MINISTRY OF SCIENCE AND HIGHER EDUCATION OF THE RUSSIAN FEDERATION

**Federal State Autonomous Educational Institution of Higher Education
«National Research Lobachevsky State University of Nizhny Novgorod»**

Институт экономики и предпринимательства

УТВЕРЖДЕНО

решением президиума Ученого совета ННГУ

протокол № 1 от 16.01.2024 г.

Working programme of the discipline

Theory of Organization and Organizational Behaviour

Higher education level

Master degree

Area of study / speciality

38.04.02 - Management

Focus /specialization of the study programme

Finance and Business Administration

Mode of study

full-time

Nizhny Novgorod

Year of commencement of studies 2024

1. Место дисциплины в структуре ОПОП

Дисциплина Б1.О.04 Теория организации и организационное поведение относится к обязательной части образовательной программы.

2. Планируемые результаты обучения по дисциплине, соотнесенные с планируемыми результатами освоения образовательной программы (компетенциями и индикаторами достижения компетенций)

Формируемые компетенции (код, содержание компетенции)	Планируемые результаты обучения по дисциплине (модулю), в соответствии с индикатором достижения компетенции		Наименование оценочного средства	
	Индикатор достижения компетенции (код, содержание индикатора)	Результаты обучения по дисциплине	Для текущего контроля успеваемости	Для промежуточной аттестации
УК-3: Способен организовывать и руководить работой команды, вырабатывая командную стратегию для достижения поставленной цели	*УК-3.1: Разрабатывает стратегию сотрудничества и на ее основе формирует команду для достижения поставленной цели* *УК-3.2: Планирует командную работу, распределяет поручения и делегирует полномочия членам команды, организует обсуждение разных идей и мнений, предвидит результаты (последствия) как личных, так и коллективных действий*	*УК-3.1:* *З(УК-3.1.) ЗНАТЬ: основные принципы и основные этапы формирования и становления коллектива,* *толерантно воспринимая социальные и культурные различия членов коллектива.* *У (УК-3.1.) УМЕТЬ: проводить анализ теорий лидерства, форм власти и влияния; применять методы предупреждения и устранения конфликтов;* *В (УК-3.1.) ВЛАДЕТЬ: навыками применения диагностических процедур, связанных с оценкой* *УК-3.2:* *У (УК-3.2.) УМЕТЬ: совершенствовать профессиональные* *качества руководителя, необходимые для выполнения профессиональных обязанностей* *и* *активного общения с коллегами, формировать*	*Практическое задание* *Тест*	*Зачёт:* *Тест*

		основные положения и задачи для коллективного *обсуждения результатов деятельности.* *В (УК-3.2.) ВЛАДЕТЬ: навыками,* *необходимыми для активного общения с коллегами и руководства коллективом, навыками, коллективного обсуждения результатов работы, формирования новых коллективных подходов в решении задач.*		
ОПК-1: Способен решать профессиональные задачи на основе знания (на продвинутом уровне) экономической, организационной и управленческой теории, инновационных подходов, обобщения и критического анализа практик управления;	*ОПК-1.1: Использует терминологию, основные подходы и модели экономической, организационной и управленческой теории для решения управленческих задач на основе обобщения и критического анализа практик управления* *ОПК-1.2: Разрабатывает альтернативы решения профессиональных задач в сфере управления*	*ОПК-1.1:* *З (ОПК-1.1) ЗНАТЬ: результаты исследований актуальных проблем управления предприятиями, полученные отечественными и зарубежными исследователями;* *У (ОПК-1.1) УМЕТЬ: осуществлять поиск информации по полученному заданию, сбор и анализ данных, необходимых для решения поставленных экономических задач;* *В (ОПК-1.1) ВЛАДЕТЬ: современными методами сбора, обработки и анализа экономических данных в отечественных и зарубежных источниках* *ОПК-1.2:* *менеджмента на основе исследований отечественных и зарубежных ученых и практиков; У (ОПК-1.2) УМЕТЬ: анализировать и интерпретировать данные отечественной и зарубежной*	*Практическое задание* *Тест*	*Зачёт:* *Тест*

		статистики о социально-экономических процессах и явлениях, выявлять тенденции изменения социально-экономических показателей; выделять приоритетные направления менеджмента на основе результатов, полученных отечественными и зарубежными исследователями; В (ОПК-1.2) ВЛАДЕТЬ: прогрессивным инструментарием менеджмента, разработанным отечественными и зарубежными исследователями		
ОПК-4: Способен руководить проектной и процессной деятельностью в организации с использованием современных практик управления, лидерских и коммуникативных навыков, выявлять и оценивать новые рыночные возможности, разрабатывать стратегии создания и развития инновационных направлений деятельности и соответствующие им бизнес-модели организаций;	*ОПК-4.1: Осуществляет выбор бизнес-моделей и методов руководства при реализациипроектной и процессной деятельности на основе современных практик управления, лидерских и коммуникативных навыков* *ОПК-4.2: Разрабатывает элементы стратегии создания и развития инновационных направлений деятельности на основе выявления и оценки рыночных возможностей*	*ОПК-4.1:* *З (ОПК 4.1.) ЗНАТЬ: основы стратегического анализа и планирования; ситуационного, процессного, количественного подходов к проведению стратегического анализа; теоретические основы и методы диагностики организационных изменений.* *У (ОПК 4.1.)УМЕТЬ: самостоятельно решать поставленные* *задачи стратегического анализа с использованием накопленных знаний; применять изученные методы стратегического анализа при решении профессиональных задач, в том числе в условиях неопределенности; анализировать, систематизировать,* *обобщать, оценивать, интерпретировать и представлять собранную*	*Практическое задание* *Тест*	*Зачёт:* *Тест*

| | | информацию; разрабатывать политику конкурентоспособности фирмы; решать системные задачи и проблемы стратегического анализа; принимать стратегические управленческие решения, связанные с эффективным использованием человеческих, материальных и финансовых ресурсов;
В (ОПК 4.1.) ВЛАДЕТЬ: методами стратегического анализа; методами экономико- статистического анализа; навыками оценки последствий и рисков при принятии решения; российской и мировой практикой оценки проектов стратегического анализа

ОПК-4.2:
З (ОПК 4.2.) ЗНАТЬ: принципы и алгоритм принятия решений в нестандартных ситуациях, способы принятия организационно- управленческих решений в стандартных и нестандартных ситуациях, какая ответственность наступает при их принятии; основные

представления о социальной и этической ответственности за принятые решения, последовательность действий в стандартных ситуациях | | |

		У (ОПК 4.2.) УМЕТЬ: находить организационно-управленческие решения в нестандартных ситуациях, анализировать стандартные и нестандартные ситуации при принятии организационно-управленческих решений и свою ответственность; выделять и систематизировать основные представления о социальной и этической ответственности за принятые решения; критически оценивать принятые решения. *В (ОПК 4.2.) ВЛАДЕТЬ: умением находить организационно-управленческие решения в нестандартных ситуациях и готовностью нести за них ответственность; навыками анализа значимости социальной и этической ответственности за принятые решения.*		

3. Структура и содержание дисциплины

3.1 Трудоемкость дисциплины

	очная
Общая трудоемкость, з.е.	**2**
Часов по учебному плану	**72**
в том числе	
аудиторные занятия (контактная работа):	
- занятия лекционного типа	**8**
- занятия семинарского типа (практические занятия / лабораторные работы)	**16**
- КСР	**1**
самостоятельная работа	**47**
Промежуточная аттестация	**0** **Зачёт**

3.2. Содержание дисциплины

(структурированное по темам (разделам) с указанием отведенного на них количества академических часов и виды учебных занятий)

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Наименование разделов и тем дисциплины	Всего (часы)	в том числе			Самостоятельная работа обучающегося, часы
		Контактная работа (работа во взаимодействии с преподавателем), часы из них			
		Занятия лекционного типа	Занятия семинарского типа (практические занятия/лабораторные работы), часы	Всего	
	о ф о	о ф о	о ф о	о ф о	о ф о
Раздел 1. Теория организации	36	4	8	12	24
Раздел 2. Организационное поведение	35	4	8	12	23
Аттестация	0				
КСР	1			1	
Итого	72	8	16	25	47

Contents of sections and topics of the discipline

Раздел 1. Теория организации

Теория организации и ее место в системе научных знаний, законы, регламентирующие функционирование организаций. Организация как система. Социальные организации. Организационные структуры

Раздел 2. Организационное поведение

Организационное проектирование. Организационная культура. Перспективы развития организаций

4. Учебно-методическое обеспечение самостоятельной работы обучающихся

Самостоятельная работа обучающихся включает в себя подготовку к контрольным вопросам и заданиям для текущего контроля и промежуточной аттестации по итогам освоения дисциплины приведенным в п. 5.

Для обеспечения самостоятельной работы обучающихся используются:
- электронный курс "Theory of Organization and Organizational Behaviour / Теория организации и организационное поведение" (https://e-learning.unn.ru/enrol/index.php?id=5304).

5. Assessment tools for ongoing monitoring of learning progress and interim certification in the discipline (module)

5.1 Model assignments required for assessment of learning outcomes during the ongoing monitoring of learning progress with the criteria for their assessment:

5.1.1 Model assignments (assessment tool - Practical task) to assess the development of the competency УК-3:

<u>Exercise 1.</u>

Expand the ability to cooperate with colleagues to achieve mutual goals.

1. Imagine two situations:

   - when you conducted the process of socialization of another person;

when the process of your socialization was conducted.

   Describe each of the situations.

2. Determine which socialization strategies were used in each situation. Then discuss them with one of the bandmates and come to a common conclusion.

3. Together with the whole group, compare the strategies used in these situations by answering the following questions:

   1. With the help of which strategies was the process of socialization of participants? What models do you see?

   2. What strategies did the participants use when they themselves carried out the process of socialization of other people? What models do you see?

   3. How did you feel when you implemented each of these strategies?

   4. In what cases did you encounter a role conflict, role uncertainty?

   5. When did you experience stress?

   6. What strategies were effective and why?

7. What strategies are associated with the role conflict? role uncertainty? stress?

<u>Exercise 2.</u>

To reveal the features of work in a socially, ethnically, confessional and culturally diverse team, tolerantly accepting differences.

1. Recall the situation when you feel uncomfortable in connection with your demographic, ethnic and confessional status. Briefly describe how you felt, how you reacted, what the abuser might do to improve the situation.

2. Remember the situation when you did something, and it made another person feel uncomfortable in connection with his demographic, ethnic and confessional status. Briefly describe what you felt like that person reacted, and what you could do to improve the situation.

3. Discuss your situations in a group and compare how similar and different your experience is.

4. Each group should draw up a list of principles of how each person can avoid similar compromising situations in the future and how to resolve them, if they occurred.

5. The representative of each group should speak to the students and voice the principles formulated in the group.

<u>Exercise 3.</u>

Expand the ability to organize group work

Describe your training group from the point of view of the theory of formal and informal groups:

- What are the basis for informal groups?

- Are there any confrontations between them, or, on the contrary, are the groups ready to unite and cooperate? If so, for what reason?

- Does the leader / facilitator / group leader affect people's activities through informal groups or informal leaders?

- Are there formal groups within the training group, for example workers, to solve specific tasks?

<u>Exercise 4.</u>

To reveal the ability to conduct an audit of human resources through building effective communications

Draw schematically the communication system in your training group or in your organization (department). Try to reflect on the scheme various ways of dissemination of formal and informal information, their main directions (vertical, horizontal); note people who are the most active transmitters / receivers of information, etc.

Are there obvious communication problems on the diagram?

How can this communication system be improved?

5.1.2 Model assignments (assessment tool - Practical task) to assess the development of the competency ОПК-1:

Exercise 1.

Expand the ability to cooperate with colleagues to achieve mutual goals.

1. Imagine two situations:

   - when you conducted the process of socialization of another person;

when the process of your socialization was conducted.

   Describe each of the situations.

2. Determine which socialization strategies were used in each situation. Then discuss them with one of the bandmates and come to a common conclusion.

3. Together with the whole group, compare the strategies used in these situations by answering the following questions:

   1. With the help of which strategies was the process of socialization of participants? What models do you see?

   2. What strategies did the participants use when they themselves carried out the process of socialization of other people? What models do you see?

   3. How did you feel when you implemented each of these strategies?

   4. In what cases did you encounter a role conflict, role uncertainty?

   5. When did you experience stress?

   6. What strategies were effective and why?

   7. What strategies are associated with the role conflict? role uncertainty? stress?

Exercise 2.

To reveal the features of work in a socially, ethnically, confessional and culturally diverse team, tolerantly accepting differences.

1. Recall the situation when you feel uncomfortable in connection with your demographic, ethnic and confessional status. Briefly describe how you felt, how you reacted, what the abuser might do to improve the situation.

2. Remember the situation when you did something, and it made another person feel uncomfortable in connection with his demographic, ethnic and confessional status. Briefly describe what you felt like that person reacted, and what you could do to improve the situation.

3. Discuss your situations in a group and compare how similar and different your experience is.

4. Each group should draw up a list of principles of how each person can avoid similar compromising situations in the future and how to resolve them, if they occurred.

5. The representative of each group should speak to the students and voice the principles formulated in the group.

Exercise 3.

Expand the ability to organize group work

Describe your training group from the point of view of the theory of formal and informal groups:

- What are the basis for informal groups?

- Are there any confrontations between them, or, on the contrary, are the groups ready to unite and cooperate? If so, for what reason?

- Does the leader / facilitator / group leader affect people's activities through informal groups or informal leaders?

- Are there formal groups within the training group, for example workers, to solve specific tasks?

Exercise 4.

To reveal the ability to conduct an audit of human resources through building effective communications

Draw schematically the communication system in your training group or in your organization (department). Try to reflect on the scheme various ways of dissemination of formal and informal information, their main directions (vertical, horizontal); note people who are the most active transmitters / receivers of information, etc.

Are there obvious communication problems on the diagram?

How can this communication system be improved?

5.1.3 Model assignments (assessment tool - Practical task) to assess the development of the competency ОПК-4:

Exercise 1.

Expand the ability to cooperate with colleagues to achieve mutual goals.

1. Imagine two situations:

  - when you conducted the process of socialization of another person;

when the process of your socialization was conducted.

Describe each of the situations.

2. Determine which socialization strategies were used in each situation. Then discuss them with one of the bandmates and come to a common conclusion.

3. Together with the whole group, compare the strategies used in these situations by answering the following questions:

   1. With the help of which strategies was the process of socialization of participants? What models do you see?

   2. What strategies did the participants use when they themselves carried out the process of socialization of other people? What models do you see?

   3. How did you feel when you implemented each of these strategies?

   4. In what cases did you encounter a role conflict, role uncertainty?

   5. When did you experience stress?

   6. What strategies were effective and why?

   7. What strategies are associated with the role conflict? role uncertainty? stress?

Exercise 2.

To reveal the features of work in a socially, ethnically, confessional and culturally diverse team, tolerantly accepting differences.

1. Recall the situation when you feel uncomfortable in connection with your demographic, ethnic and confessional status. Briefly describe how you felt, how you reacted, what the abuser might do to improve the situation.

2. Remember the situation when you did something, and it made another person feel uncomfortable in connection with his demographic, ethnic and confessional status. Briefly describe what you felt like that person reacted, and what you could do to improve the situation.

3. Discuss your situations in a group and compare how similar and different your experience is.

4. Each group should draw up a list of principles of how each person can avoid similar compromising situations in the future and how to resolve them, if they occurred.

5. The representative of each group should speak to the students and voice the principles formulated in the group.

Exercise 3.

Expand the ability to organize group work

Describe your training group from the point of view of the theory of formal and informal groups:

- What are the basis for informal groups?

- Are there any confrontations between them, or, on the contrary, are the groups ready to unite and cooperate? If so, for what reason?

- Does the leader / facilitator / group leader affect people's activities through informal groups or informal leaders?

- Are there formal groups within the training group, for example workers, to solve specific tasks?

Exercise 4.

To reveal the ability to conduct an audit of human resources through building effective communications

Draw schematically the communication system in your training group or in your organization (department). Try to reflect on the scheme various ways of dissemination of formal and informal information, their main directions (vertical, horizontal); note people who are the most active transmitters / receivers of information, etc.

Are there obvious communication problems on the diagram?

How can this communication system be improved?

Assessment criteria (assessment tool — Practical task)

Grade	Assessment criteria
pass	Все компетенции (части компетенций), на формирование которых направлена дисциплина, сформированы на уровне не ниже «превосходно», «отлично», « очень хорошо», «хорошо», «удовлетворительно» продемонстрированы знания, умения, на формирование которых направлена дисциплина, сформированы на уровне ниже «удовлетворительно», при этом хотя бы одна компетенция сформирована на уровне «удовлетворительно»
fail	Все компетенции (части компетенций), на формирование которых направлена дисциплина, сформированы на уровне не ниже «превосходно», «отлично», « очень хорошо», «хорошо», «удовлетворительно» продемонстрированы знания, умения, на формирование которых направлена дисциплина, сформированы на уровне ниже «удовлетворительно», при этом хотя бы одна компетенция сформирована на уровне «удовлетворительно» Все компетенции (части компетенций), на формирование которых направлена дисциплина, сформированы на уровне не ниже «превосходно», «отлично», « очень хорошо», «хорошо», «удовлетворительно» продемонстрированы знания, умения, на формирование которых направлена дисциплина, сформированы на уровне ниже «удовлетворительно», при этом хотя бы одна компетенция сформирована на уровне «удовлетворительно» Одна компетенция или ее часть сформирована на уровне «неудовлетворительно» или «плохо».

5.1.4 Model assignments (assessment tool - Test) to assess the development of the competency УК-3:

As a manager, one of Joe's duties is to present awards to outstanding employees within his department. Which Mintzberg managerial role is Joe acting in when he does this?

1. leadership role
2. liaison role
3. monitor role
4. figurehead role
5. spokesperson role

According to Mintzberg, one of management's interpersonal roles is _____.

1. spokes person
2. leader
3. negotiator
4. monitor

Maria works as a manager at an environmental organization. She is currently working on a global warming project and decides what tasks related to creating awareness about the issue need to be done. In addition, she is also deciding which members of her team will work on engaging with the public and which will work on lobbying with the government. She is also assigning people as team members to ensure that tasks are undertaken on time. Which of the following categories of functions is Maria undertaking?

1. planning
2. organizing
3. scrutinizing
4. controlling
5. envisioning

Over the past two decades, business schools have added required courses on people skills to many of their curricula. Why have they done this?

1. Managers no longer need technical skills in subjects such as economics and accounting to succeed.
    1. There is an increased emphasis in controlling employee behavior in the workplace.
    2. Managers need to understand human behavior if they are to be effective.
    3. These skills enable managers to effectively lead human resources departments.
    4. A manager with good people skills can help create a pleasant workplace.

Which of the following is most likely to be a belief held by a successful manager?

1. Technical knowledge is all that is needed for success.
2. It is not essential to have sound interpersonal skills.
3. Technical skills are necessary, but insufficient alone for success.
4. Effectiveness is not impacted by human behavior.
5. Technical skills do not influence efficiency.

Which of the following is best defined as a consciously coordinated social unit, composed of
two or more people, which functions on a relatively continuous basis to achieve a common goal or set of goals?

1. party
2. unit
3. team
4. community
5. organization

Which of a manager's primary roles requires the manager to define an organization's goals,
establish an overall strategy for achieving these goals and develop a comprehensive hierarchy of plans to
integrate and coordinate activities?

1. controlling
2. planning
3. staffing
4. coordinating
5. leading

5.1.5 Model assignments (assessment tool - Test) to assess the development of the competency ОПК-1:

As a manager, one of Joe's duties is to present awards to outstanding employees within his department. Which
Mintzberg managerial role is Joe acting in when he does this?

1. leadership role
2. liaison role
3. monitor role
4. figurehead role
5. spokesperson role

According to Mintzberg, one of management's interpersonal roles is _____.

1. spokes person
2. leader
3. negotiator
4. monitor

Maria works as a manager at an environmental organization. She is currently working on a global
warming project and decides what tasks related to creating awareness about the issue need to be done. In
addition, she is also deciding which members of her team will work on engaging with the public and which will
work on lobbying with the government. She is also assigning people as team members to ensure that tasks are
undertaken on time. Which of the following categories of functions is Maria undertaking?

1. planning
2. organizing
3. scrutinizing
4. controlling

5. envisioning

Over the past two decades, business schools have added required courses on people skills to many of their curricula. Why have they done this?

1. Managers no longer need technical skills in subjects such as economics and accounting to succeed.
   1. There is an increased emphasis in controlling employee behavior in the workplace.
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   3. These skills enable managers to effectively lead human resources departments.
   4. A manager with good people skills can help create a pleasant workplace.

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5. Technical skills do not influence efficiency.

Which of the following is best defined as a consciously coordinated social unit, composed of
two or more people, which functions on a relatively continuous basis to achieve a common goal or set of goals?

1. party
2. unit
3. team
4. community
5. organization

Which of a manager's primary roles requires the manager to define an organization's goals,
establish an overall strategy for achieving these goals and develop a comprehensive hierarchy of plans to integrate and coordinate activities?

1. controlling
2. planning
3. staffing
4. coordinating
5. leading

5.1.6 Model assignments (assessment tool - Test) to assess the development of the competency ОПК-4:

As a manager, one of Joe's duties is to present awards to outstanding employees within his department. Which Mintzberg managerial role is Joe acting in when he does this?

1. leadership role

2. liaison role
3. monitor role
4. figurehead role
5. spokesperson role

According to Mintzberg, one of management's interpersonal roles is _____.

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1. controlling
2. planning
3. staffing
4. coordinating
5. leading

Assessment criteria (assessment tool — Test)

Grade	Assessment criteria
pass	Все компетенции (части компетенций), на формирование которых направлена дисциплина, сформированы на уровне не ниже «превосходно», «отлично», « очень хорошо», «хорошо», «удовлетворительно» продемонстрированы знания, умения, на формирование которых направлена дисциплина, сформированы на уровне ниже «удовлетворительно», при этом хотя бы одна компетенция сформирована на уровне «удовлетворительно»
fail	Одна компетенция или ее часть сформирована на уровне «неудовлетворительно» или «плохо»

5.2. Description of scales for assessing learning outcomes in the discipline during interim certification

Шкала оценивания сформированности компетенций

Уровень сформированности компетенций (индикатора достижения компетенций)	плохо	неудовлетворительно	удовлетворительно	хорошо	очень хорошо	отлично	превосходно
	не зачтено		зачтено				
Знания	Отсутствие знаний теоретического материала. Невозможность оценить полноту знаний вследствие отказа обучающегося от	Уровень знаний ниже минимальных требований. Имели место грубые ошибки	Минимально допустимый уровень знаний. Допущено много негрубых ошибок	Уровень знаний в объеме, соответствующем программе подготовки. Допущено несколько негрубых	Уровень знаний в объеме, соответствующем программе подготовки. Допущено несколько несуществе	Уровень знаний в объеме, соответствующем программе подготовки. Ошибок нет.	Уровень знаний в объеме, превышающем программу подготовки.

				ошибок	нных ошибок		
<u>Умения</u>	Отсутствие минимальных умений. Невозможность оценить наличие умений вследствие отказа обучающегося от ответа	При решении стандартных задач не продемонстрированы основные умения. Имели место грубые ошибки	Продемонстрированы основные умения. Решены типовые задачи с негрубыми ошибками. Выполнены все задания, но не в полном объеме	Продемонстрированы все основные умения. Решены все основные задачи с негрубыми ошибками. Выполнены все задания в полном объеме, но некоторые с недочетами	Продемонстрированы все основные умения. Решены все основные задачи. Выполнены все задания в полном объеме, но некоторые с недочетами.	Продемонстрированы все основные умения. Решены все основные задачи с отдельными несущественными недочетами, выполнены все задания в полном объеме	Продемонстрированы все основные умения. Решены все основные задачи. Выполнены все задания, в полном объеме без недочетов
<u>Навыки</u>	Отсутствие базовых навыков. Невозможность оценить наличие навыков вследствие отказа обучающегося от ответа	При решении стандартных задач не продемонстрированы базовые навыки. Имели место грубые ошибки	Имеется минимальный набор навыков для решения стандартных задач с некоторыми недочетами	Продемонстрированы базовые навыки при решении стандартных задач с некоторыми недочетами	Продемонстрированы базовые навыки при решении стандартных задач без ошибок и недочетов	Продемонстрированы навыки при решении нестандартных задач без ошибок и недочетов	Продемонстрирован творческий подход к решению нестандартных задач

Scale of assessment for interim certification

Grade		Assessment criteria
pass	**outstanding**	All the competencies (parts of competencies) to be developed within the discipline have been developed at a level no lower than "outstanding", the knowledge and skills for the relevant competencies have been demonstrated at a level higher than the one set out in the programme.
	excellent	All the competencies (parts of competencies) to be developed within the discipline have been developed at a level no lower than "excellent",
	very good	All the competencies (parts of competencies) to be developed within the discipline have been developed at a level no lower than "very good",
	good	All the competencies (parts of competencies) to be developed within the discipline have been developed at a level no lower than "good",
	satisfactory	All the competencies (parts of competencies) to be developed within the discipline have been developed at a level no lower than "satisfactory", with at least one competency developed at the "satisfactory" level.
fail	**unsatisfactory**	At least one competency has been developed at the "unsatisfactory" level.
	poor	At least one competency has been developed at the "poor" level.

5.3 Model control assignments or other materials required to assess learning outcomes during the interim certification with the criteria for their assessment:

5.3.1 Model assignments (assessment tool - Test) to assess the development of the competency УК-3

As a manager, one of Joe's duties is to present awards to outstanding employees within his department. Which Mintzberg managerial role is Joe acting in when he does this?

1. leadership role
2. liaison role
3. monitor role
4. figurehead role
5. spokesperson role

According to Mintzberg, one of management's interpersonal roles is _____.

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1. planning
2. organizing
3. scrutinizing
4. controlling
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4. community
5. organization

Which of a manager's primary roles requires the manager to define an organization's goals,
establish an overall strategy for achieving these goals and develop a comprehensive hierarchy of plans to
integrate and coordinate activities?

1. controlling
2. planning
3. staffing
4. coordinating
5. leading

5.3.2 Model assignments (assessment tool - Test) to assess the development of the competency
ОПК-1

As a manager, one of Joe's duties is to present awards to outstanding employees within his department. Which
Mintzberg managerial role is Joe acting in when he does this?

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3. monitor role
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3. staffing
4. coordinating
5. leading

5.3.3 Model assignments (assessment tool - Test) to assess the development of the competency ОПК-4

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5. leading

Assessment criteria (assessment tool — Test)

Grade	Assessment criteria
pass	Все компетенции (части компетенций), на формирование которых направлена дисциплина, сформированы на уровне не ниже «превосходно», «отлично», « очень хорошо», «хорошо», «удовлетворительно» продемонстрированы знания, умения, на формирование которых направлена дисциплина, сформированы на уровне ниже «удовлетворительно», при этом хотя бы одна компетенция сформирована на уровне «удовлетворительно»
fail	Одна компетенция или ее часть сформирована на уровне «неудовлетворительно» или «плохо»

6. Учебно-методическое и информационное обеспечение дисциплины (модуля)

Основная литература:

1. Попова Е. П. Теория организации : учебник и практикум / Е. П. Попова, К. В. Решетникова. - 2-е изд. - Москва : Юрайт, 2023. - 327 с. - (Высшее образование). - ISBN 978-5-534-17680-3. - Текст : электронный // ЭБС "Юрайт"., https://e-lib.unn.ru/MegaPro/UserEntry?Action=FindDocs&ids=871688&idb=0.

Дополнительная литература:

1. Оранова Мария Валерьевна. Сборник практических заданий и рекомендаций по курсу «Теория

организации» : учебно-методическое пособие / М. В. Оранова, Е. В. Белова ; ННГУ им. Н. И. Лобачевского. - Нижний Новгород : Изд-во ННГУ, 2015. - 34 с. - Текст : электронный., https://e-lib.unn.ru/MegaPro/UserEntry?Action=FindDocs&ids=850198&idb=0.

Программное обеспечение и Интернет-ресурсы (в соответствии с содержанием дисциплины):

7.   American Management Association http://www.tregitry.com/ttr/amaBusiness Week
http://www.businessweek.com
The Economist http://www.economist.com
The Financial Times http://www.ft-se.co.uk
Forbes http://www.forbes.com
Fortune http://fortune.com

7. Материально-техническое обеспечение дисциплины (модуля)
Учебные аудитории для проведения учебных занятий, предусмотренных образовательной программой, оснащены мультимедийным оборудованием (проектор, экран), техническими средствами обучения, компьютерами.

Помещения для самостоятельной работы обучающихся оснащены компьютерной техникой с возможностью подключения к сети "Интернет" и обеспечены доступом в электронную информационно-образовательную среду.

Программа составлена в соответствии с требованиями ОС ННГУ по направлению подготовки/специальности 38.04.02 - Management.

Author(s): Ерушкина Лилия Владимировна, кандидат социологических наук.
Заведующий кафедрой: Горбунова Мария Лавровна, доктор экономических наук.

Программа одобрена на заседании методической комиссии от 12.12.2023, протокол № 6.