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MINISTRY OF SCIENCE AND HIGHER EDUCATION OF THE RUSSIAN FEDERATION

Federal State Autonomous Educational Institution of Higher Education

"Moscow Polytechnic University"

(Moscow Poly)

APPROVE
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"30" 05 2022

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"30" 05 2022

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 2022

1. The goals of mastering the discipline

The main goals of mastering the discipline "Personnel Management" include:

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

- disclosure of the specifics of the use of psychological knowledge in the acquisition, accounting and evaluation of the personnel of the organization, as well as practical skills that allow you to effectively use the knowledge gained in the implementation of personnel development management technologies.

To the main tasksmastering the discipline "Personnel Management" should include:

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

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

The discipline "Personnel Management" is one of the professional academic disciplines of the basic part of the basic cycle (B1.1.17) of the main educational program of the bachelor's degree.

The discipline "Personnel Management" is interconnected logically and content-methodologically with the following disciplines and practices of the EP:

In terms of disciplines of the basic part of the program (B.1.1)

- Fundamentals of Management

In terms of disciplines for the choice of the variable part of the program (B1.2)

- Modern organizational management structures

3. The 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 indicator of achievement of competence	List of planned learning outcomes by discipline
OPK-3 Able to develop sound organizational and managerial decisions taking into account their social significance, promote their implementation in a complex and dynamic environment and evaluate their consequences	IOPC-3.1. Knows the principles of developing sound organizational and managerial decisions, taking into account their social significance, promoting their implementation in a complex and dynamic environment and assessing their consequences. IOPC-3.2. Able to develop sound organizational and managerial decisions, taking into account their social significance, to promote their implementation in a complex and dynamic environment and evaluate their consequences. IOPC-3.3. Has the skills to develop sound organizational and managerial decisions, taking into account their social significance, to promote their implementation in a complex and dynamic environment and evaluate their consequences.	Know: - bases of development and implementation of the concept of personnel management. Be able to: - predict and plan the organization's need for personnel in accordance with the strategic plans of the organization and determine effective ways to meet it; - analyze the state and development trends of the labor market in terms of meeting the needs of the organization in personnel Own: - methods of implementation of the main 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.

4. Structure and content of the discipline

The total complexity of the discipline is:

The content of the sections of the discipline

Topic 1. Subject, objectives and structure of the course*Personnel Management"*The subject of the course, its objectives. The logic of the 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 activity and the formation of personnel management. Human resource management in the system of modern management. Personnel management: from personnel management to human resource management.

Topic 2. Theoretical foundations of personnel management

The concept of "personnel" of the organization. Signs of personnel: terms of employment, the level of quality characteristics and their development. Types of structure of the organization's personnel: by gender, age, education, professions, qualifications, work experience, categories. Factors affecting the structure of the organization. Foreign experience of 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 the results of the analysis 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. The allocation of two groups of goals of the personnel management system: the goals of the employee and the goals of the administration of the organization, their similarities and differences, determining the degree of their inconsistency. The place and significance of the goal of the personnel management system in ensuring the main goals of the organization.

The main activities (stages) of personnel management.

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

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

Topic 4. The organization's human resource management system

Personnel management as a system. Functional-target model of the 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, interrelation 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 work support of the personnel management system. The composition of the main documentation on personnel management.

Normative and methodological support of the personnel management system. The main types of normative and methodological documents: internal labor regulations,

collective agreement, regulations on the division, job description. The procedure for developing job descriptions.

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

Information support of the personnel management system, its content.

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

Topic 5.Personnel policy and human resource management strategy

The essence of personnel policy and its features at the present stage. The main directions of personnel policy. Initial provisions for the formation of personnel policy. The dependence of the personnel policy of the organization on the general policy of the organization, organizational culture. Types of personnel policy and their characteristics.

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

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

Orientation of the personnel management strategy to the quality of human resources that provide a specific advantage to the organization. The components of the 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 their corresponding personnel management strategies.

Components of the effectiveness of the implementation of personnel policy and personnel management strategy.

Topic 6. Personnel planning in the organization

Personnel planning as an integral part of planning in the 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: the volume of production and the complexity of manufactured products, the level of technology and technology, the organization of production, labor and management. Development of a strategic plan for personnel work in the organization.

The operational plan for working with personnel, its content: planning for the need for personnel, planning for attracting, adapting and releasing personnel, planning for training, retraining, advanced training, career planning, personnel reserve, planning for personnel costs.

Personnel planning. Qualitative and quantitative need. Methods for determining the quantitative need for personnel. The method of labor intensity of the production process, the calculation of jobs, service standards and staffing standards. Rules of

control. Stochastic calculation methods. Methods of expert assessments. Planning for staff costs.

Topic 7. Recruitment, selection and admission 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.

The content and grouping of criteria and indicators for the selection of employees.

The concept and main tasks of the selection of candidates. The sequence of actions in the selection of applicants for a job. Selection methods. Selection with the help of application documents: resumes, questionnaires, characteristics, letters of recommendation. Interview, its purpose and types. Interview technology. Testing, its varieties and conditions of application. medical selection. Probation. Compliance with legal regulations at the time of admission.

Topic 8. Career guidance and labor adaptation of employees

The concept, goals and objectives of career guidance, the main forms: education, information, professional 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. Programs of adaptation of workers at the enterprise.

Topic 9. Management of professional and official promotion of personnel

The concept and main types of professional and official movements of workers. The concept of "rotation" of personnel. Characteristics of the system of professional and official movements of workers. Personnel promotion planning.

Personnel reserve, its purpose. Principles of work 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 assessment. Reserve preparation. Plans for individual development. Evaluation of work with personnel reserve.

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

Fluidity (dismissal of one's own free will) of staff, its consequences. Turnover indicators, factors, conditions and motives of turnover.

Topic 10. Training, retraining and advanced training of personnel

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

The 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 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

Essence, goals, functions of business evaluation of employees and the use of its results in practice. Conditions for the formation of an employee evaluation system. business appraisal process. The choice 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 the quality of work.

The role of line management in business evaluation. The purpose and content of the evaluation conversation between the leader and the subordinate. Summarizing and using the results of business correspondence.

Certification of employees as a form of business assessment, its types. The main stages of certification: preparatory, certification, final. Experience in the development of certification in enterprises.

Evaluation centers and their role in personnel management.

Topic 12. Evaluation of 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 efficiency of improving personnel management.

Topics of seminars (practical) classes

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

Issues for discussion:

1. What is the personnel of the enterprise?
2. What is the essence of the concept of HRM?
3. What is the specificity of human resources in comparison with other types of resources?
4. What does economic efficiency mean?
5. What is social efficiency?

Sample Practical Lessons

Exercise 1

Initial data. A conflict has arisen between two superior subordinates (colleagues) that prevents them from working successfully. Each of them separately turned to you with a request to understand and support his position.

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

a) stop the conflict at work and recommend resolving conflict relationships during off-duty hours;

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

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

G) find out which of the members of the team serves as an authority for the conflicting parties, and try to influence these people through it.

Task 2

Initial data. The subordinate (colleague) ignores your advice and instructions, does everything in his own way, not paying attention to comments, not correcting what you point out to him.

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

a) understanding the motives of perseverance and seeing their failure, apply ordinary administrative penalties;

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

in) turn to the team - let them pay attention to the wrong the behavior of a colleague and will apply measures of public influence;

G) try to figure out if you yourself are making mistakes in 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 resources management service?resources in industrial enterprises?
2. What can you name the tasks of HRM?
3. What resource groups does the organization use? Are people considered as a special type of resource among others within the framework of the HRM concept?
4. What is the specificity of human resources in comparison with other types of resources?

Approximate practical tasks

Exercise 1

Initial data. You have recently been appointed head of a labor collective 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 late for 15 minutes. The subordinate came on time and is waiting for you.

Formulation of the problem. How do you start a conversation at a meeting:

a)regardless of your lateness, immediately demand his explanation about being late for work;

b)apologize to him and start a conversation;

in)say hello, explain the reason for your being late and ask him: "What do you think you can expect from a manager who is as often late as you are?";

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

Task 2

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

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

a)"Act according to the instructions. Read it, it is on my desk and do whatever is required";

b)"Report the incident to the watchman. Draw up an act on the breakdown of equipment, let the victim go to the nurse on duty. Tomorrow we'll figure it out"

c) "Don't do anything without me. Now I'll come and figure it out";

d) "What is the condition of 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 dissemination of the ideas of the school of "scientific management" by F. Taylor on the development of the PM service at enterprises?
2. Did the state influence the development of the PM service?
3. What functions does the modern PM service include at the enterprise?

Approximate practical tasks

Exercise 1

Initial data. You are the head of the shop (department). After the reorganization, you urgently need to re-staff several brigades (bureaus) according to your staffing table.

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

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

b) suggest that the HR department deal with this issue, as this is their Work;

in)to avoid conflicts, offer to express your wishes to everyone interested persons, create a commission for the recruitment of new teams (bureau);

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

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. Two hours before lunch break. Walking along the corridor, you see three workers (workers) of your workshop (department), who are talking animatedly about something and do not pay attention to you. Coming back in 20 minutes. you see the same picture

Formulation of the problem.How will you behave:

a)stop, let the workers (workers) know that you are the new head of the shop (department). You will notice in passing that their conversation dragged on, and slaves get down to business;

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

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

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

Topic 4. The organization's human resource management system

Issues for discussion:

1. What tasks are solved by the PM service of any organization?
2. What are Human Resource Management Systems?
3. What departments at modern Russian enterprises perform certain functions of PM?
4. List the departments that the PM service of modernenterprises.

Approximate practical tasks

Task 1 Practical situation

Initial data. Tatyana Gorokhova graduated from the psychological faculty of the university, then graduate school and defended her thesis on the topic "Non-traditional methods for resolving interpersonal conflicts in the workforce." After 12 years as a teacher at one of the universities, she moved to the position of a consultant in a psychological assistance center. For 4 years, Tatyana has been providing practical assistance to children from dysfunctional families, resolving conflicts in schools and institutions, advising representatives of the district administration. The work gave Tatyana great satisfaction, allowed her to help children, use theoretical knowledge in practice, 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 became very interested in his offer. Having successfully passed an interview with the company's managers, she accepted the offer, believing that her 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 expects from the head of the personnel department: organizing vocational training, monitoring hiring and the number of employees, maintaining documentation. A week later, a representative of the Western partner gave Tatiana 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 expected - a ten-hour working day, lengthy 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 - not to generalize impressions or think about what

Soon the first crisis situation arose: following the recommendations of a partner, Tatyana raised the issue of the need to lay off some employees, which caused a violent reaction from the production director, who sharply accused her of incompetence and inexperience. Tatyana burst into tears and did not return to this topic again. A month later, the general director called the head of the personnel department and asked him to explain why the western partner did not receive 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 did not show up to answer an urgent question from the General Director, who the next morning expressed his dissatisfaction with the work of the head of the personnel department. A week later, Tatyana filed a letter of 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 personnel department correspond to 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's 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 have beenalert the leaders of the joint venture?
4. Did the training organized for 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?

Task 2 Practical situation

Initial data. The transnational holding "Mercury" began its operations in Russia with the creation of three subsidiaries: "Alpha", "Omega" and "Sigma". At one of the first strategy meetings for these companies, chaired 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 organization of the training was entrusted to the Regional Director for Human Resources (see figure).

After 3 months of intense collaboration between financiers from the Mercury headquarters and teachers of 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 Human Resources Director was satisfied 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 wrote back to him, demanding that he comply with the vice president's decision, as well as describing in detail the objectives of the training program and its content. Three days later, an answer was received in which the director of the Alfa enterprise reported that its leaders "were not yet ripe for this program." As a result, 10 instead of 15 people studied in the 1st program, and the corporation suffered financial losses.

Issues for discussion:

1. What is the reason for the conflict? Comment positionssides.
2. How do you assess the actions of the director of human resources?How do you assess the actions of the director of the subsidiary?
3. How could conflict be avoided?

What should the Director of Human Resources 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 layoffs?
2. What is a "closing interview"?
3. Describe the system of measures for the release of personnel

Approximate practical tasks

Exercise 1

Initial data.In a labor collective where there is a conflict between two groups over the introduction of a new leadership style, a new leader has come, invited from outside.

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 the supporters of the old order, to work on the introduction of innovations, influencing opponents by the power of their own example and the example of others;

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

in) select the most authoritative members of the labor collective, instruct them, sort it out and propose measures to normalize the situation, relying on the support of the administration, the trade union, etc.;

G) study the prospects for the development of the team, put before collective new strategic tasks joint labor

activities, relying on the best achievements and labor traditions of the team and not to oppose the new to the old

Topic 6. Personnel planning in the organization

Issues for discussion:

1. What is the HR planning process?
2. Effective HR planning improves the efficiency of an organization,reduces its costs or not? Examples.
3. Do any intra-organizational factors influence the planning process or not? Examples
4. What is peer review method and what are its advantages and disadvantages?

Approximate practical tasks

Exercise 1

Initial data. The company "Russa" is engaged in the wholesale 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 Russa will need to achieve its goals.

Task 2 Practical situation

Initial data. Supervisor department sales companies

LLC Computer World, which sells computer programs, has just received a sales forecast for next year, according to which sales should increase by 20% (in 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 by orders of 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 a higher technical education, however, they are not programmers.

Over the current year, the sales volume of Computer World LLC has grown by 30%, and the number of employees in the sales department has 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 admission of personnel

Issues for discussion:

1. On what basis does the human resources department begin the process of staffing the organization?
2. What are the stages of the recruitment process?
3. What environmental factors affect the process of providing the organization with

personnel?

4. What factors of the internal environment affect the process of providing the organization with personnel?

Approximate practical tasks

Exercise 1

Initial data and problem statement. Recruitment agency is looking for a recruiting assistant. It is necessary to write an advertisement for an existing vacancy.

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

Task 2. Practical situation

Initial data.OAO Molot has the highest percentage of staff turnover among fitters of the main conveyor (turnover reaches 82% per year). The work of assemblers is quite simple and monotonous, it does not require any special physical effort. Training of assemblers is carried out directly at the workplace within 4 hours.

Reception of assemblers at OAO Molot is carried out by the personnel department without the participation of foremen or other managers. Candidates complete a standard form (see below) and are interviewed by a Human Resources Inspector who makes a hiring decision approved by the Head of Human Resources.

Issues for discussion:

1. Do you think there is a link between high employee turnoveramong assembly fitters and method them selection?How to improve this process?

2. Which of the candidates whose data are given would you accept to take the place of the collector? What information did you use? What information is redundant?

Topic 8. Career guidance and labor adaptation of employees

Issues for discussion:

1. What is work adaptation?
2. What are the two main areas of labor adaptation do you know?
3. The process of labor adaptation affects only the young, newlyemployees who came to the organization or not?
4. What are the four types of adaptation you know? Their content, examples

Approximate practical tasks

Task 1. Practical situation

Initial data. Irina Khromova, Human Resources Director of Grafika 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 him. According to the documents attached to the computer, a text editor, the Lotus program, and the HR Director database analysis system were already installed in it. However, Irina had never used computers before.

In yesterday's newspaper, she saw an ad from a university that offered a week-long computer course for beginners. The price of training is 5000 rubles. The same newspaper published a small ad about private computer literacy lessons costing 200 rubles per hour. The head of the computer science department at Graphica LLC offered Irina his help, but admitted that he was not familiar with the HR Director database. Irina supervises five people who received the same computers, but, unfortunately, also do not have experience working on them.

Issues for discussion:

1. Determine the needs for vocational training in this situation.

2. Define the objectives 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 the teachers of one of the business schools to prepare a training program for the heads of regional offices. According to his plan, at the end of the program, managers should get an oral understanding of their tasks, functions and responsibilities, develop skills in managing representative offices that sell products in the regions and employ three to five people, and understand the culture of the parent company. According to the regional director, of the twenty heads of offices, only two participated in a vocational training program in Western Europe, the rest were content with "instructions on the job." Most of them have been with the company for less than one year,

Issues for discussion:

1. How should business school employees start preparing the program?
2. Recommend the sequence of actions for the preparation and implementation of the training program?
3. How to evaluate its effectiveness?

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

Topic 9. Management of professional and official promotion of personnel

Issues for discussion:

1. How can employees be motivatedorganizations with the help of each of the theories of motivation known to you?
2. Listgoals of the organization's incentive system?
3. List and describe the original wage systems,used in countries with developed market economies

Approximate practical tasks

Exercise 1. Practical situation "Evening of the meeting"

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

"I'm terribly tired of my work," Ivan said. "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 drowned in a sea of administrative work, I have to give commands to subordinates, which gives me little pleasure. And I come home when the family is already asleep. There is no time to meet with friends. I agree to receive less, just to be more free and have less responsibility. Maybe someone likes to command. But this, apparently, is not for me " .

“I don’t know if your salary is enough for you. But I’m completely dissatisfied with the fact that they pay me. Although I have enough money to live on. But this is not the most important thing. I have been working at the institute for five years, everyone knows me, I participated in writing two monographs, and I receive as much as the director's nephew, who only this year came to us after graduating from the correspondence institute.In general, I have concluded for myself lately that the management pays little attention to who gives how much to the institute. "I was hoping for a quick career. But I don't see much movement in the cadre. Management positions are mostly taken from the outside. I'll leave as soon as I get a chance to get promoted on the side."

“I also tried to make a career,” Vladimir interrupted Irina. "I tried my best. And even grew 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, earn money. And it turns out not very bad at all. My salary is decent. I worked out my "I don't have a family of my own, but I have a lot of friends. On Sundays we go to football and play. It happens that we go to the stadium together in the evening. And we spend holidays together on boats. Ukha, a fire, fresh air, songs we'll sing. What else do you need. So I'm satisfied with my work."

“You are all amazing people. Everything is about money, but about a career. 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 joy from this. five people in a cramped room, my neighbor smokes continuously and is not going to leave the room. The boss is always pushing with his recommendations. I can’t hear his voice anymore. The only thing that keeps me from doing this is that the work is interesting, and also that in lately I've been getting good results. Well, my wife will be against it if I want to leave. Kindergarten, hospital and vouchers to the sanatorium during the holidays are always provided. So you have to put up with it. And what can you do, you need to think about the future, "so Oleg ended his monologue.

Issues for discussion:

1. Describe the attitude of the characters in the situation to their work.
2. Did the expectations in relation to the work of the characters in the situation come true or not? If not, please explain why.

Carry out a consistent analysis of the motives for the behavior of the characters inaccording to each of the theories of motivation known to you.

Task 2 Practical situation "Seller-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 the

classroom and outside it. In elementary school, he always tried to act as a traffic controller or keep order in the cafeteria. True, my mother was worried that he did not get along very well with his peers. But Denis usually explained it this way: “I don't need them. Besides, there are many things they cannot do 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 at the top of his class, was a very good long-distance runner, and was on the track and field team both in high school and college. In college, he did not join the 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 to have been in the top five insurance agents for six of the eight years that he worked for the company.

At the head office of an insurance company, the executive committee responsible for appointing people to key positions was discussing a 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 in the company and has achieved outstanding results. He is a very motivated person. I think he's the right person for the job."

Issues for discussion:

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

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

Topic 10. Training, retraining and advanced training of personnel

Issues for discussion:

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

Approximate 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 for two weeks, 12 hours a day, 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, and training of a reserve of managers. Vocational training was not planned, but organized as needed by the heads of departments. Employees receive piecework wages, and administrative staff receive official salaries and monthly bonuses of up to 35% of the salary.

Issues for discussion:

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

2. Propose a personnel management system for this organization (what main processes should it support and on what principles should it be built?).

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

four. What should bethe role and position of Oleg Nazarov himself? What steps should he take personally?

Task 2. Practical situation

Initial data. Yuri Suvorov, Human Resources Director of the trading company LLC "Magnat", returned from a seminar on human resource management, full of new ideas and enthusiasm to bring them to life. The topic of career planning and development seemed most interesting to him. Yury told about it to the General Director of Magnat LLC, a company that unites three large stores in different districts of St. Petersburg. The general director became interested in Yuriy's story and asked him to prepare a special lesson for the top managers of Magnat LLC. Two weeks later, Yury held a one-day seminar with 10 top executives of the company (the CEO decided at the last minute not to participate in the seminar in order "not to embarrass subordinates"). The seminar went off with a bang - the leaders were active,

On the next day General director published order,ordering 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 tomorrow", but they did not bring anything. However, most of all, Yuri was upset by the content of the plans: they were written as if under 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. How 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. Why do organizations use a business appraisal system?personnel?
2. How Organizations Optimize Business Valuation Systemspersonnel?
3. What is the method of business assessment of personnel - the method of alternative characteristics?

4. Describe the stages of conducting and the content of the certification interview.

Approximate practical tasks

Task 1 Practical situation

Initial data. Gleb Churov, general director International Center for Management Training, turned to a consulting company specializing in the field of personnel management. According to Gleb, the center he leads has outgrown the borders of an informal organization and needs formal management systems, primarily a personnel assessment system. In the three years of its existence, the Center has grown from a union of three former colleagues from a consulting company into a powerful educational institution that implements dozens of professional training programs. The center has 18 full-time instructors and 7 technical staff. 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 work of the Center.

According to Gleb, the initial period of the "company-family", when everyone tried their best, is over, and the Center needs a formal system for evaluating the work of each of the employees.

Issues for discussion:

1. What are the goals in the field of personnel management for the Center?
2. What rating system would you suggest to Gleb?

Task 2 Practical situation

Initial data. The Human Resources Department of a large national corporation conducted an anonymous survey of employees in order to find out their attitude to the attestation procedure carried out at the headquarters according to the classical scheme - an annual attestation interview with the head, special assessment forms and a development plan, an increase in the base salary in accordance with the attestation assessment. Gathering the opinion 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 out of 180 questionnaires sent out were collected. The results of the survey showed that

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

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

• 40% of employees consider the attestation interview to be a formal announcement of a predetermined decision; 18% say that their managers do not conduct interviews at all, but ask them to sign a pre-filled form;

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

• 80% of the managers who conducted the certification complained about the lack of time for its preparation and implementation; 20% of managers admitted that they

experience difficulties in cases when it is necessary to criticize those who are being assessed and regularly inflate their assessment marks.

Issues for discussion:

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

What measures to improve the assessment system would youproposed to the human resources department of headquarters?

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

Issues for discussion:

1. How do recruitment, staff development and training, staff appraisal and staff remuneration affect the achievement of the organization's goals?
2. How many key departments of the PM service should be in a modern enterprise?
3. How can the contradiction between line and functional managers be eliminated using the concept of dual responsibility?

Approximate 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 respecting the logical relationship between the functions.

List of functions of the personnel management service:

- ensuring the need for personnel;
- use of personnel;
- analysis of marketing information;
- development of a system of personnel management goals;
- determination of the content of labor at each workplace;
- choice of ways to cover the need for personnel;
- staff adaptation;
- defining the functions and organizational structure of the servicepersonnel management;
- formation of a personnel management system;
- planning the qualitative and quantitative needs forstaff;
- personnel selection;
- determination of the need for personnel;
- industrial socialization of personnel;
- motivation of labor activity;
- personnel career management;
- release of personnel;
- determination of the content and process of motivation;
- business assessment of personnel;
- the use of monetary and non-monetary incentive systems;
- staff development;
- organization of staff training.

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

5. Educational technologies.

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

– giving lectures using presentation demonstration materials;
– lectures-discussions;
-lectures with problem presentation;
-dialog;
-conversation;
– work in small groups;
– preparation and discussion of reports at seminars;
- preparation, presentation and discussion of presentations at seminars;
- organization and conduct of current control of students' knowledge in the form of blank testing.

6. Evaluation tools for current monitoring of progress, intermediate certification based on the results of mastering the discipline and educational and methodological support for independent work of students

In the learning process, the following assessment forms of independent work of students, assessment tools for monitoring progress and intermediate assessments are used:

- preparation and presentation at a seminar with a presentation and its discussion on one of the topics;
- preparation and presentation at a seminar with a report on one of the topics and its discussion;
- writing control work in the form of blank testing;
- conducting an oral survey (interview);
- exam

Educational and methodological support for independent work of students includes Methodological instructions for students for independent work in the Appendix.

Samples of test tasks for control work, topics for making reports andpresentations, examination questions are given in the Appendix.

When performing current control, it is possible to use test material.Samples of control questions and tasks for conducting current control are given in the appendix.

When implementing the undergraduate program, the organization has the right to use e-learning and distance learning technologies. All materials are placed in the LMS of the Moscow Poly (https://online.mospolytech.ru/).

When teaching people with disabilities, e-learning and distance learning technologies should provide for the possibility of receiving and transmitting information in forms accessible to them.

6.1. Fund of assessment tools for conducting intermediate certification of students in the discipline

6.1.1. A list of competencies indicating the stages of their formation in the process of mastering the educational program.

As a result of mastering the discipline, 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, to promote their implementation in a complex and dynamic environment, and to evaluate their consequences

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

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

The indicator of competence assessment 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, to promote their implementation in a complex and dynamic environment, and to evaluate their consequences				
Index	Evaluation criteria			
	2	3	four	5
Know: fundamentals for the development and implementation of the concept of personnel management the basics of the formation and use	The student demonstrates a complete lack of knowledge of the terminology of personnel management, the basics of team building, types and structure of the	The student demonstrates an incomplete correspondence of knowledge in the discipline: the terminology of personnel management, the basics of team	The student demonstrates a partial correspondence of knowledge in the discipline: the terminology of personnel management, the basics of team building, the types and structure of the workforce, personnel	The student demonstrates full compliance with the following knowledge in the discipline: the terminology of personnel management, the basics of team

of the labor potential of the organization and the individual employee	workforce.	building, the types and structure of the workforce, personnel management methods, and personnel performance indicators. Makes significant mistakes, shows insufficient knowledge on a number of topics	management methods, personnel performance indicators, methods for assessing personnel performance and areas for its improvement. Allows minor errors, inaccuracies, difficulties in analytical operations.	building, the types and structure of the workforce, personnel management methods, personnel performance indicators, methods for assessing personnel performance and areas for its improvement. Freely 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 need for personnel in accordance with the strategic plans of the organization and determine effective ways to meet it; analyze the state and trends in the development of the labor market in terms of meeting the needs of the organization in personnel	The student is not able or insufficiently able to develop personnel strategies, plan staffing needs, analyze labor market development trends	The student demonstrates an incomplete correspondence of skills in developing personnel strategies, planning staffing needs, analyzing labor market trends, correlating strategic plans with personnel strategies, dealing with recruitment issues and determining staffing needs.	The student demonstrates a partial correspondence of knowledge in the discipline: the development of personnel strategies, planning the need for personnel, analyzing trends in the development of the labor market, correlating strategic plans with the personnel strategy, dealing with recruitment issues and determining the need for personnel. Allows minor errors, inaccuracies, difficulties in analytical operations. ,	The student demonstrates confident skills in developing personnel strategies, planning for personnel needs, analyzing labor market trends, relating strategic plans to personnel strategy, dealing with recruitment issues and determining staffing needs. Freely operates with acquired knowledge.
Own: methods of implementation of the main management functions in the field of personnel management; methods of development and implementation of personnel management strategies; methods of planning the number and professional composition of	The student does not have the required skills: recruiting personnel by quantity and quality, formulating a personnel development strategy, assessing the composition of personnel, 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 the composition of personnel, calculating performance indicators and personnel movement.	The student partially owns the communicative methods and skills of recruiting personnel in terms of quantity and quality, formulating a personnel development strategy, assessing the composition of personnel, calculating performance indicators and personnel movement. Allows minor errors, inaccuracies, difficulties in analytical operations.	The student demonstrates professional competence in the field of communications and business communication Makes minor mistakes, inaccuracies, difficulties in analytical operations. Freely operates with acquired knowledge.

personnel in accordance with the strategic plans of the organization				

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

Form of intermediate attestation: test.

Intermediate attestation of students in the form of a test is carried out based on the results of the implementation of all types of educational work provided for by the curriculum for a given discipline (module), while taking into account the results of current monitoring of progress during the semester. The assessment of the degree of achievement by students of the planned learning outcomes in the discipline (module) is carried out by the teacher conducting classes in the discipline (module) by the method of expert assessment. According to the results of the intermediate certification, “pass” or “not pass” is set.

Only students who have completed all types of educational work provided for by the work program for the discipline (preparation of a report, essay, participation in a colloquium, completion of test tasks) are allowed to intermediate certification.

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

Form of intermediate certification: exam.

Intermediate certification of students in the form of an exam is carried out based on the results of all types of educational work provided for by the curriculum for a given discipline (module), while taking into account the results of current monitoring of progress during the semester. The assessment of the degree of achievement by students of the planned learning outcomes in the discipline (module) is carried out by the teacher conducting classes in the discipline (module) by the method of expert assessment. According to the results of the intermediate attestation for the discipline (module), the mark "excellent", "good", "satisfactory" or "unsatisfactory" is given.

Only students who have completed all types of educational work provided for by the work program in the discipline "Human Resource Management" (preparation of a

presentation report, performance of tests in the form of testing) are allowed to intermediate certification.

Scale evaluation	Description
Excellent	All types of educational work provided for by the curriculum were completed. The student demonstrates the correspondence of knowledge, skills and abilities to the indicators given in the tables, operates with the acquired knowledge, skills, skills, applies them in situations of increased complexity. In this case, inaccuracies, difficulties in analytical operations, transferring knowledge and skills to new, non-standard situations can be made.
Good	All types of educational work provided for by the curriculum were completed. The student demonstrates the correspondence of knowledge, skills and abilities to the indicators given in the tables, operates with the acquired knowledge, skills, skills, applies them in standard situations. In this case, minor errors, inaccuracies, difficulties in analytical operations, transferring knowledge and skills to new, non-standard situations can be made.
Satisfactorily	One or more types of educational work provided for by the curriculum have not been completed. The student demonstrates incomplete correspondence of knowledge, skills and abilities to the indicators given in the tables, significant errors are made, a partial lack of knowledge, skills and abilities is manifested in a number of indicators, the student experiences significant difficulties in operating knowledge and skills when transferring them to new situations.
unsatisfactory	The types of educational work provided for by the curriculum were not fulfilled. The student demonstrates incomplete correspondence of knowledge, skills and abilities given in the tables of indicators, significant errors are made, lack of knowledge, skills, skills for a large number of indicators is manifested, the student experiences significant difficulties in operating knowledge and skills when transferring them to new situations.

The Evaluation Fund is presented in the Work Program Annex.

7. Educational and methodological support of discipline

a) basic literature:

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

b) additional literature:

1. Shapiro S.A. Personnel management: a course of lectures, a workshop: a teaching aid. M.: Direct-Media, 2020. 288 p. http://www.knigafund.ru/books/184961

2. Matraeva L.V., Mikhailina G.I., Mikhailin D.L., Belyak A.V. Personnel management: textbook. M.: Publishing and Trade Corporation "Dashkov and Co", 2016. 280 p. http://www.knigafund.ru/books/199100

in)Software and Internet Resources:

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

8. Logistics of discipline

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

9. Guidelines for students on mastering the discipline

Classroom studies in the discipline "Human Resource Management" are held in the form of lectures and seminars. A significant part of the time allotted for the study of the discipline is devoted to independent work.

At the lecture session, according to the curriculum of the discipline, the student is invited to consider the main topics of the course related to fundamental issues. The lecture must be recorded by the student, however, the form of recording can be any (summary, schematic recording of the material, recording key moments of the lecture, basic terms and definitions). It is possible to highlight (underline, write with a paste of a different color) important concepts, provisions. This will help the student develop not only auditory, but also visual memory.

It is desirable that in the lecture notebook there are fields on which the student could leave his notes, reflecting the most interesting for him, controversial points, and, possibly, difficult to understand. There he will be able to express his emotional attitude to the material voiced by the teacher, his questions to him, his own point of view.

At the end of the lecture, the student's notebook should reflect the following points: the topic of the lesson and the date of its holding, the lecture plan, basic terms, definitions, important semantic dominants necessary for understanding the material presented by the teacher, which, preferably, should be written in your own words. This will help you better understand the topic of the lecture, comprehend it, process it in accordance with your own thinking patterns and, therefore, remember it. Since the subject presupposes familiarity with some figures, this kind of material should also be recorded, for example, in the form of tables.

The seminar is an important component of the educational process, a group form of training sessions that allows students to develop the skills of independent work with scientific literature, gain experience in public speaking, and apply the theoretical knowledge gained in solving practical problems.

The seminar can take place in different forms: a collective discussion of various issues, a round table, a discussion with a student as a moderator, but in any form, the student is required to work independently with literature prior to the seminar.

When preparing for a seminar, it is advisable for a student to follow a certain sequence of actions. The first step in preparing for the seminar should be to become familiar with its topic, its main issues reflected in the plan, and the recommended literature. Then you should turn to the lecture notes and master the lecture material corresponding to the topic of the seminar, although it should be noted that the topics of the lecture of this course do not always duplicate the topics of the seminar. Next, you need to read the section of the textbook corresponding to the topic of the seminar. It is important for the student to correlate the mastered lecture and educational material with the issues of the topic (seminar plan) and evaluate how fully he reveals them.

To deepen knowledge, get acquainted with the current level of analysis of problems in the field of personnel management, one should refer to additional literature: original sources, monographs, scientific articles in periodicals. Reference literature will also help the student: modern dictionaries, encyclopedias, periodicals on personnel management and management. As a result of preparation for the seminar, the student should have a summary of the literature read, which should reveal all the questions proposed for discussion.

The abstract can be small in volume, with a competent indication of all the output data of the outlined work. It is desirable to convey the content of the work in your own words, it is also possible to reproduce the most important fragments of the text verbatim, as well as quoting the most fundamental provisions. In some cases, it is possible to draw up diagrams, tables, which would reflect the main provisions of a particular paragraph of the textbook. The abstract should help the student to confidently speak at the seminar, to actively participate in the discussion.

An important role in the educational process is played by self-control, aimed at self-testing of their own knowledge by the student. Self-control can be carried out in different ways: by answering questions for self-control, by completing test tasks.

10. Guidelines for the teacher

The course "Human Resource Management" occupies an important place among the courses given as part of the training of managers and management specialists.

The originality of this course is determined by the object of management - the human resources of the organization, and the nature of modern management activities, aimed primarily at working with personnel, as the main resource that determines the competitiveness of the organization. A feature of this academic discipline is its pronounced practical nature. Therefore, in lectures, the student must master the main theoretical aspects of the topic, and in practical classes, show not only knowledge of general theoretical issues of the topic being studied, but also the practice of applying personnel management technologies in modern domestic organizations.

Therefore, in the process of preparing for a seminar, it is advisable to familiarize yourself not only with the material of the main literature, but also pay attention to the literature recommended additionally, as well as independently select material from professional journals published on various aspects of management.

Since the quality of mastering the course depends, first of all, on how accurately and fully the student owns its conceptual apparatus, when preparing for classes, it is recommended to look at the glossary containing an analysis of the main terms of the discipline being studied, the material of the lecture on the topic being studied and, of course, answer test questions that allow you to control the level of mastering both the theoretical material of the problem and its main conceptual apparatus.

Modern teaching technologies pay great attention to the formation of the student's ability to independently work with information, clearly formulate their own thoughts, argue their position, which is the basis for the formation of a young employee's professionalism. One important way to achieve this goal is to analyze alternative points of view. The literature offered in the educational and methodological complex makes it possible to identify the specifics of approaches to a particular problem, therefore, when preparing for a lesson, it is necessary to look at a specific issue in the material of several recommended textbooks, and not be limited to one textbook.

The student should most fully demonstrate the ability to work with literature in the abstract, which just involves a comparative analysis of the points of view available in the theory of the question. The proposed topics of essays allow each student to choose to study such a question of the course, which will be interesting and useful for this particular student. The written essay can become part of the student's future final qualification (diploma) work, since any managerial issue is always directly related to the issue of human resource management. This approach will allow the student to form a holistic view of management problems and serve as the basis for the formation of an integrated approach to solving practical management problems.

The main forms of conducting classes are lectures and seminars. In these classes, it is important to form the interest of students in the theoretical aspects and main areas of practical work in the field of human resource management of the organization, which implies the interest of the teacher himself in the studied issues, in-depth study of each topic of the lesson, continuous improvement of their skills, and improving the quality of knowledge.

When conducting lectures, one should take into account the multilateral nature of the studied aspects of various work with personnel, therefore it is necessary to use different forms of lectures: informational and explanatory, problematic, lecture-discussions, lecture-conversations, etc. The most important requirements for any type of lectures are a high scientific and theoretical level, reasoned coverage of the most complex categories, logical harmony and persuasiveness, clarity and intelligibility of presentation. Lectures on the discipline "Human Resource Management" should contain a large number of various examples and analysis of specific production situations that arise in the real practice of personnel management,

If possible, it is necessary to include in the teaching of this discipline such forms of work as demonstrating practical methods of working with personnel, for example,

developing a job description for a specialty, drafting a job advertisement, compiling and submitting a personal resume, developing an approximate list of questions during a selection interviews, drawing up a notice of dismissal of an employee, etc. For clarity and visualization of the topic under study, it is possible to develop and present presentations of various areas, both theoretical and applied aspects of personnel management. For example, within each module, one topic can be singled out, on which students prepare a presentation, and then present it in a practical lesson,

To activate the creative potential of students, it is recommended to hold scientific and practical conferences, which involves the preliminary preparation of reports by students on the problems discussed at the conference.

To check the level of assimilation of educational material, you can conduct a group oral test. A group of students is divided into subgroups (approximately 3-4 people) and make questions to other subgroups on topics presented by the teacher. For maximum assimilation of the discipline, it is recommended to conduct a written survey (testing) of students based on lectures and practical work. A selection of questions for testing is carried out on the basis of the studied theoretical material. This approach makes it possible to increase the motivation of students when taking notes on lecture material and preparing for seminars.

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

The program was made by:

Associate Professor of the Department "Personnel Management", Ph.D. /Belyanina I.V./

The program was approved at a meeting of the department "Human resource management of high-tech companies""___" _____ 2022, protocol No. ____

Department head
"Personnel Management
high-tech companies"
Professor, Doctor of Economics /Krekova M.M./

Attachment 1.

The structure and content of the discipline "Personnel Management"
in the direction of preparation 38.03.02 "Management" (bachelor)
part-time form

No. n/n	Chapter	Semester	A week semester	Types of educational work, including independent work of students, and labor intensity in hours					Types of independent work students					Forms of attestation	
				L	F/N	Lab	SRS	DAC	K.R.	K.P.	RGR	Report/ Presentation	K/p (T)	E	Z
	Third semester														
one.	Topic 1. Subject, objectives and structure of the course "Human Resource Management"	3	one	3	3		9					+/+			
2.	Topic 2. Theoretical foundations of human resource management	3	2	3	3		9					+/+			
3.	Topic 3. The essence of human resource management in an organization	3	3-4	3	3		9					+/+			
four.	Topic 4. The organization's human resource management system	3	5-6	3	3		9					+/+			
5.	Topic 5. Personnel policy and human resource management strategy	3	7-8	3	3		9					+/+			
6.	Topic 6. Personnel planning in the organization	3	9	3	3		9					+/+	+		
	Total hours for the third semester			**eighteen**	**eighteen**		**54**					**one**	**one**		**Z**
	Fourth semester														
7	Topic 7. Recruitment, selection and admission of personnel	four	10-11	3	3		9					+/+			
eight	Topic 8. Career guidance and labor adaptation of employees	four	12-13	3	3		9					+/+			
9	Topic 9. Management of professional	fou	14-	3	3		9					+/+			

	promotion personnel	r	15												
ten	Topic 10. Training, retraining and promotion staff qualifications	fou r	16	3	3		9					+/+			
ele ven	Topic 11. Certification of employees in the organization and business assessment	fou r	17	3	3		9					+/+			
12	Topic 12. Evaluation of the effectiveness of projects to improve the human resource management system	fou r	eight een	3	3		9					+/+	+		
	Total hours for the fourth semester	**fou r**	**eigh teen**	**eigh teen**	**eigh teen**		**54**					**one**	**one**	**E**	
	Total hours by discipline			**36**	**36**		**108**					**2**	**2**	**E**	**Z**

Application
to work program

MINISTRY OF SCIENCE AND HIGHER EDUCATION
RUSSIAN FEDERATION
Federal State Autonomous Educational Institution
higher education
"MOSCOW POLYTECHNICAL UNIVERSITY"
/Moscow Polytech/

*Direction of preparation:*38.03.02 "Management"

EP: "Business Process Management"
Form of study: full-time, part-time
Type of professional activity: organizational and managerial, information and analytical, entrepreneurial

Department: "Personnel Management"

VALUATION FUND

Personnel Management

Composition: 1. Passport of the fund of appraisal funds

2. Description of evaluation tools:

- topics for reports;
- exemplary questions for the control work in the format of blank testing;
- exam preparation questions

Compiled by:

Associate Professor, Ph.D. Belyanina Irina Vladimirovna

Moscow, 2022

INDICATOR OF THE LEVEL OF FORMATION OF COMPETENCES

Personnel Management					
GEF VO 38.03.02 "Management"					
In the process of mastering this discipline, the student forms and demonstrates the following competencies:					
COMPETENCES		**List of components**	**Competence formation technology**	**Assessment Tool Form****	**Degrees of levels of development of competencies**
INDEX	**FORMULATION**				
OPK-3	the ability to develop organizational management decisions, taking into account their social significance, to promote their implementation in a complex and dynamic environment, and to evaluate their consequences	Know: - bases of development and implementation of the concept of personnel management. Be able to: - predict and plan the organization's need for personnel in accordance with the strategic plans of the organization and determine effective ways to meet it; - analyze the state and development trends of the labor market in terms of meeting the needs of the organization in personnel Own: - methods of implementation of the main 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.	lecture, independent work, seminars	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. Advanced 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 need for personnel in accordance with the strategic plans of the organization and determine effective ways to meet it.

Annex 2
to work program

List of assessment tools by discipline

Personnel Management

OS number	Name of the evaluation tool	Brief description of the evaluation tool	Presentation of the evaluation tool in the FOS
one	Report, message (DS)	Product independentstudent's work, which is a public presentation on the presentation of the results of solving a specific educational, practical, educational, research or scientific topic	Topics of reports, messages
2	Test (T)	A system of standardized tasks that allows automatethe procedure for measuring the level of knowledge and skills of the student.	Fund of test tasks
four	offset	The final form of knowledge assessment. In higher education institutions are held during examination sessions.	Questions for offset
5	Exam	The final form of knowledge assessment. In higher education institutions are held during examination sessions.	Questions for the exam

Questions for the exam

in the discipline "Personnel Management" formation of the competence of OPK-3

1. Goals and main activities in human resource management.
2. What is the difference between HR strategy and HR policy? What conditions allow us to speak about the existence of a personnel strategy?
3. How does the transition from industrial to 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 the human resource management system, and what are the stages of this process?
6. When did Russian companies start talking about a “staff shortage” and howis it conditioned?
7. What are the internal reserves for solving the problem of shortage of human resources 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. Ways of administrative and economic impact.
12. Methods of individual work with subordinates.
13. Problems of motivation in modern conditions.
14. The place and role of the stimulating function of wages.
15. Improving wages as a motivation factor.
16. Flexible pay 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. Tasks 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. The essence, goals and content of self-management.
25. Group management methods and their effectiveness.
26. Process theories of motivation
27. Criteria for assessing management personnel.
28. Management personnel assessment methods.
29. Diagnostic approach to assessing the performance of personnelmanagement.

30. Methods for assessing the performance of management personnel.
31. Workplace projects and their role in personnel management.
32. Methods of analysis and design of workplace projects.
33. Essence and value of certification.

34. How do companies respond to the threat of labor conflicts?
35. What is the ratio of social and personnel policy of Russiancompanies?
36. What are the functions of the social package in Russia? Why in most Russian companies and organizations the social package is general, and notdifferentiated?
37. What is a "survival strategy" in economic and personnelcompany policy? 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 affecting the effectiveness of group work.
43. Factors of effective interaction between the manager andsubordinates.
44. Principles of interaction between the leader and subordinates.
45. Methods for rationalizing the activities of management personnel.
46. Delegation method.
47. Prioritization method.
48. Evaluation of the results of training and development of personnel.
49. Personnel planning and career development programs abroad.
50. Methods and criteria of Japanese and American leadership.

Exam ticket form

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

Faculty of Economics and Management _____ Department of Management
Discipline: Personnel management
Direction of training: 38.03.02 "Management"
Course: 2, group _____, form of education: full-time, part-time, part-time
EXAMINATION TICKET No. 1.

1. Question assessing competenceOPK-3.
2.Competency QuestionPC-1
3.Competency QuestionPC-2

Approved at the meeting of the department "Personnel Management" "___" _____ 2022, protocol No. __.
Head Department of Human Resources Management in High-Tech Companies
_____ /Krekova M.M./

List of topics for preparing a report on the discipline "Personnel 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 evaluating efficiency.
5. The 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. The 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 the sectors of the national economy (on 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 formation of professional personnel service in the 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 organization of managerial work in the organization.
18. The system for evaluating the activities of the personnel service.

19. Modern approaches to human resource management.

20. Traditional and modern methods of personnel planning.

21. The labor potential of an employee and the labor potential of an 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 life cycle of an enterprise.

26. Formation of managerial potential in modern conditions.

27. Certification of personnel based on the management system by objectives (MBO).

28. Human resource management audit.

29. Diagnostics and evaluation 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. Study of personnel training programs, evaluation of their effectiveness.

33. Motivation and stimulation of labor activity of personnel.

34. Headcount optimization.

35. Organization of staff training.

36. Organization of an effective compensation system in the organization.

37. Increasing the competitive advantages of the organization 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 system of personnel motivation: Russian and foreign experience.

41. Recruitment and selection strategies in modern conditions.

42. outplacement technology.

43. Assessment Center technology.

44. Management of vocational guidance and adaptation of employees.

45. Managing the system of recruitment, selection and hiring of personnel in the company.

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

Report Evaluation Criteria

When determining the assessment, these conditions must be met in full. A condition that is partially fulfilled is considered not fulfilled.

Rating "excellent" under the following conditions:

1. The following questions are disclosed:
- 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 rules when submitting a report
3. Presentation, not reading material
4. Use of relevant normative, monographic and periodic literature sources
5. Clarity of diction
6. Correctness and timeliness of answers to questions

Grade "good" under the following conditions: failure to meet any two of the specified conditions.

Grade "satisfactory" under the following conditions: failure to meet any three of the specified conditions.

Grade "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 in part. 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 consistent with the topic of the work. More than one resource was used in the work.
Degree problem disclosure	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	The presentation is technically correct (easy to read text,	The presentation is technically correct (easy to read text, acceptable combination of text

	combination of text and background colors). Slides are easy to understand	acceptable combination of text and background colors). Used some effects and backgrounds. The slides are easy to understand.	and background colors). Effects, backgrounds, graphics and sounds are used, focusing on the information presented. The slides are easy to understand.
Presentation of the material	Presentation slides do not contain schematic (pictorial) images and are overloaded with text, which is whole sentences	Presentation slides contain schematic (pictorial) images but are overloaded with explanatory text.	Presentation slides contain only schematic (illustrative) images. The text is minimal. All comments are given by the student during the defense

Fund of exemplary questions for control work in the format of blank testing*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 of the scale of economic organizations, increased 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, the active intervention of the state in relations between employees and employers;

c - tougher market competition, increased activity of trade unions, state legislative regulation of personnel work, complication of the scale of economic organizations, development of organizational culture.

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

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

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

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

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

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

a - with high monopolization and concentration of Russian production;

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

c - with the tightening of competition in all its manifestations, the acceleration of the pace of change in the parameters of the external environment and the increase in the uncertainty of its parameters over time.

4. Plans for human resources define:

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

b - policy towards temporary workers;

c - level of payment;

d - assessment of future needs for personnel.

5. The principle of conditionality of personnel management functions by production goals implies that:

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

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

c - a multi-variant study of proposals for the formation of a personnel management system and the choice of the most rational option for specific production conditions are necessary.

6. The principle of complexity implies:

a - multivariate study of proposals for the formation of a personnel management system and the choice 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, anticipation of the functions of personnel management of functions aimed at ensuring the functioning of production.

7. The methods of forming a personnel management system include:

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

b - method of goal structuring and morphological analysis;

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

8. What method in the field of improving personnel management is most widely used:

a - the method of analogies;

b - method of creative meetings.

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

a - administrative, economic, socio-psychological;

b - economic, statistical;

c - socio-psychological;

10. What method of personnel management is distinguished by the direct nature of the 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 initiative employees with a long-term orientation, ready to take risks and bring the matter to the end;
b - on the search for employees of a narrow orientation, without a great commitment to the organization for a short time;
c - on the search for diversified employees, focused on achieving great 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 consider the development of regulations, job descriptions:
a - administrative;
b - economic;
c - socio-psychological.

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

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

6. The standardized form of presenting the content of work at a particular workplace at a particular time is:
a - job description;
b - employee's evaluation sheet;
c - interviewer's sheet;
d - employee profile.

7. How to reduce the supply of employees in the organization (bring the number in line with its real needs), without resorting to layoffs:
a - transfer of part of the employees to a shorter 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 by using additional or alternative sources of labor is:
a - numerical adaptation of the labor force;
b - functional adaptation of the workforce;
c - labor leasing.

9. The ability of the organization to change and bring the professional qualification structure of its employees in accordance with the requirements of the changed workload is:
a - numerical adaptation of the labor force;
b - functional adaptation of the workforce;
c - remote adaptation of the workforce;
d - 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 group, is the use of:
a - standard operating modes;
b - flexible working hours;
in - part-time employment

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

Fund of exemplary questions for control work in the format of blank testing*by discipline*
"Personnel Management"

Test 1

1. The employment of an employee in the fulfillment of labor obligations for a shorter duration of daily and weekly work compared to the legally established norms represents the use of:
a - standard operating modes;
b - flexible working hours;
in - part-time employment.

2. Adaptation is:

a - adaptation of the employee to new professional, social, organizational and economic working conditions;

b - mutual adaptation of the employee and the organization through the gradual development of the employee in the new conditions;

c - adaptation of the organization to changing external conditions.

3. Studies show that more than half of the organizations examined fill the majority of vacancies in the primary labor market through external sources of recruitment:

a - yes;

b - no.

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

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

b - use of a trial period for a novice;

c - regular interviews of a 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 personnel department in search of work are:

a - self-manifested candidates;

b - unemployed;

c - unskilled workers.

7. The short working biography of the candidate is:

a - professiogram;

b - career path;

c - employee profile;

d - advertisement.

8. Research shows that an honest upfront job description reduces labor turnover later on:

a - yes;

b - sometimes;

in - no.

9. The least reliable candidate selection tests include:

a - psychological tests;

b - knowledge test;
c - verification of professional skills;
d - 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 - verification of professional skills;
d - graphic test.

Test 2

1. A number of specific steps needed to decide on the hiring of several of the possible candidates are:
a - selection of candidates;
b - hiring an employee;
c - selection of candidates;
d - attracting candidates.

2. The method that allows you to objectively assess the compliance of candidates with the requirements of the job is the method:
a - analysis of personal data;
b - professional test;
c - examination of handwriting.

3. What is the recruitment process:
a - the creation of a sufficiently representative list of qualified candidates for a vacant position;
b - hiring employees;
c - the process of selecting candidates who have the minimum requirements for filling a vacant position.

4. Qualified personnel are more difficult to recruit than unqualified ones. First of all, this is due to:
a - the habit of those who work;
b - admission by letters of recommendation;
c - a requirement from the work itself;
d - insufficient recruitment practice.

5. The advantages of internal sources of recruitment include:
a - low costs for staff adaptation;
b - the emergence of new ideas, the use of new technologies;
c - the emergence of new impulses for development.

6. To the advantages of external sources of personnel attraction:
a - low costs for staff adaptation;
b - the emergence of new impulses for development;
c - increasing motivation, the degree of job satisfaction among cadre workers.

7. What should be understood as staff turnover:
a - all types of dismissals from the organization;
b - dismissals of their own free will and the initiative of the administration;
c - layoffs due to staff reductions and the initiative of the administration;
d - dismissal of one's own free will and to reduce staff.

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 at specialized courses;
c - ensuring an effective management structure and managers to achieve organizational goals.

9. What are the most effective methods 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 are the most effective methods for teaching technical methods (repair of simple household appliances, electric motors, acceptance of utility bills, calculation of interest on deposits):
a - apprenticeship and mentoring;
b - analysis of specific situations;
c - business games;
d - a and b

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