material and answer them yourself. This helps to activate the student's thinking activity, increase their attention and interest in the lecture material and its content. The teacher should guide the student in taking notes on the lecture material, emphasize the need to reflect in the notes the main provisions of the topic being studied, especially highlighting the categorical apparatus. In the final part of the lecture, it is necessary to formulate general conclusions on the topic, revealing the content of all the questions posed in the lecture. Announce the topic of the next lecture, give brief recommendations on preparation. Determine the place and time of consultation for students who wish to make reports on topical issues of the topic under discussion.

The lecture should focus on general issues and point out the specifics of the professional ethics of a future HR specialist. The tools that help with note-taking are an emphasized presentation of the lecture material, i.e. highlighting the most important, essential information with voice, intonation, and repetition.

use of pauses, writing on the board, demonstration of illustrative material, strict adherence to the lesson schedule.

The art of the lecturer helps to organize the student's work well during the lecture. Content, clarity of the lecture structure, application of attention-maintaining techniques – all this activates thinking and working capacity, helps to establish pedagogical contact, evokes an emotional response in the student, develops the skills of hard work, and forms an interest in the subject

6.2 Methodological guidelines for students on mastering the discipline

Guidelines for working on lecture notes during lectures

tions.

A lecture is a systematic, consistent, monologue presentation of educational material by a teacher, usually of a theoretical nature. When preparing a lecture, the teacher is guided by the working program of the discipline. During lectures, it is recommended to take notes, which will allow you to later recall the studied educational material, supplement the content when working independently with literature, and prepare for the test. 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 in which to make notes from the recommended literature, supplementing the material of the lecture listened to, and also emphasizing the special importance of certain theoretical provisions. Conclusions on the lecture summarize the teacher's thoughts on educational issues. The teacher provides a list of used and recommended sources for studying a specific topic. At the end of the lecture, students have the opportunity to ask the teacher questions on the lecture topic.

Methodological instructions for working at a seminar/practical lesson. Seminars/ practical classes are implemented in accordance with the working curriculum with a consistent study of the topics of the discipline. In preparation for them, it is recommended to review lecture notes, study the main and additional literature, familiarize yourself with new publications in periodicals: magazines, newspapers, etc. In this case, you should take into account the teacher's recommendations and the requirements of the curriculum. It is also recommended to finalize your lecture notes, making appropriate notes from the literature recommended by the teacher and provided for by the curriculum. It is necessary to prepare theses for presentations on all academic issues brought up at the seminar. Preparation should be completed by drawing up a plan (outline) for the material (question) being studied. This allows you to create a concentrated, concise idea of the issues being studied. During the seminar, the student can present a report prepared in advance. He should also be active in discussing the presentations and reports of his groupmates. Since the student's activity in seminar classes is the subject of monitoring his progress in mastering the course, preparation for seminar classes requires a responsible attitude. It is necessary to analyze the current legislation within the framework of the topic of the seminar/practical class.

Methodological guidelines for students on mastering independent work.

Independent work is mandatory for each student, its volume for the discipline is determined by the subject plan. This time must be devoted to studying the relevant topic, preparing for the seminar/practical lesson (test), completing assignments given by the teacher. When working independently, the student interacts with the recommended materials with minimal participation of the teacher.

Working with literature.

Independent work with textbooks, teaching aids, scientific, reference and popular literature, materials from periodicals and the Internet, statistical data is the most effective method of obtaining knowledge, allows you to significantly activate the process of mastering information, promotes a deeper assimilation of the material being studied, and forms students' attitudes to a specific problem. When studying material from a textbook (textbook, teaching aid, monograph, etc.), you should move on to the next question only after fully understanding the previous one, recording conclusions and calculations, including those that are omitted from the textbook or given in the lecture for independent conclusions. The student should pay special attention to defining the main concepts of the course. It is necessary to analyze in detail the examples that explain the definitions. It is useful to make supporting notes.

It is recommended that the conclusions obtained as a result of studying the educational literature be highlighted in the notes so that they are better remembered when rereading the material. When independently solving problems, it is necessary to justify each stage of the solution based on the theoretical provisions of the course. Questions that cause difficulties for the student during preparation should be formulated in advance and voiced during classes in the auditorium for additional clarification by the teacher.

Methodological recommendations for preparation for testing

Testing is a form of intermediate and final control of students' knowledge. Testing stimulates systematic work of students during the entire period of studying the discipline, which increases the cognitive and creative focus of self-education. When preparing for testing, it is necessary to use lecture notes, additional literature or materials from reference (consultation) databases along with the main educational literature.

Methodological recommendations for composing and presenting a report.

A report, as a type of independent work in the educational process, contributes to the formation of research skills, expands cognitive interests, and teaches critical thinking. When writing a report on a given topic, a student needs to make a plan and select the main sources. As a rule, at least 8-10 different sources are used when developing a report. In the process of working with sources, it is necessary to systematize the information obtained, make conclusions and generalizations. The general topic of reports is determined by the teacher, but the student can take the initiative in determining a specific topic. Before choosing a topic for a report, the author needs to identify his interest, determine what problem he would like to work on, and study it more deeply. Each report should begin with an introduction. The introduction is the introductory part of a research paper. The author should make every effort to show the relevance of the topic in this small section, reveal its practical significance.

The main part of the report reveals its content. As a rule, the main part consists of theoretical and practical sections. The theoretical section reveals the history and theory of the problem under study, provides a critical analysis of the literature and shows the author's positions. The practical section presents the methods, course, and results of an independently conducted experiment or fragment. The main part may also present diagrams, charts, tables, drawings, etc. The conclusion summarizes the work, the author's conclusions, and recommendations. The conclusion should be brief, mandatory, and correspond to the objectives. When preparing an oral presentation, you need to take into account its regulations - no more than 10 minutes. A presentation accompanied by a presentation is very advantageous.

Methodological recommendations for students to prepare for the test.

Students' preparation for the test includes three stages:

- independent work during the academic year semester;
- direct preparation in the days preceding the test;

- passing the test.

It is advisable to begin preparation for the test with studying and working through regulatory and legal sources and literature. First of all, you should carefully reread the curriculum and program questions for preparation for the test in order to highlight the least familiar ones. Next should be the stage of reviewing all the program material. It is advisable to devote most of the time to this work. The next stage is self-monitoring of knowledge of the studied material, which consists of oral answers to program questions submitted for the test. It is advisable to write down theses of the answers to the most difficult questions, since additional motor memory resources are included in the process of writing. The proposed method of direct preparation for the test can be changed. Thus, for students who believe that they have mastered the program material in full and are confident in the strength of their knowledge, a quick review of the educational material is enough. They can devote most of their time to an in-depth study of individual, most complex, controversial issues.

The main source of preparation for the test is the lecture notes. The educational material in the lecture is presented in a systematized form, its main provisions are detailed, supported by modern facts and regulatory information, which, due to their novelty, may not have yet been included in published printed sources. A correctly compiled lecture notes contain the optimal amount of information on the basis of which the student will be able to imagine all the educational material. It is necessary to accurately memorize terms and categories, since their definitions contain features that allow you to understand their essence and distinguish these concepts from others. In preparation for the test, it is necessary to pay attention not only to the level of memorization, but also to the degree of understanding of categories and real legal problems. And this is achieved not by simple memorization, but by assimilation of solid, systematized knowledge, analytical thinking.

7. Evaluation Fund

7.1 Methods of monitoring and assessing learning outcomes

Current control (work in practical/seminar classes):

- oral surveys
- testing
- presentation of a report

Interim control

- testing

7.2 Scale and criteria for assessing learning outcomes

Oral survey

The student's detailed answer should be a coherent, logically consistent message on a given topic, demonstrating his ability to apply definitions and rules in specific cases.

Evaluation indicators:

1) completeness and correctness of the answer;

2) the degree of awareness and understanding of what has been studied;

3) linguistic design of the answer.

Criteria for assessing the oral survey:

5 pointsis given if the student presents the material fully (answers the question), gives correct definition of basic concepts; demonstrates understanding of the material, can substantiate his/her judgments, apply knowledge in practice, give necessary examples not only from the textbook, but also independently compiled ones; presents the material consistently and correctly from the point of view of the norms of the literary language.

4 pointsis given if the student gives an answer that satisfies the same requirements as and for 5 points, but allows 1-2 mistakes, which he corrects himself, and 1-2 shortcomings in the sequence and language design of the presentation.

3 pointsis given if the student demonstrates knowledge and understanding of the basic provisions topics, but presents the material incompletely and makes inaccuracies in defining concepts or formulating rules; is unable to sufficiently and convincingly substantiate his judgments and give his own examples; presents the material inconsistently and makes mistakes in the linguistic design of what is being presented.

2 pointsis given if the student shows ignorance of most of the relevant question, makes mistakes in the formulation of definitions and rules that distort their meaning, and presents the material in a disorderly and uncertain manner.

Testing (current and intermediate control)

up to 51% - unsatisfactory
51%-80% - satisfactory 81% -
90% - good
91% - 100% - excellent

Report

5 pointsin the following conditions:

1. The following questions are covered:

- the essence of the aspect under consideration and the reason for its consideration,

- a description of the problems existing for this aspect and proposed solutions.

2. Compliance with the regulations when presenting the report.

3. Presentation, not reading of the material.

4. Use of current regulatory, monographic and periodical sources
kov of literature.

5. Clarity of diction.

6. Correctness and timeliness of answers to questions.

7. The report is accompanied by a presentation

4 points: failure to meet any two of the specified conditions. **3 points**: failure to meet any three of the specified conditions. **2 points**: failure to meet any four of the specified conditions.

7.3 Evaluation tools

7.3.1. Current control

Sample questions on topics

Topic 1. Self-development. Career and its types

1) The essence of the category "career"
2) Give a definition of career?
3) What is a spatial career model?
4) Who is a “careerist”?
5) List the main classifications of business careers
6) Vertical, horizontal, centripetal movement. Essence and differences

7. What is self-development? What stages of self-development exist?

Topic 2. Subjects of career process management

1) What is a "career line"?

2) Describe the "springboard" model

3) What is the essence of the "ladder" model?

4) What are the interests of the state in managing career processes?

5) Why does a person strive to manage his career?

6) How should career management work be organized?

processes in the organization

Topic 3. Planning self-development and career processes in the organization

1) Career planning and implementation tasks

2) What periods does a person go through during his working life?

3) What issues are included in our life plans?

4) Generational theory. What do you think is the difference in career expectations between generations?

knees?

5) What phases of professional development are distinguished?

6) Name the characteristics of modern people and their life and career plans compared to previous generations

7. Name the main stages of self-development

8. Tasks of self-development planning.

9. What is the method of structured attention and the horizons of the plan?

nization.

10. What is a planning system based on the structuring method?

focused attention?

Topic 4. Career Path Management

1) What is meant by career advancement?

2) What is career guidance?

3) The concept of profession

4) Give a definition of classification?

5) Professional suitability. Definition

6) Rotation classification features

Topic 5. Individual career management

1) Types of people according to Holland

2) What does career planning consist of?

3) Give examples of your career goals

4) Conditions for effective career management in an organization

5) The essence of coaching

6) Objectives of mentoring programs

Topic 6. Features of business career management

1) The concept of personnel reserve

2) Typologies of personnel reserves

3) Stages of work with the reserve

4) Reserve training programs

5) Valuable qualities of male leaders

6) Valuable qualities of women leaders

Sample test questions

1) The internal component of a career implies:
A) personal development of a person, expressed in a real increase in his knowledge and skills – human capital
B) the development of social space by a person as a result of personal development

2) What kind of business career consists of moving towards the “core”, the leadership of the organization? tions?
A) vertical
B) centripetal
B) horizontal

3) What stage of career corresponds to the age of 30 - 45 years? A) preliminary stage
B) the stage of formation
B) promotion stage
D) completion stage

List of topics for preparing a report

1. Career as a social process (definition and structure).
2. Characteristics of the main stages of the career process.
3. Career as a process of personal and professional development of a person.
4. Career types and their characteristics.
5. Criteria for procedural career analysis.
6. Career choice: essence and characteristics.
7. Career planning: essence, characteristics.
8. Time as a value and an irreplaceable resource of life.
9. Timekeeping as a system for recording and controlling time expenditure.
10. Planning self-development.
11. Motivation for self-development.
12. Personal career management.
13. Proper distribution of workload
14. as the basis for success and effective work.
15. Career realization: essence, characteristics.
16. Analysis and correction of career: essence, characteristics.
17. Professionalism: psychological, managerial and operational content.
18. Professionalism and career.
19. Interaction between a person’s personal qualities and job requirements.
20. The concept of professional suitability, its main structural components.
21. Career potential of the individual.
22. Professional inclinations and abilities.
23. A person’s career space.
24. The essence, functions and content of self-marketing.
25. Self-marketing technology.
26. Personal resume as a means of self-marketing, technique of its compilation.
27. Job interviews.

28. Career turns and crises: essence and causes.
29. Strategies for employee behavior in situations of career change and crisis.
30. Job loss and career.
31. Adaptation to a new place of work.
32. Technology of individual career counseling.
33. Technology of group career counseling.
34. Career potential.

7.3.2. Interim assessment

Midterm assessment is conducted in the form of testing. The test covers all topics of the course.

Sample format of test questions:

1. The following directions for the implementation of an intra-organizational career are distinguished: a) vertical
b) horizontal
c) diagonal
d) centripetal

2. What are the events called that are aimed at introducing people to professions, helping them to choosing professions?
a) vocational education b) career
guidance work c) advanced
training

3. Internal factors in making career decisions: a)
family
b) inclinations
c) interests
d) economic environment

4. The word “careerist” in the USSR had: a)
a negative connotation
b) positive character