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ФИО: Максимов Алексей Борисович
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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"

APPROVE
Vice-President
for International Affairs
_____ /Yu.D. Davydova/
"15" февраля 2024

Dean of the Faculty
of Economics and Management
_____ /A.V. Nazarenko/
"15" февраля 2024

WORKING PROGRAM OF THE DISCIPLINE

"Human Resource Management"

Field of study
38.03.02 Management

Educational program (profile)
"Business Process Management"

Qualification (degree)
Bachelor

Form of study
Part-time

Moscow 2024

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1. Goals, objectives and planned learning outcomes in the discipline

The main goals of mastering the discipline “Human Resources Management” include:

- formation of scientifically based ideas about the basic concepts, approaches and patterns of personnel management in an organization;

- disclosure of the specifics of using psychological knowledge in recruiting, accounting and assessing the personnel of an organization, as well as practical skills that allow you to effectively use the acquired knowledge in the implementation of personnel development management technologies.

To the main tasksmastering the discipline “Human Resource Management” should include:

- reveal the conceptual, methodological and practical foundations of training personnel in a developing organization;
- to form general ideas about the goals, directions, stages and subjects of development of the organization’s human resources potential;
- determine the main tasks and content of the activities of personnel management services and the professional responsibilities of the personnel manager;
- give a general idea of the personnel, information, regulatory, methodological, legal and office support of the personnel management system.

List of planned learning outcomes in the discipline, correlated with the planned results of mastering the educational program

Competency code	**Code and content of the competency achievement indicator**	**List of planned learning outcomes in the discipline**
OPK-3 Able to develop well-founded organizational and management decisions taking into account their social significance, facilitate their implementation in a complex and dynamic environment and evaluate their consequences	IOPK-3.1. Knows the principles of developing sound organizational and management decisions, taking into account their social significance, promoting their implementation in a complex and dynamic environment and assessing their consequences. IOPK-3.2. Able to develop well-founded organizational and managerial decisions taking into account their social significance, facilitate their implementation in a complex and dynamic environment, and evaluate their consequences. IOPK-3.3. Possesses the skills to develop well-founded organizational and managerial decisions, taking into account their social significance, facilitate their implementation in a complex and dynamic environment, and evaluate their consequences.	Know: - basics of development and implementation of the concept of personnel management. Be able to: - predict and plan the organization’s personnel needs in accordance with the organization’s strategic plans and determine effective ways to satisfy it; - analyze the state and development trends of the labor market from the point of view of meeting the organization’s needs for personnel Own:

		- methods for implementing basic management functions in the field of personnel management; - methods of planning the number and professional composition of personnel in accordance with the strategic plans of the organization.

2. The place of the discipline in the structure of undergraduate EP

The discipline "Personnel Management" is one of the professional academic disciplines of the basic part of the basic cycle (B.1.11) of the main undergraduate educational program.

The discipline "Human Resources Management" is interconnected logically, substantively and methodologically with the following disciplines and practices of the EP:

Regarding the disciplines of the basic part of the program (B.1.1)

- Fundamentals of Management

Regarding the disciplines for choosing the variable part of the program (B1.2)

- Modern organizational management structures

3. Structure and content of the discipline

The total complexity of the discipline is 2 credit units (s) (72 hours).

Types of educational work and labor intensity
(according to forms of study)

3.1.2. Part-time and part-time education

No.	Type of educational work	Number of hours	Semesters	
			1	
1	**Auditory lessons**	**28**	28	
	Including:			
1.1	Lectures	14	14	
1.2	Seminars/practical sessions	14	14	
2	**Independent work**	**44**	44	
3	**Interim certification**			
	Test/differential test/exam	**Test**	Test	
	Total	**72**	72	

3.2. Thematic plan for studying the discipline

3.2.2. Part-time education

	Sections/topics	Labor intensity, hour

o. /p	disciplines	Total	Classroom work				Independent work
			Lectures	Seminars/practical sessions	Laboratory exercises	Practical training	
.1	Topic 1.		1	1			3
.2	Topic 2.		1	1			3
3	Topic 3.		2	2			4
4	Topic 4.		1	1			3
5	Topic 5.		1	1			3
6	Topic 6		2	2			4
7	Topic 7		1	1			4
8	Topic 8		1	1			4
9	Topic 9.		1	1			4
10	Topic 10.		1	1			4
11	Topic 11.		1	1			4
12	Topic 12		1	1			4
Total			**14**	**14**			**44**

3.3. Contents of discipline sections

Topic 1. Subject, objectives and structure of the course "*Personnel Management"* Subject of the course, its objectives. The logic of presentation of educational material and the structure of the course. The place of the discipline in the general system of professional disciplines, the relationship with other training courses.

The evolution of forms of joint activities and the formation of personnel management. Human resource management in the modern management system. Personnel management: from personnel management to human resource management.

Topic 2. Theoretical foundations of personnel management

The concept of “personnel” of the organization. Characteristics of personnel: conditions of employment, level of quality characteristics and their development. Types of organization personnel structure: by gender, age, education, professions, qualifications, length of service, categories. Factors influencing the structure of the organization. Foreign experience in personnel classification.

The concept of the labor potential of an employee in an organization. Components of labor potential. Indicators and characteristics of the state and use of labor potential in the organization, the possibility of obtaining an integral assessment. Application of analysis results to select areas and methods of personnel work.

Topic 3. The essence of human resource management in an organization.

The concept of "personnel management". Goals and objectives of personnel management. Identification of two groups of goals of the personnel management system: the goals of the employee and the goals of the organization’s administration, their similarities and differences, and determination of the degree of their inconsistency. The place and significance of the goals of the personnel management system in ensuring the main goals of the organization.

Main types of activities (stages) in personnel management.

The essence of the concept of personnel management, its components: methodology, system and technology of personnel management.

A systematic approach to the management of an organization’s personnel and the formation of a management system for them.

Topic 4. Human resource management system of the organization

Personnel management as a system. Functional-target model of an organization's management system, the composition of personnel management subsystems in the overall management system. The system of personnel management goals is the basis of the functional division of labor. Composition, content of personnel management functions, options for their classification, relationship and sequence of implementation.

The organizational structure of the personnel management service, its place in the overall management system of the organization. Interaction with line managers.

Goals, objectives, indicators of staffing of the personnel management system. Methods for calculating the quantitative composition of personnel management services.

Tasks of office support of the personnel management system. Composition of basic documentation for personnel management.

Regulatory and methodological support for the personnel management system. The main types of normative and methodological documents: internal labor regulations, collective agreement, regulations on the unit, job description. The procedure for developing job descriptions.

Legal support of the personnel management system, essence and objectives.

Information support of the personnel management system, its content.

Technical support of the personnel management system, its purpose and essence. The technical equipment used, their types.

Topic 5.Personnel policy and human resource management strategy

The essence of personnel policy and its features at the present stage. Main directions of personnel policy. Initial provisions for the formation of personnel policy. The dependence of the organization's personnel policy on the general policy of the organization and organizational culture.

Types of personnel policies and their characteristics.

Methods for implementing personnel policy, their essence and varieties (administrative, economic and socio-psychological).

Personnel policy and organization management strategy. Human resource management strategy as an element of the organization's management strategy.

The orientation of the personnel management strategy on the quality of human resources that provide a specific advantage to the organization. Components of a personnel management strategy: the goals of the organization, its resources and limitations on them, the development of the personnel management system, the quality of human resources, etc. Types of organization development strategy and corresponding personnel management strategies.

Components of the effectiveness of the implementation of personnel policies and personnel management strategies.

Topic 6. Personnel planning in the organization

Personnel planning as an integral part of planning in an organization and as a necessary condition for the implementation of personnel policy. Goals, objectives and essence. Levels of planning: strategic, tactical and operational.

The essence and objectives of strategic personnel planning. Classification of factors influencing strategic planning. External factors, market conditions and structure, competition, economic policy. Internal factors: volume of production and complexity of manufactured products, level of technology and technology, organization of production, labor and management. Development of a strategic HR plan for the organization.

Operational plan for working with personnel, its contents: planning of personnel requirements, planning of attraction, adaptation and release of personnel, planning of training, retraining, advanced training, career planning, personnel reserve, planning of personnel costs.

Planning for personnel requirements. Qualitative and quantitative need. Methods for determining quantitative personnel requirements. Method of labor intensity of the production process, calculation by workplaces, service standards and headcount standards. Controllability standards. Stochastic calculation methods. Methods of expert assessments. Personnel cost planning.

Topic 7. Recruitment, selection and reception of personnel

The organization's choice of recruitment policy. The main sources (external and internal) of personnel formation and their comparative characteristics. Active and passive ways to cover additional staffing needs.

Content and grouping of criteria and indicators for employee selection.

The concept and main tasks of candidate selection. Sequence of actions when selecting applicants for a job. Selection methods. Selection using application documents: resume, questionnaires, characteristics, letters of recommendation. Interview, its purpose and types. Interview technology. Testing, its types and conditions of use. Medical selection. Probation. Compliance with legal standards during admission.

Topic 8. Career guidance and labor adaptation of workers

Concept, goals and objectives of career guidance, main forms: education, information, career consultation. The concept and essence of socialization of labor adaptation. Types of socialization of adaptation, its structure: psychophysiological, professional, socio-psychological, organizational. Stages of adaptation. Factors of labor adaptation: personal and industrial. Employee adaptation programs at the enterprise.

Topic 9. Management of professional and career advancement of personnel

The concept and main types of professional and job transfers of workers. The concept of personnel rotation. Characteristics of the system of professional and job transfers of workers. Personnel promotion planning.

Personnel reserve, its purpose. Principles of working with personnel reserve. Formation of a personnel reserve: determination of key positions (structure) of the reserve, quantitative composition, selection of criteria for enrollment in the reserve and methods for their evaluation. Preparing reserves. Individual development plans. Assessment of work with the personnel reserve.

The concept of staff release. Circumstances and reasons for the release of personnel, types of releases. Measures to release personnel: organizational, economic, socio-psychological.

Personnel turnover (dismissal at will) and its consequences. Indicators of turnover, factors, conditions and motives for turnover.

Topic 10. Training, retraining and advanced training of personnel

The essence of the system of continuous personnel training. Characteristics of the activities of services for organizing and planning lifelong learning: accounting and analysis of personnel, certification, assessment of the level of training, assessment of professionalism, selection of psychological research, economic assessments.

Goals of training, retraining and advanced training of personnel. Principles, methods, forms and types of training. Classification and content of forms of training in the workplace, outside the workplace, near the workplace. Teaching methods, their advantages and disadvantages. The essence of retraining of workers. Classification of forms of advanced training, their characteristics. Training centers. Determining the effectiveness of training.

Topic 11. Certification of employees in the organization and business assessment

The essence, goals, functions of business assessment of employees and the use of its results in practical activities. Conditions for the formation of an employee evaluation system. Business assessment procedure. Selection of evaluation criteria: labor

productivity, indicators of professional behavior, business and personal qualities. Methods for measuring evaluation criteria: scaling, ordered ranks, alternative characteristics, expert survey, evaluation method by setting goals. Comprehensive assessment of work quality.

The role of line management in business assessment. The purpose and content of an assessment conversation between a manager and a subordinate. Summarizing and using the results of business correspondence.

Employee certification as a form of business assessment, its types. The main stages of certification: preparatory, certification, final. Experience in developing certification at enterprises.

Assessment centers and their role in personnel management.

Topic 12. Assessing the effectiveness of projects to improve the human resource management system

Characteristics of the economic and social efficiency of improving personnel management. Analysis of existing approaches to measuring the economic and social efficiency of personnel management. Methods for calculating economic efficiency. Methods for calculating the results and costs associated with improving personnel management.

Methodology for assessing the economic and social effectiveness of improving personnel management.

Topics of seminar (practical) classes

Topic 1. Subject, objectives and structure of the course "Human Resource Management"

Issues for discussion:

1. What is enterprise personnel?
2. What is the essence of the concept of HRM?
3. What are the specifics of human resources compared to other types of resources?
4. What does economic efficiency mean?
5. What is social efficiency?

Sample practical exercises

Exercise 1

Initial data. A conflict has arisen between two senior subordinates (colleagues) that is preventing them from working successfully. Each of them individually appealed to you with a request to understand and support his position.

Formulation of the problem. Choose and justify your behavior in this situation:

A) stop conflict at work and recommend resolving conflicting relationships during off-duty hours;

b) ask the specialists of the sociological research laboratory or other division of the management service to sort out the conflict of the person whose function it is;

V) personally try to understand the motives of the conflict and find a reconciliation option acceptable to both parties;

G) find out which member of the team serves as an authority for those in conflict, and try to influence these people through him.

Task 2

Initial data. A subordinate (colleague) ignores your advice and instructions, does everything in his own way, not paying attention to comments, without correcting what you point out to him.

Formulation of the problem. How will you deal with this subordinate (colleague) in the future:

A) having understood the motives for persistence and seeing their inconsistency, apply the usual administrative penalties;

b) in the interests of business, try to call him for a frank conversation, try to find a common language with him, set him up for business contact;

V) turn to the team - let them pay attention to the misbehavior of a colleague and apply measures of social influence;

G) try to figure out whether you yourself are making mistakes in your relationship with this subordinate (colleague), then decide what to do.

Topic 2. Theoretical foundations of human resource management

Issues for discussion:

1. What is the origin of the human resource management service resources at industrial enterprises?
2. What are the tasks of HRM?
3. What resource groups does the organization use? Are people considered a special kind of resource among others within the framework of the HRM concept?
4. What are the specifics of human resources compared to other types of resources?

Sample practical tasks

Exercise 1

Initial data. You have recently been appointed head of a work team in which you have been an ordinary employee for several years. At 8:15 a.m., you called a subordinate to your office to find out the reasons for his frequent lateness to work, but you yourself were unexpectedly 15 minutes late. The subordinate arrived on time and is waiting for you.

Formulation of the problem. How do you start a conversation when you meet:

A)Regardless of your lateness, you will immediately demand his explanation about being late for work;

b)apologize to him and start a conversation;

V)say hello, explain the reason for your lateness and ask him: “What do you think can be expected from a manager who is as often late as you?”;

G)cancel the conversation and reschedule it for another time.

Task 2

Initial data. You are the head of a production team. During night duty, one of your workers, while intoxicated, damaged expensive equipment. Another was injured while trying to repair it. The culprit calls you at home on the phone and anxiously asks what they should do now?

Formulation of the problem. How will you answer the call:

A)“Act according to the instructions. Read it, it is on my desk and do everything that is required”;

b)“Report the incident to the watchman. Draw up a report for equipment breakdown, let the victim go to the nurse on duty. We’ll sort it out tomorrow.”

c) “Don’t do anything without me. I’ll come and sort it out now”;

d) “In what condition is the victim? If necessary, call a doctor.”

Topic 3. The essence of human resource management in an organization.

Issues for discussion:

1. How did the spread of the ideas of the “scientific” school influence management" by F. Taylor for the development of management services in enterprises?
2. Did the state influence the development of the PM service?
3. What functions does a modern enterprise management service include?

Sample practical tasks

Exercise 1

Initial data. You are the head of a workshop (department). After the reorganization, you urgently need to re-staff several teams (bureaus) according to your staffing schedule.

Formulation of the problem. Which path will you take and why:

A) get down to business yourself, study all the lists and personal files of the workshop (department) workers, propose your project at a team meeting;

b)suggest that the HR department resolve this issue, since this is their job;

V)To avoid conflicts, suggest expressing your wishes to everyone interested parties, create a commission to staff new teams (bureaus);

G)first determine who will lead the new teams (bureaus) and sections, then instruct these people to submit their proposals for the composition of the teams (bureaus).

Task 2

Initial data. You recently started working as the head of a modern workshop (department) in a large industrial organization, having come to this position from another organization. Not everyone knows you by sight yet. There are two whole hours until the lunch break. Walking along the corridor, you see three workers (employees) of your workshop (department), who are animatedly talking about something and not paying attention to you. Returning in 20 minutes. Do you see the same picture

Formulation of the problem. How will you behave:

A)stop, let the workers (employees) understand that you are the new head of the workshop (department). You will notice in passing that their conversation has dragged on, and the slaves get down to business;

b)ask who their immediate supervisor is. Call him to your office;

V)First, ask what the conversation is about. Then introduce yourself and ask if they have any complaints against the administration. After this, offer to go to the workshop (department), to the workplace;

G)First of all, introduce yourself, ask how things are going in their team (bureau), how they are loaded with work, what is preventing them from working. Take note of these workers

Topic 4. Human resource management system of the organization

Issues for discussion:

1. What tasks are solved by the PM service of any organization?
2. What are human resource management systems?
3. Which departments at modern Russian enterprises perform certain functions of the management company?
4. List the departments that a modern PM service may includeenterprises.

Sample practical tasks

Task 1 Practical situation

Initial data. Tatyana Gorokhova graduated from the psychological department of the university, then graduated from graduate school and defended her thesis on the topic "Non-traditional methods of resolving interpersonal conflicts in the workplace." After 12 years of working as a teacher at one of the universities, she moved to the position of consultant at a psychological assistance center. For 4 years, Tatyana was involved in providing practical assistance to children from disadvantaged families, resolving conflicts in schools and institutions, and consulting representatives of the district administration. The work gave Tatyana great satisfaction, it allowed her to help children, use theoretical knowledge in practice, and meet interesting people. At the same time, the salary received was barely enough to make ends meet.

Therefore, when one of her acquaintances offered her the position of head of the personnel department of a large enterprise with a salary 10 times higher than in the center, Tatyana was very interested in his offer. Having successfully passed an interview with the management of the enterprise, she accepted the offer, believing that knowledge of psychology, English, communication skills, experience as a teacher and consultant would allow her to succeed in a job that attracted not only high earnings, but also opportunities for professional development, work with foreign specialists, trips around the country and abroad.

At the beginning of her first working day, Tatyana Gorokhova spent about an hour with the General Director of the enterprise, who explained to her what he expected from the head of the HR department: organizing professional training, monitoring hiring and the number of employees, maintaining documentation. A week later, a representative of a Western partner gave Tatyana a one-day training in the basics of personnel management, and she began to master the new position. The work turned out to be much more difficult than Tatyana had expected - a ten-hour working day, long meetings on technical issues that Tatyana did not understand, numerous questions and complaints from ordinary employees, the need to prepare monthly reports for Western partners. There was not enough time to take a breath, let alone to summarize her impressions or think about changing something, as the specialist from the European department had taught her.

The first crisis situation soon arose: following the recommendations of her partner, Tatyana raised the issue of the need to lay off some workers, which caused a violent reaction from the production director, who sharply accused her of incompetence and inexperience. Tatyana burst into tears and never returned to this topic. A month later, the general director called the head of the human resources department and asked to explain why the Western partner had not received a monthly personnel report. It turned out that Tatyana simply forgot about him. A week later, a new misunderstanding arose - Tatyana left work earlier than usual and was not on site to answer an urgent question from the

General Director, who the next morning expressed her dissatisfaction with the work of the head of the HR department. A week later, Tatyana submitted her resignation.

Issues for discussion:

1. How can you characterize the situation in which Tatyana Gorokhova finds herself? Why does she want to leave the enterprise?

2. To what extent did the everyday life of the head of the HR department meet Tatyana's expectations? Did she have the necessary professional qualities and motivation to work in this position?

3. How do you assess the decision of the company management to appoint Tatyana Gorokhova to the position of head of the personnel department? What (in Tatyana's biography) spoke in favor of this decision? What should havealert the leaders of the joint venture?

4. Did the training provided to Tatiana meet her needs?

What would you suggest in return or in addition to what has been done?

5. If you were the CEO, what would you do with your resignation letter?

Task 2 Practical situation

Initial data. The transnational holding company Mercury began its operations in Russia with the creation of three subsidiaries: Alpha, Omega and Sigma. At one of the first meetings to determine the management strategy for these companies, led by the regional vice president, it was decided that all managers needed to be trained in the basics of financial management. The development of the program and the organization of training was entrusted to the regional director of human resources (see figure).

After 3 months of intense collaboration between financiers from Mercury headquarters and teachers from the local management school, a five-day program was created that reveals the basics of financial management in a modern corporation, explains the specifics of the company, and also compares the American business management system with the domestic one.

The Director of Human Resources was pleased with the program and sent a letter to each of the joint ventures with a proposal to send 5 managers to the 1st training program. To his great surprise, the next day, in the response of one of the directors, he saw a refusal to send his employees to "training unknown to him."

The director of human resources addressed him with a response letter, demanding that he implement the vice president's decision, and also describing in detail the tasks facing the training program and its content. Three days later, a response was received in which the director of the Alpha enterprise reported that its managers "have not yet matured for this program." As a result, 10 rather than 15 people were trained in the 1st program, and the corporation suffered financial losses.

Issues for discussion:

1. What is the cause of the conflict? Comment on the positionssides

2. How do you evaluate the actions of the human resources director?How do you evaluate the actions of the director of the subsidiary?

3. How could the conflict be avoided?

What should the human resources director do in this situation?resources?

Topic 5.Personnel policy and human resource management strategy

Issues for discussion:

1. What is the main criterion for classifying types of dismissals?
2. What is a "final interview"?
3. Describe the system of measures to release personnel

Sample practical tasks

Exercise 1

Initial data. A new leader, invited from outside, came to the work collective, where there is a conflict between two groups over the introduction of a new leadership style.

Formulation of the problem. How, in your opinion, is it better for him to act in order to normalize the psychological climate in the team:

a) establish contact with adherents of the new style and, without acceptingtake seriously the arguments of supporters of the old order, work to introduce innovations, influencing opponents with the power of your example and the example of others;

b) try to dissuade and win over adherents of the previous style of work, opponents of innovations, influence them with persuasion during the discussion;

V) select the most authoritative members of the work collective, instruct them to understand and propose measures to normalize the situation, relying on the support of the administration, trade union, etc.;

G) study the development prospects of the team, set before team new strategic tasks joint labor activities, relying on the best achievements and labor traditions of the team and not contrasting the new with the old

Topic 6. Personnel planning in the organization

Issues for discussion:

1. What is the HR planning process?
2. Effective HR planning improves organizational efficiency,reduces its costs or not? Examples.
3. Do any internal organizational factors influence the planning process or not? Examples
4. What is the expert assessment method, what are its advantages and disadvantages?

Sample practical tasks

Exercise 1

Initial data. The Russa company is engaged in the wholesale sale of food products. In 2013, the company had 5 commercial agents and a sales volume of 500,000 thousand rubles. In 2014, the company intends to achieve a sales volume of 700,000 thousand rubles.

Formulation of the problem. Using the extrapolation method, determine how many commercial agents the Russa company will need to achieve its goals.

Task 2 Practical situation

Original data. Supervisor department sales companies

Computer World LLC, which sells computer programs, has just received a sales forecast for the next year, according to which sales should increase by 20% (at constant prices) and amount to 25 billion rubles. The increase is expected due to a 10% expansion

of the existing direction - sales of targeted programs developed on orders from organizations, as well as through the implementation of programs created for the mass market. The sales department of Computer World LLC employs 7 commercial agents, 3 assistants and 1 secretary. Each agent carries out sales in the territory assigned to him, an assistant provides technical support to two agents, a secretary is responsible for telephone calls, conducts general correspondence, etc. All agents have higher technical education, however, they are not programmers.

During the current year, the sales volume of Computer World LLC increased by 30%, and the number of sales department employees increased by 2 agents and 1 assistant.

Formulation of the problem. Determine the human resource needs of the sales department for the next year.

Topic 7. Recruitment, selection and reception of personnel

Issues for discussion:

1. On what basis does the human resources department begin the process of providing the organization with personnel?
2. What are the stages of the hiring process?
3. What external environmental factors influence the process of providing an organization with personnel?
4. What internal environmental factors influence the process of providing an organization with personnel?

Sample practical tasks

Exercise 1

Initial data and problem statement.A recruiting agency is looking for an assistant recruiter. It is necessary to create an advertisement for an available vacancy.

Guidelines. In the announcement of an available vacancy, it is necessary to indicate the position for which the candidate is required, and give a brief description of the organization where he will work. Outline the responsibilities, requirements (mandatory and desirable), working conditions for this position. Provide a phone number or fax for sending your resume.

Task 2. Practical situation

Initial data.OJSC "Molot" has the highest percentage of staff turnover among the assembly mechanics of the main conveyor (turnover reaches 82% per year). The work of assemblers is quite simple and monotonous and does not require much physical effort. The assemblers are trained directly on the job for 4 hours.

The hiring of assemblers at Molot OJSC is carried out by the personnel department without the participation of foremen or other managers. Applicants fill out a standard form (see below) and are interviewed by a Human Resources Supervisor, who makes a hiring decision that is approved by the Head of Human Resources.

Issues for discussion:

1. Do you think there is a connection between high employee turnoveramong fitters And method their selection?How can we improve this process?

2. Which of the candidates whose details are given would you accept for the post of collector? What information did you use? What information was unnecessary?

Topic 8. Career guidance and labor adaptation of workers

Issues for discussion:

1.What is work adaptation?

2.What two main areas of labor adaptation do you know?

3.The process of labor adaptation affects only young people, againemployees who came to the organization or not?

4. What four types of adaptation do you know? Their contents, examples

Sample practical tasks

Task 1. Practical situation

Initial data. Irina Khromova, director of human resources at Graphics LLC, received her personal computer three days ago. After the natural joy from this long-awaited event subsided somewhat, Irina began to think about what she would do with it. According to the documents attached to the computer, a text editor, the Lotus program, and the HR Director database analysis system were already installed on it. However, Irina had never used computers before.

In yesterday's newspaper she saw an advertisement for a university offering one-week computer courses for beginners. The price of training is 5000 rubles. The same newspaper published a small advertisement about private computer literacy lessons costing 200 rubles per hour. The head of the computer science department of Graphics LLC offered Irina his help, but admitted that he was not familiar with the HR Director database. Irina has five people subordinate to her who received the same computers, but, unfortunately, also have no experience working with them.

Issues for discussion:

1.Identify the professional training needs of the situation.

2.Define the goals of the vocational training program.3. What should Irina do?

Task 2. Practical situation

Initial data. The regional director for the CIS of a multinational pharmaceutical company asked teachers from one of the business schools to prepare a training program for managers of regional offices. According to his plan, at the end of the program, managers should receive an oral understanding of their tasks, functions and responsibilities, develop skills in managing representative offices that sell products in the regions and employ from three to five people, and understand the culture of the parent company. According to the regional director, of the twenty heads of representative offices, only two participated in the vocational training program in Western Europe, the rest were content with "on-the-job instruction." Most have been with the company for less than one year, with previous careers ranging from mechanical engineers to surgeons.

Issues for discussion:

1. Where should business school staff start preparing a program?
2. Recommend the sequence of actions for preparing and implementing the training program?
3. How to evaluate its effectiveness?

4.What teaching methods will be most appropriate for this program?

Topic 9. Management of professional and career advancement of personnel

Issues for discussion:

1. How can you motivate employees in modern times?organizations using each of the motivation theories you know?
2. Listgoals of the organization's financial incentive system?
3. List and describe the original remuneration systems,used in countries with developed market economies

Sample practical tasks

Exercise 1. Practical situation "Meeting evening"

Initial data. University friends Vladimir, Oleg, Irina and Ivan, who had not seen each other since they graduated from the university five years ago, after an evening meeting of classmates decided to talk to each other, remember life at the university, and talk about how they are doing now . The memories didn't take too long; the conversation about current life was much more interesting.

"I'm terribly tired of my job," said Ivan. "At first, when I came to the publishing house, it seemed that interesting and varied activities awaited me. By the way, everything was like that until I became the head of the department. Now I am drowned in a sea of administrative work, I have to give commands to subordinates, which gives me little pleasure pleasure. And I come home when my family is already asleep. I don't have time to meet with friends. I agree to receive less, just to be more free and have less responsibility. Maybe someone likes to be in charge." .

"I don't know if your salary is enough for you. And I'm completely dissatisfied with what they pay me. Although I have enough money to live on. But that's not the most important thing. I've already been working at the institute for five years, everyone knows me, I participated in the writing of two monographs, but I receive the same amount as the director's nephew, who came to us just this year after graduating from a correspondence institute. And in general, I have recently concluded that the management pays little attention to who gives how much to the institute. I was hoping to make a quick career. But I see almost no movement of personnel. They mostly hire from the outside for leadership positions. At the first opportunity to get a promotion on the outside, I will leave."

"I also tried to make a career," Vladimir interrupted Irina. "I tried my best. And even rose to the position of a small boss. And then I realized that I had practically no prospects for growth, and decided to start working as a simple worker, making money. And it's not very bad at all. My salary is decent. I've done my job. and relax, live for your own pleasure. I didn't have a family of my own, but we have plenty of friends. On Sundays we go to the stadium together. And we spend our holidays together on boats. Uha, a fire, fresh air, songs. I'll eat. What else is needed. So I'm happy with my work."

"You are all amazing people. Everything is about money and careers. It's as if there is nothing else at work. Of course, when I received pennies right after university, it was bad. But now the salary is normal, however, I don't feel any joy from it. Sits five people in a cramped room, my neighbor smokes constantly and does not intend to leave the room. The boss is always interfering with his recommendations. The only thing that holds me back is that the work is interesting, and also that in. I've been getting good results lately. Well, my wife will be against it if I want to leave Sadik, the hospital and trips to the

sanatorium during vacation are always provided. So, what can you do, you have to think about the future," Oleg ended his monologue.

Issues for discussion:

1. Describe the attitude of the characters in the situation towards their work.
2. Were the expectations regarding the work of the characters in the situation met or not? If not, explain why.

Carry out a consistent analysis of the motives of the characters' behavior inin accordance with each of the theories of motivation known to you.

Task 2 Practical situation "Salesman-star"

Initial data. When Denis Fomin was a child, his parents always encouraged him to show independence. During his school years, he was quite successful both in and outside the classroom. In elementary school, he always tried to act as a traffic controller or monitor order in the cafeteria. True, my mother was worried that he didn't really get along with his peers. But Denis usually explained it this way: "I don't need them. Besides, they can't do many things as well as I can. And I don't have time to help them; I'm too busy improving myself. Denis continued to excel in high school and college. He was always near the top of his class, was a very good distance runner, and was on the track team in both high school and college. In college, he did not join student communities and lived in an apartment. After graduating from college, Denis went to work for a large insurance company and soon became one of the best agents. Denis was very proud of the fact that he was among the top five insurance agents for six of the eight years that he worked for the company.

At the insurance company's headquarters, the executive committee responsible for appointing people to key positions was discussing the vacancy for a sales manager in the Northwest region. The HR manager presented the following report: "As you know, the Northwestern region lags behind others in terms of sales. We need to find a highly motivated person so that in this situation he can take responsibility and change the situation. After a thorough search, I recommend Denis Fomin for this position. As you know, Denis works very well for the company and has achieved outstanding results. He is a very motivated person. I think he's the right guy for the job."

Issues for discussion:

1. Do you agree with the HR manager? Why?
2. If we take into account Denis's biography, which motives discussed in the chapter might be very important for him? Which motives will be less significant? Find specific evidence for each motive in the example given.

What kind of motivation might be essential for people in sales positions? What type of motivation is desirable for people in management positions?

Topic 10. Training, retraining and advanced training of personnel

Issues for discussion:

1.What is the professional development process?employees of the organization?
2. On what basis do HRM employees determine whether an organization's employees need professional training or not?
3.List the basic principles of adult learning.
4. What factors can motivate employees to participate invocational training program?

Sample practical tasks

Task 1. Practical situation

Initial data. Oleg Nazarov is the director of a branch of a large Russian commercial bank. The branch was formed on the basis of a local commercial bank. One of Oleg's priorities is the creation of a personnel management system. The bank is known in the country as one of the leaders in the application of new methods of human resource management - psychological testing, payment for knowledge, individual career planning for employees.

Working 12 hours a day for two weeks, Oleg tried, among other things, to study the personnel management system adopted in the branch. As a result, it was possible to find out that the selection of new employees was carried out exclusively through acquaintances; the branch had no idea about career planning, certification, or training a reserve of managers. Professional training was not planned, but was organized as needed by department heads. Employees receive piecework wages, and administrative personnel receive official salaries and monthly bonuses amounting to up to 35% of the salary.

Issues for discussion:

1.Is there a need for change in the situation described? personnel management systems? If yes, then why?

2. Suggest a personnel management system for thisorganization (what basic processes should it support and what principles should it be based on?).

3. Propose a program for its implementation with a list of specific activities that need to be carried out.

4. What should be the role and position of Oleg himself?Nazarov? What steps should he take personally?

Task 2. Practical situation

Initial data. Yuri Suvorov, HR director of the trading company Magnat LLC, returned from a seminar on human resource management, overflowing with new ideas and enthusiasm to bring them to life. The topic of career planning and development seemed most interesting to him. Yuri told about it to the General Director of Magnat LLC, a company that unites three large stores in various districts of St. Petersburg. The general director became interested in Yuri's story and asked him to prepare a special lesson for senior managers of Magnat LLC. Two weeks later, Yuri held a one-day seminar with 10 senior executives of the company (the CEO decided at the last minute not to participate in the seminar so as not to "embarrass his subordinates"). The seminar was a great success - the managers were active, asked a lot of questions and showed great interest in career development.

On next day General director published order,instructing all managers of Magnat LLC to prepare career development plans within a week and submit them to the HR director. At the appointed time, Yuri received only two plans. Over the next two weeks - four more. The rest of the leaders promised that they would "bring it tomorrow," but they didn't bring anything. However, what upset Yuri most of all was the content of the plans: they were written as if as a carbon copy and contained one point - "I want to improve in my position."

Issues for discussion:

1. How can you explain the result obtained by Yuri?
2. What should he have done?
   What to do in this situation?

Topic 11. Certification of employees in the organization and business assessment

Issues for discussion:

1. For what purpose do organizations use a business evaluation system?staff?
2. How organizations optimize business measurement systemsstaff?
3. What is the method of business assessment of personnel - the method of alternative characteristics?
4. Describe the stages and content of the certification interview.

Sample practical tasks

Task 1 Practical situation

Original data. Gleb Churov, general director International Center for Management Training, turned to a consulting company specializing in human resources management. The center he leads, in Gleb's opinion, has outgrown the boundaries of an informal organization and needs formal management systems, first of all, a personnel evaluation system. Over the three years of its existence, the Center has grown from the union of three former colleagues from a consulting company into a powerful educational institution implementing dozens of professional training programs. The center employs 18 full-time instructors and 7 technical employees. Gleb also periodically invites teachers from outside, with whom one-time contracts are concluded. The center provides training for managers, specialists in finance, accounting and strategic management, offering general courses for everyone, as well as developing special programs commissioned by organizations. The latter account for up to 75% of the Center's work volume.

According to Gleb, the initial period of the "company-family", when everyone tried their best, has ended, and the Center needs a formal system for assessing the work of each employee.

Issues for discussion:

1. What goals does the Center have in the field of personnel management?
2. What assessment system would you offer to Gleb?

Task 2 Practical situation

Initial data. The human resources department of a large national corporation conducted an anonymous survey of employees to determine their attitude to the certification procedure carried out at headquarters according to the classic scheme - an annual certification interview with the manager, special assessment forms and development plans, and an increase in base salary in accordance with the certification assessment. Gathering the opinions of employees was quite difficult, since most of them spend the lion's share of their time in regional branches and only occasionally appear in their office. A total of 85 of the 180 questionnaires sent out were collected. The survey results showed that

•71% of employees are not satisfied with certification as a method of assessing themwork;

•52% of employees believe that managers cannot objectively evaluate their work because they do not have the necessary information;

•40% of employees consider the appraisal interview to be a formal announcement of a previously made decision; 18% claim that their managers do not conduct interviews at all, but ask them to sign a form filled out in advance;

•75% of employees do not feel that performance appraisal results are used for anything other than salary increases;

•80% of managers who conducted certification complained about the lack of time to prepare and conduct it; 20% of managers admitted that they experience difficulties in cases where it is necessary to criticize those being certified and regularly inflate certification scores.

Issues for discussion:

1. What do the survey results say?
2. What are the reasons for this situation?

What measures would you take to improve the evaluation system?suggested to the human resources department at headquarters?

Topic 12. Assessing the effectiveness of projects to improve the human resource management system

Issues for discussion:

1. How do personnel selection, personnel development and training, personnel assessment and personnel compensation affect the achievement of organizational goals?
2. How many key departments of the PM service should there be in a modern enterprise?
3. How can the tension between line and functional managers be resolved using the concept of dual responsibility?

Sample practical tasks

Exercise 1

Initial datato solve the problem is a list of functions of the personnel management service, and this list is compiled in a free sequence without observing the logical relationship between the functions.

List of functions of the personnel management service:

- ♦ meeting staffing needs;
- ♦ use of personnel;
- ♦ analysis of marketing information;
- ♦ development of a system of personnel management goals;
- ♦ determination of the content of labor at each workplace;
- ♦ choosing ways to cover staffing needs;
- ♦ personnel adaptation;
- ♦ defining the functions and organizational structure of the servicepersonnel management;
- ♦ formation of a personnel management system;
- ♦ planning of qualitative and quantitative needs forstaff;
- ♦ personnel selection;
- ♦ determining staffing needs;

- industrial socialization of personnel;
- work motivation;
- personnel career management;
- release of personnel;
- determination of the content and process of motivation;
- business assessment of personnel;
- use of monetary and non-monetary incentive systems;
- staff development;
- organization of personnel training.

Formulation of the problem. Arrange the listed functions in a logical sequence, grouping them into separate functional subsystems.

4. Educational and methodological support of the discipline

4.1. Main literature:

1. Garafiev I.Z. Personnel management: textbook. Kazan: KNITU Publishing House, 2021. 97 p. http://www.knigafund.ru/books/185956

4.2. additional literature:

1. Shapiro S.A. Personnel management: course of lectures, workshop: educational and methodological manual. M.: Direct-Media, 2020. 288 p. http://www.knigafund.ru/books/184961

4.3.Software and Internet resources:

- Office applications, Microsoft Office 2013 (or lower) – Microsoft Open License.License No. 61984042

5. Logistics support

Auditorium for lectures and seminars of the general fund. Study tables with benches, a blackboard, a portable multimedia complex (projector, projection screen, laptop). Teacher's workplace: table, chair.

6. Methodological recommendations

6.1. Methodological recommendations for teachers on organizing training

A presentation (from the English word - presentation) is a set of color pictures-slides 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, which are designed for a certain category of viewers (users).

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

A presentation involves a combination of information of various types: text, graphics, music and sound effects, animation and video clips. Therefore, it is necessary to take into account the specifics of combining pieces of information of different types. In addition, the design and display of each of the listed

types of information is also subject to certain rules. So, for example, the choice of font is important for textual information, brightness and color saturation are important for graphic information, and optimal relative position on the slide is necessary for the best possible perception of them together.

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

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

6.2. Methodological instructions for students on mastering the discipline

A lecture is a systematic, consistent, monologue presentation by a teacher of educational material, usually of a theoretical nature. When preparing a lecture, the teacher is guided by the work program of the discipline. During lectures, it is recommended to take notes, which will allow you to subsequently recall the studied educational material, supplement the content when working independently 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 margins in your working notes in which to make notes from the recommended literature, supplementing the material of the lecture you listened to, as well as emphasizing the special importance of certain theoretical positions.

Conclusions from the lecture summarize the teacher's thoughts on educational issues. The teacher provides a list of used and recommended sources for studying a specific topic. At the end of the lecture, students have the opportunity to ask questions to the teacher about the topic of the lecture. When delivering lectures 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 sequential study of the topics of the discipline. In preparation for the seminars, the student is recommended to study the basic literature, familiarize himself with additional literature, new publications in periodicals: magazines, newspapers, etc. In this case, you should take into account the recommendations of the teacher and the requirements of the curriculum. It is also recommended to finalize your lecture notes by making appropriate notes from the literature recommended by the teacher and provided for by the curriculum. Abstracts should be prepared for presentations on all educational issues brought up for the seminar.

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

Guidelines for students on organizing 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. When working independently, 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.

7. Fund of assessment funds

7.1. Methods for monitoring and assessing learning outcomes

Indicator of the level of competence development

As a result of mastering the discipline, the following competencies are formed:

Competency code	As a result of mastering the educational program, the student must have
OPK-3	the ability to develop organizational management decisions taking into account their social significance, facilitate their implementation in a complex and dynamic environment and evaluate their consequences

In the process of mastering the educational program, these competencies, including their individual components, are formed step by step as students master disciplines (modules) and practices in accordance with the curriculum and calendar schedule of the educational process.

7.1. Description of indicators and criteria for assessing competencies formed based on the results of mastering the discipline, description of assessment scales

An indicator for assessing competencies at various stages of their formation is the achievement by students of the planned learning outcomes in the discipline.

OPK-3 -the ability to develop organizational management decisions taking into account their social significance, facilitate their implementation in a complex and dynamic environment and evaluate their consequences				
Index	Evaluation criteria			
	2	3	4	5
Know: basics of development and implementation of the concept of personnel management fundamentals of the formation and use of the labor potential of an organization and an individual employee	The student demonstrates a complete lack of knowledge in the terminology of personnel management, the basics of team building, and the types and structure of the workforce.	The student demonstrates incomplete compliance of knowledge in the discipline: personnel management terminology, the basics of team building, types and structure of the workforce, personnel management methods, personnel performance indicators. Makes significant mistakes and demonstrates insufficient knowledge on a number of topics	The student demonstrates partial compliance of knowledge in the discipline: personnel management terminology, the basics of team building, types and structure of the workforce, personnel management methods, personnel performance indicators, methods for assessing personnel performance and areas for its improvement. Allows minor errors, inaccuracies, and difficulties during analytical operations.	The student demonstrates full compliance with the following knowledge in the discipline: personnel management terminology, the basics of team building, types and structure of the workforce, personnel management methods, personnel performance indicators, methods for assessing personnel performance and areas for its improvement.. Fluently operates with acquired knowledge.

Be able to: develop corporate, competitive and functional strategies for the development of the organization in terms of personnel management predict and plan the organization's personnel needs in accordance with the organization's strategic plans and determine effective ways to satisfy it; analyze the state and development trends of the labor market from the point of view of meeting the organization's personnel needs	The student does not know how or is insufficiently able to develop personnel strategies, plan personnel needs, analyze trends in the development of the labor market	The student demonstrates incomplete compliance with skills in developing personnel strategies, planning personnel requirements, analyzing labor market trends, correlating strategic plans with personnel strategy, dealing with recruitment issues and determining personnel needs.	The student demonstrates partial compliance of knowledge in the discipline: developing personnel strategies, planning personnel requirements, analyzing labor market trends, correlating strategic plans with personnel strategy, dealing with recruitment issues and determining personnel needs. Allows minor errors, inaccuracies, and difficulties during analytical operations. ,	The student demonstrates confident skills in developing personnel strategies, planning personnel requirements, analyzing labor market trends, correlating strategic plans with personnel strategy, dealing with recruitment issues and determining personnel needs. Operates freely with acquired knowledge.
Own: methods for implementing basic management functions in the field of personnel management; methods for developing and implementing personnel management strategies; methods of planning the number and professional composition of personnel in accordance with the strategic plans of the organization	The student does not have the required skills: recruiting personnel based on quantity and quality, formulating a personnel development strategy, assessing personnel composition, calculating performance indicators and personnel movement.	The student demonstrates the initial stage of mastering the skills of recruiting personnel in terms of quantity and quality, formulating a personnel development strategy, assessing personnel composition, calculating performance indicators and personnel movement.	The student partially masters communication methods and skills in recruiting personnel in terms of quantity and quality, formulating a personnel development strategy, assessing personnel composition, calculating performance indicators and personnel movement. Allows minor errors, inaccuracies, and difficulties during analytical operations.	The student demonstrates professional competence in the field of communications and business communication. Makes minor errors, inaccuracies, and difficulties during analytical operations. Fluently operates with acquired knowledge.

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

Interim certification form: test.

Interim certification of students in the form of a test is carried out based on the results of completing all types of academic work provided for by the curriculum for a given discipline (module), while taking into account the results of ongoing monitoring of progress during the semester. Assessment of the degree to which students have achieved the planned learning outcomes in the discipline (module) is carried out by the teacher

leading classes in the discipline (module) using the method of expert assessment. Based on the results of the interim assessment, the student is given a “pass” or “fail” rating.

Only students who have completed all types of academic work provided for in the work program for the discipline (preparation of a report, essay, participation in a colloquium, completing test assignments) are allowed to take part in the intermediate certification.

Grading scale	**Description**
Passed	All types of educational work provided for by the curriculum have been completed. The student demonstrates compliance with the knowledge, skills and abilities given in the tables of indicators, operates with acquired knowledge, skills and abilities, and applies them in situations of increased complexity. In this case, minor errors, inaccuracies, and difficulties during analytical operations and the transfer of knowledge and skills to new, non-standard situations may be made.
Not accepted	One or more types of educational work provided for by the curriculum have not been completed. The student demonstrates incomplete compliance of knowledge, abilities, and skills with those given in the tables of indicators; significant mistakes are made; a lack of knowledge, abilities, and skills is evident in a number of indicators; the student experiences significant difficulties in operating knowledge and skills when transferring them to new situations.

INDICATOR OF COMPETENCY DEVELOPMENT LEVEL

Personnel Management					
Federal State Educational Standard of Higher Education 38.03.02 "Management"					
In the process of mastering this discipline, the student forms and demonstrates the following: competencies:					
COMPETENCIES		**List of components**	**Technology for developing**	**Form of assessment tool****	**Degrees of levels of mastering competencies**
INDEX	**FORMULATION**				
OPK-3	the ability to develop organizational management decisions taking into account their social significance, facilitate their implementation in a complex and dynamic environment and evaluate their consequences	IOPK-3.1. Knows the principles of developing sound organizational and management decisions, taking into account their social significance, promoting their implementation in a complex and dynamic environment and assessing their consequences. IOPK-3.2. Able to develop well-founded organizational and managerial decisions taking into account their social significance, facilitate their implementation in a complex and dynamic environment, and evaluate their consequences. IOPK-3.3. Possesses the skills to develop well-founded organizational and managerial decisions, taking into account their social significance, facilitate their implementation in a complex and dynamic environment, and evaluate their consequences.	lecture, independent work, seminar classes	DS, exam	A basic level of: knows the basics of developing and implementing the concept of personnel management, the formation and use of the labor potential of the organization and the individual employee. Increased level: is able to develop corporate, competitive and functional strategies for the development of the organization in terms of personnel management; predict and plan the organization's personnel needs in accordance with the organization's strategic plans and determine effective ways to meet it.

List of assessment tools for the discipline

Personnel Management

OS No.	Name of the assessment tool	Brief description of the evaluation tool	Submission of the assessment tool to the Federal Fund
1	Report, message (DS)	Product independent student's work, which is a public speech presenting the results obtained in solving a specific educational, practical, educational, research or scientific topic	Topics of reports, messages
2	Test (T)	A system of standardized tasks that allows automate procedure for measuring the level of knowledge and skills of the student.	Test task fund
4	Test	Final form of knowledge assessment. In higher education institutions they are held during examination sessions.	Questions for testing
5	Exam	Final form of knowledge assessment. In higher education institutions they are held during examination sessions.	Questions for the exam

Questions for testing

in the discipline "Human Resources Management" formation of OPK-3 competence

1. Goals and main areas of activity in human resource management.
2. What is the difference between personnel strategy and personnel policy? What conditions allow us to speak about the existence of a personnel strategy?
3. How does the transition from an industrial to an information society affectfor human resource management?
4. What are the main milestones in the formation of a modern human resource management system in the West? What are the similarities and differences between the experience of Russian business organizations and this practice?
5. When do Russian companies need to improve their human resource management system, and what are the stages of this process?
6. When did Russian companies start talking about the "personnel shortage" and why?is it conditioned?
7. What are the internal reserves for solving the problem of human resource shortage in companies?

8. What are the features of the employee training process in Russian companies? What are the similarities and differences with Westerncompanies?
9. Career goal setting and principles of career strategy.
10. Career development planning.
11. Methods of administrative and economic influence.
12. Methods of individual work with subordinates.
13. Problems of motivation in modern conditions.
14. The place and role of the incentive function of wages.
15. Improving remuneration as a motivation factor.
16. Flexible remuneration systems.
17. Methods of human resource management.
18. Content theories of motivation.

19. Characteristics of the main types of leadership style.
20. Motivation and its role in achieving management goals.
21. Objectives and content of personnel planning.
22. Stages of development of the theory of human resource management forabroad.
23. Foreign experience in human resource management.
24. Essence, goals and content of self-management.
25. Group management methods and their effectiveness.
26. Process theories of motivation
27. Criteria for evaluating management personnel.
28. Methods for assessing management personnel.
29. Diagnostic approach to assessing personnel performancemanagement.
30. Methods for assessing the performance of management personnel.
31. Workplace projects and their role in personnel management.
32. Methodology for analyzing and designing workplace projects.
33. The essence and significance of certification.

34. How do companies respond to the threat of labor conflicts?
35. What is the relationship between social and personnel policies of Russiancompanies?
36. What are the functions of the social package in Russia? Why do most Russian companies and organizations have a general social package, and notdifferentiated?
37. What is a “survival strategy” in economic and personnelcompany policies? Can a “survival strategy” be considered a strategy?
38. Personnel policy and its principles.
39. Personnel services and their place in management.
40. Forms of power and influence.
41. Leadership: style and efficiency.
42. Factors influencing the effectiveness of group work.
43. Factors of effectiveness of interaction between a manager andsubordinates.
44. Principles of interaction between a manager and subordinates.

45. Methods for rationalizing the activities of management personnel.
46. Method of delegation of authority.
47. Prioritization method.
48. Assessing the results of personnel training and development.
49. Personnel planning and career development programs abroad.
50. Methods and criteria of Japanese and American management.

Examination form

Ministry of Education and Science of the Russian Federation
Federal State Autonomous Educational Institution
higher education
"MOSCOW POLYTECHNIC UNIVERSITY"
(MOSCOW POLYTECH)

Faculty of Economics and Management _____ Department of Management
Discipline: Human Resources Management
Direction of training: 03/38/02 "Management"
Course: _, group _____, form of study: full-time, part-time, part-time, part-time
EXAMINATION TICKET No. 1.

1. Question assessing competenceOPK-3.
2.Question assessing competencePC-1
3.Question assessing competencePC-2

Approved at the meeting of the department "Human Resources Management" "___" _____ 202_, minutes No. __.
Head Department of "Personnel Management of High-Tech Companies"
_____ /Krekova M.M./

List of topics for preparing a report on the discipline "Human Resources Management" (formation of the competence of OPK-3)

1. Globalization and human resource management.
2. Diagnostics of the personnel management system of a crisis enterprise and ways to improve it.
3. Foreign experience in human resource management.
4. Personnel service of the company: economic and professional criteria for assessing efficiency.
5. Concepts of "personnel management" and "human resource management": a comparative analysis.
6. Corporate culture of the company and internal communications.
7. Organization of information support for the human resource management system.
8. Main directions of human resource management in international companies.
9. Features of human resource management in organizations of various organizational and legal forms.

10. Features of human resource management in sectors of the national economy (using the example of one industry).
11. Evaluation of the performance of the organization's personnel.
12. Prospects and features of the development of human resource management in Russia.
13. Problems of forming a professional personnel service in an organization.
14. The role and place of personnel services in achieving the goals of the organization.
15. The labor market as a social environment for the distribution and exchange of labor
16. Personnel planning system in the organization.
17. The system of organizing managerial work in an organization.
18. System for assessing the activities of the personnel service.
19. Modern approaches to human resource management.
20. Traditional and modern methods of personnel planning.
21. Labor potential of the employee and labor potential of the organization: characteristics, structure and assessment.
22. Management of innovations in personnel work.
23. Personnel management in conditions of external and internal crisis.
24. Formation and development of organizational culture.
25. Formation of personnel policy at various stages of the enterprise life cycle.
26. Formation of management potential in modern conditions.
27. Personnel certification based on the management by objectives (MBO) system.
28. Audit of human resource management.
29. Diagnostics and assessment of the effectiveness of the human resource management system.
30. Diagnostics of the personnel management system of a crisis enterprise and ways to improve it.
31. Research and development of adaptation programs in specific conditions.
32. Research of personnel training programs, evaluation of their effectiveness.
33. Motivation and stimulation of work activity of personnel.
34. Optimization of staff numbers.
35. Organization of personnel training.
36. Organization of an effective compensation system in the organization.
37. Increasing the organization's competitive advantages by improving the use of human resources.
38. Increasing staff loyalty, turnover and the problem of absenteeism in the company.
39. Career management policy in the organization.
40. Building an effective personnel motivation system: Russian and foreign experience.
41. Strategies for recruitment and selection of personnel in modern conditions.
42. Outplacement technology.
43. Assessment Center technology.
44. Management of career guidance and adaptation of employees.
45. Management of the system of recruitment, selection and hiring of personnel in the company.

The report and presentation are aimed at assessing the level of mastery of knowledge and skills acquired within the competence of OPK-3.

Report evaluation criteria

When determining the assessment, the specified conditions must be fully met. A condition that is partially fulfilled is considered unfulfilled.

Rating "excellent" if the following conditions are met:

1. The following questions are covered:

- the essence of the aspect under consideration and the reason for its consideration,
- description of existing problems for this aspect and proposed ways their decisions

2. Compliance with the regulations when submitting a report
3. Presenting rather than reading the material
4. Use of current regulatory, monographic and periodical literature sources
5. Clarity of diction
6. Correctness and timeliness of answers to questions

Rating "good" if the following conditions are met: failure to fulfill any two of the specified conditions.

The rating is "satisfactory" if the following conditions are met: failure to fulfill any three of the specified conditions.

Rating "unsatisfactory": failure to meet any four of the specified conditions

Presentation evaluation criteria

Indicators	3 points	4 points	5 points
General information	The information is presented partially. Only one resource was used in the work.	Fairly accurate information. More than one resource was used in the work.	The information presented is concise and clear, fully relevant to the topic of the work. More than one resource was used in the work.
Degree solving the problem	The topic is not fully covered. The problem solving process is incomplete.	The topic is covered almost completely. The solution process is complete.	The topic is covered as fully as possible. The solution process is complete.
Decor	The presentation is technically correct (easy to read text, acceptable combination of text and background color). Slides are easy to understand	The presentation is technically correct (easy to read text, acceptable combination of text and background color). Some effects and backgrounds were used. The slides are easy to understand.	The presentation is technically correct (easy to read text, acceptable combination of text and background color). Effects, backgrounds, graphics and sounds are used to emphasize the information presented. The slides are easy to understand.

Presentation of the material	Presentation slides do not contain schematic (dramatic) images and are overloaded with text, which is entire sentences	Presentation slides contain schematic (drawing) images but are overloaded with explanatory text.	Presentation slides contain only schematic (dramatic) images. The text is minimal. All comments are given by the student during the defense

Fund of sample questions for test work in the form testing format*by discipline* "Personnel Management"

Test 1

1. What is the reason for the emergence of personnel management as a special type of activity?

a - the growth in the scale of economic organizations, increasing dissatisfaction with the working conditions of the majority of workers;

b - the spread of the “scientific organization of labor”, the development of the trade union movement, active government intervention in relations between employees and employers;

c - tightening market competition, intensifying the activities of trade unions, state legislative regulation of personnel work, increasing complexity of the scale of economic organizations, and the development of organizational culture.

2. Which list of tasks more accurately characterizes the content of personnel management?

a - use of own human resources, division of labor, strengthening labor discipline;

b - control over compliance with labor legislation by the enterprise administration;

c - planning and development of a professional career, labor stimulation, vocational training;

d - recruitment of personnel, organization of work performance, evaluation, remuneration and development of personnel.

3. The increasing role of the strategic approach to personnel management is currently associated with:

a - with high monopolization and concentration of Russian production;

b - with regionalization of the economy and targeted structural restructuring of employment;

c - with tightening competition in all its manifestations, accelerating the pace of change in environmental parameters and increasing uncertainty of its parameters over time.

4. Human resource plans determine:

a - policy on the recruitment of women and national minorities;

b - policy towards temporary workers;

c - level of payment;

d - assessment of future personnel needs.

5. The principle of conditioning the functions of personnel management on production goals implies that:

a - personnel management functions focused on production development are ahead of functions aimed at ensuring the functioning of production;

b - personnel management functions are formed and changed not arbitrarily, but in accordance with production goals;

c - it is necessary to develop multivariate proposals for the formation of a personnel management system and select the most rational option for specific production conditions.

6. The principle of complexity implies:

a - multivariate development of proposals for the formation of a personnel management system and selection of the most rational option for specific production conditions;

b - taking into account all factors affecting the personnel management system;

c - focus on the development of production, advancing the functions of personnel management of functions aimed at ensuring the functioning of production.

7. Methods for forming a personnel management system include::

a - the method of analogies and the method of structuring goals;

b - method of structuring goals and morphological analysis;

c - method of analogies, method of structuring goals and morphological analysis.

8. Which method in the field of improving personnel management is most widespread:

a - method of analogies;

b - method of creative meetings.

9. Identify the main groups of personnel management methods in the organization:

a – administrative, economic, socio-psychological;

b – economic, statistical;

c - socio-psychological;

10. Which method of personnel management is characterized by its direct impact:

a - administrative;

b - economic;

c - socio-psychological.

Test 2

1. In an entrepreneurial organizational strategy, the emphasis in recruitment and selection is:

a - to search for proactive employees with a long-term orientation, ready to take risks and see things through to the end;

b - searching for employees with a narrow orientation, without great commitment to the organization for a short time;

c - on the search for diversified employees, focused on achieving greater personal and organizational goals.

2. What methods have an indirect nature of managerial influence:

a – administrative, economic;
b – economic, socio-psychological;
c - administrative, economic, socio-psychological.

3. What methods of personnel management would you classify as developing regulations and job descriptions:
a - administrative;
b - economic;
c - socio-psychological.

4. Job descriptions and their specifications (defining requirements for candidates) are very useful for recruitment and selection specialists as they allow them to attract the most suitable of all possible candidates:
a - yes;
b - sometimes;
in - no.

5. Labor potential is:
a is the part of the population that has the physical development, mental abilities and knowledge that are necessary to work in the economy;
b - this is the totality of a person's spiritual and physical abilities, which he uses whenever he creates use values;
c - the ability of the organization's personnel, if they have certain qualitative characteristics and corresponding socio-economic and organizational conditions, to achieve a certain final result.

6. A standardized form for presenting the content of work at a specific workplace at a certain time is:
a - job description;
b - employee evaluation sheet;
c - interviewer's sheet;
d - employee questionnaire.

7. How to reduce the supply of workers in an organization (bring the number in line with its real needs) without resorting to layoffs:
a - transfer of some employees to a shortened working day or working week;
b - termination of employment;
c - conclusion of short-term contracts.

8. Increasing the organization's ability to change the number of employees in accordance with changes in the volume of services provided/goods produced through the use of additional or alternative sources of labor represents:
a - numerical adaptation of the workforce;

b - functional adaptation of the workforce;
c - labor leasing.

9. The ability of an organization to change and bring the professional and qualification structure of its employees in accordance with the requirements of the changed workload represents:
a - numerical adaptation of the workforce;
b - functional adaptation of the workforce;
c - remote adaptation of the workforce;
g - labor leasing.

10. The form of organization of working time, in which self-regulation of the beginning, end and total duration of the working day is allowed for individual employees or their groups, is the use of:
a - standard operating modes;
b - flexible working hours;
c - part-time

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

Fund of sample questions for test work in the form testing format*by discipline* "Personnel Management"

Test 1

1. An employee's employment in fulfilling labor obligations for a shorter duration of daily and weekly work than the legally established standards constitutes the use of:
a - standard operating modes;
b - flexible working hours;
c - part-time employment.

2. Adaptation is:
a - adaptation of the employee to new professional, social and organizational-economic working conditions;
b - mutual adaptation of the employee and the organization through the employee's gradual adaptation to new conditions;
c - adaptation of the organization to changing external conditions.

3. Research shows that more than half of the organizations examined fill the majority of vacancies in the primary labor market through external sources of attracting personnel:
a - yes;
b - no.

4. How to ensure effective integration of a new employee into the organization:

a - reliable and complete preliminary information about the organization and department where the employee will work;

b - use of a probationary period for a newcomer;

c - regular interviews of the newcomer with the head of his department and a representative of the personnel service;

d – all answers are correct.

5. What set of personnel measures reduces the influx of new people and ideas into the organization:

a - promotion from within;

b - compensation policy;

c - the use of international personnel.

6. People who come to the HR department looking for work are:

a - self-proven candidates;

b - unemployed;

c - unskilled workers.

7. A short work biography of the candidate is:

a - professional profile;

b - quarry diagram;

c - employee questionnaire;

g - an advertisement.

8. Research shows that truthful job descriptions reduce subsequent labor turnover:

a - yes;

b - sometimes;

in - no.

9. The least reliable candidate selection tests include:

a - psychological tests;

b - knowledge test;

c - testing of professional skills;

g - graphic tests.

10. The most reliable method for assessing a candidate's ability to perform the job for which he will be hired is:

a - psychological tests;

b - knowledge test;

c - testing of professional skills;

g - graphics test.

Test 2

1. A number of specific measures necessary to make a decision to hire several of the possible candidates are:

a - selection of candidates;

b - hiring an employee;

c - selection of candidates;

d - attracting candidates.

2. A method that allows you to objectively assess candidates' compliance with job requirements is the method:

a - analysis of personal data;

b - professional test;

c - handwriting examination.

3. What is the recruitment process:

a - creating a sufficiently representative list of qualified candidates for the vacant position;

b - hiring employees;

c - the process of selecting candidates who have the minimum requirements to occupy a vacant position.

4. It is more difficult to recruit qualified personnel than unqualified ones. First of all, this is due to:

a - the habit of those who work;

b - admission based on letters of recommendation;

c - requirements from the work itself;

d - insufficient typing practice.

5. The advantages of internal sources of recruitment include:

a - low costs for personnel adaptation;

b - the emergence of new ideas, the use of new technologies;

c - the emergence of new impulses for development.

6. The advantages of external sources of attracting personnel:

a - low costs for personnel adaptation;

b - the emergence of new impulses for development;

c - increasing motivation and job satisfaction among personnel workers.

7. What should be understood by staff turnover:

a - all types of dismissals from the organization;

b - dismissals at their own request and on the initiative of the administration;

c - dismissals due to staff reductions and the initiative of the administration;

d - dismissal at will and due to staff reduction.

8. Personnel development is:

a - the process of preparing an employee to perform new production functions, occupy new positions, and solve new problems;

b - the process of periodic training of an employee in specialized courses;

c - ensuring an effective management structure and managers to achieve organizational goals.

9. What methods are most effective for training staff in behavioral skills (negotiating, holding meetings, working in a group):

a - instruction;

b - business games;

c – all answers are correct.

10. What methods are the most effective for teaching technical techniques (repairing simple household appliances, electric motors, accepting utility payments, calculating interest on deposits):

a - apprenticeship and mentoring;

b - analysis of specific situations;

c - business games;

d – a and b

Criteria for evaluation:
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Satisfactory - from 55% to 75% correct answers;
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