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FEDERAL STATE AUTONOMOUS EDUCATIONAL INSTITUTION OF HIGHER EDUCATION

"MOSCOW POLYTECHNIC UNIVERSITY"
(MOSCOW POLYTECHNIC UNIVERSITY)

Faculty of Economics and Management

APPROVED BY
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WORKING PROGRAM OF THE DISCIPLINE

«Leadership and Command Formation»

Direction of training/specialty
38.03.01 Economy

Profile/specialization
International business and foreign economic

Qualification
bachelor

Forms of study
full-time

Moscow, 2025

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

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

Objectives of the discipline:

- to form an active life position and develop a methodological culture in in the field of scientific research and management activities in the field of psychology of leadership and team management;

- to master the necessary amount of knowledge and skills in the field of leadership psychology and co-mandibular formations;

- to form a scientific worldview and an understanding of the characteristics of leadership, management and team management.

Training in the discipline “Leadership and Team Building” is aimed at developing the following competencies in students:

Code and name development of competencies	**Indicators of Competence Achievement**
UK-3. Capable of carrying out to exist socially interaction and real-play your role in the team	IUK-3.1. Determines his/her role in the team based on the strategy of cooperation to achieve the set goal, taking into account the behavioral characteristics and interests of other team members IUK-3.2. Plans and analyzes the consequences of personal actions, adequately evaluates the ideas and proposals of other participants to achieve the set goal in teamwork IUK-3.3. Carries out an exchange of information, knowledge and experience with team members, observing established norms and rules of social interaction, bears personal responsibility for his contribution to the result of teamwork

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

The discipline is a mandatory part of block B1 "Disciplines (modules)". The discipline "Leadership and Team Building" is logically and substantively-methodically interconnected with other disciplines of the curriculum, forming the competencies of future bachelors in the direction of 38.03.03 Human Resources Management.

3. Structure and content of the discipline

The total workload of the course is 4 credit units (144 hours2).

3.1 Types of academic work and labor intensity

3.1.1. Full-time education

No. p/p	**Type of academic work**	**Quantity hours**	**Semesters**
1	**Classroom lessons**	**72**	7
	Including:		
1.1	Lectures	36	7
1.2	Seminars/practical classes	36	7
2	**Independent work**	**72**	7
	Including:		
2.1	Preparation for practical classes	45	7
2.2	Preparation of the report	6	7
2.3	Preparing for the exam	8	7
2.4	Study of additional literature	13	7
3	**Interim assessment**		
	exam		7
	Total	**144**	7

3.1.1. Part-time and part-time education

No. p/p	Type of academic work	Quantity hours	Semesters
1	**Classroom lessons**	**36**	7
	Including:		
1.1	Lectures	18	7
1.2	Seminars/practical classes	18	7
2	**Independent work**	**108**	7
	Including:		
2.1	Preparation for practical classes	45	7
2.2	Preparation of the report	6	7
2.3	Preparing for the exam	8	7
2.4	Study of additional literature	49	7
3	**Interim assessment**		
	exam		7
	Total	**144**	7

3.2 Thematic plan for studying the discipline

3.2.1. Full-time education

No. p/p	Sections/Topics disciplines	Labor intensity, hour			
		Total	Classroom work		Independent work
			Lectures	Seminars/ practical classes	
1	**Section 1. Leadership**	**64**	**16**	**16**	**32**
1.1	Topic 1. Basic concepts and concepts of leadership	16	4	4	8
1.2	Topic 2. History of the origin and development of leadership psychology	16	4	4	8
1.3	Topic 3. Personal characteristics of a leader	16	4	4	8
1.4	Topic 4. Mechanisms for promotion to leadership	16	4	4	8
2	**Section 2. Team building**	**80**	**20**	**20**	**40**
2.1	Topic 5. Basic concepts and characteristics of team building	16	4	4	8
2.2	Topic 6. Stages of team activity and group dynamics	16	4	4	8
2.3	Topic 7. Basic team building technologies	16	4	4	8
2.4	Topic 8. Managing team activities	16	4	4	8
2.5	Topic 9. Problems of team management	16	4	4	8
	Total	**144**	**36**	**36**	**72**

3.2.2. Part-time and part-time education

No. p/p	Sections/Topics disciplines	Labor intensity, hour			
		Total	Classroom work		Independent work
			Lectures	Seminars/ practical classes	
1	**Section 1. Leadership**	**64**	**8**	**8**	**48**
1.1	Topic 1. Basic concepts and concepts of leadership	16	2	2	12
1.2	Topic 2. History of the origin and development of leadership psychology	16	2	2	12
1.3	Topic 3. Personal characteristics of a leader	16	2	2	12
1.4	Topic 4. Mechanisms for promotion to leadership	16	2	2	12
2	**Section 2. Team building**	**80**	**10**	**10**	**60**
2.1	Topic 5. Basic concepts and characteristics of team building	16	2	2	12
2.2	Topic 6. Stages of team activity and group dynamics	16	2	2	12
2.3	Topic 7. Basic team building technologies	16	2	2	12
2.4	Topic 8. Managing team activities	16	2	2	12
2.5	Topic 9. Problems of team management	16	2	2	12
	Total	**144**	**18**	**18**	**108**

3.3 Contents of the discipline

Section 1. Leadership

Topic 1. Basic Concepts and Concepts of Leadership

Leadership and management. Authority. Leadership concepts. The function of a leader in modern society. Leadership as a factor of personal growth and the driving force of social and entrepreneurial development. The role of a leader in the context of market globalization. The interdisciplinary function of leadership psychology

Topic 2. History of the origin and development of leadership psychology

Pre-war years: theory of leadership traits (leadership as an informal phenomenon and as management), research of leadership styles, principles of studying the "life space" of the individual. Post-war theories: situational approach, theory of perceptual activity of followers, theory of the personal aspect of leadership, leader charisma, probabilistic model of leadership effectiveness: transformational paradigm, transactional paradigm.

Topic 3. Personal characteristics of a leader

Four basic components of a leader's figure: socio-economic personality structure. Vector of leading direction of a businessman-leader. Leadership qualities of a businessman. Fundamental principles of a leader's ethics. Mental structure of a person. Concepts of direction and intentionality. Egomarketing as a process aimed at self-realization and self-expression of an individual, taking into account the needs of the external environment. The main elements of egomarketing: motivational, socio-economic, target, moral, cultural. The main functions of egomarketing and their content. Criteria for the effectiveness of egomarketing. The concept of creativity. Personal prerequisites for creativity.

Topic 4 Mechanisms for promotion to leadership

Types of approaches to the phenomenon of leadership in psychology: their main similarities and differences. Principles of effective interaction between man and system: self-realization and mutual functionality. Stages of leader development. Implicit theory of leadership. Psychological concept of exchange: (exchange in the context of the transactional approach to leadership; exchange as a manifestation of "idiosyncratic credit"; value exchange).

Section 2. Team building

Topic 5. Basic concepts and characteristics of team building

Social group, its structure. Small group. Main characteristics of a team. Formal and informal teams. Internal socio-psychological structure. Scheme of human role behavior. Features of female and male psychology. Female, male and mixed teams. Sociometry and psychological climate of a team. Definition of a team, typology of teams. Signs of a team. Goals of team building. Types of teams. Operational or innovative goals of a team. Two types of teams: functional teams: advisory teams, production teams; innovative teams: project teams and action teams. Thinking type: Myers-Briggs typological questionnaire. Four pairs of main characteristics of personality types: extroversion-introversion, sensing-intuition, thinking-feeling, decision-perception. Principles of team interaction. Team building process. Team formation.

Topic 6. Stages of team activity and group dynamics.

Team building. Components of the team building process and its stages Characteristics of the stages of team building Stages of team development. Stages and cycles of organization development. Stages of team building in the logic of the dynamic approach, Group dynamics. Processes of group dynamics. Group dynamics, the concept of "team", factors and stages of transformation of a group into a team.Tuckman's Team Development Scheme. Group Dynamics Mika in training. Methods of managing group dynamics.

Topic 7. Basic team building technologies.

Parameters of team formation. Principles of designing effective organizations. Influence of external factors on designing an effective organization. Internal elements of the organization structure. Designing the basic structure of the organization: organizing groups, distributing authority, three types of interdependence. Basic approaches to team formation: goal-setting, interpersonal, role-based and problem-oriented. Stages of team development (grinding in, conflict, experiment, problem solving, forming strong ties). Ned Herrmann's method of psychological dominants: homogeneous work team, heterogeneous work team.

Coordination of group work as integration mechanisms: systems for assessing the performance of an organization and its employees, incentive systems, systems for selecting and training personnel.

Topic 8. Managing team activities.

Leadership in a team. Nature. Motivation and types of leadership (concepts of charismatic leadership, psychoanalytic theory of Z. Freud). Typology of leadership. Leadership and management. Qualities and functions of a leader. Basic criteria for effective work of a leader Management styles (democratic, liberal-anarchic, inconsistent, situational). Participatory leadership style. Features of the personal style of interaction of a manager or leader with team members. Four forms of intra-team cultural context of management groups: "factory", "clique", "circle", "team". Socio-psychological methods of managing a team. Direct methods of management: persuasion, coercion, suggestion, indicating a model of behavior. Indirect methods: method of orienting situation, method of symbolic regulation, method of changing elements of the performing role, method of formative stimulation.

Topic 9. Problems of team management.

Three types of attitude towards the perception of another person: positive, negative and adequate. Interpersonal communications and principles of their effective use. Criterion for checking the accuracy of the decision being made. General, private and selfish interests. Manipulation as the implementation of selfish interests. Types of manipulation - economic, political, bureaucratic, ideological, psychological. The concept and nature of conflict situations in the organization. Typology of conflicts. Fundamentals of conflict management. Stages of conflict resolution. The main parameters of conflict behavior in the structural model of conflict. Stress and emotional state management. Efficiency of group work. Factors influencing the effectiveness of group work

3.4 Topics of seminars/practical classes

3.4.1. Seminars/practical classes

Topics of classes

*Topic 1.*Basic Concepts and Concepts of Leadership *Topic 2.*History of the origin and development of leadership psychology *Topic 3.*Personal characteristics of a leader *Topic 4.*Mechanisms for promotion to leadership

*Topic 5.*Basic concepts and characteristics of team building *Topics 6.* Stages of team activity and group dynamics *Topic 7.*Basic Team Building Technologies *Topic 8.*Managing Team Activities *Topic 9.* Problems of team management.

3.5 Topics of course projects (course papers)

Not included in the curriculum

4. Educational, methodological and informational support

4.1 Regulatory documents and GOSTs

- Constitution of the Russian Federation: adopted by popular vote12.12.1993.
- Federal Law of29.12.2012 No. 273-FZ “On Education in the Russian Federation-

tions"

4.2 Main literature

1. Kornienko, V. I. Team building: a textbook for universities / V. I. Kornienko. — Moscow: Yurait Publishing House, 2025. — 291 p. — (Higher education). — ISBN 978-5-534-14723-0. — Text: electronic // Educational platform Yurait [website]. — URL: https://urait.ru/bcode/568047

2. Spivak, V. A. Leadership: a textbook for universities / V. A. Spivak. - 2nd ed., revised and add. — Moscow: Yurait Publishing House, 2025. — 397 p. — (Higher education). — ISBN 978-5-534-17456-4. — Text: electronic // Educational platform Yurait [website]. — URL: https://urait.ru/bcode/560463

4.3 Further reading

1. Savinova, S. Yu. Leadership in business: a textbook and practical course for universities / S. Yu. Savinova Nova, E. N. Vasilyeva. — 2nd ed., rev. and additional - Moscow: Yurayt Publishing House, 2025. - 280 p. — (Higher education). — ISBN 978-5-534-11445-4. — Text: electronic // Educational platform Urayt [website]. — URL: https://urait.ru/bcode/566231

2. Psychology of leadership: leadership in social organizations: textbook for universities / under general editor A. S. Chernyshev. - Moscow: Publishing House Yurait, 2025. - 159 p. - (Higher education). - ISBN 978-5-534-08262-3. - Text: electronic // Educational platform Yurait [website]. - URL: https://urait.ru/bcode/564951

4.4 Electronic educational resources

https://online.mospolytech.ru/course/view.php?id=11194

4.5 Licensed and freely distributed software

nie

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

4.6 Modern professional databases and information reference systems

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

5. Logistics

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

6. Methodological recommendations

6.1 Methodological recommendations for teachers on organizing training

chings

During lectures, students must master the main theoretical aspects of the topics, and during practical classes, demonstrate not only knowledge of the general theoretical issues of the topic being studied, but also practice their application to solve cases based on real situations. Therefore, in the process of preparing for the seminar, it is advisable to familiarize yourself with the latest trends in the field of leadership and team building, as well as independently select material from professional journals published on various aspects of leadership and team building, personnel management, sociology and psychology of management.

Lecture requirements:

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

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

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

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

- use of interactive teaching methods.

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

When preparing for lectures on the course “Leadership and Team Building”, it is necessary to think through the plan for its implementation, the content of the introductory, main and final parts of the lecture, familiarize yourself with current research in the field of leadership and team building, new educational and methodological literature, periodical publications on the topic of the lecture, determine the means of material and technical support for the lecture and the procedure for their use during the lecture.

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

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

The lecture should focus on general issues and point out the specifics of the professional ethics of a human resources specialist. The means that help with note-taking are the emphasized presentation of the lecture material, i.e. highlighting the most important, essential information with voice, intonation, repetition, use of pauses, writing on the board, demonstration of illustrative material, and strict adherence to the class schedule.

The art of the lecturer helps to organize the student's work well during the lecture.

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

6.2 Methodological guidelines for students on mastering the discipline

Guidelines for working on lecture notes during a lecture.

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

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

Methodological guidelines for students on mastering independent work.

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

Working with literature.

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

basic concepts of the course. It is necessary to analyze in detail the examples that explain the definitions. It is useful to make supporting notes.

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

Methodological recommendations for preparation for testing

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

Methodological recommendations for composing and presenting a report.

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

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

Methodological recommendations for students to prepare for the exam.

Preparation of students for the exam includes three stages:

- independent work during the academic year semester;
- direct preparation in the days preceding the exam;
- passing the exam.

It is advisable to begin preparation for the exam with studying and working through the literature. First of all, you should carefully reread the curriculum and program topics for preparation for the exam in order to identify the least familiar ones. Next should be the stage of repeating all the program material. It is advisable to devote most of the time to this work. The next stage is self-monitoring of knowledge of the studied material, which consists of oral answers to program questions submitted for the exam. It is advisable to write down the theses of the answers to the most difficult questions, since additional motor memory resources are included in the process of writing. The proposed method of direct preparation for the exam can be changed. Thus, for students who believe that

that they have mastered the program material in full and are confident in the strength of their knowledge, a quick review of the educational material is sufficient. They can devote most of their time to an in-depth study of individual, most complex, controversial issues. Literature for preparing for the exam is indicated in the curriculum. It is impossible to say unequivocally which textbook should be used to prepare for the exam, because textbooks are written by different authors who present their own, sometimes different from others, point of view on various scientific problems. Therefore, for the completeness of educational information and its comparison, it is better to use at least two textbooks (study guides). The student himself has the right to adhere to any of the points of view on a controversial issue presented in the textbooks (including one different from the position of the teacher), but subject to sufficient scientific argumentation.

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

7. Evaluation Fund

7.1 Methods of monitoring and assessing learning outcomes

Current control (work in practical/seminar classes):
- oral surveys
- testing
- solving problems (cases)
- presentation of a report

Interim control
- testing

7.2 Scale and criteria for assessing learning outcomes

Oral survey

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

Evaluation indicators:

1) completeness and correctness of the answer;

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

3) linguistic design of the answer.

Criteria for assessing the oral survey:

5 pointsis given if the student presents the material fully (answers the question), gives correct definition of basic concepts; demonstrates understanding of the material, can substantiate his/her judgments, apply knowledge in practice, give necessary examples

not only from the textbook, but also independently compiled; presents the material consistently and correctly from the point of view of the norms of the literary language.

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

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

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

Testing (current and intermediate control)

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

Solving problems (cases)

5 pointsis set if the task (case) is solved completely and correctly. The student has identified all aspects that are important for solving the problem (case). The answer is logical and consistent. If the solution to the problem diverges from that specified in the evaluation criteria for the answers, it can also be rated as “excellent” if the proposed solution is logical and carefully substantiated

4 pointsis set if the Problem is solved sufficiently fully and correctly. The author has identified all the main aspects that are important for solving the problem. A number of important details have been omitted or extraneous aspects have been given attention. Several minor errors have been made.

3 pointsis set, the student has identified all the main aspects that are important for solution of the problem. The problem is solved generally correctly, but incompletely or with significant errors. The logic of the work is not well constructed.

2 pointsis put if the answer is completely missing. The answer does not correspond to the content. task. Individual fragmentary correct arguments and references to sources do not allow us to evaluate the completed work positively.

Report

5 pointsin the following conditions:

1. The following questions are covered:
- the essence of the aspect under consideration and the reason for its consideration,
- a description of the problems existing for this aspect and proposed solutions.
2. Compliance with the regulations when presenting the report.
3. Presentation, not reading of the material.
4. Use of current regulatory, monographic and periodical sources
kov of literature.
5. Clarity of diction.
6. Correctness and timeliness of answers to questions.
7. The report is accompanied by a presentation

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

2 points: failure to meet any four of the specified conditions.

7.3 Evaluation tools

7.3.1. Current control ***Sample questions on topics***

Topic 1. Basic Concepts and Concepts of Leadership

Explain the content of the main concepts used in leadership. What are the main concepts of leadership?

What is the interdisciplinary function of leadership psychology?

Expand the concept of leadership as a factor in personal growth and a driving force for social and entrepreneurial development.

What role does a leader play in a globalized market?

Topic 2. History of the origin and development of leadership psychology *What periods of development of leadership psychology are usually distinguished? In what period is leadership psychology developing most actively? What are the prospects for the development of leadership psychology in your opinion? Describe the development of leadership psychology in the pre-war years. Describe the post-war theories of leadership psychology.*

Topic 3. Personal characteristics of a leader

List the psychological characteristics that you believe are essential for a leader. Rate on a ten-point scale how much each of the presented qualities is inherent in your personality.

Think about the issues in which your direct supervisor at your place of work depends on you. Try to name at least three positions.

Reveal the content of the fundamental principles of leadership ethics.

Reveal the concept of egomarketing.

Topic 4 Mechanisms for promotion to leadership

What types of approaches to the phenomenon of leadership in psychology do you know? What are their similarities and differences?

Describe the principles of effective interaction between a person and a system. Describe the main stages of becoming a leader?

What is the psychological concept of exchange?

Can you give examples of situations in which organizational leaders had less power than their subordinates?

Using self-promotion techniques, write a script for your presentation to participate in the youth center manager competition.

Topic 5. Basic concepts and characteristics of team building

Characterize teams as high-level development groups. What are the characteristics of teams?

Provide the main patterns of team building. What is the role of the leader in team formation? List the main criteria for selecting candidates for the team.

List the main criteria for forming a methodological package for selecting candidates for the team.

How does R. Belbin's role model relate to the characteristics of personality types in the Myers-Briggs typology and the characteristics of the motivational profile?

List the basic principles of constructing a diagnostic interview and key diagnostic features according to the Myers-Briggs typology scales

Topic 6. Stages of team activity and group dynamics.

Group dynamics as the driving force of group development, dialectical interaction of the individual and the group as mutually developing subjects.

Describe the components of the team building process.

Provide a description of the stages of team formation.

What is group dynamics and what processes can you name in it? Describe the team development scheme according to Tuckman.

Topic 7. Basic team building technologies. *Describe the diversity of groups in organizations. What are the main team building technologies?*

List the main advantages and disadvantages of group work. How are intergroup relations built in organizations?

What can be the position of an individual in a group: status, its characteristics. Role behavior.

Topic 8. Managing team activities.

List the universal factors that increase group cohesion and group tension. Describe the cohesion/tension ratio typical for the first stage of group development.

Describe the informal intra-group power structure typical for the first stage of group development and the psychological mechanisms of its formation.

Provide a definition of team vision, mission, strategy and highlight their substantive specificity at the first stage of group development.

*List the main tasks of the command operator and the means of solving them in relation to the first*stages of group development.

Topic 9. Problems of team management.

List the main signs of passive aggression. Why is it necessary to react to it in an open form for the successful creation of a team?

Describe the typical changes in the informal intragroup power structure that are characteristic of the conflict stage of group development and the psychological mechanisms by which they are caused.

List the principles of productive confrontation. How do they relate to achieving a win-win outcome in a conflict situation?

What personal and professional problems does a team operator face at the conflict stage of group development?

List the main tasks of a team operator and the means of solving them in relation to the first stage of group development.

Sample form of test questions

List the components of emotional intelligence in the work environment according to the theory of Emotional Leadership.

a) Self-awareness, self-control, motivation, empathy, social skills

b) Self-awareness, charisma, motivation, sensitivity, social skills

c) Psychological agility and creativity, self-control, cognition, social skills

d) Emotional stability, motivation, empathy, self-awareness, social skills

According to the management grid of R. Blake and J. Mouton, the "Team Management" style is characterized by:

a) Achieving results is ensured by establishing a balance between the necessary the ability to carry out corporate tasks and maintain an atmosphere that suits employees

b) Caring for people's needs and good relationships create a comfortable, friendly atmosphere and favorable working conditions

c) The fulfillment of tasks is ensured by the loyalty of employees, and mutual connection and common goals create an atmosphere of trust and respect

d) High corporate performance results are achieved through the creation of working conditions in which the human factor is a minor obstacle

An interdependent group of people who are jointly accountable to an organization for specific results is

a) Working group
b) Society
c) Team
d) Team

List the stages of the team life cycle.

a) Formation, storm, regulation, work, disbandment
b) Formation, storm, regulation, work
c) Formation, work, control, disbandment
d) Formation, work, control, decline, disbandment

What approach to conflict resolution should be used in cases where immediate action is required?

a) Compliance
b) Cooperation
c) Evasion
d) Compromise

Sample tasks (cases) for solution

1. At the international conference of dentists, delegates exchanged experiences not only in the field of new treatment methods, the use of modern drugs, but also in the field of management.

Below are data from the speeches of two outstanding doctors who head well-known dental clinics.

Speech by Dr. Smirnov K.L. Dear colleagues!

Several years ago, I created a dental clinic, which I run and also practice in. I have two dentists working with me. As employees of the clinic, they receive a salary and, in addition, a certain percentage of my net income. As a result, their income is usually higher than the average income of a private dentist in our region. This payment procedure helps motivate my employees.

In addition to traditional dental services, we also specialize in rehabilitation services, so the clinic has its own laboratory technician who makes dentures, bridges and inlays.

Rehabilitation services include, in particular, reconstruction of the mouth after injuries sustained as a result of car accidents. Such patients are sent to us by other dentists. This work is very complex, the presence of a qualified technician in the clinic is simply necessary.

In addition, we have eleven assistants, but they do not all work at the same time. I know that assistants are usually scheduled for a 40-hour week, but in our clinic they work 4 days a week, which is less than in other places. This is one of the reasons why they stay with me for so long. In our clinic, each dentist has his own assistant. However, whenever the assistant is not busy, he helps someone else. Although our clinic is a relatively small and fairly close-knit team, there are still occasional tensions among the staff: clashes, quarrels, etc. I never interfere, so that the staff does not think that I have favorites, and I ask them to sort out the situation themselves.

They work out their own work schedules, determine vacation periods, etc. They always make a plan that satisfies everyone. I think it is better for the organization that they do it themselves: they know what they want.

Most of my employees have been with me for a long time, and they seem to be very happy with their position. As for training, I believe in mutual training. All my employees have worked in the reception, in the labs, and in other functions. This gives us flexibility, and employees understand each other's problems better.

The salaries of the hospital staff are set at the rates accepted for the given type of professional activity. Only once did I have to fire an assistant who was lagging behind the others.

When I started my practice as a private practitioner, my staff consisted of only five people, but gradually the clinic expanded. We no longer had enough space. We moved to new premises, which are indeed very spacious. I always imagined the clinic to be exactly this size.

Our patients must be satisfied. They receive a lot of attention: I personally talk to each patient for at least a few minutes. I also make sure that each patient receives the necessary help, however small, and even on the first visit. I want my staff to understand that it is important for the patient that someone is interested in them and their condition. It works: patients are switching to us from state clinics.

My assistants and employees also need my attention: they want me to be interested in them and to know their problems. They want to be in demand, to feel part of something.

We help each other: if the attending dentist is busy, another dentist will see the patient. We work quite efficiently. I believe that the most important element of successful management is people. You create a close-knit, efficient team by attracting specialists and providing them with good salaries, training and motivation. Employees are interested in working with full dedication, because they get satisfaction from their work. Colleagues take an interest in each other's activities, analyze them. The knowledge that someone else is going to evaluate your work makes you try.

We discuss all disagreements that arise regarding treatment methods and techniques openly, even in the presence of patients. We do not argue, but rather discuss the problem. Dentists, assistants, and technicians may participate in this discussion.

I am quite satisfied with the results of my hospital's activities and do not plan any changes in the management system.

Thank you for your attention.

Then the floor was given to Dr. V.A. Kravtsov, who shared with his colleagues his experience of managing a dental clinic.

There are more than twenty employees working in the Kravtsov V.A. clinic. The staff is recruited through newspaper advertisements or recommendations from colleagues and acquaintances. Each candidate is assigned a probationary period. If the employee does not meet the requirements, he is fired after three months. In fact, if they are not suitable for Kravtsov V.A., then at the end of the probationary period they are informed that they will not work in the clinic. If they are decided to keep them, then they are paid a substantial bonus for the past three months.

They try to attract only very good specialists and pay them on average 20% more than in other similar organizations. Kravtsov V.A. strives to have only the best working for him. The size of the salary depends on the complexity of the duties performed and experience. Assistants working directly with dentists have the highest salary.

Kravtsov V.A. is a tough manager, he demands much more from his employees than they were previously required to do. He pays them more, but also expects them to be able to do a lot. For example, a dentist and his assistant must not only treat, but also operate: the clinic believes that the assistant should not go into hysterics at the sight of a drop of blood.

Kravtsov is interested in ambitious employees who are willing to work even harder for more money, who are eager to learn, and who do whatever he says. They know that they will be fired if they fail to maintain a high level of performance. Their work involves more than just filling teeth, and they are responsible for the patient's health. The manager believes that his employees are more active and trustworthy than typical dental assistants. He only supervises them during the operation. All work is handled by Kravtsov's senior assistant, V.A. The latter never interferes in employee disputes: he does not allow any conflicts or squabbles at all. The employees know this. One of the assistants, who had worked there for more than a year, was fired because he started to conflict with his colleagues.

V.A. Kravtsov is not interested in the personal problems of his employees.

Questions and tasks.

1. What are the main differences in the leadership styles of Smirnov K.L. and Kravtsov V.A.?

2. Who is a more effective manager? Justify your answer using known new theories of leadership.

2. Remington Products Corporation manufactures electric razors. From the late 1940s to In the late 60s, the company grew and prospered thanks to its reputation for producing the best quality electric razors. Although Remington Products was part of the Sperry Rand conglomerate holding company, it was headed by the founder of the corporation himself. In 1967, the very first owner retired and his place was taken by an engineer who was passionate about new products. Over the past 12 years, he directed all the efforts of the corporation to improve the product. Changes were made to the model every 6 months.

Sometimes they were so minor that consumers hardly noticed them. Even in such a situation, the introduction of a new one meant that the company stopped producing the previous model.

Retailers were afraid to carry Remington electric razors in stock because the models were becoming obsolete within a day. The electric razor company's position began to weaken, a trend that continued for several years.

In 1979, Victor Kiam bought Remington Products from Sperry Rand. After his wife bought him a Remington electric razor, he decided that Remington Products was worth keeping. A practical expert on electric razors, Victor Kiam claimed that no electric razor shaved better than a Remington.

When Kiam took over Remington Products, he made dramatic changes to the company's operations. The first thing he did was to bring together the executives from the various companies with whom he had worked for many years, and let go of the former Remington executives. Then he planned further cuts in production, letting go of three of the four production managers and most of the engineers.

Having rebuilt the company and given it "speed and efficiency," Kiam took on the company's ethical standards. Many employees whom Kiam did not want to fire left the company, unable to withstand the stress of change. To stop this dangerous trend, employees were introduced to Kiam's plans for the company's development, and every single one of them became participants in incentive programs.

Once the organization had stabilized somewhat, attention was once again directed to the electric razor. All the chrome fittings and external add-ons that added extra weight but did nothing to improve its performance were removed. The improved design was cheaper to manufacture, so the cost savings benefited the consumer. Retailers were assured that the product mix would remain stable and that orders would be filled within 24 hours. Other marketing innovations, such as the compact case and the money-back guarantee, also helped Remington Products turn around.

1. Determine what type of leader Victor Kiama can be classified as?

2. What was Kiam's leadership style: work-oriented or people-oriented?

3. In what direction, in your opinion, can the situation change in Remington Pro-ducts", when will the company return to normal? Will it require a flexible or adaptive leadership style?

3. There is a project team: programmers, testers, analysts and a project manager, for whom you are invited to play in this case, i.e. you will need to design a model of project manager behavior for a sustainable solution to the problem.

The project team is developing a large IT system that is delivered to the customer in monthly iterations, i.e. before the start of each month, the team selects and evaluates the amount of work that it can deliver to the customer. The work includes analyzing the requirements for the iteration, developing or refining the system code, testing the new version of the system, deploying it and configuring it at the customer's stand. The team spends the first day or two of each month analyzing and evaluating the requirements that can be developed and tested within one calendar month. Work with the customer has been going on for about a year; at the current moment, taking into account public holidays and vacation seasons, 10 versions of the product have been delivered to the customer.

The customer does not simply accept an intermediate version of the system and wait for the next one, but uses the delivered software to automate a significant part of business processes. The system contains real data on the customer’s infrastructure. If errors or delays occur during the delivery, deployment or operation of a new version of the system, the work of a large division of the customer’s company loses the working time of approximately 300–400 users.

Despite a well-established procedure for assessing the iteration volume, the project team missed the delivery deadlines for the new version of the product in 4 out of 10 iterations (from 1 to 4–5 business days). The reasons for the failure were different each time: a problem with the deployment and updating of software in the customer’s infrastructure; critical errors that resulted in corrections and re-delivery; changes in the composition of the requirements being implemented and underestimation of the deadlines for implementing the changes.

It was not possible to identify any one systemic problem after unsuccessful deliveries. The consequences of missed deadlines for the customer's business are also different each time: the problem is the customer's department's downtime, and not just the fact of the delay in the delivery date.

The last 2 delivery deadline failures occurred in a row in two months one after another. A 3-day failure to launch a new version resulted in a 3-day downtime for all 400 employees of the customer's division. The angry customer issued an ultimatum to the company's management demanding that they take measures to restore order to the project. The technical director of the company where the project team works called you and conveyed the following management decision. If the next iteration, which the project is currently starting, is missed, then in order to restore discipline and create an exemplary precedent for the other 15 project teams of the company (the company employs more than 1,000 employees in total), half of the employees will be fired from this team, and the project will be reformatted in terms of the composition of people and the timing of future deliveries.

The decision was announced as final. The technical director, possibly under pressure in negotiations with the customer's representative, promised to implement this decision in the event of a failure to meet the delivery deadlines and could no longer cancel it.

Put yourself in the shoes of the project team leader who has been informed of such a management decision by management, and try to answer a few questions:

1. To tell or not to tell the team about the management decision.

2. If we speak, what exactly and in what words should we speak to the team or its individual members?

us.

3. If you don't tell the team, what will be your next steps: will you work?

You won't know how you will continue to lead the project, and what consequences the behavior model you choose may lead to.

List of sample topics for preparing a report

Aspects of group session analysis.

Vector of the leading direction of a businessman-leader. Types of approaches to the phenomenon of leadership in psychology.

External and internal factors that determine the specifics of the activities of a group and team within and outside the organization.

Trust and delegation of authority in an organization and a team. History of the origin and development of leadership psychology. Communicative skills of a specialist and a manager and their development. The concept of a dyad in business.

The concept of team roles according to R.M.Belbin. The concept of leadership in ethnopsychology. Crises and conflicts in group interaction.

Organization culture and subculture of the department: nature, properties, differences.

Leadership qualities of a businessman.

Leadership as a factor of personal growth and a driving force for social and entrepreneurial development.

The interdisciplinary function of leadership psychology and its role in the system of management sciences and business administration.

Methods of studying social interaction: classification and comparison. Myers-Briggs model of psychotypes.

Normative model of team building. Dangers of team interaction. Main features of a small group (unit). Main similarities and differences of leadership types.

Preparation and conclusion of a contract as the final stage of the active phase of team building.

The concept and components of trust as a basis for social interaction. The concept of feedback in business communication. Types of feedback. Principles of leader ethics.

Principles of effective interaction between man and system: self-realization and mutual functionality.

The problem of criteria of group professionalism; the concept of “professional competencies” of a team.

The problem of regulating activity in a team environment. Psychological features of conflict resolution in a department. Psychological problems of interpersonal and intergroup interaction. The role of a leader in a globalized market.

Structure and functions of a group session. Similarities and differences between a small group and a team.

Similarities and differences between training, mentoring and coaching as methods of increasing the effectiveness of team activities.

Similarities and differences between the functions and internal psychological content of the role of a leader and a team operator. Their interaction in the process of team building.

Typical problems that arise in a team related to the role of a leader. Ways to resolve them.

Factors of development of a collective subject of professional activity.

Function of a leader in modern society.

Characteristics of the stages of the group life cycle from the point of view of the relationship between group cohesion and group tension.

Four basic components of a leader’s figure: socio-economic personal structure.

Stages of becoming a leader.

7.3.2. Interim assessment

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

Sample format of test questions:

Which of the qualities formulated by Bass and Stogdil does not apply to the personal characteristics of a leader?

a) High intelligence b) Power motivation

c) Self-awareness d) No correct answer

Name a theory based on the belief that a leader establishes a unique relationship with each subordinate or group member that determines the leader's style of behavior with the individual and the individual's reaction to the leader.

a) Democratic leadership b) Individualized leadership

c) Authoritarian leadership d) Situational leadership

Developing the potential of team members; supporting initiative within the limits required by the parent company; pursuing a policy of openness – these are the tasks of the manager at the stage of the team life cycle.

a) Standardization b) Control c) Disbandment d) Work

Behavior by a team member that interferes with his or her ability to do his or her job, or interferes with other team members' ability to do their jobs -

a) Difficulty of qualification b) Difficulty of organization

c) The problem of execution d) There is no correct answer

A team member who is able to listen to others and seeks to clarify controversial issues, identify common ground, and analyze conflicting values - ...

a) Integrator b) Entrepreneur c) Administrator d) Performer