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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

"Self-management and Time Management"

Field of study
38.03.02 Management

Educational program (profile)
"Business Process Management"

Qualification (degree)
Bachelor

Form of study
Part-time

Moscow 2022

1. The goals of mastering the discipline

The main goals of mastering the discipline "Self-management and time management" include the formation of students' basic knowledge of the theoretical foundations and practical skills in the field of time management as an intangible resource, which are the basis for organizing effective activities both at the personal and corporate levels, mastering the basic skills of creating personal accounting system, time planning, personal goal setting and task prioritization

To the main tasksmastering the discipline "Self-management and time management" should include:

- acquaintance with the basic concepts, definitions, categories in the field of time management;
- obtaining knowledge about modern concepts, approaches, technologies for the rational organization of the use of time as an intangible resource of professional development;
- study of technologies for effective time management at the personal and corporate levels.

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

The discipline "Self-management and time management" refers to a part of the disciplines formed by the participants of educational relations, the educational program of the bachelor's degree.

The discipline "Self-management and time management" is interconnected logically and content-methodically with the following disciplines and practices of the EP:

- Project activity
- Technologies for organizing managerial interaction
- Cross-cultural management
- Fundamentals of Management

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-6	Able to manage his time,	**Know:**

	build and implement the trajectory of self-development based on the principles of education throughout life	- the conceptual apparatus of the course: definitions, concepts, terms related to the time organization system; - elements of the time management system; - areas of application of time management technologies; Be able to: - see the relationship of individual elements of the time management system; - formulate goals and plan actions to achieve them, using time management tools; **Own:** - goal setting skills; - tools for setting goals and planning actions to achieve them; .

4. Structure and content of the discipline

Part-time education:

The total labor intensity of the discipline is 4 credit units, i.e. 144 academic hours (of which 126 hours are independent work of students).

Sections of the discipline "Self-management and time management" are studied in the second year.

Fourth semester:lectures - 8 hours, seminars - 10 hours, form of control - test.

The structure and content of the discipline "Self-management and time management" in terms of terms and types of work are reflected in the appendix.

The content of the sections of the discipline

Topic 1. The essence and definition of the concept of "time management". goal setting

The concept and essence of time management, the history of the formation of domestic time management, modern time management, time management as a system: basic levels.

Values as the basis of goal setting. A memoir as a tool for determining one's basic values. Approaches to defining goals. "Life management" and life goals. Formulation of goals: SMART criteria. SMART goals and over-goals: two strategies for achieving goals.

Topic 2 Timing. Features of time as a resource

Features of time as a resource. Time absorbers: definition of the concept, main types of absorbers. Ways to minimize inefficient time spending. Definition of the concept, essence and tasks of timing. Full Timekeeping Technique. The abbreviated timing technique. Analysis of personal effectiveness based on chronomap data. Time spending classification.

Topic 3. Planning.

Heterogeneity of time: linear and non-linear time. Two types of tasks. Definition of the concept of context. Basic types of contexts. Definition of the concept and tasks of contextual planning. Contextual planning technique. Context planning tools. Day planning. Three types of daily tasks: hard, flexible, budgeted. Algorithm for scheduling daily tasks of various types.

Topic 4. Effective review of tasks in time management

The essence of the review of tasks in time management. Basic concepts and definitions. Task overview tools: features and benefits of each group of tools. Checklists. Two-dimensional charts.

Topic 5. Priorities. Definition, essence of prioritization in time management

Prioritization methods. The main ways and methods of prioritization: Eisenhower matrix, multi-criteria evaluation matrix, priority criteria. Pairwise comparison method for prioritization. Prioritize daily tasks with multi-criteria assessment.

Topic 6. Self-motivation. Workload distribution

Proper workload distribution. Rules for organizing effective recreation. Effective sleep. Self-tuning to solve problems: methods, ways. Efficient solution of large labor-intensive tasks. Technique of working with tasks - "elephants". Using SMART criteria for subtasks. Solving small annoying problems.

Topic 7. Corporate time management

Delegation of powers. Delegation basics. The main goals and situations of delegation. Advantages and disadvantages of delegation of authority. Diagnostics and certification of TM-skills: methodology. Corporate TM standards.

Topic 8. Technical tools for effective time management

Emergency time management. Analysis of "sinks" of time and their elimination. Determining the duration of unproductive work.

Topic 9. Computerization of time management

Flexible and rigid scheduling in MS Outlook. Prioritization. Setting up a custom view. Convenient task grouping.

5. Educational technologies

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

– lectures;

- preparation for seminars;

– preparation, presentation and discussion of reports at seminars;

- 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"Self-management and time management" 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-6	Able to manage his time, build and implement the trajectory of self-development based on the principles of education throughout life

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-6 -Able to manage his time, build and implement the trajectory of self-development based on the principles of education throughout life				
Index	**Evaluation criteria**			
	2	**3**	**four**	**5**
Know: - the conceptual apparatus of the course: definitions, concepts, terms related to the time organization system; - elements of the time management system; - areas of application of time management technologies; - features of the use of time management technologies in personal and corporate activities.	The student demonstrates the complete absence or insufficient compliance of the following knowledge: the essence of the concepts of "time management", "personal time management system", "temporary resources", "temporary competence of a manager"; goals and functions and time management; time management methods, planning algorithm; time management tools.	The student demonstrates incomplete compliance with the following knowledge: the essence of the concepts of "time management", "personal time management system", "temporary resources", "temporary competence of a manager". goals and functions of time management, historical and modern domestic and foreign concepts of time management; time management methods, planning algorithm; time management tools; corporate time management standards. 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 following knowledge: the essence of the concepts of "time management", "personal time management system", "temporary resources", "temporary competence of a manager". goals and functions of time management, historical and modern domestic and foreign concepts of time management; time management methods, planning algorithm; time management tools; corporate time management standards. But minor errors, inaccuracies, and difficulties in analytical operations are allowed.	The student demonstrates full compliance with the following knowledge: the essence of the concepts of "time management", "personal time management system", "temporary resources", "temporary competence of the manager". goals and functions of time management, historical and modern domestic and foreign concepts of time management; time management methods, planning algorithm; time management tools; corporate time management standards.

Be able to: - see the relationship of individual elements of the time management system; - formulate goals and plan actions to achieve them, using time management tools; - to integrate the acquired knowledge in the field of time management into the practice of their daily activities.	The student is unable or insufficiently able to: audit your time and analyze the reasons for the lack of time; evaluate your real time reserves and use them rationally; distinguish in practice the concepts of "time management" and "time management", choose the most effective ways of time management; identify time sinks and adjust the time management process.	The student demonstrates incomplete compliance with the following skills: to audit their time and analyze the reasons for the lack of time; evaluate your real time reserves and use them rationally; distinguish in practice the concepts of "time management" and "time management", choose the most effective ways of time management; identify time sinks and adjust the time management process; prioritize activities and set adequate goals; delegate low-priority cases. 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.	The student demonstrates partial compliance with the following skills: to audit their time and analyze the reasons for the lack of time; evaluate your real time reserves and use them rationally; distinguish in practice the concepts of "time management" and "time management", choose the most effective ways of time management; identify time sinks and adjust the time management process; prioritize activities and set adequate goals; delegate low-priority cases. Skills are mastered, but minor errors, inaccuracies, difficulties in analytical operations, transferring skills to new, non-standard situations are allowed.	The student demonstrates full compliance with the following skills: to audit their time and analyze the reasons for the lack of time; evaluate your real time reserves and use them rationally; distinguish in practice the concepts of "time management" and "time management", choose the most effective ways of time management; identify time sinks and adjust the time management process; prioritize activities and set adequate goals; delegate low-priority cases. Freely operates with acquired skills, applies them in situations of increased complexity.
Own: - goal setting skills; - tools for setting goals and planning actions to achieve them; - skills of collecting, analyzing, systematizing information on the topic of time management.	The student does not possess or insufficiently possesses knowledge and certain planning and goal-setting skills; knowledge and certain skills in assessing and analyzing their time resources.	The student has knowledge and certain planning and goal-setting skills; knowledge and certain skills in assessing and analyzing their time resources. 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 possesses knowledge and certain planning and goal-setting skills; knowledge and certain skills in assessing and analyzing their time resources. Skills are mastered, but minor mistakes, inaccuracies, difficulties in analytical operations, transferring skills to new, non-standard situations are allowed.	The student fully owns the knowledge and certain skills of planning and goal setting; knowledge and certain skills in assessing and analyzing their time resources. Freely applies acquired skills in situations of increased complexity.

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

Intermediate attestation of students in the form of a test is carried out based on the results of the implementation 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 certification for the discipline (module), the grade "passed" or "failed" is given.

Only students who have completed all types of academic work provided for by the work program in the discipline "Self-management and time management" are allowed to the intermediate certification (passed the intermediate control)

Evaluation scale	**Description**
Passed	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.
Not credited	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 "Self-management and time management"

a) basic literature:

1. Slinkova, O. K. Personal management: a textbook for universities / O. K. Slinkova. - Moscow: Yurayt Publishing House, 2021. - 105 p. - (Higher education). - ISBN 978-5-534-13553-4. — Text: electronic // Educational platform Urayt [website]. - url:https://urait.ru/bcode/476956

2.Trushkova, A.Yu. Management. Applied aspects: textbook / A.Yu. Trushkov. - 3rd ed. - Moscow: FLINTA, 2017. - 134 p. — ISBN 978-5-9765-3404-9. - Text: electronic // Electronic library system "Lan": [website]. - URL: https://e.lanbook.com/book/97146

b) additional literature:

1. Blinov A.O., Ugryumova N.V. Management Theory: textbook. M.: Publishing and Trade Corporation "Dashkov and Co", 2016, 304 p. http://www.knigafund.ru/books/199034/read#page1

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

eight. Logistics support of discipline.

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

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

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

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

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

Guidelines for students when working at the seminar

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

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

Guidelines for students on the organization of independent work

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

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

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

Multimedia computer presentation is:

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

Rules for the design of computer presentations

General Design Rules

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

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

Font design rules:

- Serif fonts are easier to read than sans-serif fonts;
- Capital letters are not recommended for body text.

- Font contrast can be created through: font size, font weight, style, shape, direction, and color.
- Rules for choosing colors.
- The color scheme should consist of no more than two or three colors.
- There are incompatible color combinations.
- Black color has a negative (gloomy) connotation.
- White text on a black background is hard to read (inversion is hard to read).

Presentation design guidelines

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

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

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

Formatting text information:

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

Formatting graphic information:

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

The content and location of information blocks on the slide:

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

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

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

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

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

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

Attachment 1

Structure and content of the discipline
"Self-Management and Time 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. The essence and definition of the concept of "time management". Goal setting.	four	1-2	one	one		fourteen						+		
Topic 2. Timing. Features of time as a resource	four	3-4	one	one		fourteen						+		
Topic 3. Planning.	four	5-6	one	one		fourteen								
Topic 4. Effective review of tasks in time management	four	7-8	one	one		fourteen						+		
Topic 5. Priorities. Definition, essence of prioritization in time management	four	9-10	one	one		fourteen						+		
Topic 6. Self-motivation. Workload distribution	four	11-12	one	one		fourteen						+		
Topic 7. Corporate time management	four	13-14	one	one		fourteen						+		
Topic 8. Technical tools for effective time management	four	15-16	one	one		fourteen						+		
Topic 9. Computerization of time management	four	17-18		2		fourteen								
Appraisal Form												one		Z
Total hours per discipline			eight	ten		126								

Appendix 2 to
work program

MINISTRY OF EDUCATION AND SCIENCE OF THE RUSSIAN FEDERATION

FEDERAL STATE BUDGETARY EDUCATIONAL INSTITUTION OF HIGHER EDUCATION

"MOSCOW POLYTECHNIC UNIVERSITY"

(MOSCOW POLYTECH)

Direction of training: 38.03.02 "Management"

EP (educational program): "Business Process Management"

Form of study: full-time, part-time

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

Department: "Management"

VALUATION FUND

BY DISCIPLINE

"Self-Management and Time Management"

Composition: 1. Passport of the fund of appraisal funds

2. Description of evaluation tools

Compiled by:

Art. teacher Co.shel I.S.

Moscow, 2022

INDICATOR OF THE LEVEL OF FORMATION OF COMPETENCES

Self-management and time 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**				
UK-6	Able to manage his time, build and implement the trajectory of self-development based on the principles of education throughout life	**know**: - the conceptual apparatus of the course: definitions, concepts, terms related to the time organization system; - elements of the time management system; - areas of application of time management technologies; - features of the use of time management technologies in personal and corporate activities. **be able to:** - see the relationship of individual elements of the time management system; - formulate goals and plan actions to achieve them, using time management tools; - to integrate the acquired knowledge in the field of time management into the practice of their daily activities. **own:** - goal setting skills; - tools for setting goals and planning actions to achieve them; - skills of collecting, analyzing, systematizing information on the topic of time management.	lecture, independent work, seminars	DS, UO, T, Z	**A basic level of:** - knows the features of using time management technologies in personal and corporate activities **Advanced level:** - able to formulate goals and plan actions to achieve them, using time management tools

Appendix 3
to work program

List of assessment tools by discipline

Self-management and time 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	Oral interview interview, (PO)	A means of control, organized as a special conversation between a teacher and a student on topics related to the discipline being studied, and designed to ascertain the amount of knowledge of the student in a particular section of the topic, problem, etc.	Questions on topics / sections of the discipline
four	Pass (D)	The final form of knowledge assessment. In higher education institutions are held during the session.	Questions for offset

Questions for the test in the discipline "Self-Management and Time Management" formation of competenceUK-6

1. The concept and essence of time management
2. Difficulties in the use and distribution of working time
3. External causes of lack of time
4. Internal causes of time pressure
5. "Absorbers" of time in time management
6. Proactive and reactive approaches to life
7. Context planning tools
8. Rules for organizing the working day
9. Prioritization in time management
10. Result-Based Planning
11. Stages of control
12. Planning stages
13. Eisenhower Matrix
14. Pareto Rule
15. Timing. Key indicators of timekeeping technique
16. Mutually Supportive Goals

17. External limits of the target
18. Target Internal Limits
19. Context planning
20. Common Timekeeping Challenges and How to Overcome Them
21. The Importance of Delegation
22. Delegation limits
23. What work should be delegated
24. Barriers to Delegation
25. Benefits of delegation
26. The need for corporate implementation of time management
27. Corporate time management standards
28. Leadership styles
29. Structure of interaction with colleagues
30. Balance of strengths and weaknesses

Topics of reports/messages by discipline
"Self-Management and Time Management"
formation of competenceK-6

1. Goal-setting in the enterprise competitiveness management system.
2. The main functions implemented in the enterprise competitiveness management system.
3. Goals of strategic management of competitiveness.
4. System of organizational development.
5. The tasks of managing the competitiveness of an enterprise.
6. The main elements of the mechanism for managing the potential of the competitiveness of the enterprise.
7. The process of forming a competition strategy.
8. The role of the organization's strategy in the risk management process.
9. Stages of risk management, risk management strategies.
10. Information support of the risk management process.
11. The concept and goals of managing the safe development of an enterprise.
12. Stakeholders in ensuring the safe development of enterprises.
13. Economic security of activity and development of the enterprise.
14. Signs of non-strategic enterprise.

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.

Topics of oral survey by discipline "Self-Management and Time Management" formation of competenceUK-6

1. Concepts of time
2. Aspects of Time: Philosophical and Instrumental Business Approach
3. Paradigms of time perception in different cultures.
4. Subjective and objective time.
5. Individual perception of time.
6. The concept and components of temporal competence.
7. Temporary strategies.
8. Basic approaches to time management.
9. Setting and constructing goals in an extended time perspective.
10. Principles and rules of goal setting. Main goal criteria.
11. Accounting procedures and techniques for planning time, setting time priorities.
12. Reservation of time and regulation of the rhythm of activity.
13. Time priorities and time loss factors.
14. The ratio of time costs and performance.
15. Time diary. Pareto principle.
16. Comparison matrix. Eisenhower Matrix.
17. Working time planning tools.
18. Investment Development Map (IKAR).
19. Typologies of the personal organization of time.
20. Temporary resources of interaction and interpersonal communication.

21. Methods for developing a sense of time.
22. Goal conflicts.
23. Individual style and rhythm of working capacity

Criteria for assessing the oral survey (interview)

The grade "excellent" is given to the student if the student is oriented in the theoretical material; has an idea of the main approaches to the material presented; knows the definitions of the main theoretical concepts of the topic being presented, knows how to apply theoretical information to analyze practical material, basically demonstrates a willingness to apply theoretical knowledge in practice and mastering most of the indicators of formed competencies.

The grade "good" is given to the student if the student is oriented in the theoretical material; has an idea about the main approaches to the material presented, but finds it difficult to answer some questions; knows the definitions of the main theoretical concepts of the topic being presented, but does not fully reflect the essence of the problem under consideration, basically knows how to apply theoretical information to analyze practical material, basically demonstrates a willingness to apply theoretical knowledge in practice and mastering most of the indicators of formed competencies.

The grade "satisfactory" is given to the student if insufficient knowledge of the theoretical material, the basic concepts of the topic being presented is shown, not always with the correct and necessary use of special terms, concepts and categories; the analysis of the practical material was fuzzy.

An "unsatisfactory" grade is given in cases where the conditions for a "satisfactory" grade are not met.

Tests by discipline "Self-Management and Time Management" (formation of competenceK-6)

"Beefsteaks, obtained as a result of "slicing an elephant", must comply with ... timecard data

+SMART criteria

the two most significant criteria of the multi-criteria assessment matrix

criteria of "importance" and "urgency" of the Eisenhower matrix

values from the memoir

The “steaks” obtained as a result of “slicing an elephant” are ...

practical and theoretical

material and ephemeral

creative and casual

physical and legal

+real and illusory

In the history of the development of domestic time management, one can single out ...

5 stages

+3 stages

6 stages

2 stages

8 stages

In contextual scheduling, tasks for which the execution time is known in advance are called ...
+hard
budgeted
priority
unimportant
flexible
All contexts can be divided into ...
8 conditional groups
+4 conditional groups
an infinite number of conditional groups
3 conditional groups
5 conditional groups
All time absorbers according to the degree of controllability can be divided into ...
4 groups
10 groups
2 groups
5 groups
+3 groups
To create an effective overview of tasks, the principle is important ...
revitalization
+materialization
irrationalism
disintegration
reactivation
The ancient Greeks called time eaters...
chronographs
chronologies
chronotypes
+ chronophages
chronotopes
... means making a decision, evaluating, according to certain criteria, which of the tasks and cases assigned are of paramount importance, which ones are of secondary importance
Implement contextual planning
Allocate Resources
+ Prioritize
Arrange contexts in chronological order
Consider chronophages
Flexible tasks include the task "…"
Meet at the airport a representative of the customer arriving on flight 324 at 20.00
Present a new concept for the development of the department on Monday at 13.00
You must submit your report to the accounting department today by 18.00.
+Develop rules for processing incoming orders
Submit the report to the accounting department at 13.30

+ Present information on the growth of production of the Samara branch to the Board of Directors
+ Call a key client, arrange a meeting
An extra step in the rigid-flexible planning algorithm: "…"
completed - delete
prioritize tasks
make a to-do list
make a list of flexible tasks
+ timekeeping of all tasks in the plan
define a time budget for priority tasks
The Eisenhower matrix allows you to prioritize by evaluating all tasks according to two criteria - ...
flexibility and rigidity
importance and flexibility
+importance and urgency
budgeting and regularity
rigidity and urgency
urgency and regularity
It is not true that ... is one of the types of chronophages
interrupt
abstraction
+ freeze
postponing
waiting and being late
It is not true that ... is the rule for organizing an effective holiday
rhythm
+ concentration
context change
maximum switching
It is not true that ... is a way of self-tuning to solve problems
swiss cheese method
anchoring technique
+ timing technique
intermediate joy
"pencil sharpening"
It is not true that ... is a step in the hard-flexible scheduling algorithm
cross off completed tasks
making a list of hard tasks
determination of execution time for all tasks
compiling a list of flexible tasks
+ tracking changes in indicators using a graph
time budgeting for priority tasks
+ choice of two indicators to track
+ selection from the list of completed tasks
It is not true that ... are a group of review creation tools

checklists
+chronocards
two-dimensional graphs
mind maps
Inefficiently organized processes of activity leading to loss of time are called ...
plunderers of property
embezzlers of financial capital
rubricators of losses
+ time sinks
quality thieves
One of the steps in the contextual planning technique is...
+ view the list of tasks when approaching the context
view your key areas
associating timing data with context groups
viewing the list of chronophages when context approaches
view all data from the previous day's time chart
When using multi-criteria assessment, each option is evaluated ...
according to the two criteria that are assigned the highest weight
according to the criterion with the highest weight
+ by all criteria
according to the first three criteria
according to only one most important criterion
An approach in which a person acts contrary to external circumstances, activelyaffects your life, is called ...
reactive
motivational
prioritized
+proactive
smartized
The approach in which a person is completely dependent on external circumstances, without actively influencing his life, is called ...
regressive
+ reactive
proactive
additive
timed
Timing can be...
a goal that meets SMART criteria
only one strategic level goal
+any target
the main purpose of life
overtarget
According to the Eisenhower Matrix, important but non-urgent tasks are categorized as...
A

D
C
+B
According to the Eisenhower matrix, unimportant and non-urgent tasks are classified as ...
B
C
+D
A
A correctly formulated goal must meet SMART criteria, one of which is ...
contextuality
budgetability
timing
additivity
+relevance
A correctly formulated goal must meet SMART criteria, one of which is ...
certainty
investability
recognition
divisibility
+ measurability
A correctly formulated goal must meet SMART criteria, one of which is ...
+ reachability
result-oriented
ambition
reactivity
flexibility
A correctly formulated goal must meet SMART criteria, one of which is ...
budgetability of execution
proactive action
formula prioritization
+ specificity of the wording
result-oriented task
A correctly formulated goal must meet SMART criteria, one of which is the binding ...
+ by the time
to space
to action
to the context
When prioritizing using the Eisenhower matrix, all tasks are divided into ...
6 categories
+4 categories
33 categories
2 categories
5 categories

3 categories
The strategy for achieving a SMART goal (action in a task situation) is called ...
Schwab method
+ "funnel of steps"
"cake of time"
"fan of possibilities"
Swiss cheese method
The strategy for achieving the goal (action in a problem situation) is called ...
"cake of time"
"eating a frog"
"funnel of steps"
"slicing an elephant"
+ "fan of possibilities"
Timing helps...
+ identify your typical time sinks
define criteria for formulating a goal
identify over-goals
identify your typical strategic goals
define core values
… is a goal-setting tool that helps keep your goals in sight and serves as a reminder of your goals.
tree maps
Regular Case Table
Time Card
Eisenhower Matrix
memoir
+ Strategic carton
"…" are large tasks that cannot be solved at once
pyramids
+elephants
Chronophages
crocodiles
Pinariki
"…" are small tasks that do not require a lot of effort and time to solve, but which are very unpleasant and you want to postpone them
memoirs
+ Frogs
Swiss cheese
Subgoals
Pinariki
... is a presentation of information that allows you to see the totality and interconnection of elements and makes it possible to make decisions effectively
Structured Attention Method
Result-Based Planning
+Overview of tasks

Prioritization
Timing
… is a technology that allows you to use the irreplaceable lifetime inalignment with your personal and business goals and values
Management
Scientific organization of labor
Marketing
Quality management
+ Time management
... is a good moment for solving a problem, a good chance, non-linear time.
Chronos
Pareto
Karoshi
SMART
Chronophage
+Kairos
... is the accounting of personal time spending by simple written fixation
Lending
Planning
Budgeting
+ Timing
Chronology
…is an effective tool for planning and controlling difficultstructured tasks with specific deadlines
Strategic Cardboard
Time Card
Graph of the dynamics of timing indicators
+2D graph
Control List

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