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MINISTRY OF SCIENCE AND HIGHER EDUCATION OF THE RUSSIAN FEDERATION

Federal State Autonomous Educational Institution of Higher Education

"Moscow Polytechnic University"

APPROVE
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for International Affairs
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"27" февраля 2025

Dean of the Faculty
of Economics and Management
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"27" февраля 2025

WORKING PROGRAM OF THE DISCIPLINE

"Professional trajectory management"

Field of study
38.03.02 Management

Educational program (profile)
"Business Process Management"

Qualification (degree)
Bachelor

Form of study
Part-time

Moscow 2025

Developer(s):

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

The main goals of mastering the discipline “professional trajectory management” include:

– Formation of knowledge about modern principles, methods and means of modern management trajectories in relation to management, methods and means of their application in business;

– Training students for activities in accordance with the qualification characteristics of a bachelor’s degree in the field, including the formation of skills to identify necessary improvements in the organization; ensuring the use of information technologies to improve the efficiency of professional activities.

The main objectives of mastering the discipline “professional trajectory management” include:

– Mastering the methodology, analysis and selection of management technologies for use in professional activities in the organization. Mastering the methods and conditions for using management technologies, choosing evaluation criteria, quality indicators, determining the parameters to be verified, the procedure for determining and processing the received management information and its protection.

Training in the discipline “professional trajectory management” is aimed at developing the following competencies in students:

Code and name of competencies	Indicators of Competency Achievement
PK - 1. Is able to regulate processes of organizational units or develop administrative regulations for organizational units	IPK-1.1. Knows the theory of process management; principles of process classification; methods for structuring processes; basics of operational management; methods of collecting information (observations, data recording, timekeeping, photographs of the working day, interview and questionnaire techniques, analysis of documents and reporting information, studying feedback from stakeholders); methods for designing functional role models; methods for classifying information about the process and the process environment; principles and rules for working with normative and methodological documentation; requirements for the development of process regulations; fundamentals of economics, cost accounting and performance assessment; process modeling notations; methods for increasing the

	efficiency of processes and administrative regulations; basics of implementing changes; basics of business process modeling; methodological documents and rules for monitoring the compliance of processes or administrative regulations; methods for assessing the reliability of collected information; methods for analyzing the collected information; rules for preparing reports and conclusions based on control results; methods for assessing the effectiveness of processes or administrative regulations. IPK-1.2. Is able to analyze information about process boundaries, process requirements, process goals or administrative regulations; analyze areas of responsibility, stakeholders of the process, current regulations, resources, inputs, outputs and indicators of the process or administrative regulations; analyze the composition and sequence of operations that make up a process or administrative regulation; find necessary documents and information about the process or administrative regulations in paper and electronic form in information systems; carry out observations, interviews and questionnaires; aggregate and summarize collected information; carry out classification of processes and objects in the process environment or administrative regulations; identify shortcomings, inconsistencies in the functioning of the process or administrative regulations, formulate and justify proposals for their correction; monitor the compliance of developed documents with regulatory and methodological documentation; evaluate resources needed to improve processes or administrative regulations; communicate, hold working meetings, find consensus; use software to develop process regulations or administrative regulations; develop local regulations in accordance with regulatory and methodological documents; develop process diagrams or administrative regulations; assess the resources needed to implement process regulations or administrative regulations or proposals to improve their efficiency; develop, coordinate and approve action plans, evaluate the achievement of results, develop corrective measures to achieve plans; provide consulting assistance to employees of the organization; select control points that allow you to assess the degree of compliance with regulations and draw up control plans; evaluate the reliability of information obtained during control; analyze indicators of efficiency and effectiveness of processes and administrative regulations; identify deviations from established criteria and performance indicators of processes and administrative regulations; calculate the efficiency of processes and administrative regulations; identify potential for improving the efficiency of a process or administrative regulation; formulate and justify proposals to improve the efficiency of processes or

	administrative regulations; prepare reports and conclusions based on the results of control activities. IPK-1.3. Possesses the skills to determine the goals of the process of a division of an organization or the administrative regulations of a division of an organization; determining the boundaries of the process of a division of an organization or the administrative regulations of a division of an organization; determination of stakeholders, owner and participants in the process of a division of the organization or administrative regulations of the division of the organization; determining the inputs and outputs of the process of a subdivision of an organization or the beginning and result of the implementation of administrative regulations of a subdivision of an organization; clarifying the sequence of work in the process of subdividing an organization or the administrative regulations of a subdivision of an organization; clarification of the resources used, Russian and international legislation, local regulations, reporting documents necessary to carry out the process of a division of an organization or the administrative regulations of a division of an organization; identifying the responsible employees of the unit for each work in the process of subdividing the organization or the administrative regulations of the organization's subdivision; collecting information about the current planning and reporting system for the work process of a division of an organization or the administrative regulations of a division of an organization; collecting information about the progress and results of the process of a division of an organization or the administrative regulations of a division of an organization; registration of the results of information collection; systematization of collected information about the process of subdividing an organization or the administrative regulations of a subdivision of an organization; development of process regulations for a division of an organization or administrative regulations for a division of an organization and regulatory documents (instructions, regulations); development of procedures for monitoring the implementation of the process regulations of an organization's unit or the administrative regulations of an organization's unit; developing proposals to improve the efficiency of the process of a division of an organization or the administrative regulations of a division of an organization; planning measures to put into effect the process regulations of a division of an organization or the administrative regulations of a division of an organization; implementation of the process regulations of a division of an organization or the administrative regulations of a division of an organization; implementation of proposals to improve the efficiency of the process of a division of an organization or the administrative regulations of a division of an

	organization; assessing the effectiveness of measures to put into effect the process regulations of a division of an organization or the administrative regulations of a division of an organization; determining procedures for monitoring the implementation of the process regulations of an organization's unit or the administrative regulations of an organization's unit; collecting information on the progress and results of the implementation of the process of a division of an organization or the administrative regulations of a division of an organization; analysis of collected information for compliance with criteria, established for control; assessing the effectiveness of the process of a division of an organization or the administrative regulations of a division of an organization; developing recommendations to improve the efficiency of the processes of an organization's unit or administrative regulations of an organization's unit; registration of the results of monitoring the implementation of the process regulations of an organization's unit or the administrative regulations of an organization's unit.

2. Place of the discipline in the structure of the educational program

Discipline "Management of professional trajectory" is one of the academic disciplines of the compulsory part (B.1.23) of the undergraduate educational program.

The discipline "Professional Trajectory Management" is logically, substantively and methodologically interconnected with the following EP disciplines and practices:

- "Quality management";
- "International Management";
- "Cross-cultural management";
- "Management of distributed communities";
- "Self-management and time management."

3. Structure and content of the discipline

The total labor intensity of the discipline is:

Part-time - three credit units, i.e. 108 academic hours (of which 72 hours are independent work of students).

Fifth semester:

Part-time/correspondence: lectures – 18 hours, practical classes – 18 hours, form of control – test.

3.1 Types of educational work and labor intensity

3.1.1. Part-time education

o.	Type of educational work	Number of hours	Semesters	
			5	
	Auditory lessons	**36**	36	
	Including:			
.1	Lectures	18	18	
.2	Seminars/practical sessions	18	18	
.3	Laboratory exercises			
	Independent work	**72**	72	
	Including:			
	Interim certification			
	Test	**test**	**test**	
	Total	**108**	**108**	

3.2 Thematic plan for studying the discipline

Part-time education

No. p/p	Sections/topics disciplines	Labor intensity, hour					
		Total	Classroom work				Independent work
			Lectures	Seminars/practical sessions	Laboratory exercises	Practical training	
1	Fundamentals of professional career management: introduction to the course and basic concepts.		1	1			4
2	Strategic career planning: setting goals and developing an action plan.		1	1			4
3	Compiling a professional portfolio: importance and basic elements.		1	1			4
4	Job Search: Effective Strategies and Techniques.		1	1			4
5	Successful interview: preparation, interview, questions and answers.		1	1			4
6	Development of communication skills: effective communication in the work environment		1	1			4
7	Leadership and personnel management: basic principles and strategies.		1	1			4

8	Time management and task management: planning and organizing your time.		1	1			4
9	Professional self-management: developing skills of self-reflection and self-development.		1	1			4
10	Change management: adapting to new conditions and situations.		1	1			4
11	Effective team management: motivation, delegation and conflict resolution.		1	1			4
12	Mentoring and coaching: developing professional skills through training from experienced professionals.		1	1			4
13	Formation and development of a professional network: importance and strategies.		1	1			4
14	Managing emotions and stress: developing emotional intelligence.		1	1			4
15	Improving professional competence: education, training and certification.		1	1			4
16	Professional ethics and business etiquette: standards of behavior in the work environment.		1	1			4
17	Development of creative thinking and innovative abilities.		1	1			4
18	Career growth and development: strategies for professional growth and climbing the career ladder.		1	1			4
Total			**18**	**18**			**72**

3.3 Contents of the discipline

Topic 1. Basics of professional career management.

Basic principles and goals of professional career management. Different approaches to professional career management: traditional and modern. Individual career development plan: how to draw up and implement. Analysis and assessment of professional skills and competencies. Developing and improving a personal brand: the importance of self-presentation and image. The concept of the labor market and its impact on professional career management

Topic 2. Strategic career planning.

Determining goals and objectives for professional growth in the long and medium term. Assessment of skills and competencies. Identification of areas for development and improvement of professional skills.

Topics 3. Compilation of a professional portfolio.

Elements of a professional portfolio. Resume writing technology. Collection and analysis of recommendations and reviews from previous employers. Inclusion of certifications or awards related to professional field

Topic 4. Job search: effective strategies and methods

Identifying the types of jobs and industries that best match interests, skills, and values. Narrowly targeted search for vacancies and adaptation of resumes and cover letters to specific positions. Using professional social networks

Topic 5. Successful interview

Research of the future employer. Researching the company, its values, mission, products or services. Interview and interview training sessions. Practice communication and stress resistance. A professional description of your experience, skills and abilities.

Topic 6. Development of communication skills: effective communication in the work environment

Study of active perception techniques and neuro-linguistic programming. Methods for leveling conflicts. Study and use of non-verbal methods of communication. General principles of communication in the work environment.

Topic 7. Leadership and personnel management: basic principles and strategies.

Definition of leadership and personnel management. Roles and functions of a leader. Basic principles of leadership. Human resource management strategies. Development of leadership skills. Examples of successful leaders. Methods of delegation, coaching and feedback.

Topic 8. Time management and task management: planning and organizing your time.

The importance of time management. Time and workspace planning techniques. The importance of setting goals. Technique for determining SMART goals. Time-sharing and prioritization. Overcoming procrastination. Effective delegation. Time as the main human resource.

Topic 9. Professional self-management: developing skills of self-reflection and self-development.

The importance of professional self-government. The concept of self-reflection. Strategies for asking questions about your own needs, goals, values, and accomplishments. Self-development plans. Self-organization. Development of professional skills. The importance of continuous self-development and professional growth.

Topic 10 Change management: adapting to new conditions and situations

The importance of change management. Understanding the change process. Reaction to change. Adaptation to new conditions. Communication in the process of change. Change management tools and techniques. Formula for change. Personal SWOT analysis. The concept of the change life cycle and the different stages that organizations and people go through when implementing change.

Topic 11 Effective team management: motivation, delegation and conflict resolution

The importance of effective team management. Team motivation. Material and non-material types of motivation. Optimal strategies for successful distribution of tasks and responsibilities in the team. Conflict resolution. Team development. Methods to strengthen team spirit, develop communication skills and improve team performance. Developing key leadership skills such as empathy, communication, decision making and conflict management

Topic 12 Mentoring and coaching: developing professional skills through training from experienced specialists

The importance of mentoring and coaching. Differences between mentoring and coaching. Roles of mentor and coach. Basic mentoring and coaching skills. Ethical aspects of mentoring and coaching. Application of mentoring and coaching. Various

areas of application of mentoring and coaching, such as professional development, career advancement, personal growth and entrepreneurship

Topic 13 Formation and development of a professional network: importance and strategies

The importance of a professional network. Formation of a professional network. Strategies for building a professional network. Formation of relationships. Effective networking techniques such as active listening, asking questions, and participating in professional discussions. Professional network management. The importance of maintaining and strengthening your network connections, regularly updating your contacts, and providing valuable information and resources to your contacts. Ethical behavior in a professional network

Topic 14 Managing emotions and stress: developing emotional intelligence

The meaning of emotional intelligence. Description of skills to recognize, understand and manage one's own emotions and the emotions of others. Strategies for communication, decision-making and conflict resolution. Development of emotional intelligence. Stress management. Emotional intelligence in leadership. Application of emotional intelligence in everyday life.

Topic 15 Increasing professional competence: education, training and certification

The concept of professional competence. Key competencies that are developed in various professional areas, such as technical skills, communication skills, leadership qualities. Benefits of lifelong learning such as updating skills, expanding knowledge and increasing competitiveness in the job market. Various forms of education and training. Certification and accreditation. Professional competence development plan.

Topic 16. Professional ethics and business etiquette: standards of behavior in the work environment

Introduction to professional ethics and business etiquette. The concept of professional competence. The principles and values that underlie ethics, etiquette, and their importance in creating a positive and professional work environment. Basic norms of behavior. Interpersonal skills. Design and appearance. Ethics and etiquette in the

digital age. The importance of professional ethics and business etiquette in the digital age, when much communication takes place through electronic means. Recommendations on electronic communication, use of social networks and ethics in the use of information technology.

Topic 17. Development of creative thinking and innovative abilities

. An introduction to creative thinking and innovative abilities. Concept of creative thinking. Basic principles of creative thinking. Examples of methods and techniques that help develop creative thinking. The process of innovation and its role in achieving success in modern organizations. Encouraging creative thinking. Examples of the application of creative thinking and innovation in various fields such as business, art, science, technology and education.

Topic 18. Career growth and development: strategies for professional growth and climbing the career ladder

Introduction to career growth and development. Basic concepts of career growth and development and their relationship. Strategies for professional growth Career planning. Methods and tools for developing a career plan. Climbing the career ladder. Promotion within the organization, time and task management, leadership skills and change management. Development of a personal brand. Methods and strategies for building and maintaining a personal brand, including active participation in projects, business communication and the development of influential connections

3.4 Topics of seminars/practical and laboratory classes

1. Developing career goals and planning to achieve them.
2. Assess current skills and competencies.
3. Identification of professional interests and passions.
4. Creating a personal brand and developing a professional reputation.
5. Creation and support of a professional network of contacts.
6. Effective resume and profile on professional platforms.
7. Interview preparation and interview skills.
8. Time and priority management.

9. Development of leadership skills and team management.

10. Conflictology and conflict management in a professional environment.

11. Development of presentation and public speaking skills.

12. Effective communication and business communication.

13. Development of project management skills.

14. Analysis and decision-making in a professional environment.

15. Managing your emotions and stress at work.

16. Management of changes in the organization.

17. Development of interpersonal skills and emotional intelligence.

18. Development of creativity and innovative thinking.

19. Ethics of business communication and professional conduct.

20. Development of skills in intercultural communication and work in an international environment.

21. Performance management and goal achievement.

22. Adaptation to changes in the market environment and development of flexibility.

23. Development of skills of self-analysis and self-reflection.

24. Financial management and budgeting in a career.

25. Development of effective teamwork skills.

26. Development of a personal educational plan and continuous learning.

27. Management of professional growth and development in the organization.

28. Managing your own brand management.

29. Development of analytical thinking skills.

30. Create successful productivity strategies.

31. Development of mentoring and coaching skills.

32. Development of scientific thinking and research skills.

33. Managing work-life balance.

34. Development of conflict and negotiation management skills.

35. Autonomous career management and entrepreneurship.

36. Development of organizational thinking and change management skills.

4. Educational, methodological and information support

4.1 Main literature

1. Baskakova, O. V. Economics and organization of small and medium-sized businesses: textbook / O. V. Baskakova, M. Sh. Machabeli, T. V. Rudakova. - Moscow: Dashkov and K, 2023. - 316 p. — ISBN 978-5-394-04970-5. — Text: electronic // Lan: electronic library system. — URL:https://e.lanbook.com/book/277034
2. Egorov, V.P. Documentation and documentation support for management in the digital economy / V.P. Egorov, A.V. Slinkov. — 4th ed., erased. - St. Petersburg: Lan, 2023. - 372 p. — ISBN 978-5-507-45695-6. — Text: electronic // Lan: electronic library system. — URL: https://e.lanbook.com/book/279827

4.2 Additional literature

1. Noskova, S. A. Strategic management: textbook / S. A. Noskova, Yu. A. Zavoiskikh. - St. Petersburg: SPbGAU, 2023. - 76 p. — Text: electronic // Lan: electronic library system. — URL:https://e.lanbook.com/book/340118
2. Vasiliev, Yu. N. Quality management / Yu. N. Vasiliev. - St. Petersburg: Lan, 2023. - 104 p. — ISBN 978-5-507-45141-8. — Text: electronic // Lan: electronic library system. — URL:https://e.lanbook.com/book/284177

4.3 Electronic educational resources

1. An electronic educational resource on the discipline is under development.

4.4 Licensed and freely distributed software

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

4.5 Modern professional databases and information reference systems

Office applications, Microsoft Office 2013 (or lower) -Microsoft Open License - License No. 61984042 Agreement No. 08-05/13 dated 06/03/2013 Transfer and Acceptance Certificate No. 961, Transfer and Acceptance Certificate No. 385

Operating system, Windows 7 (or lower) - Microsoft Open License – License No. 61984214, 61984216, 61984217, 61984219, 61984213, 61984218, 61984215; Agreement No. 08-05/13 dated 06/03/2013 Acceptance and transfer certificate No. 9 61

5. Logistics support

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

6. Guidelines

6.1 Methodological recommendations for teachers on organizing training

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

Multimedia computer presentation is:

- dynamic synthesis of text, image, sound;
- interactive contact between the speaker and the demonstration material;
- mobility and compactness of information media and equipment;
- ability to update, supplement and adapt information;

Rules for designing computer presentations

General Design Rules

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

Font design rules:

- Serif fonts are easier to read than sans serif fonts;
- It is not recommended to use capital letters for body text.
- Font contrast can be created through font size, font weight, style, shape, direction and color.

- Rules for choosing colors.
- The color scheme should consist of no more than two or three colors.
- There are incompatible color combinations.
- Black color has a negative (gloomy) connotation.
- White text on a black background is hard to read (inversion is hard to read).

Presentation Design Guidelines

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

A presentation involves a combination of information of various types: text, graphics, music and sound effects, animation and video clips. Therefore, it is necessary to take into account the specifics of combining pieces of information of different types. In addition, the design and display of each of the listed types of information is also subject to certain rules. Therefore, for example, the choice of font is important for textual information, brightness and color saturation are important for graphic information, and optimal relative position on the slide is necessary for the best possible perception of them together.

Let us consider recommendations for the design and presentation of various types of materials on the screen.

Formatting text information:

- Font size: 24–54 points (heading), 18–36 points;
- The font color and the background color should contrast (the text should be easy to read), but not hurt the eyes;
- Font type: for the main text a smooth sans-serif font (Arial, Tahoma, Verdana),
- Italics, underlining, bold font, and capital letters are recommended to be used only for semantic highlighting of a text fragment.

Design of graphic information:

- Drawings, photographs, diagrams are designed to supplement textual information or convey it in a more visual form;

- It is advisable to avoid drawings in the presentation that do not carry a semantic load, if they are not part of the style;
- The color of the graphic images should not sharply contrast with the overall style of the slide;
- Illustrations are recommended to be accompanied by explanatory text;
- If a graphic image is used as a background, then the text on this background should be clearly readable.

Contents and arrangement of information blocks on the slide:

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

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

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

6.2 Guidelines for students on mastering the discipline

A lecture is a systematic, consistent, monologue presentation by a teacher of educational material, usually of a theoretical nature. When preparing a lecture, the teacher is guided by the work program of the discipline. During lectures, it is recommended to take notes, which will allow you to later recall the studied educational material and supplement the content when working independently with literature.

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

Conclusions from the lecture summarize the teacher's thoughts on educational issues. The teacher provides a list of used and recommended sources for studying a specific topic. At the end of the lecture, students have the opportunity to ask questions to the teacher about the topic of the lecture. When delivering lectures on the discipline, electronic multimedia presentations can be used.

Guidelines for students when working at the seminar

Seminars are implemented in accordance with the working curriculum with sequential study of the topics of the discipline. In preparation for the seminars, the student is recommended to study the basic literature, familiarize himself with additional literature, new publications in periodicals: magazines, newspapers, etc. In this case, you should take into account the recommendations of the teacher and the requirements of the curriculum. It is also recommended to finalize your lecture notes by making appropriate notes from the literature recommended by the teacher and provided for by the curriculum. Abstracts should be prepared for presentations on all educational issues brought up for the seminar.

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

Guidelines for students on organizing independent work

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

If there are students with disabilities, they will be provided with printed and (or) electronic educational resources in forms adapted to their health limitations.

7. Appraisal Fund

7.1 Methods for monitoring and assessing learning outcomes

OS No.	Name of the evaluation tool	Brief description of the evaluation tool	Submission of the evaluation tool to the Appraisal Fund
2	Oral survey, presentation, (OS)	A means of control, organized as a special conversation between a teacher and a student on topics related to the discipline being studied, and designed to determine the amount of knowledge of the student in a certain section, topic, problem, etc.	Questions about topics/sections of the discipline
2	Test (T)	A system of standardized tasks that allows you to automate the procedure for measuring the level of knowledge and skills of a student.	Test task fund
3	Exam	Final form of knowledge assessment. In higher education institutions, they are held during examination sessions.	Questions for the exam

7.2 Scale and criteria for assessing learning outcomes

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

PC-1 Capable of regulating the processes of organizational units or developing administrative regulations for organizational units				
Index	**Evaluation criteria**			
	2	**3**	**4**	**5**
<u>To</u> know: process management theory; principles of process classification; methods for structuring processes; basics of operational management; methods of collecting information (observations, data recording, timekeeping, photographs of the working day, interview and questionnaire techniques, analysis of documents and reporting information, studying feedback from stakeholders); methods for designing functional role models; methods for classifying information	The student demonstrates a complete absence or insufficient compliance of the following knowledge: process management theory; principles of process classification; methods for structuring processes; basics of operational management; methods of collecting information (observations, data recording, timekeeping, photographs of the working day, interview and questionnaire techniques, analysis of documents and reporting information, studying feedback from stakeholders); methods for designing functional role models; methods for classifying information about the process and the process environment; principles and rules for working with normative and methodological documentation; requirements for the development of	The student demonstrates incomplete compliance with the following knowledge: process management theory; principles of process classification; methods for structuring processes; basics of operational management; methods of collecting information (observations, data recording, timekeeping, photographs of the working day, interview and questionnaire techniques, analysis of documents and reporting information, studying feedback from stakeholders); methods for designing	The student demonstrates partial compliance with the following knowledge: process management theory; principles of process classification; methods for structuring processes; basics of operational management; methods of collecting information (observations, data recording, timekeeping, photographs of the working day, interview and questionnaire techniques, analysis of documents and reporting information, studying feedback from stakeholders); methods for designing	The student demonstrates full compliance with the following knowledge: process management theory; principles of process classification; methods for structuring processes; basics of operational management; methods of collecting information (observations, data recording, timekeeping, photographs of the working day, interview and questionnaire techniques, analysis of documents and reporting information, studying feedback from stakeholders); methods for designing functional role models; methods for classifying information about the process and the process environment; principles and rules for working with normative and methodological documentation; requirements for the development of process regulations; fundamentals of

about the process and the process environment; principles and rules for working with normative and methodological documentation; requirements for the development of process regulations; fundamentals of economics, cost accounting and performance assessment; process modeling notations; methods for increasing the efficiency of processes and administrative regulations; basics of implementing changes; basics of business process modeling; methodological documents and rules for monitoring the compliance of processes or administrative regulations; methods for assessing the reliability of collected information; methods for analyzing the collected information; rules for preparing reports and conclusions	process regulations; fundamentals of economics, cost accounting and performance assessment; process modeling notations; methods for increasing the efficiency of processes and administrative regulations; basics of implementing changes; basics of business process modeling; methodological documents and rules for monitoring the compliance of processes or administrative regulations; methods for assessing the reliability of collected information; methods for analyzing the collected information; rules for preparing reports and conclusions based on control results; methods for assessing the effectiveness of processes or administrative regulations	functional role models; methods for classifying information about the process and the process environment; principles and rules for working with normative and methodological documentation; requirements for the development of process regulations; fundamentals of economics, cost accounting and performance assessment; process modeling notations; methods for increasing the efficiency of processes and administrative regulations; basics of implementing changes; basics of business process modeling; methodological documents and rules for monitoring the compliance of processes or administrative regulations; methods for assessing the reliability of collected information; methods for analyzing the collected	functional role models; methods for classifying information about the process and the process environment; principles and rules for working with normative and methodological documentation; requirements for the development of process regulations; fundamentals of economics, cost accounting and performance assessment; process modeling notations; methods for increasing the efficiency of processes and administrative regulations; basics of implementing changes; basics of business process modeling; methodological documents and rules for monitoring the compliance of processes or administrative regulations; methods for assessing the reliability of collected information; methods for analyzing the collected	economics, cost accounting and performance assessment; process modeling notations; methods for increasing the efficiency of processes and administrative regulations; basics of implementing changes; basics of business process modeling; methodological documents and rules for monitoring the compliance of processes or administrative regulations; methods for assessing the reliability of collected information; methods for analyzing the collected information; rules for preparing reports and conclusions based on control results; methods for assessing the effectiveness of processes or administrative regulations, freely operates with acquired knowledge.

based on control results; methods for assessing the effectiveness of processes or administrative regulations		information; rules for preparing reports and conclusions based on control results; methods for assessing the effectiveness of processes or administrative regulations. Significant mistakes are made; insufficient knowledge is manifested, according to a number of indicators, the student experiences significant difficulties in operating knowledge when transferring it to new situations.	information; rules for preparing reports and conclusions based on control results; methods for assessing the effectiveness of processes or administrative regulations, but Minor mistakes, inaccuracies, and difficulties during analytical operations occur.	
Is able to: analyze information about process boundaries, process requirements, process goals or administrative regulations; analyze areas of responsibility, stakeholders of the process, current regulations, resources, inputs, outputs and indicators of the process or administrative regulations; analyze the composition and	The student is unable or insufficiently able to analyze information about process boundaries, process requirements, process goals or administrative regulations; analyze areas of responsibility, stakeholders of the process, current regulations, resources, inputs, outputs and indicators of the process or administrative regulations; analyze the composition and sequence of operations that make up a process or administrative regulation; find necessary documents and information about	The student demonstrates incomplete compliance with the following skills: to be able to: analyze information about process boundaries, process requirements, process goals or administrative regulations; analyze areas of responsibility, stakeholders of the process, current regulations, resources, inputs, outputs	The student demonstrates partial compliance with the following skills: to be able to decide: analyze information about process boundaries, process requirements, process goals or administrative regulations; analyze areas of responsibility, stakeholders of the process, current regulations, resources, inputs, outputs	The student demonstrates full compliance with the following skills: to be able to: analyze information about process boundaries, process requirements, process goals or administrative regulations; analyze areas of responsibility, stakeholders of the process, current regulations, resources, inputs, outputs and indicators of the process or administrative regulations; analyze the composition and sequence of operations that make up a process or administrative

sequence of operations that make up a process or administrative regulation; find necessary documents and information about the process or administrative regulations in paper and electronic form in information systems; carry out observations, interviews and questionnaires; aggregate and summarize collected information; carry out classification of processes and objects in the process environment or administrative regulations; identify shortcomings, inconsistencies in the functioning of the process or administrative regulations, formulate and justify proposals for their correction; monitor the compliance of developed documents with regulatory and methodological documentation; evaluate resources needed to	the process or administrative regulations in paper and electronic form in information systems; carry out observations, interviews and questionnaires; aggregate and summarize collected information; carry out classification of processes and objects in the process environment or administrative regulations; identify shortcomings, inconsistencies in the functioning of the process or administrative regulations, formulate and justify proposals for their correction; monitor the compliance of developed documents with regulatory and methodological documentation; evaluate resources needed to improve processes or administrative regulations; communicate, hold working meetings, find consensus; use software to develop process regulations or administrative regulations; develop local regulations in accordance with regulatory and methodological documents; develop process diagrams or administrative regulations; assess the resources needed to implement process regulations or administrative	and indicators of the process or administrative regulations; analyze the composition and sequence of operations that make up a process or administrative regulation; find necessary documents and information about the process or administrative regulations in paper and electronic form in information systems; carry out observations, interviews and questionnaires; aggregate and summarize collected information; carry out classification of processes and objects in the process environment or administrative regulations; identify shortcomings, inconsistencies in the functioning of the process or administrative regulations, formulate and justify proposals for their correction; monitor the compliance of developed documents with	and indicators of the process or administrative regulations; analyze the composition and sequence of operations that make up a process or administrative regulation; find necessary documents and information about the process or administrative regulations in paper and electronic form in information systems; carry out observations, interviews and questionnaires; aggregate and summarize collected information; carry out classification of processes and objects in the process environment or administrative regulations; identify shortcomings, inconsistencies in the functioning of the process or administrative regulations, formulate and justify proposals for their correction; monitor the compliance of developed documents with	regulation; find necessary documents and information about the process or administrative regulations in paper and electronic form in information systems; carry out observations, interviews and questionnaires; aggregate and summarize collected information; carry out classification of processes and objects in the process environment or administrative regulations; identify shortcomings, inconsistencies in the functioning of the process or administrative regulations, formulate and justify proposals for their correction; monitor the compliance of developed documents with regulatory and methodological documentation; evaluate resources needed to improve processes or administrative regulations; communicate, hold working meetings, find consensus; use software to develop process regulations or administrative regulations; develop local regulations in accordance with regulatory and methodological documents; develop process diagrams or administrative regulations; assess the resources needed to

improve processes or administrative regulations; communicate, hold working meetings, find consensus; use software to develop process regulations or administrative regulations; develop local regulations in accordance with regulatory and methodological documents; develop process diagrams or administrative regulations; assess the resources needed to implement process regulations or administrative regulations or proposals to improve their effectiveness; develop, coordinate and approve action plans, evaluate the achievement of results, develop corrective measures to achieve plans; provide consulting assistance to employees of the organization; select control points that allow you to assess the degree of compliance with	regulations or proposals to improve their effectiveness; develop, coordinate and approve action plans, evaluate the achievement of results, develop corrective measures to achieve plans; provide consulting assistance to employees of the organization; select control points that allow you to assess the degree of compliance with regulations and draw up control plans; evaluate the reliability of information obtained during control; analyze indicators of efficiency and effectiveness of processes and administrative regulations; identify deviations from established criteria and indicators of the functioning of processes and administrative regulations; calculate the efficiency of processes and administrative regulations; identify potential for improving the efficiency of a process or administrative regulation; formulate and justify proposals to improve the efficiency of processes or administrative regulations; prepare reports and conclusions based on the results of control activities.	regulatory and methodological documentation; evaluate resources needed to improve processes or administrative regulations; communicate, hold working meetings, find consensus; use software to develop process regulations or administrative regulations; develop local regulations in accordance with regulatory and methodological documents; develop process diagrams or administrative regulations; assess the resources needed to implement process regulations or administrative regulations or proposals to improve their efficiency; develop, coordinate and approve action plans, evaluate the achievement of results, develop corrective measures to achieve plans; provide consulting assistance to employees of the	regulatory and methodological documentation; evaluate resources needed to improve processes or administrative regulations; communicate, hold working meetings, find consensus; use software to develop process regulations or administrative regulations; develop local regulations in accordance with regulatory and methodological documents; develop process diagrams or administrative regulations; assess the resources needed to implement process regulations or administrative regulations or proposals to improve their efficiency; develop, coordinate and approve action plans, evaluate the achievement of results, develop corrective measures to achieve plans; provide consulting assistance to employees of the	implement process regulations or administrative regulations or proposals to improve their efficiency; develop, coordinate and approve action plans, evaluate the achievement of results, develop corrective measures to achieve plans; provide consulting assistance to employees of the organization; select control points that allow you to assess the degree of compliance with regulations and draw up control plans; evaluate the reliability of information obtained during control; analyze indicators of efficiency and effectiveness of processes and administrative regulations; identify deviations from established criteria and performance indicators of processes and administrative regulations; calculate the efficiency of processes and administrative regulations; identify potential for improving the efficiency of a process or administrative regulation; formulate and justify proposals to improve the efficiency of processes or administrative regulations; prepare reports and conclusions based on the results of control activities. Fluently operates with acquired skills and

regulations and draw up control plans; evaluate the reliability of information obtained during control; analyze indicators of efficiency and effectiveness of processes and administrative regulations; identify deviations from established criteria and indicators of the functioning of processes and administrative regulations; calculate the efficiency of processes and administrative regulations; identify potential for improving the efficiency of a process or administrative regulation; formulate and justify proposals to improve the efficiency of processes or administrative regulations; prepare reports and conclusions based on the results of control activities.		organization; select control points that allow you to assess the degree of compliance with regulations and draw up control plans; evaluate the reliability of information obtained during control; analyze indicators of efficiency and effectiveness of processes and administrative regulations; identify deviations from established criteria and performance indicators of processes and administrative regulations; calculate the efficiency of processes and administrative regulations; identify potential for improving the efficiency of a process or administrative regulation; formulate and justify proposals to improve the efficiency of processes or administrative regulations; prepare reports and conclusions based on the results of control activities. Significant mistakes are	organization; select control points that allow you to assess the degree of compliance with regulations and draw up control plans; evaluate the reliability of information obtained during control; analyze indicators of efficiency and effectiveness of processes and administrative regulations; identify deviations from established criteria and performance indicators of processes and administrative regulations; calculate the efficiency of processes and administrative regulations; identify potential for improving the efficiency of a process or administrative regulation; formulate and justify proposals to improve the efficiency of processes or administrative regulations; prepare reports and conclusions based on the results of control activities. The skills have been mastered,	applies them in situations of increased complexity.

		made; insufficient skills are manifested, according to a number of indicators, the student experiences significant difficulties in operating skills when transferring them to new situations.	but minor mistakes, inaccuracies, and difficulties occur during analytical operations and transfer of skills to new, non-standard situations.	
To possess: skills in determining the goals of the process of a division of an organization or the administrative regulations of a division of an organization; determining the boundaries of the process of a division of an organization or the administrative regulations of a division of an organization; determination of stakeholders, owner and participants in the process of a division of the organization or administrative regulations of the division of the organization; determining the inputs and outputs of the process of a	The student does not have or does not have enough skills to determine the goals of the process of a division of an organization or the administrative regulations of a division of an organization; determining the boundaries of the process of a division of an organization or the administrative regulations of a division of an organization; determination of stakeholders, owner and participants in the process of a division of the organization or administrative regulations of the division of the organization; determining the inputs and outputs of the process of a subdivision of an organization or the beginning and result of the implementation of administrative regulations of a subdivision of an	The student has the skills to determine the goals of the process of a division of an organization or the administrative regulations of a division of an organization; determining the boundaries of the process of a division of an organization or the administrative regulations of a division of an organization; determination of stakeholders, owner and participants in the process of a division of the organization or administrative regulations of the division of the organization; determining the inputs and outputs of the process of a	The student partially possesses: skills in determining the goals of the process of a division of an organization or the administrative regulations of a division of an organization; determining the boundaries of the process of a division of an organization or the administrative regulations of a division of an organization; determination of stakeholders, owner and participants in the process of a division of the organization or administrative regulations of the division of the organization; determining the inputs and	The student fully masters the skills of determining the goals of the process of a division of an organization or the administrative regulations of a division of an organization; determining the boundaries of the process of a division of an organization or the administrative regulations of a division of an organization; determination of stakeholders, owner and participants in the process of a division of the organization or administrative regulations of the division of the organization; determining the inputs and outputs of the process of a subdivision of an organization or the beginning and result of the implementation of administrative regulations of a subdivision of an organization;

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organization; developing recommendations to improve the efficiency of the processes of an organization's unit or administrative regulations of an organization's unit; registration of the results of monitoring the implementation of the process regulations of an organization's unit or the administrative regulations of an organization's unit.		organization; developing recommendations to improve the efficiency of the processes of an organization's unit or administrative regulations of an organization's unit; formalizing the results of monitoring the implementation of the process regulations of an organization's unit or the administrative regulations of an organization's unit. Significant mistakes are made; insufficient proficiency in skills is manifested in a number of indicators. The student experiences significant difficulties when applying skills in new situations.	regulations of a division of an organization; developing recommendations to improve the efficiency of the processes of an organization's unit or administrative regulations of an organization's unit; registration of the results of monitoring the implementation of the process regulations of a division of an organization or the administrative regulations of a division of an organization. However, minor mistakes, inaccuracies, and difficulties in analytical operations and the transfer of skills to new, non-standard situations occur.	

7.3 Evaluation tools

Questions to prepare for the exam in the discipline "Professional Trajectory Management."

1. Factors determining professional trajectory.

2. Types and types of career growth strategies.

3. Strategies for developing a personal brand.

4. Social networks and professional platforms in the field of career development.

5. Planning for professional development.

6. Leadership qualities as factors for a successful professional career.

7. Conflict management in the workplace.

8. Innovative thinking in the field of professional development.

9. The role of education in career growth.

10. Organization and planning of time for the purpose of developing professional competencies.

11. Communications in professional trajectory management.

12. Skills for effective project management in the professional field.

13. The concept of competence. Types and gradations of acquiring professional skills.

14. Assess personal performance to achieve career goals.

15. Development of interpersonal relationships and teamwork.

16. Professional ethics and standards of conduct.

17. Managing stress and emotions in your career.

18. Change management skills.

19. Development and management of your personal brand in the online environment.

20. Use of information technology in professional activities and careers.

21. Decision-making skills for shaping a professional career.

22. Conflict management and negotiation skills in your career.

23. The concept of mentality and positive thinking.

24. Financial management in the context of career development.

25. Development of entrepreneurship skills to create your own business in the professional field.

26. Development of strategies for personal and professional growth.

27. Skills in working in a virtual environment and managing remote teams.

28. Psychological aspects of career growth and development.

29. Mentoring as a tool for personal and professional growth.

30. Development and implementation of an individual career development plan.

31. Prospects for the development of industries and professions when planning a career.

32. Achieving work-life balance for successful career growth.

33. Internal and external factors in building a professional career.

34. Factors of effectiveness of business communication in the context of career building.

35. Development of self-organization and self-motivation to achieve career goals.

36. Managing change in an organization and its impact on career growth.

37. Analytical thinking and decision-making skills in building a career.

38. Managing finances and plans in a career context.

39. Development of entrepreneurial skills when creating your own business in the professional field.

40. Development of a strategy for personal and professional growth.

41. Virtual environment skills to manage remote teams.

42. The influence of personal psychological aspects on a career.

43. Roles and tasks of career management in an organizational environment.

Test questions on the subject "Management of professional trajectory

Job number	Contents of the question	Correct answer	Name of the discipline that forms the competence
1.	. What is a personal brand? A) Personal email address B) Unique clothing style C) Image and reputation of the individual D) Company name	B	
2.	2. What is mentoring? A) Time management B) Conflict in the workplace C) The process of transferring experience and knowledge from an experienced employee to a newcomer D) Financial management	B	
3.	3. What social media and professional platforms can be useful for career development? A) TikTok and Instagram B) Facebook and LinkedIn	B	

	B) WhatsApp and Viber D) Telegram and Clubhouse		
4.	4. What is a career growth strategy? A) Plan for development and achievement of career goals B) Traveling abroad for work B) Project management D) Team management	A	
5.	5. What skills are important for professional project management? A) Analytical thinking and planning B) Art of drawing and painting B) Social media management D) Driving skills	A	
6.	6. What does professional ethics mean? A) Code of conduct defining the norms and values of the professional environment B) Research skills B) Financial management D) Team skills	A	
7	7. What skills are needed to effectively manage conflict in the workplace? A) Singing and dancing B) Communication and psychological skills B) Acrobatics and gymnastics D) Culinary skills	B	
8	8. What skills need to be developed for effective time management in the professional field? A) Driving a car and piloting airplanes B) Planning, priorities and organization B) Extrasensory abilities D) Playing musical instruments	B	
9	9. What is professional development? A) Obtaining new skills and knowledge to improve professional results B) Vacation and travel B) Starting your own business D) Project management	A	
10	10. What does managing change in an organization mean? A) The benefits of frequent job changes B) Development of new technologies in the professional field C) The ability to adapt and effectively implement changes in the organization	IN	

	D) Russian expression “Everything flows, everything changes”		
11	What is the basis for developing a personal brand? A) Availability of active profiles on social networks B) Knowledge and experience in a particular field C) Regularly updating your resume D) Membership in professional organizations	B	
12	12. What does SWOT analysis mean? A) Analysis of strengths and weaknesses, opportunities and threats B) Analysis of the company’s financial indicators B) Analysis of the social impact of the organization D) Analysis of individual skills and abilities	A	
	13. What is my labor cost? A) The salary I receive from my employer B) External costs to maintain a professional image B) Number of hours worked per week D) The economic value I bring from my work	D	
13	What factors may affect my career? A) Quality of connections and networks of contacts B) Availability of investments and shares B) Opportunities for travel and free time D) Work schedule and work environment	A	
14	Which analysis is best for identifying your strengths, weaknesses, opportunities, and threats? A) PEST B) SWOT B) SMART D) ABC	B	
15	What skills and qualities do an effective leader have? A) Ability to manipulate and manage people B) Emotional intelligence and communication skills C) High level of ambition and desire for power D) Technical knowledge and industry expertise	B	
16	What does the work-life concept mean? A) Work is the main component of a person’s life B) Harmonious combination of work and personal life C) Work and life are two completely separate spheres D) Work is more important than personal life	C	
17	What is a career path? A) Rapid advancement through the hierarchy in the organization B) Sequence of positions and roles in the professional field	B	

	C) Working around the clock to achieve success D) Obtaining higher education and additional qualifications		
18	What are professional goals? A) Intentions to receive a promotion or increase in salary B) Achievements that we want to achieve in the professional field C) List of responsibilities and tasks at the workplace D) The field of activity in which we operate	B	
19	What is active listening? A) Focused and active attention to the interlocutor and his message B) Playing music or sounds loudly B) Passing information without attention D) Interim confirmation of hearing	A	
20	What is teamwork? A) The work of one person without the participation of others B) Collaboration of several people with a common goal C) Working in different teams at the same time D) Transferring tasks to other employees	B	
21	What role can constructive criticism play in the professional sphere? A) Decreased self-esteem and decreased productivity B) Increased motivation and better understanding of your own mistakes C) Avoiding interaction with colleagues D) Using criticism as a weapon against competitors	B	
22	What is a conflict of interest in the workplace? A) Disagreement of opinions between employees B) A situation where the interests of one employee contradict the interests of another B) Using different working methods D) The proximity of offices of different departments in the office	B	
23	What is constructive feedback? A) Polite refusal B) Receiving a gift after completing the work B) Business discussion of cooperation and personal results D) Report on the work performed	B	
24	What is networking? A) Communication on social networks B) Communication at work in a team C) Establishing business contacts for the purpose of interaction and support	B	

	D) Communication with friends and family		
25	What is a resume? A) Description of personal life and achievements B) List of literature on a specific topic B) Brief description of professional experience and skills D) List of wishes to the employer	B	
26	How can you show initiative at work? A) Perform only what is included in the employment contract B) Suggest new ideas and process improvements C) Delegate your responsibilities to other employees D) Hide your knowledge and experience from colleagues	B	
27	What are trends in the professional sphere? A) Deep laid channels for water supply B) Rising ideas and directions in business B) List of technical skills required for the job D) Working in the same industry for a long time	C	
28	What does it mean to be proactive at work? A) Actively participate in collective events B) Promote your interests independently of other employees C) Be proactive and entrepreneurial in achieving goals D) Use your time and opportunities only for your own benefit	C	
29	What is a professional trajectory? A) The path a person follows in his career B) Organizational hierarchy structure B) Complete list of professions in the world D) Term used to refer to jobs	A	
30	What factors can influence professional trajectory? A) Education and qualifications B) Social status B) Race D) Age	A	
31	What are the prospects for development in the professional field? A) Opportunities for salary increases B) Opportunities for career growth and professional development B) Opportunities for vacations and recreation D) Opportunities for dismissal	B	
32	What development prospects can there be within one profession? A) Promotion to a higher position in the same field	D	

	B) Acquisition of new skills and specializations C) Transfer to another company in a similar position D) All of the above		
33	What are professional skills? A) Special abilities in a certain profession B) Skills and knowledge acquired through training and work experience C) Personal qualities and character traits D) Health and physical fitness	A	
34	What skills might be important for interpersonal interaction at work? A) Communication skills B) Leadership skills C) Conflict resolution skills D) All of the above	D	
35	What is career planning? A) The process of defining your career goals and developing a plan to achieve them B) Simply following established company procedures C) Getting career advice from other people D) Changing profession in search of new opportunities	A	
36	What benefits can career planning provide? A) A clearer understanding of your goals and direction of development B) More strategic use of time and resources C) Improved motivation and sense of job satisfaction D) All of the above	D	
37	What might be the role of a mentor? A) Providing advice and recommendations B) Training and transfer of knowledge and experience B) Support and motivation D) All of the above	D	
38	What is leadership? A) Ability to influence and motivate others to achieve common goals B) Ability to arrive at work on time and perform their duties C) The desire to occupy high positions and command others D) Displaying aggression and dominance towards colleagues	A	
39	What characteristics are associated with effective leadership? A) Inspiration and motivation B) Communication skills B) High level of emotional intelligence	D	

	D) All of the above		
40	What is emotional intelligence? A) The ability to understand and manage your emotions and the emotions of others B) Level of education and knowledge B) Ability to make quick decisions D) Ability to work in a team	A	
41	What types of leadership are there? A) Authoritarian leadership B) Democratic leadership B) Transformational leadership D) All of the above	D	
42	What is corporate culture? A) A set of values, traditions and principles that define work in the company B) Encoding company secret information C) Organization of corporate events and holidays D) System of punishments and rewards in the company	A	
43	What is a professional network? A) Connections and contacts inside and outside the organization that can be useful in professional activities B) Teamwork and joint projects C) Positive feedback and recommendations from colleagues D) All of the above	A	
44	What is the importance of time management for professional trajectory? A) Effective allocation and use of time to achieve goals B) Overtime and no vacation C) Monitoring the work of other employees D) Constantly being late for work	A	
45	What is the significance of drawing up a development plan for a professional trajectory? A) Focus on your goals and objectives B) Plan the necessary steps to achieve success C) Build a path to professional development D) All of the above	D	
46	2. What are professional goals? A) A clear idea of what you want to achieve in your career B) Desire to get promoted B) Participation in competitions and receiving awards D) Change of profession	A	
	What is the significance of drawing up a development plan for a professional trajectory?	D	

	A) Focus on your goals and objectives B) Plan the necessary steps to achieve success C) Build a path to professional development D) All of the above		
47	What is autonomy in the workplace? A) Freedom and independence in making decisions and performing tasks B) Work according to schedule and discipline C) Dependence on the instructions and recommendations of the boss D) Job satisfaction	A	
48	What factors can influence professional trajectory? A) Economic conditions and labor market requirements B) Technological changes and industry development C) Training and development opportunities within the organization D) All of the above	D	
49	What role does self-determination play in professional trajectory? A) Identifying your interests, values and passions B) Submission to the will of superiors B) Obtaining a prestigious position D) All of the above	A	
50	What approach to work can be useful for developing a professional trajectory? A) Proactive approach, active identification and use of opportunities B) Work as much as required, but without special initiatives C) Constantly waiting for directions and instructions from superiors D) Focus on completing current tasks, without striving for development	A	

7.3.1. Current control

During the learning process, evaluation means of midterm monitoring of progress are used: reports; surveys; tasks;

Samples of tasks for carrying out ongoing monitoring and exam papers are given in the appendix.

When performing routine monitoring, it is possible to use test material. Samples of control questions and tasks for conducting ongoing monitoring are given

in the appendix. When implementing a bachelor's degree program, an organization has the right to use e-learning and distance learning technologies. All materials are posted in the Moscow Polytechnic Library (https://online.mospolytech.ru/).

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

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

Competency code	**As a result of mastering the educational program, the student must have**
OPK-5	The ability to use modern information technologies and software when solving professional problems, including managing large amounts of data and their intelligent analysis.
OPK-6	The ability to understand the operating principles of modern information technologies and use them to solve professional problems

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

Interim certification form: test.

The final certification of students in the form of a test is carried out based on the results of completing all types of academic work provided for by the curriculum for a given discipline (module), while taking into account the results of ongoing monitoring of progress during the semester. Assessment of the degree to which students have achieved the planned learning outcomes in the discipline (module) is carried out by the teacher leading classes in the discipline (module) using the method of expert assessment. Based on the results of the intermediate certification for the discipline (module), a grade of “pass” or “fail” is assigned.

Only students who have completed all types of academic work provided for in the work program for the discipline “Corporate Social Responsibility” are allowed to take part in the final certification.

Grading scale	***Description***

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

Only students who have completed all types of academic work provided for in the work program for the discipline are allowed to take intermediate certification.