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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

"Technologies of management interaction organization"

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 goals of mastering the discipline "Technologies of management interaction organisation" include preparing students for organizational, managerial and information-analytical activities as performers or junior managers; formation of social and personal qualities necessary for a manager: tolerance, general culture, responsibility, purposefulness, organization, diligence, development of communication skills, teamwork skills, leadership qualities; formation of skills in management technologies, such as management by objectives, management by change; the formation of knowledge and skills about the work of organizational culture, its impact on the overall effectiveness of the organization; formation of skills for working with the organizational structure of managing socio-economic systems;

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

The discipline "Technologies of management interaction organisation" is one of the academic disciplines of the mandatory part of the cycle (B1.1) of the main educational program of the bachelor's degree.

The discipline "Technologies for organizing managerial interaction" is interconnected logically and methodically with the following disciplines of the EP:

-Fundamentals of management;

- Digital literacy.

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
UK-4	Able to carry out business communication in oral and written forms in the state language of the Russian Federation and foreign (s) language (s)	**know:** principles and patterns of conducting business negotiations, meetings, conferences, public speaking, telephone business communication; features of negotiating with foreign business partners. **be able to:** apply the acquired skills to prepare and conduct business negotiations and meetings, hold business meetings, speak to an audience, incl. using a presentation, competently conduct a reception of visitors and telephone conversations, use knowledge

		in the field of business negotiations to implement professional skills; **own:** the basics of business protocol and business ethics.

4. Structure and content of the discipline

Part-time education:

The total labor intensity of the discipline is 3 credit units, i.e. 108 academic hours (of which 72 hours are students' independent work).

Sections of the discipline "Technologies for organizing managerial interaction" are studied in the first year.

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

The structure and content of the discipline "Technologies for organizing managerial interaction" in terms of terms and types of work are reflected in the appendix.

The content of the sections of the discipline

Topic 1. Organization as a socio-economic system.

Topic 2. Organizational structures for managing socio-economic systems.

Topic 3. Communications and information in the organizational structure of the management of the socio-economic system

Topic 4. Managing the production and labor behavior of the organization's personnel

Topic 5. Managing conflicts in the organization

Topic 6. Control technologies: management by objectives, change management

Topic 7. Control technologies: development of human resources

Topic 8. Culture and effectiveness of organization management: power and leadership

Topic 9. Culture and effectiveness of organization management: management effectiveness

5. Educational technologies

The methodology for teaching the discipline "Technologies for organizing managerial interaction" 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"Technologies for the organization of managerial interaction" and in general for the discipline is at least 50% of the classroom.

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
UK-4	Able to carry out business communication in oral and written forms in the state language of the Russian Federation and foreign (s) language (s)

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).

UK-4 -Able to carry out business communication in oral and written forms in the state language of the Russian Federation and foreign (s) language (s)				
Index	**Evaluation criteria**			
	2	**3**	**four**	**5**
know: principles and patterns of conducting business negotiations, meetings, conferences, public speaking, telephone business communication; features of negotiating with foreign business partners	The student demonstrates the complete absence or insufficient correspondence of the basic concepts, laws and principles underlying the preparation and conduct of negotiations.	The student demonstrates incomplete compliance with the basic concepts, laws and principles underlying the preparation and conduct of negotiations. Significant mistakes are made, lack of knowledge is manifested, for a number of indicators, the student experiences significant difficulties in operating knowledge when transferring it to new situations.	The student demonstrates partial compliance with the basic concepts, laws and principles underlying the preparation and conduct of negotiations, but minor errors, inaccuracies, and difficulties in analytical operations are allowed.	The student demonstrates full compliance with the basic concepts, laws and principles underlying the preparation and conduct of negotiations, freely operates with the acquired knowledge.
be able to: apply the acquired skills to prepare and conduct business negotiations and meetings, hold business meetings, speak to an audience, incl. using a presentation, competently receive visitors and telephone conversations, use knowledge in the field of business negotiations to implement professional	The student does not know how or insufficiently knows how to use business interaction technologies in management practice; prepare and conduct business negotiations.	The student demonstrates an incomplete correspondence of the skills to use business interaction technologies in management practice; prepare and conduct business negotiations. Significant mistakes are made, lack of skills is manifested, for a number of	The student demonstrates partial compliance with the following skills to use business interaction technologies in management practice; prepare and conduct business negotiations. Skills are mastered, but minor errors, inaccuracies, difficulties in analytical operations,	The student demonstrates full compliance with the following skills to use business interaction technologies in management practice; prepare and conduct business negotiations. Freely operates with acquired skills, applies them in

skills		indicators, the student experiences significant difficulties in operating with skills when transferring them to new situations.	transferring skills to new, non-standard situations are allowed.	situations of increased complexity.
own: the basics of business protocol and business ethics	The student does not own or insufficiently owns the setting of the goals of negotiations and the formation of ways to achieve it; ethics of business communication.	The student does not fully own the setting of the goals of negotiations and the formation of ways to achieve it; ethics of business communication. Significant mistakes are made, lack of skills in a number of indicators is manifested, the student experiences significant difficulties in applying skills in new situations.	The student partially owns the setting of the goals of negotiations and the formation of ways to achieve it; ethics of business communication, but minor errors, inaccuracies, difficulties in analytical operations, transferring skills to new, non-standard situations are allowed.	The student fully owns the setting of the goals of negotiations and the formation of ways to achieve it; ethics of business communication. Freely applies 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 educational work provided for by the work program in the discipline "Technologies for organizing managerial interaction" (passed intermediate control) are allowed to intermediate certification

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 "Technologies for organizing managerial interaction"

a) basic literature:

1. Maruseva I.V. Communication management in questions and answers: a textbook for universities. M.: Direct Media, 2019. 214 p. http://www.knigafund.ru/books/184324/read#page1

b) additional literature:

1. V.V. Semenova, I.S. Koshel, V.V. Mazur Personnel management: basic management technologies. Study guide M: KNORUS, 2019

2. V.V. Semenova, I.S. Koshel, V.V. Mazur Personnel management: Innovative management technologies (expectations, virtues, illusions). Textbook M: KNORUS, 2019

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
"Technologies for organizing managerial interaction"
in the direction of preparation 38.03.02 "Management" (bachelor)
educational program "Business Process Management"
Part-time education

Chapter	ς	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. Organization as a socio-economic system.	1	1-2	2	2		8						+		
Topic 2. Organizational structures for managing socio-economic systems.	1	3-4	2	2		8						+		
Topic 3. Communications and information in the organizational structure of the management of the socio-economic system	1	5-6	2	2		8								
Topic 4. Managing the production and labor behavior of the organization's personnel	1	7-8	2	2		8						+		
Topic 5. Managing conflicts in the organization	1	9-10	2	2		8						+		
Topic 6. Control technologies: management by objectives, change management	1	11-12	2	2		8						+		
Topic 7. Control technologies: development of human resources	1	13-14	2	2		8						+		
Topic 8. Culture and effectiveness of organization management: power and leadership	1	15-16	2	2		8						+		
Topic 9. Culture and effectiveness of organization management: management effectiveness	1	17-18	2	2		8								
Appraisal Form												1	**E**	
Total hours per discipline			18	18		72								

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

"Technologies for organizing managerial interaction"

Composition: 1. Passport of the fund of appraisal funds

2. Description of evaluation tools

Compiled by:

Art. teacher Koshel I.S.

Moscow, 2022

INDICATOR OF THE LEVEL OF FORMATION OF COMPETENCES

Technologies for organizing managerial interaction					
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**				
UK-4	Able to carry out business communication in oral and written forms in the state language of the Russian Federation and foreign (s) language (s)	**know:** principles and patterns of conducting business negotiations, meetings, conferences, public speaking, telephone business communication; peculiarities of negotiating with foreign business partners; **be able to:** apply the acquired skills to prepare and conduct business negotiations and meetings, hold business meetings, speak to an audience, incl. using a presentation, competently conduct a reception of visitors and telephone conversations, use knowledge in the field of business negotiations to implement professional skills; **own:** the basics of business protocol and business ethics.	lecture, independent work, seminars	DS, E	**Threshold level:** - is able to apply the acquired skills to prepare and conduct business negotiations and meetings, conduct business meetings, speak to an audience, incl. using a presentation, competently conduct a reception of visitors and telephone conversations, use knowledge in the field of business negotiations to implement professional skills; **Advanced level:** - owns the basics of business protocol and business ethics.

Appendix 3
to work program

List of assessment tools by discipline

Technologies for organizing managerial interaction

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	Exam (E)	The final form of knowledge assessment. In higher education institutions are held during the session.	Questions for the exam

List of questions for preparing for the exam in the discipline "Technologies for organizing managerial interaction" formation of competence UK-4

1. Define the term "behavior", "social behavior"
2. What is the difference between animal and human behavior?
3. What defines social behavior?
4. How are norms of social behavior formed?
5. How are national characteristics manifested in the norms of social behavior?
6. What does the process of socialization include?
7. What is the usefulness of social control for society?
8. Is it possible to increase tolerance with the help of social control?
9. Why?
10. What is an authoritarian style?
11. Why society does not accept authoritarianism? Give historical examples
12. List the main advantages of democracy? How do they show up in society? in the social behavior of citizens? Support your answer with examples
13. How is affective behavior manifested?
14. Give rituals that help to "survive" (cope) affective behavior
15. What traditions in Russian culture are aimed at nurturing value-based and rational behavior?
16. What is business etiquette for in a modern organization? Is it mandatory to follow it?
17. People say: "Habit is second nature." How do you understand this proverb?
18. What is the positive impact of habits on our behavior?
19. Why is it not always good to have habits?
20. Why does the similarity of behavior help people in everyday life, in

interpersonal interaction?

21. What is the technology of forming the image of the organization?
22. How does the image affect the promotion and development of the organization?
23. What components of the organization's image form the idea of it as an employer?
24. Does a successful employer image help attract more skilled workers?
25. How does organizational culture affect the image of the employer and the image of the organization?
26. What social needs are realized through the image of the organization?
27. What is the need for social identity?
28. Can a brand help act as a social elevator?
29. What is Social Identity Management?
30. How can social identity work for an organization's image as an employer?
31. How is goodwill different from image?
32. How do you think it is fair to manage the impression? Justify the answer?
33. Does the creation of the image of the employer depend on the priorities of those people whom the organization would like to see among its employees?
34. Highlight the cultural features of Russian culture.
35. To achieve what goals is the technology of "management of organizational culture" directed?
36. How can the culture of an organization be managed?
37. What factors influence the formation of organizational culture?
38. How does the type of power affect the properties of organizational culture?
39. What are the main functions of culture in an organization?
40. What is the reason for the interest in the phenomenon of "organizational culture"?
41. How is organizational culture related to the organization's mission?
42. How can organizational culture help prevent stress in the workplace?
43. What are the advantages and disadvantages of "personality culture"?
44. What organizational culture provides the creative environment for the organization? Justify your answer*
45. Does etiquette depend on organizational culture? Justify the answer?
46. What is the difference between "power" and "leadership"?
47. How do you understand the term "social leadership"?
48. What intrinsic values must a leader have in order to create an effective organizational culture?
49. How is organizational culture created and maintained?
50. What is a "subculture"?
51. Is it acceptable to have subcultures as part of organizational culture?
52. What is a social hierarchy?
53. What is the historical role of hierarchy in the development of society?
54. What are the needs for dominance?
55. What is a social role? Support your answer with examples.
56. Give a modern interpretation of the concept of "hierarchy"

57. Define "power"
58. What is the legitimacy of power?
59. How is the legitimacy of power manifested in modern society?
60. What are the functions of power as a social phenomenon?
61. Do you think there are ways to assess the legitimacy of power? Give examples
62. How is the controlling function of power performed in modern society.
63. What is called "stress"? List the main symptoms of stress development?
64. Define the term stressors. What stressors, in your opinion, spoil the life of city dwellers?
65. Describe the main provisions of the theory of G. Selye.
66. Explain why stress is a non-specific reaction....?
67. Justify the main tasks of stress management. What is stress management?
68. What does stress management technology mean?
69. How to find the necessary balance between leisure and work?
70. What is workplace stress prevention technology?
71. How is stress resistance formed?
72. What types of stress are more relevant to modern society?
73. What is the definition of "conflict"?
74. What is the definition of "conflict situation"?
75. What is the definition of intrapersonal conflict?
76. What is the peculiarity of the course and development of intrapersonal conflict?
77. Why intrapersonal conflicts are the main development of personality?
78. What are the difficulties in resolving intrapersonal conflicts?
79. What is the definition of interpersonal conflict?
80. Why are interpersonal conflicts considered a continuation of intrapersonal conflicts?
81. What types of interpersonal conflicts do you know?
82. List the stages of development of the conflict and give a description of each stage?

Topics of reports by discipline "Technologies for organizing managerial interaction" (formation of competence UK-4)

1. Study G. Hofstede's typology How relevant is this typology?
2. Study the typology of M. Burke Which typology, in your opinion, is the most convenient to use in practice? Why?
3. Give examples of intrapersonal conflicts and their solutions from your life or the life of your loved ones. How did they affect the life of the person who experienced them?
4. Why do some scientists consider the biological response to stress not relevant for modern man?
5. Is professional distortion of personality related to the culture of

professional activity? Justify your answer

6. Give examples of the maintenance and "propaganda" of value-rational behavior.

7. Study the Typology of T.E. Dale and A.A. Kennedy. What are the features of the typology of .E. Dale and A.A. Kennedy? Do you agree with her?

8. Is the concept of "social hierarchy" an outdated concept for modern society?

9. What organization would you like to work for? Why? What do you know about her? Why does she attract you?

10. Do you agree with the proverb: Take care of honor from a young age, and dress again? Justify the answer?

11. What do you think is more important for the successful development of a business, business reputation or image?

Report Evaluation Criteria

No.	Criterion	Grade			
		ex.	choir.	satisfactory	unsatisfactory
one	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
four	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.