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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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"27" февраля 2025

Dean of the Faculty
of Economics and Management
_____ /A.V. Nazarenko/
"27" февраля 2025

WORKING PROGRAM OF THE DISCIPLINE

"Functional 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):

Art. Lecturer at the Department of Management  /V.V.Mazur /

Agreed:
Head of the department
Ph.D., Associate Professor  /E.E. Alenina/

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

Goals of mastering the discipline "Functional Management" are:

- Students study the basic management mechanisms both at the organizational level and individual management elements;

- Developing in them modern management thinking and the qualities of a 21st century manager who can work effectively and achieve set goals to gain a competitive advantage for the organization.

Objectives of the discipline:

- Mastering theoretical principles about the subject, principles, functions, methods, means and forms of management of organizations;

- Formation of a managerial worldview, thinking, abilities and skills in making and implementing management decisions that arise in the process of functioning of the organization.

List of planned learning outcomes for the discipline (module), correlated with the planned mastery results

As a result of mastering the discipline (module), students develop the following competencies and the following learning outcomes must be achieved as a stage in the formation of relevant competencies:

Code and name of competencies	Indicators of Competency Achievement
OPK-1. Is able to solve professional problems based on knowledge (at an intermediate level) of economic, organizational and management theory	IOPK-1.1. Knows ways to solve professional problems based on knowledge (at an intermediate level) of economic, organizational and management theory.
	IOPK-1.2. Is able to solve professional problems based on knowledge (at an intermediate level) of economic, organizational and management theory.
	IOPK-1.3. Possesses the skills to solve professional problems based on knowledge (at an intermediate level) of economic, organizational and management theory.

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

The discipline "Functional Management" refers to the part formed by the participants in educational relations of block B1 "Disciplines (modules)" (B.1.17).

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

- Quality management;
- Operations management;

Production management.

3. Structure and content of the discipline

The total labor intensity of the discipline is three credit units (108 hours).

3.1 Types of educational work and labor intensity

(According to forms of study)

3.1.2. Part-time education

No.	Type of educational work	Number of hours	Semesters	
			3	-
1	**Auditory lessons**	**36**	**36**	-
	Including:			-
1.1	Lectures	18	18	-
1.2	Seminars/practical sessions	18	18	-
1.3	Laboratory exercises	-	-	-
2	**Independent work**	**72**	**72**	-
3	**Interim certification**	**-**	**-**	-
	Test/differential test/exam	**test**	**test**	-
	Total	**108**	**108**	-

3.2 Thematic plan for studying the discipline

(According to forms of study)

3.2.2. Part-time education

	Sections/topics disciplines	**Labor intensity, hour**					
		Total	**Classroom work**				**Independent work**
			Lecture	Seminars/practical sessions	Laboratory exercises	Practical training	

1.	Topic 1. General and specific laws of organization	6	1	1	-	-	4
2.	Topic 2. Roles, functions and tasks of a manager in a modern organization	6	1	1	-	-	4
3.	Topic 3. Mission, goals and objectives of the organization.	6	1	1	-	-	4
4.	Topic 4. Basics of goal setting. Goal tree	6	1	1	-	-	4
5.	Topic 5. Management functions	6	1	1	-	-	4
6.	Topic 6.Planning and Forecasting	6	1	1	-	-	4
7.	Topic 7. Function of the organization	6	1	1	-	-	4
8.	Topic 8. Control function in the organization. Controlling.	6	1	1	-	-	4
9.	Topic 9. Motivation. Needs model	6	1	1	-	-	4
10.	Topic 10. Motivation. Basic theories and achievements	6	1	1	-	-	4
11.	Topic 11. Coordination function	6	1	1	-	-	4
12.	Topic 12. Communications in modern management	6	1	1	-	-	4
13.	Topic 13. Functional management: informational	6	1	1	-	-	4
14.	Topic 14. Functional management: innovative	6	1	1	-	-	4
15.	Topic 15. Functional management: production (quality management)	8	1	1	-	-	6
16.	Topic 16. Functional management: production (inventory management)	6	2	2	-	-	4
17.	Topic 17. Functional management: formation of human resources	8	1	1	-	-	6
	Total	108	18	18		-	72

3.3. Contents of the discipline

Topic 1. General and specific laws of organization

Law and regularity as general scientific categories. General laws of organization and the nature of their manifestations. The law of synergy is one of the basic laws of the organization. Law of self-preservation. Law of development. The law of correspondence between the diversity of the control system and the diversity of the controlled object. The objective law of the priority of the whole over the part. General law of accounting for the system of needs. Particular laws of organization: the law of continuity, rhythm in the movement of production assets, etc. Specific laws of social organization. The law of unity of analysis - synthesis. The law of information-orderliness, the law of proportionality and composition, the law of differentiation and universalization of functions, the law of originality, the law of social harmony, the law of optimal loading, the law of effective perception and memorization of information.

Seminar 1. System of laws of the organization. “Law”, “regularity”, “dependence” as general scientific categories. Typology of organizational laws.

- general (synergy, self-preservation, development, ontogenesis and phylogeny, balance, correspondence of the diversity of the control system to the diversity of the controlled object, priority of the whole over the part, taking into account the system of needs),

-private (the law of continuity, the smallest, the rhythm in the movement of production assets, the competition of management personnel),

-specific (information-orderliness, unity of analysis and synthesis, proportionality and composition, differentiation and universalization of functions, originality, optimal loading, social harmony, effective perception and memorization of information).

Laws of organization and their interaction. Interaction of laws of organization in nature and society and their practical application.

Self-test questions:

1. How is the concept of "law" interpreted from the standpoint of materialist dialectics, objective and subjective idealism? Which of the above approaches do you consider the most correct?
2. How do general laws differ from specific ones, dynamic laws from static ones, laws of functioning from laws of development?
3. Give different interpretations of the concept of "regularity". What is their difference and which definition, in your opinion, is correct?
4. How does a pattern differ from a law?
5. What do the categories "law" and "regularity" have in common?
6. Expand the relationship between the concepts of "law", "regularity", and "dependence".
7. Define the concept of "organizational laws."
8. What is the nature of the synergistic effect?
9. Formulate the law of synergy.
10. Why is the law of synergy considered one of the basic laws of an organization?
11. Reveal the mechanism of action of the law of synergy in social systems.
12. How does A.A. Bogdanov explain the concepts of "organization" and "disorganization"?
13. What is the interpretation of the law of "least" in "Tectology" by A.A. Bogdanov?
14. Give examples of the manifestation of the law of least in nature and society.

Topic 2. Roles, functions and tasks of a manager in a modern organization

Main roles of a manager. Functional load of a manager. Features of knowledge accumulation: structuring, application in various industries and areas of life and work. The role of experience in management activities, its accumulation, updating and application in real business conditions. Self-management as the basis for self-development of a manager in modern conditions. Self-management as a feature of management in an organization. Disclosure and development of managerial human resources potential among employees. Processes of self-organization in socio-economic systems. The interaction of horizontal and vertical structures of power relations in business organizations, the ability to adapt and/or modify the current situation, subject to one's own vision of solutions to the current situation.

Seminar 2. Manager and entrepreneur. Managerial competencies. Manager's image. Manager roles. National characteristics of management. The purpose of the manager's profession; core competencies of managers; requirements for the image of a manager; classification of manager roles; features of American and Japanese management.

Self-test questions:

1. What are the differences between the concepts of "entrepreneur" and "manager"?
2. List the core competencies of managers.
3. Give examples of the requirements for the image of a manager.
4. List the roles of managers according to G. Mintzberg.
5. What are the main differences between Japanese and American management?

Topic 3. Mission, goals and objectives of the organization

Mission concept. Characteristics of the organization's mission. The need for a mission for the managers and employees of the organization, for the company's clients, partners and competitors.

Seminar 3. Formation of the company's vision and mission. Mistakes, miscalculations in working on the vision: 1) a purely quantitative approach (the vision is a new qualitative state of the company, a stage in its history); 2) direct borrowing from literature, billboards or brochures of other companies—standard VISION type: "Become a market leader"; 3) unrealistic, idealized images of

their future: “Become a department store that has everything!”; 4) excessive accuracy, which is not possible for visioning the future: the more accurate the VISION, the less achievable it is. It does not tolerate high precision, because it is designed for constant changes

Questions for self-control:

1. What is the mission? Broad and narrow understanding of mission.
2. What factors influence mission statement?
3. What factors are taken into account when developing a company's mission?
4. Whose interests should the mission reflect and why?
5. What is the managerial value of a properly formulated mission of the organization?

Topic 4. Basics of goal setting. Goal tree

Concept of goal. Basic requirements for goals. Methods of goal setting, systematic goals. Concept of a task. Features of the formation of an algorithm for performing tasks. Areas of responsibility between employees and managers for achieving goals and objectives. Principles of goal setting, main mistakes. SMART analysis. Tree of goals, principles of construction.

Seminar 4. Goal as a condition for manager success. The importance of goal setting skills, basic rules. Technology of searching, structuring and formulating goals. Situational analysis (according to L. Seiwert). Stages of building a personal “tree of goals.” SMART technology for setting goals (according to D. Dourden). Ways to achieve goals. Rules used to construct the goal tree.

Questions for self-control:

1. What is a goal? Classification of goals.
2. How does the process of organizing goal development work?
3. What is the essence of an economic goal?
4. What is the overall meaning of the organization's purpose? Give one of the most memorable definitions of a strategic goal.
5. What classifications of strategic goals do you know? Give examples of strategic goals.
6. Why does I. Ansoff pay special attention to long-term goals?
7. What is the peculiarity of SMART goal setting technology (according to D. Dourden)?
8. What difficulties may a manager experience in the process of goal setting?
9. Principles of constructing a goal tree.

Topic 5. Management functions

Planning; organization; motivation; control; coordination. Interrelation of the main functions of management

Seminar 5. Special management functions: development and adoption of management decisions; creating and working in teams, managing the company’s corporate culture, market analysis (industry, customer opinions, etc.); product quality management, information processing (including using information technology); forecasting the development of events; organizing external contacts (with partners, clients, government officials, etc.); conducting negotiations, meetings and business conversations; records management.

Questions for self-control:

1. List the main functions of management.
2. How are the main and special functions of management related to each other?

Topic 6.Planning and Forecasting

The concept of planning. Types of plans. Planning levels. Setting goals and objectives. Drawing up an action program. Identification of necessary resources and their sources. Identification of direct executors and communication of plans to them. Planning your own career. Forecasting methods. The relationship between plans and forecasts.

Seminar 6. The concept of planning. Basic types of planning. Levels of planning of the organization's activities. Principles of effective planning. Structure of a standard organization plan; main types of plans in the organization. Gantt charts.

Self-test questions:

1. What is planning?
2. Name the main elements of a standard organizational plan.
3. What types of plans are formed in organizations?
4. List the basic principles of effective planning.

Topic 7. Function of the organization

Distribution of responsibilities in the organizational structure. Centralization and decentralization of power. Delegation of authority is linear and functional. Responsibility and authority. Delegation boundaries.

Seminar 7. The concepts of "organization as a management function" and "organization as an object". Internal environment of the organization. Basic types of organizational management structures (OMS). Differences in operating systems depending on the scale of controllability and the number of hierarchy levels. Signs of bureaucratic and adaptive organizations. Types of connections in an organization.

Self-test questions:

1. What is an organization as an object (system)?
2. Explain the meaning of the phrase "to organize the activities of a group of people."
3. List the main elements of the organization's internal environment.
4. List the differences between bureaucratic and adaptive organizations.
5. Give a description of the linear OMS.
6. Describe the functional operating system.
7. Give a description of the divisional operating system of the product type.
8. Give a description of the design-matrix OMS.

Topic 8. Control function in the organization. Controlling.

Concept of control. Types of control. Manager self-control. Internal and external product quality standards. Control requirements. The main stages of control and measures aimed at increasing the effectiveness of control. Controlling system at the enterprise. Feasibility of control.

Seminar 8. Management control. Scale of permissible deviations. Types of management control. Principles of effective control. Types and parameters of control procedures depending on the characteristics of the controlled processes.

Self-test questions:

1. What is control as a management function?
2. What is the scale of permissible deviations?
3. What is preliminary control? Why is it being carried out?
4. List the principles of effective control.

Topic 9. Motivation. Needs model

Concept of motivation. Main types of motivation. Value chain. Analysis of employee needs and the level of their satisfaction in the time aspect. The problem of optimal satisfaction and the difference in the value of goods among members of one team.

Seminar 9. Incentives and motives of economic behavior. Socio-psychological regulators of human behavior: goals, interests, social attitudes, social norms and rules of behavior, motives and needs. Motives of the command of a person, group, society. Classification of basic needs of the individual.

Self-test questions:

1. What is motivation?
2. How do needs influence human behavior?
3. List the types of needs in accordance with A. Maslow's hierarchy.
4. What needs were identified as key by D. McClelland?

Topic 10. Motivation. Basic theories and achievements

Modern substantive and procedural concepts of motivation for economic activity.

Seminar 10. Formation of concepts in current conditions and the possibility of their adaptation to modern conditions of management activities.

Self-test questions:

1. What factors did F. Herzberg call motivators?
2. What does the term "valence" mean in V. Vroom's model of motivation?
3. What, in your opinion, are the advantages of V. Gerchikov's model over other studied models of motivation?

Topic 11. Coordination function

The need for transformations in the managed system. Main types of coordination. Types of coordination. Methods of coordination. Formation of administrative documents at various levels.

Seminar 11. Coordination in management activities: concept and functions. Types of coordination mechanisms. Stages of the coordination model. Coordination in complex organizational structures. The nature of coordination activities. Basic approaches to coordination. Problems of choosing a coordination strategy

Self-test questions:

1. Define the function of managerial coordination.
2. List and describe the main types of coordination and coordination mechanisms.
3. Describe the main functions of management coordination.
4. List and describe the main approaches to coordination.
5. Describe the problem of choosing a coordination mechanism and an effective strategy for coordination activities.
6. Describe the factors of difficulty and resistance to coordination actions and options for corrective actions when overcoming these factors.
7. Describe the features of using management coordination methods.

Topic 12. Communications in modern management

Communication process. Vertical and horizontal communications in the organization. Interpersonal communications as a separate type of communication. The degree of formalization of communication. Features of communication needs in the organization. Communication management.

Seminar 12. Concept of communications; types of communications; elements of the communication process; directions and content of information flows in the organization. Feedback in communications. Communication flows in the organization.

Self-test questions:

1. What is communication in an organization?
2. List the main elements of the communication process.
3. Describe vertical and horizontal communications.

Topic 13. Functional management: informational

The role of information in modern enterprise management. Types of information. The process of transmitting information. The role of information in the formation of adequate management decisions. Creation of information structures at the enterprise and their role in the management process.

Seminar 13. The growth of the social significance of information in modern society. Information as an organization resource. The need for the formation and development of information management.

Variety of approaches to understanding the essence of information management; reasons for the current situation. Interpretation of information management as a service system for managing the production and marketing activities of an enterprise. Limiting the application field of information management to the life cycle of an information system: a technocratic concept. Definition of

information management as IR management. Perception of information management from the standpoint of office work. Information management as information management in an organization and its external environment.

The dual essence of information management: a set of methods and means of information management; management of enterprise activities using information.

Goals and objectives of information management. Advantages of using information management in the activities of an organization.

Self-test questions:

1. The concept and functions of information management: problems of definition.
2. Goals and main tasks of information management.
3. Objects and subject area of information management in the field of enterprise management.
4. Advantages of using information management in the activities of an organization

Topic 14. Functional management: innovative

The concept of innovation. Features of innovative development of production. Innovation management. R&D.

Seminar 14. Features of innovative activity in an organization

Organization of R&D. Leasing in innovation activities. Innovation funds. Sources of innovation. Innovative potential of the organization. Sources of innovative ideas. Assessing the feasibility of innovation. Methods for studying sources of innovation Theory of large cycles of economic conditions

Self-test questions:

Describe the purpose, content and features of the research project.

1. What stages of work are necessary when developing a technical project? Describe the content of these stages.
2. Describe a special category of managers - innovation project management manager.
3. What do the cascade and spiral models of project management have in common and how do they differ? Highlight their advantages and disadvantages.
4. Name three types of planning in innovation activities. How are they related to each other?

Topic 15. Functional management: production (quality management)

The concept of production capacity. Optimal utilization of production capacity. Mass, serial and single production. Product quality management. Concept of quality. Quality control stages.

Seminar 15. Quality Policy. Quality planning. Organization of quality work. Staff training and motivation. Training. Quality control. Statistical methods of quality control. Quality information.

Self-test questions:

1. Where does the quality management process begin and end?
2. What is the essence of the quality policy function?
3. Define the concept of “quality planning”.
4. What is meant by organizing quality work?
5. What are the functions of staff training and motivation aimed at?
6. What allows you to establish quality control?
7. Expand the content of the “quality information” function.
8. What does the development of quality measures involve?
9. Name the sequence of making decisions on quality.

Topic 16. Functional management: production (inventory management)

The concept of enterprise inventories. Principles of formation of enterprise reserves. Models of stock formation.

Seminar 16. Basic inventory management systems. Fixed order quantity system. System with a fixed time interval between orders. A system with a set frequency of replenishing inventories to a set level.

Self-test questions:

1. What is the role of inventories in the economy?
2. List the types of inventory.
3. What categories are inventories divided into, depending on their intended purpose?
4. What is one of the most important incentives for stockpiling?
5. What are the costs of inventory shortages?
6. Write and explain the formula for calculating the volume of technological inventories.
7. Write a formula for determining the optimal order size.
8. Name the factors that determine the exact level of safety stocks.
9. What explains the difference in approaches to the formation of reserves in various sectors of the economy?
10. Explain why there is a gap between the theory and practice of inventory decision making.
11. What are the main shortcomings of production management that are holding back the reduction in time for the passage of products and inventories in workshops and warehouses?
12.What is the statistical pattern that determines the size of the need for various types of goods presented in inventories?
13.What choice follows from the “80-20” rule?

Topic 17. Functional management: formation of human resources

The place and role of work with personnel in the implementation of management tasks and functions. Availability of labor resources. Human resources management, stages and characteristic features of management. Personnel potential of workers. Determining the labor resource needs of the enterprise. Principles of recruiting management personnel and preparing them for work in the organization. Career growth and rotation of management personnel. Principles of selection, placement and promotion of management personnel.

Seminar 17. Formation of human resources. Technocratic approach to personnel management. Humanistic approach to personnel management. Object of management in the field of personnel management. Areas of personnel management. Goals of personnel management. Specialty as a component of personnel classification.

Seminar 18. Functions of personnel services of enterprises operating in accordance with the requirements of personnel management. Organizational structure of the enterprise's personnel service. Application of the most important principles of work motivation. Goals of personnel policy at the enterprise. Factors influencing the choice of personnel policy of an enterprise.

Self-test questions:

1. What is workforce planning?
2. What is the purpose of workforce planning?
3. List the steps in the workforce planning process.
4. What does a human resource plan include?
5. What are the specifics of long-term and short-term personnel planning?
6. Describe the personnel requirements planning process.
7. List the factors influencing the level and dynamics of labor productivity.
8. What methods of labor productivity planning do you know?

3.4. Topics of seminars/practical and laboratory classes

3.4.1. Seminars/practical sessions

Topic 1. General and specific laws of organization
Topic 2. Roles, functions and tasks of a manager in a modern organization
Topic 3. Mission, goals and objectives of the organization.
Topic 4. Basics of goal setting. Goal tree
Topic 5. Management functions
Topic 6. Planning and forecasting

Topic 7. Function of the organization
Topic 8. Control function in the organization. Controlling.
Topic 9. Motivation. Needs model
Topic 10. Motivation. Basic theories and achievements
Topic 11. Coordination function
Topic 12. Communications in modern management
Topic 13. Functional management: informational
Topic 14. Functional management: innovative
Topic 15. Functional management: production (quality management)
Topic 16. Functional management: production (inventory management)
Topic 17. Functional management: formation of human resources

4. Educational, methodological and information support

4.1. Main literature

1. Kuznetsov, Yu. V. Organization theory: textbook and workshop for universities / Yu. V. Kuznetsov, E. V. Melyakova. — 3rd ed., revised. and additional —Moscow: Yurayt Publishing House, 2024. - 351 p. - (Higher education). — ISBN 978-5-534-02949-9. — Text: electronic // Educational platform Urayt [website]. — URL:https://urait.ru/bcode/535655

2. Frolov, Yu. V. Organization theory and organizational behavior. Methodology of organization: textbook for universities / Yu. V. Frolov. — 2nd ed., rev. and additional - Moscow: Yurayt Publishing House, 2024. - 116 p. - (Higher education). — ISBN 978-5-534-09522-7. — Text: electronic // Educational platform Urayt [website]. — URL:https://urait.ru/bcode/538639.

4.2. Additional literature

1. Ivanova, I. A. Management: textbook and workshop for universities / I. A. Ivanova, A. M. Sergeev. - Moscow: Yurayt Publishing House, 2022. - 305 p. - (Higher education). — ISBN 978-5-534-04184-2. — Text: electronic // Educational platform Urayt [website]. — URL:https://urait.ru/bcode/489027

2. Management: textbook for academic bachelor's degree / Yu. V. Kuznetsov [et al.]; edited by Yu. V. Kuznetsov. — 2nd ed., revised. and additional - Moscow: Yurayt Publishing House, 2024. - 595 p. - (Higher education). — ISBN 978-5-534-18246-0. — Text: electronic // Educational platform Urayt [website]. — URL:https://urait.ru/bcode/534603

3. Mkrtichyan, G. A. Organizational behavior: textbook and workshop for universities / G. A. Mkrtychyan. - Moscow: Yurayt Publishing House, 2021. - 237 p. - (Higher education). — ISBN 978-5-9916-8789-8. — Text: electronic // Educational platform Urayt [website]. — URL:https://urait.ru/bcode/470080 3.

4.Organizational psychology: textbook and workshop for universities / E. I. Rogov [et al.]; under the general editorship of E. I. Rogov. — 3rd ed., revised. and additional - Moscow: Yurayt Publishing House, 2021. - 509 p. - (Higher education). — ISBN 978-5-534-07328-7. — Text: electronic // Educational platform Urayt [website]. — URL:https://urait.ru/bcode/468669

5. Theory of organization: textbook and workshop for universities / G. R. Latfullin [et al.]; edited by G. R. Latfullin, O. N. Gromova, A. V. Raichenko. — 2nd ed. - Moscow: Yurayt Publishing House, 2022. - 156 p. - (Higher education). — ISBN 978-5-534-01187-6. — Text: electronic // Educational platform Urayt [website]. — URL:https://urait.ru/bcode/489916

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

1. http://www.gov.ruServer of government authorities of the Russian Federation.
2. http://www.mos.ruOfficial server of the Moscow Government.
3. http://www.minfin.ruMinistry of Finance of the Russian Federation.
4. http://www.garant.ruGARANT Legislation with comments.
5. http://www.gks.ruFederal State Statistics Service.
6. http://www.rg.ruRussian newspaper.
7. http://www.prime-tass.ruPRIME-TASS Economic Information Agency.
8. http://www.rbc.ruRBC (RosBusinessConsulting).
9. http://www.businesspress.ruBusiness press.
10. http://www.ereport.ruWorld economy.
11. http://uisrussia.msu.ruUniversity information system of Russia.
12. http://www.forecast.ruTsMAKP (Center for Macroeconomic Analysis and Short-Term Forecasting).
13. http://www.cfin.ru Corporate management.
14. http://www.fin-izdat.ruPublishing house "Finance and Credit"
15. http://economist.com.ruThe Economist magazine.
16. http://www.vopreco.ruJournal "Economic Issues".
17. http://www.mevriz.ruMagazine "Management in Russia and Abroad"
18. http://systems-analysis.ru/Laboratory of Systems Analysis
19. https://gtmarket.ru/concepts/7111System analysis
20. http://minpromtorg.gov.ru/Ministry of Industry and Trade of the Russian Federation.
21. http://www.rg.ruRussian newspaper.

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

Current control (carried out by the lecturer and teacher): correctness of answers to questions on the topics covered; assessment of existing opinions and approaches to solving specific problems; essay preparation; intermediate testing in individual sections of the discipline.

1. 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.

2. 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.

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.

Methodological instructions 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.

Guidelines for making presentations.

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;
- The most modern software interface technologies;
- Interactive contact between the speaker and the demonstration material;
- Mobility and compactness of information media and equipment;
- Ability to update, supplement and adapt information;
- Low cost.

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.

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

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 (plain text);
- 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), for the title you can use a decorative font if it is easy to read;
- 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.

7. Appraisal Fund

7.1 Methods for monitoring and assessing learning outcomes

INDICATOR OF COMPETENCY DEVELOPMENT LEVEL

COMPETENCIES			**Technology for developing competencies**	**Form of assessment tool****	**Degrees of levels of mastering competencies**
INDEX	**FORMULATION**	**List of components**			
OPK-1.	Is able to solve professional problems based on knowledge (at an intermediate level) of economic, organizational and management theory	IOPK-1.1. Knows ways to solve professional problems based on knowledge (at an intermediate level) of economic, organizational and management theory.	lecture, independent work, seminar classes	RZZ, T, Z DS	**A basic level of:** knowledge of the principles of development and patterns of functioning of the organization; roles, functions and tasks of a project manager in a modern organization; principles of goal setting, types and methods of organizational planning of projects **Increased level**: set goals and formulate tasks related to the implementation of professional functions; justify design decisions
		IOPK-1.2. Is able to solve professional problems based on knowledge (at an intermediate level) of economic, organizational and management theory.			

		IOPK-1.3. Possesses the skills to solve professional problems based on knowledge (at an intermediate level) of economic, organizational and management theory.			

7.2 Scale and criteria for assessing learning outcomes

In the process of mastering the educational program, 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.

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).

OPK-1. Is able to solve professional problems based on knowledge (at an intermediate level) of economic, organizational and management theory				
Index	**Evaluation criteria**			
	2	**3**	**4**	**5**
IOPK-1.1. Knows ways to solve professional problems based on knowledge (at an intermediate level) of economic, organizational and management theory.	The student demonstrates a complete lack of knowledge about how to solve professional problems based on knowledge (at an intermediate level) of economic, organizational and management theory.	The student demonstrates incomplete understanding of ways to solve professional problems based on knowledge (at an intermediate level) of economic, organizational and management theory.	The student demonstrates gaps in knowledge about ways to solve professional problems based on knowledge (at an intermediate level) of economic, organizational and management theory.	The student demonstrates developed systematic ideas about ways to solve professional problems based on knowledge (at an intermediate level) of economic, organizational and management theory.
IOPK-1.2. Is able to solve professional problems based on knowledge (at an intermediate level) of economic, organizational and management theory.	The student has a complete lack of skills to solve professional problems based on knowledge (at an intermediate level) of economic, organizational and management theory.	The student has an unsystematic ability to solve professional problems based on knowledge (at an intermediate level) of economic, organizational and management theory. Significant mistakes are 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.	The student has certain gaps in the ability to form and solve professional problems based on knowledge (at an intermediate level) of economic, organizational and management theory. The skills have been mastered, but minor mistakes, inaccuracies, and difficulties occur during analytical operations and transfer of skills to new, non-standard situations.	The student has developed the ability to solve professional problems based on knowledge (at an intermediate level) of economic, organizational and management theory. Fluently operates with acquired skills and applies them in situations of increased complexity.
IOPK-1.3. Possesses the skills to solve professional problems based on knowledge (at an intermediate level) of economic, organizational and	The student lacks the skills to solve professional problems based on knowledge (at an intermediate level) of economic, organizational and management theory.	The student has a generally successful, but unsystematic application of skills to solve professional problems based on knowledge (at an intermediate level) of economic,	The student has gaps in applying skills to solve professional problems based on knowledge (at an intermediate level) of economic, organizational and management theory.	The student successfully and systematically applies skills to solve professional problems based on knowledge (at an intermediate level) of economic,

management theory.		organizational and management theory. Significant mistakes are made, insufficient proficiency in skills is manifested in a number of indicators, and the student experiences significant difficulties when applying skills in new situations.	The skills have been mastered, but minor mistakes, inaccuracies, and difficulties occur during analytical operations and transfer of skills to new, non-standard situations.	organizational and management theory. . Freely applies acquired skills in situations of increased complexity.

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 given.

Only students who have completed all types of academic work provided for in the work program for the discipline "Functional Management" are allowed to take 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, a 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.

7.3. Evaluation tools under the discipline "Functional Management"

ET No.	Name of the assessment tool	Brief description of the evaluation tool	Performance assessment tool in FET
1	Multi-level tasks and assignments (MLTA)	There are tasks and assignments: a) Reproductive level, which allows assessing and diagnosing knowledge of factual material (basic concepts, algorithms, facts) and the ability to correctly use special terms and concepts, recognition of objects of study within a certain section of the discipline; b) Reconstructive level, allowing to evaluate and diagnose the ability to synthesize, analyze, summarize factual and theoretical material with the formulation specific conclusions, establishing cause-and-effect relationships; c) Creative level, allowing evaluating and diagnosing skills, integrate knowledge of various fields, and argue one's own point of view.	A set of multi-level tasks and assignments
2	Report, presentation (RP)	DIY product student, which is a public speech presenting the results obtained in solving a specific educational, practical, educational, research or scientific topic	Topics of reports, presentations
3.	Test (T)	A set of test questions for the exam, allowing you to record the compliance of the student's answers	Test questions for testing

7.3.1. Current control

Topics of reports
In the discipline "Functional Management"
(Formation of the competence of OPK-1)

1. Entrepreneurship and entrepreneurship: human qualities and type of activity.
2. Manager as a subject and object of management.
3. Interests and values of the manager: influence on management.
4. Organizational forms of management.
5. Management efficiency.
6. Formal and informal management.
7. Processes of differentiation and integration in the management system.
8. Diversification of production and management development.
9. Management strategy and tactics: social, economic and organizational development.
10. The essence of strategic management

11. The essence of tactical management.

12.The essence of operational management

13. Business conflicts and their role in management processes.

14. Power and partnership in modern work.

15. Stimulating demand and promoting goods on the market.

16. Banking management: essence and its specifics.

17. Financial management: its essence and features.

18.Features and trends in the development of Russian management

19. Methods of leadership and their application in the activities of various types of leaders.

20. The influence of modern information technologies on the organization and management methods.

21. Communication barriers in organizations and methods for overcoming them.

22. Modern models of remote management and the practice of their application.

23. The relationship between communications and organizational structure.

24. Human qualities and team performance.

25. Principles and stages of forming a highly effective team.

26. Bureaucracy and "nomenklatura".

27. Properties of the human psyche and employee motivation.

28.Herzberg's two-factor theory of motivation.

29. Maslow's theory of human needs.

30. The theory of expectations and the theory of justice.

31.Control and controlling.

32. The role of communication in management.

33. Coordination function in management

34. Working hours of the manager and subordinates.

35. Problems of optimal use of working time.

36. Modern leadership styles.

37. Features of the development of modern managers

38. Time management of modern managers (Time management)

39. The authority of the leader, its types and characteristics.

40. Conflict management.

41. Stages of development and adoption of management decisions

42. Personnel planning and its importance.

43. Management efficiency, factors of its formation.

44.Quality management. Modern concept of quality in management.

45.Career growth and personnel rotation. Career chart.

46. Features of management in the information environment.

47.Innovation management

48.Features of crisis management.

49. Business ethics and managerial etiquette.

50. Social responsibility of the organization.

51. Managers of the new generation. Team management.

52. Marketing management model

53. Forecasting conflicts. Methods for resolving them.

54 Managing the moral development of the team.

55. Factors that determine the national characteristics of a manager's culture.

56. Characteristics of the moral and ethical potential of a manager.

57. Cyclicality and hierarchy of management.

58. Methods and models of risk assessment in decision-making.

59. Brainstorming methods in decision-making.

60. Methods for analyzing the cost structure of a manager's working time.

61. Methods and boundaries of application of standardization of managerial work.

62. Tasks of the function of a municipality (city, district administration) in managing the economy of a region or city.

63. Forms and bodies of self-government abroad.

64. Place, role and relationship between innovation and investment management.

65.Modern experience in organizing and managing innovation.

66. State investment policy: goals, directions, methods.

67.Banking management.

68. Main features of production management in the mechanical engineering complex.

69. Production management of state and municipal economic management bodies.

70. Production management system in an organization: criteria, parameters, bodies, methods.

71. Development of social infrastructure and society.

72.Social efficiency of management.

73. Modern methods and organization of resource provision for the organization.

74. Main characteristics of the structure of management personnel.

75. Experience of foreign companies in organizing information interaction with the external environment.

76. Group implementation of organizational changes

77. Resistance to organizational change.

78. Features of interaction between formal and informal groups.

79. Time management.

80. Effective management of organizational change.

Report evaluation criteria

No.	Criterion	Grade			
		Excellent	**Good**	**Satisfactory**	**Unsatisfactory**
1	Structure of the report	The report contains semantic parts balanced in volume	The report contains three semantic parts, unbalanced in volume	One of the semantic parts is missing from the report	The report does not show the presence of semantic parts
2	Contents of the report	The content reflects the essence of the problem under consideration and	The content does not fully reflect the essence of the problem under consideration or	The content does not fully reflect the essence of the problem under consideration and	The content does not reflect the essence of the problem under consideration or

		the main results obtained	the main results obtained	the main results obtained	the main results obtained
3	Mastery of the material	The student has complete command of the material presented, is problem oriented, and answers questions freely	The student knows the material presented, is oriented in the problem, finds it difficult to answer some questions	The student is not fluent enough in the material being presented and is poorly oriented in the problem	The student does not know the material being presented and has poor understanding of the problem
4	Matching topic	The presented material fully corresponds to the stated topic	The presented material contains elements that are not relevant to the topic	The material presented contains a large number of elements that are not related to the topic.	The material presented is slightly relevant to the topic

Criteria for assessing knowledge when performing practical work and seminars in the discipline

Rating "5" -awarded if the student gives correct formulations, precise definitions of basic concepts, demonstrates a complete understanding of the material and can justify his answer, and correctly answers additional questions from the teacher.

Rating "4" -awarded if the student meets the same requirements, but makes isolated mistakes or inaccuracies, which he corrects after the teacher's comments.

Rating "3" -awarded if the student knows and understands the main provisions of this topic, but makes inaccuracies in the formulation of basic concepts, and does not present the material consistently enough.

Rating "2" -awarded if the student reveals significant gaps in knowledge of the basic material, makes mistakes in the formulation of concepts that distort their meaning, and was unable to answer clarifying and additional questions.

Multi-level tasks and assignments
In the discipline "Functional Management"
(Formation of competence OPK-1)

1. Create a Gantt chart

Job	Length of days	Previous work	Job	Length of days	Previous work
A	5	-	D	4	IN
B	6	-	E	8	IN
IN	1	A	Yo	2	D
G	3	A, B			

2. Find the critical path, as well as the early start and late finish of work (3-6)

Job	Time days	Job	Time days
1-2	1	3-6	5
1-3	3	4-6	2
1-4	5	5-7	1
2-5	3	6-8	1

3-5	2	7-8	4

3. The enterprise produces two types of products: A and B. To produce each type of product, two types of resources are required: C1 and C2. To produce one unit of each type of product, 1.5 units of resource C1 are required. To produce one unit of product A, 4 units of resource C2 are required, and to produce one unit of product B, 3 units of resource C2 are required. Resource reserves (C1 and C2) are equal to 5 and 12 units, respectively. The price of one unit of A and B is 6 and 4 monetary units, respectively. Determine the optimal volume of output of products A and B from the point of view of maximizing income.

4. Build the BCG matrix

Index	Our enterprise				Leading competitor				Market volume	
	Sales volume 2014	Profit volume 2016	Sales volume 2017	Profit volume 2017	Sales volume 2016	Profit volume 2016	Sales volume 2017	Profit volume 2017	2016	2017
Brand1	400	200	500	250	600	400	600	410	1000	1100
Brand2	300	200	220	120	100	30	110	40	2000	1800
Brand3	900	630	980	790	800	600	900	700	4000	5000
TOTAL										

5. Find BEP in kind and monetary terms, safety zone in kind and monetary terms in the traditional or management way. Product B is manufactured on rented premises using leased equipment.

Products	A	IN
Sales volume, units	40	20
Price, rub. per unit	30	50
Variable costs, rub. per unit	13	20
Fixed costs at the enterprise, rub.	600	
Incl.		
Taxes (2% of revenue), rub.	300	
Rent, rub.	80	
Leasing payments, rub.	20	
Other overhead costs, rub.	200	

6. Conduct ABC analysis using the Poretto Rule

Product	Sales, rub.	Product	Sales, rub.
A	10,000	G	20,000
B	3,000	D	2,000
IN	6,000	Yo	800

7. The company purchased 10 tons of raw materials. How many additional units of product can be produced if the consumption rate is 10 kg of raw materials per unit of finished product?

8. Level out the influence of the scale factor (production volume) on the amount of costs

Index	2014	2015
Specific variable costs, rub./unit.	10	12
Product output, units	1000	1200
Fixed costs, rub.	20000	25000

9. Determine the impact of price changes on profit margins

Index	2014	2015

Price, rub. /unit	20	18
Product output, units	100	130
Total costs, rub.	1500	2000

10. Name the main sources of information for economic analysis and production management

11. Determine the reserves for changing the resulting indicator "Y" due to the factor "c", if y=a*b*c

Factor	Actual value	Possible meaning
A	10	12
B	3	5
C	10	8

12. Define economic reserve and name its main sources.

13. Calculate the reserves for cost reduction, if it is known that the actual output is 1000 units, the reserve for increasing it is 15% of the actual output, the total costs are 100,000 rubles, of which 55% are fixed costs, and the reserve for reducing costs is 20% of the constants.

Criteria for assessing multi-level assignments

- "Excellent" rating: the answer to the task question was given correctly. The explanation of the progress of its solution is detailed, consistent, competent, with theoretical justifications (including from the lecture course), with the necessary schematic images.

- Rating "good": the answer to the task question was given correctly. The explanation of the course of its solution is detailed, but not logical enough, with isolated errors in details, some difficulties in the theoretical justification (including from lecture material).

- Rating "satisfactory": the answer to the task question was given correctly. The explanation of the progress of its solution is insufficiently complete, inconsistent, with errors, weak theoretical justification (including lecture material), with significant difficulties and errors in schematic representations.

- Rating "unsatisfactory": the answer to the task question was not given correctly. The explanation of the course of its solution is given incompletely, inconsistently, with gross errors, without theoretical justification (including lecture material), without the ability to provide schematic images.

7.3.2. Interim certification

Questions to prepare for the test in the discipline "Functional Management" (formation of OPK-1 competence)

1. Management concept. History of development.
2. Management functions
3. Japanese management model.
4. American management model.
5. The influence of national characteristics on the management model.
6. Marketing management model
7. School of Scientific Management
8. Classical (administrative) school of management
9. Behavioral school of management.
10. Mission concept. Essence and purpose
11. Goals and objectives of the organization. "Tree of Goals"
12. Offensive functional strategies.
13. Defensive functional strategies.
14. Competitive advantage. Classification of market participants.
15. Basic organizational and legal forms of an enterprise
16. Organizational structures.

17. Characteristics of bureaucratic and adaptive organizational structures.
18. Characteristics of the linear-functional and headquarters organizational structure
19. Motivation: types, process and elements. Properties of the human psyche
20. Herzberg's two-factor theory of motivation.
21. Maslow's theory of human needs.
22. Expectancy theory and equity theory.
23. Controlling system
24. Communications in management. Types and elements.
25. Leadership and power. Theories and types.
26. Leadership, leadership styles.
27. Functions of self-management of a leader.
28. The authority of the head of the company, its types, characteristics.
29. Conflicts. Types, elements and stages
30. Managers of the new generation. Team management.
31. Life cycle of an organization.
32. Problems of modern organizational structures.
33. Resistance to organizational change. Causes and types.
34. Main types and types of organizations
35. Divisional structure based on product characteristics.
36. Divisional structure focused on consumers.
37. Divisional structure built on a geographical basis.
38. Matrix organizational structure
39. Project and team organizational structure
40. Coordination function in management. Delegation of powers.
41. Photo of working hours. Timing
42. Problems of optimal use of working time. Pareto and Eisenhower principles.
43. Conflict Management.
44. Contents of the manager's work to neutralize conflicts.
45. Management decisions. Classification, principles and methods of adoption.
46. Stages of development and adoption of management decisions
47. Personnel planning and its importance.
48. Planning for attracting personnel and releasing personnel.
49. Personnel selection criteria. Basic methods of collecting information.
50. Management efficiency, factors of its formation.
51. Types of production. Productive capacity. Scheduling.
52. Quality control. Foreign experience (Shewhart control charts, Ishikawa charts)
53. Inventory Management. Types of demand for inventories, classification of inventories (ABC).
54. Inventory management models
55. Career growth and staff rotation. Career chart.
56. Information management in management.
57. Innovation management.
58. Business ethics and managerial etiquette.
59. Social responsibility of the organization
60. Reasons for organizational changes
61. Methods for carrying out organizational change
62. The concept of working time, work schedule.
63. Methods for overcoming resistance to organizational change.
64. Organizational culture
65. Group dynamics
66. Situational approach to management.

67. Systematic approach to management.
68. Types of planning, the essence of strategic planning
69. The concept of control and its types.

Examples of tasks for credit in the discipline "Functional Management"
(Formation of the competence of OPK-1)

Task No. 1.
Analyze the strengths and weaknesses of the mission statements of the following well-known companies: how do they reflect the needs met, the target market, and the extent to which the needs are satisfied?
McDonald's - "Serving customers quickly with a limited selection of hot, delicious food in clean, friendly, affordable restaurants around the world."
Ford - "Our mission is to continually improve our products and services and meet the needs of our customers, which will ensure business prosperity and a fair return for the shareholders who own our company."
Honda - "We are committed to offering the most effective products at affordable prices to satisfy consumers around the world."

Task No. 2.
Let us say you have a person working under you who has somewhat outgrown his position. However, due to various objective reasons, career growth is not possible, but the income is quite high, and there are also commissions. Find the ways to further motivate such an employee.

Task No. 3
Determine the standard of production reserves for metal in value terms using the following data:
Metal consumption in the third quarter – 40 tons;
Time for acceptance, unloading, storage – 2 days;
Time to prepare for production – 3 days;
Delivery interval – 40 days;
Guarantee stock – 50% of the current stock;
The wholesale price of one ton is 3,000 rubles.

Task No. 4
A representative office of a foreign company, an agency providing recruitment services, has been operating on the Russian market for two years. 90% of the company's clients are foreign companies. It is not popular among Russian organizations. Market share is 1%. It aims to increase its market share by expanding its clientele mainly through Russian firms. Suggest possible options for implementing this idea.

Task No. 5
In connection with the expansion of the dealer network, the company conducted training for 10 people. The cost of training one specialist in the field of marketing is 2 thousand monetary units. The duration of the impact of the training program on labor productivity was, according to preliminary calculations, 5 years. The cost estimate of the discrepancy in labor productivity between the best and average workers in the marketing department amounted to 3 thousand monetary units. Determine what parameters of the company's work will be influenced by the results of the employees training? Calculate the effect of the training program on increasing labor productivity.

Task No. 6
An employee who previously produced excellent results has seen a sharp decrease in work efficiency, while formally fulfilling his duties. What could cause this situation and what are your actions?