Документ подписан простой электронной подписью
Информация о владельце:
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Должность: директор департамента по образовательной политике
Дата подписания: 13.04.2026 15:03:37
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 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

"Professional trajectory 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

main goaldiscipline is the preparation of students for educational activities in educational program disciplines. This discipline allows the student to make a choice regarding further specialization in relation to his specialty, taking into account his personal, individual abilities and needs. The main blocks of economic sciences are considered in order to understand the student's future development within the framework of this specialty. The discipline will allow students to begin to independently determine their own further development, both within the framework of the individual and within the framework of separately formed groups united by interests and needs.

The main tasks of mastering the discipline "Management of a professional trajectory" include:

- development of the student's personal qualities in terms of adaptation to the social environment;
- education and formation of highly moral and ethical principles that will form a comprehensively developed specialist ready to interact with the outside world;
- mastering the base of methodological knowledge in preparation for various types of classes, which will help the student in a more complete and comprehensive study of the proposed disciplines.

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

The discipline "Management of the professional trajectory" is one of the disciplines of the mandatory part (B1.1) of the bachelor's degree program.

The discipline "Management of a professional trajectory" is interconnected logically and methodically with the following disciplines and practices of the EP:

- Project activity
- Introduction to the profession
- Personnel 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-1	Able to regulate the processes of organizational	**Know:** basic managerial theories, approaches to motivation and

	units or develop administrative regulations for organizational units	stimulation. **Be able to:** - argued to defend managerial decisions, to interest and motivate staff; **Own:** methods of stimulation and motivation

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 independent work of students).

Sections of the discipline "Management of a professional trajectory" are studied in the second year.

Fourth semester: lectures - 18 hours, seminars - 18 hours, form of control - exam.

The structure and content of the discipline "Management of the professional trajectory" in terms of terms and types of work are reflected in the appendix.

The content of the sections of the discipline

Topic 1 Subject and tasks of the discipline

Self-management as a basis for effective personal development and organization management. Self-management skills in education. Demonstration of self-management skills. Self-management functions. Modern approaches to self-management. Stages of self-management.

Topic 2 Self-motivation as a way to achieve goals

Need. Social needs according to Murray. Awareness of one's own needs. The study of psychogenic needs. Maslow's theory of needs. Levels of needs, definition of a fundamental social need.

Topic 3 General organization of the labor process

Aspects of self-management. Stages, functions, goals and objectives of self-management. Self-management as a source of labor productivity increase. The concept of labor cooperation. The goals of cooperation in the field of labor and management.

Topic 4 Technology "time management"

Time management strategy. Basic processes of time management. Organization of tasks execution and distribution of own resources. Time management techniques in time management. The main reasons for the irrational use of time. Time Management Strategies

Topic 5 Stress management

The concept of stress. stress factors. Psychology of stress, sociology of stress. Stress management methods. Theory of stress G. Selye. Stages of development of stress and features of their course.

Topic 6 Social Behavior Management

Social behavior, social skills, basic characteristics. Lack of social skills. motivational deficit. Teaching basic social skills. Limits of acceptable behavior. Control over one's own social behavior. self control

Topic 7 Emotional intelligence and social success

The concept of emotional intelligence. Experiments by Daniel Goleman. Components of emotional intelligence. Empathy as a manifestation of social intelligence and professionally significant personal qualities. Emotional intelligence and social success. Stages of development of emotional intelligence. Emotional intelligence in the workplace

Topic 8 Self-presentation: impression management technologies

Psychological foundations of "I - concepts". Self-presentation. Self-identification is the development of a professional self-concept and ways of professional self-realization. Self-marketing is the study of one's own career prospects. Methods of self-identification and self-marketing. Impression management strategy.

Topic 9 Self-development

Cognitive activity and features of its manifestation. Personal development and learning models. Training cycles by D. Kolb and K. Mellander. Self-actualization. The concept of self-development. Self-awareness, Johari's window model. Features of the psychological state of a person in relation to others.

5. Educational technologies

The methodology of teaching the discipline "Management of a professional trajectory" 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;

- organization and conduct of current control of students' knowledge in the form of testing.

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"Professional trajectory 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. All materials are posted in the LMS of the Moscow Poly (https://online.mospolytech.ru/course/view.php?id=9769).

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-1	Able to regulate the processes of organizational units or develop administrative regulations for organizational units

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-1 -Able to regulate the processes of organizational units or develop administrative regulations for organizational units				
Index	**Evaluation criteria**			
	2	**3**	**four**	**5**
Know: basic managerial theories, approaches to motivation and stimulation.	The student demonstrates the complete absence or insufficient correspondence of the role, functions and tasks of modern management, the content of the profession, the main stages of the development of the profession; social specifics of the managerial profession.	The student demonstrates incomplete compliance with the role, functions and tasks of modern management, the content of the profession, the main stages of the development of the profession; social specifics of the managerial profession. 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 role, functions and tasks of modern management, the content of the profession, the main stages of the development of the profession; the social specifics of the manager's profession, but minor errors, inaccuracies, and difficulties in analytical operations are allowed.	The student demonstrates full compliance with the role, functions and tasks of modern management, the content of the profession, the main stages of the development of the profession; the social specifics of the profession of a manager, freely operates with acquired knowledge.
Be able to: - argued to defend managerial decisions, to interest and motivate staff;	The student does not know how or insufficiently knows how to set goals and formulate tasks related to the implementation of professional functions in the field of manager; use various methods for evaluating the effectiveness of a manager's professional activities.	The student demonstrates incomplete compliance with the following skills: set goals and formulate tasks related to the implementation of professional functions in the field of manager; use various methods for evaluating the effectiveness of a manager's professional	The student demonstrates partial compliance with the following skills: set goals and formulate tasks related to the implementation of professional functions in the field of manager; use various methods for evaluating the effectiveness of a manager's professional activities. Skills are mastered,	The student demonstrates full compliance with the following skills: set goals and formulate tasks related to the implementation of professional functions in the field of manager; use various methods for evaluating the effectiveness of a manager's professional activities. Freely

		activities. Significant mistakes are made, lack of skills is manifested, for a number of indicators, the student experiences significant difficulties in operating with skills when transferring them to new situations.	but minor errors, inaccuracies, difficulties in analytical operations, transferring skills to new, non-standard situations are allowed.	operates with acquired skills, applies them in situations of increased complexity.
Own: - methods of stimulation and motivation;	The student does not possess or insufficiently possesses the skills of setting goals and formulating tasks related to professional activities in the field of management.	The student does not fully possess the skills of setting goals and formulating tasks related to professional activities in the field of management, Significant mistakes 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 setting goals and formulating tasks related to professional activities in the field of management, but minor errors, inaccuracies, difficulties in analytical operations, transferring skills to new, non-standard situations are allowed.	The student is fully proficient in setting goals and formulating tasks related to professional activities in the field of management, 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 educational work provided for by the work program in the discipline "Professional Trajectory 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 "Management of a professional trajectory"

The main educational and methodological support of the discipline

1. *Gorelov, N. A.*Human resource management: a modern approach: textbook and workshop for universities / N. A. Gorelov, D. V. Kruglov, O. N. Melnikov; edited by N. A. Gorelov. - Moscow: Yurayt Publishing House, 2021. - 270 p. - (Higher education). - ISBN 978-5-534-00650-6. — Text: electronic // Educational platform Urayt [website]. - url:https://urait.ru/bcode/470091

Additional educational and methodological support of the discipline

1. *Semenova, L. M.*Professional image building in the labor market: textbook and workshop for universities / L. M. Semenova. - Moscow: Yurayt Publishing House, 2021. - 243 p. - (Higher education). - ISBN 978-5-534-11387-7. — Text: electronic // Educational platform Urayt [website]. - url:https://urait.ru/bcode/475396
2. Khrutsky, V. E. Personnel assessment. Balanced Scorecard: textbook for universities / V. E. Khrutsky, R. A. Tolmachev, R. V. Khrutsky. - 3rd ed., Rev. and additional - Moscow: Yurayt Publishing House, 2021. - 208 p. - (Higher education). - ISBN 978-5-534-06638-8. — Text: electronic // Educational platform Urayt [website]. - url:https://urait.ru/bcode/471455

The possibility of using e-learning, distance learning technologies is provided. All materials are placed in the LMS of the Moscow Poly. (https://online.mospolytech.ru/course/view.php?id=9769)

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:
Head of the Department "Management"
k. e. PhD, Associate Professor / Alenina E.E. /
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
"Professional Trajectory 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 Subject and tasks of the discipline	four	1-2	2	2		eight						+		
Topic 2 Self-motivation as a way to achieve goals	four	3-4	2	2		eight						+		
Topic 3 General organization of the labor process	four	5-6	2	2		eight								
Topic 4 Technology "time management"	four	7-8	2	2		eight						+		
Topic 5 Stress management	four	9-10	2	2		eight						+		
Topic 6 Social Behavior Management	four	11-12	2	2		eight						+		
Topic 7 Emotional intelligence and social success	four	13-14	2	2		eight						+		
Topic 8 Self-presentation: impression management technologies	four	15-16	2	2		eight						+		
Topic 9 Self-development	four	17-18	2	2		eight								
Appraisal Form												one	**E**	
Total hours per discipline			eighteen	eighteen		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

"Professional Trajectory Management"

Composition: 1. Passport of the fund of appraisal funds

2. Description of evaluation tools

Compiled by:

head Department, Candidate of Economics, Associate Professor

Alenina E.E.

Moscow, 2022

INDICATOR OF THE LEVEL OF FORMATION OF COMPETENCES

Professional trajectory 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-1	Able to regulate the processes of organizational units or develop administrative regulations for organizational units	**Know:** basic managerial theories, approaches to motivation and stimulation. **Be able to:** - argued to defend managerial decisions, to interest and motivate staff; **Own:** - methods of stimulation and motivation;	lecture, independent work, seminars	D, E, T	**A basic level of** - is able to analyze, apply skills and functions of competence in training and prepared situations **Enhanced level** **-**able to analyze, apply the skills and functions of competence in practice and in non-standard situations

Appendix 3
to work program

List of assessment tools by discipline

Professional trajectory 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 examby discipline
"Professional Trajectory Management"
formation of competencies PC-1

1. The role and importance of management and managers in the modern world.
2. The role and importance of marketing and marketers in the modern world.
3. Similarities and differences between the work of a manager and a marketer in production and in the service sector.
4. Career growth and staff turnover.
5. Types of management communications.
6. Influence of national mentality on the development of management.
7. Delegation in management: essence, meaning and types of delegation.
8. Historical background of management.
9. .Key skills that a manager needs to effectively manage an organization.
10. Management and manager: the content of the basic concepts.
11. The appointment of organizations in society.
12. The need for personal self-determination and methods of professional self-determination in the activities of a managerial worker.
13. Organization as an open system.
14. Basic elements and components of social systems.
15. Features of Russian management and characteristic features of the Russian mentality.
16. Features of management in the non-production sphere.
17. Features of the manager's professional thinking.
18. Differences between a manager, a businessman, an entrepreneur.
19. The concept of a profession. Profession "manager", its social significance in society.

20. Prerequisites for the need for specialist managers in Russian organizations.
21. .Profession "manager", its characteristics and risks of the profession.
22. The role of the management team in the management of the organization.
23. Leadership and management: correlation of concepts.
24. Self-management: essence, subject of self-management.
25. Management system: essence, content.
26. Specifics of management and social management.
27. Essence and types of management.
28. Typical duties and content of the work of a modern manager.
29. Management team: concept, meaning.
30. Management communication: content, brief description.
31. Management decision: concept, main types of decisions.
32. Management functions: composition, brief description.
33. Goal-setting in management: concept, content of goal-setting.
34. The goals of the organization and the main requirements for them.
35. Goal in management: essence and types of goals.
36. Economic thinking of a manager: content and necessity.
37. The concept of financial management. Pricing.
38. Purpose of business planning. Business planning mistakes.
39. Retraining and concentration of specialists.
40. Management process, management process operations. The main stages of the implementation of the management process.
41. job search phases. Job search methods.
42. Resume rules.
43. Conflict prevention methods. Stress and resilience.
44. Compilation of a career plan.
45. A mechanism for evaluating the organization's marketing capabilities. Basic concepts of marketing.
46. Financial and management accounting at the enterprise.
47. Development of the content of the business plan.

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: Professional trajectory management
Direction of training:38.03.02 "Management"
Course: 1, group _____, form of education: full-time

EXAMINATION TICKET No. 1.

1. Question assessing the competence of PK-1.
2.Competency QuestionPC-1

Approved at the meeting of the department "_29" on August 2022, protocol No. _1_.

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

Topics of reports by discipline "Professional Trajectory Management" (formation of PC-1 competence)

one. The role and necessity of management in human activity. Types of human activity.

2. The concept of management. The main characteristics of management as a type of management.

3. Goal of management, requirements for goals of management, methodology for its development.

four. The essence and content of management functions. management cycle.

5. Management process, management process operations. The main stages of the implementation of the management process.

6. Typology of management processes.

7. control mechanism. Analysis of its main components. Principles formations.

eight. control method. Characteristics of the main methods of management.

9. Characteristics of the main approaches to management.

ten. Features of corporate governance.

eleven. Distribution and optimal combination of powers in the management system.

12. The role of the human factor in modern management.

13. Sociology of management.

fourteen. Conflict and conflict management.

fifteen. Types of managerial communication.

16. Questions of the manager's activity in typical job and qualification characteristics.

17. Delegation in management and types of delegation.

eighteen. Delegation as a type of managerial action and its specificity.

19. Communication barriers in management activities and their overcoming.

twenty. Control in the system of managerial actions.

21. The concept of domestic management.

22. Leader's personality: psychological features and qualities.

23. Management, manager: the content and meaning of the basic concepts.

24. Motivational factors and regulators of motivation.
25. Motivation in the system of managerial actions. Motives and incentives.

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.

Tests by discipline "Professional Trajectory Management" (formation of PC-1 competence)

Self-management functions do NOT include:
A) self-presentation
B) control
C) goal setting
D) planning
ANSWER: A
The ability to perceive the feelings of others, realizing that you yourself feel in their place, is:
A) self-regulation
B) introspection
C) sympathy (empathy)
ANSWER: C
Motivational deficit means that:
A) the student has the skill but does not perform it
B) the student has the skill but is unwilling to perform it
C) the student has the desired skill and is motivated to behave correctly, but does not know when to exhibit the desired behavior
ANSWER: B
Reproducibility deficiency means that:

A) the student has the skill but does not perform it

B) the student has the skill but is unwilling to perform it

C) the student has the desired skill and is motivated to behave correctly, but does not know when to exhibit the desired behavior

ANSWER: A

Discrimination deficit means that:

A) the student has the skill but does not perform it

B) the student has the skill but is unwilling to perform it

C) the student has the desired skill and is motivated to behave correctly, but does not know when to exhibit the desired behavior

ANSWER: C

Eustress is called:

A) harmful stress

B) beneficial stress

C) chronic stress

ANSWER: B

What effective time management method is about trusting someone else to do your work?

A) delegation and outsourcing

B) stop multitasking

C) online calendar

ANSWER: A

Which of the scientific researchers owns the idea of the theory of the hierarchy of human needs?

A) Maslow

B) Democritus

C) Murray

ANSWER: A

Is it fair to classify self-management as a professional skill?

A) no

B) yes

C) depends on the situation

ANSWER: B

In what assertive impression management tactic do people try to appear committed while acting as a good role model?

A) fawning

B) demo

C) supplication

ANSWER: B

The task of which of the stages of self-management is the formation of a problem based on the collection of information about the state of professional competence based on the results of one's own activities, and the method is observation, information collection?

A) preparatory stage

B) initial diagnostic stage

C) clarifying stage

D) planning and forecasting stage

ANSWER: A

The task of which of the stages of self-management is to determine the initial level of motivation, professional knowledge and skills, abilities, etc., and the method is testing, self-diagnosis?

A) preparatory stage

B) initial diagnostic stage

C) clarifying stage

D) planning and forecasting stage

ANSWER: B

The task of which of the stages of self-management is to identify the reasons that limit self-development, analysis and formulation of goals and values, and the method is to analyze the factors that determine professional competence?

A) preparatory stage

B) initial diagnostic stage

C) clarifying stage

D) planning and forecasting stage

ANSWER: C

The task of which of the stages of self-management is the development of strategic and operational plans, and the method is to draw up a development plan, set priorities, draw up a career plan?

A) preparatory stage

B) initial diagnostic stage

C) clarifying stage

D) planning and forecasting stage

ANSWER:D

What assertive impression management tactic does people want to be seen as needing help by advertising their flaws and weaknesses?

A) fawning

B) demo

C) supplication

ANSWER: C

Which of the stages of the learning cycle according to Claes Mellander is characterized by the transformation of existing data and facts into information?

A) information

B) processing

c) feedback

ANSWER: A

Which of the stages of the learning cycle according to Claes Mellander is characterized by the transformation of the information received into understanding and experience?

A) information

B) processing

c) feedback

ANSWER: B

Which phase of the Claes Mellander learning cycle is characterized by refinement and further reflection?

A) information

B) processing

c) feedback

ANSWER: C

What method of self-presentation is to meet the expectations of a certain group, opinion or society?

A) self-disclosure

B) alter casting

C) fawning

ANSWER: C

The lack of opportunities to learn or limited models of appropriate behavior is due to:

A) lack of skills

B) skill surplus

C) skills deficit

ANSWER: C

Intelligence, which consists in identifying emotions in oneself and others, is:
A) emotional intelligence
B) cognitive intelligence
C) social intelligence
ANSWER: A
Which researcher put forward one of the first formal theories of emotional intelligence in 1990?
A) Peter Salovey
B) Daniel Goleman
C) Travis Bradbury
ANSWER: A
The ability to adequately express, regulate and manage one's emotions is:
A) self-regulation
B) introspection
C) empathy
ANSWER: A
Which concept represents the ability to identify and understand one's own emotions?
A) self-regulation
B) introspection
C) empathy
ANSWER: B
Which of the concepts contains initiative, commitment to the goals of the organization, striving for improvement, optimism?
A) self-regulation
B) introspection
C) self-motivation
ANSWER: C
The program of certain actions of a professional, aimed at creating the most favorable conditions for realizing one's own potential, is:
A) self-presentation
B) self-promotion
C) self-marketing
ANSWER: C
What concept includes an objective assessment, competent application and self-improvement of personal knowledge and skills, business qualities and psychological characteristics?
A) self-presentation
B) self-promotion
C) self-marketing
ANSWER: B
According to Murray, the needs that are considered as essential needs laid down by nature, including the need for air, food, clothing, etc., are called?
A) basic needs
B) secondary needs
C) basic needs
ANSWER: A
The process by which people try to influence the impression they make on others is:
A) appearance management
B) coordination of actions
C) impression management
ANSWER: C
In what defensive impression management tactic do people apologize in advance before completing a task, because if they do it poorly, they already have some excuse for their poor performance?

A) self-limiting
B) justification
C) apology
ANSWER: A
Which of the stages of learning is based on comprehension of personal experience?
A) making sense of experience
B) formation of abstract concepts
C) direct experience
ANSWER: B
Personal development is:
A) lifelong process
B) final process
C) useless process
ANSWER: A
The process of self-development includes:
A) building self-awareness
B) self-presentation
C) application of development methods
ANSWER: C
Which of the quadrants, according to the Johari window model, is a dark area that is inaccessible to both themselves and others?
A) open own quadrant
B) blind own quadrant
C) Hidden Own Quadrant
D) quadrant of the unknown person
ANSWER:D
Which of the stages of the learning cycle according to Claes Mellander is characterized by the transformation of understanding and experience into knowledge?
A) motivation
B) application
C) Conclusions
ANSWER: C

Test evaluation criteria:
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.