

МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ  
ФЕДЕРАЦИИ

Федеральное государственное автономное  
образовательное учреждение высшего образования  
«Национальный исследовательский Нижегородский государственный  
университет  
им. Н.И. Лобачевского»

Институт экономики и предпринимательства  
(факультет / институт / филиал)

УТВЕРЖДЕНО  
решением ученого совета ННГУ  
протокол от  
«14» декабря 2021 г. № 4

**Рабочая программа дисциплины**

Введение в проектную деятельность

(наименование дисциплины (модуля))

Уровень высшего образования

бакалавриат

(бакалавриат / магистратура / специалитет)

Направление подготовки / специальность

38.03.01 Экономика

(указывается код и наименование направления подготовки / специальности)

Направленность образовательной программы

Мировая экономика (на английском языке)

(указывается профиль / магистерская программа / специализация)

Форма обучения

очная

(очная / очно-заочная / заочная)

Нижний Новгород  
2022 год

**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

Institute of Economics and Entrepreneurship

APPROVED  
by the decision of the Academic Council of UNN

**Work Program of the Course  
Introduction to Project Activity**

*(name of the subject (course))*

Level of Higher Education

**Bachelor**

Area of Study

**38.03.01 «Economics»**

Program

**World Economy**

Degree

**Bachelor**

Form of Training

**Full - Time**

Nizhny Novgorod

2022

## 1. The Place and the Goal of the Course in the Structure of the Main Education (Degree) Program

The course is a part of core courses.

| The place of the discipline in the curriculum of the educational program | Стандартный текст для автоматического заполнения в конструкторе РПД  |
|--|--|
| Block 1. Disciplines (modules).<br>Core part                             | Academic discipline Б1.О.31 «Introduction to Project Activity» is a part of core courses<br>Area of Study 38.03.01 «Economics» |

## 2. The planned learning outcomes, correlated with the planned learning outcomes of the educational program (competencies and indicators of competencies achievement)

| Competencies   | The planned learning outcomes, in accordance with the indicator of achievement of competence   |  | Assessment tools   |
|--|--|--|--|
|  | Indicator of competence achievement  | Learning outcomes  |  |
| GPC-OS-7. Is able to engage in innovative entrepreneurial activities   | GPC 7.1. Organises the process of searching, analysing, systematising and selecting information required to develop projects in the field of innovative entrepreneurship<br>GPC 7.2. Evaluates the effectiveness of a business idea and develops a business plan in the framework of innovative entrepreneurial activities | <i>To know the main groups of risks of innovative and entrepreneurial activity, the means of their resolution, indicators of risk assessment measures; methods of collecting and processing information;<br/>To be able to search, analyze, systematize and select information necessary for the development of projects in the field of innovative entrepreneurship;<br/>To have the skills of search, analysis, systematization and selection of information necessary for the development of projects in the field of innovative entrepreneurship; the skills of determining the ideological and humanistic potential of the project.</i> | <i>Tests</i><br><br><i>Practical assignments</i><br><br><i>Practical assignments</i> |
|  |  |  |  |
| PC-2. Is able to critically evaluate the results of managerial decisions and develop proposals for their improvement, taking into account efficiency criteria, possible risks and socio-economic | PC 2.1. Critically evaluates the results of managerial decisions   | <i>To know methods of critical analysis and assessment of modern scientific achievements, as well as methods of generating new ideas in solving research and practical problems, including in interdisciplinary fields; features of the project management approach; basic principles of project management; main problems hindering successful project management and ways to</i>   | <i>Tests</i>   |

|              |  |   |  |
|--------------|--|---|--|
| consequences |  | <i>resolve them;<br/>To be able to evaluate and monitor the effectiveness of the project;<br/>To have the skills of critical analysis and assessment of modern scientific achievements and the results of activities in solving research and practical problems, including in interdisciplinary fields; the main methods and techniques for evaluating management decisions.</i>  | <i>Practical assignments<br/>Practical assignments</i>   |
|              | PC 2.2. Develops proposals for the improvement of managerial decisions taking into account efficiency criteria, possible risks and socio-economic consequences | <i>To know skills of project management processes, inputs and outputs of each process;<br/>To be able develop proposals for improving management decisions, taking into account performance criteria, possible risks and socio-economic consequences; analyze alternative options for solving research and practical problems and assess the potential gains / losses of the implementation of these options; when solving research and practical problems, generate new ideas that can be operationalized, based on available resources and constraints; set goals and objectives at each stage of the project;<br/>To have the skills to develop proposals for improving management decisions, taking into account the criteria of efficiency, possible risks and socio-economic consequences; the main approaches to resolving conflicts in project management and methods of effective communication.</i> | <i>Tests<br/><br/>Practical assignments<br/><br/><br/><br/><br/><br/><br/><br/><br/><br/>Practical assignments</i> |

### 3. The Structure and Content of the Course

#### 3.1 Workload of the Course

|  |                    |
|--|--------------------|
|  | <b>Full - Time</b> |
| <b>Total number of credits</b>           | <b>2 Credits</b>   |
| <b>Hours according to the curriculum</b> | <b>72</b>          |
| <b>including</b>                         |                    |
| <b>Contact work with the teacher:</b>    | <b>24</b>          |

|   |           |
|---|-----------|
| <b>- Lectures</b>                                       | <b>8</b>  |
| <b>- Seminars (practical classes / laboratory work)</b> | <b>16</b> |
| <b>Student's independent work</b>                       | <b>47</b> |
| <b>Control</b>  | <b>1</b>  |
| <b>Midterm Assessment - Test</b>                        | <b>-</b>  |

### 3.2. Content of the Course

| Titles of the chapters and topics of the discipline   | Workload (hours) | Including                    |          |             |       |                  |
|---|------------------|------------------------------|----------|-------------|-------|------------------|
|   |                  | Contact Work with Professors |          |             |       | Independent work |
|   |                  | Lectures                     | Seminars | Lab classes | Total |                  |
| Unit 1. The concept of social technologies and their main types. Definition of project activity.                            | 6                | 2                            |          |             | 2     | 4                |
| Unit 2. Ontological foundations, cognitive base and sociocultural prerequisites for the development of social technologies. | 7                | 2                            |          |             | 2     | 5                |
| Unit 3. Types and structure of projects.  | 7                | 2                            |          |             | 2     | 5                |
| Unit 4. Social technologies and projecting in the practices of modern society.  | 7                | 2                            |          |             | 2     | 5                |
| Unit 5. Acquaintance. Teamwork basics.  | 6                |                              | 2        |             | 2     | 4                |
| Unit 6. Team building. Cohesion as a factor of the development of a team.   | 6                |                              | 2        |             | 2     | 4                |
| Unit 7. Team building. Team Relationship Management.  | 6                |                              | 2        |             | 2     | 4                |
| Unit 8. Discussions and role plays. Effective team communication.   | 6                |                              | 2        |             | 2     | 4                |

|  |           |          |           |  |           |           |
|--|-----------|----------|-----------|--|-----------|-----------|
| Unit 9. Discussions and role plays. Conflicts as a manifestation of contradictions and a source of team development. | 6         |          | 2         |  | 2         | 4         |
| Unit 10. Imitation games. Self-development trajectories of team members.   | 8         |          | 4         |  | 4         | 4         |
| Unit 11. Discussion and statement of the project plan by students  | 6         |          | 2         |  | 2         | 4         |
| Control of independent work  | 1         |          |           |  |           |           |
| Midterm Assessment - PASS/FAIL FINAL CONTROL   |           |          |           |  |           |           |
| Total  | <b>72</b> | <b>8</b> | <b>16</b> |  | <b>24</b> | <b>47</b> |

Practical classes (seminars) are organized with elements of practical training, that provides the implementation of certain activities related to future profession.

Practical training includes the solution of applied problems, according to the profile of professional activity and the orientation of the educational program.

8 hours are allocated for practical training (seminars /laboratory work) in the form of practical training

Practical training is aimed at the formation and development of:

- practical skills in accordance with the profile of the program: drawing up emotional maps; solution of conflict and pre-conflict situations; identification of significant personal qualities; drawing up a project plan, etc. in accordance with the tasks of forming the competencies of graduates.

- competencies: GPC-OS-7: Is able to engage in innovative entrepreneurial activities; PC-2: Is able to critically evaluate the results of managerial decisions and develop proposals for their improvement, taking into account efficiency criteria, possible risks and socio-economic consequences.

Ongoing monitoring of academic performance is carried out within the framework of seminar-type classes.

#### **4. Methodological support for students' independent work**

The course consists of lectures, seminars, independent work of students and the comprehensive final test.

A significant role in the study of the discipline is given to independent work of students; its scope is defined by the curriculum. Independent work is a form of out-of-classroom

activities mandatory for each student.

In the course of their independent work, students familiarize themselves with theoretical material from textbooks and monographs given in the list of recommended literature, solve practical problems, prepare for seminars, write papers, essays, take electronic tests in the learning mode, answer self-test questions. Independent work can be done in the reading halls of the library or at home. Self-checks in the course of independent work may be in the form of electronic tests or credit tasks. At the end of studies, there is a regular test.

Independent work is intended to familiarize the student with certain sections of the course and additional materials, it gives the opportunity to study the main topics in-depth, to acquire new knowledge, skills, abilities. Independent work is based on the use of recommended materials and envisages tasks of various types.

Students' independent work includes:

- the collection and study of materials necessary for participation in interactive games, and other forms of interactive work;
- preparation of the tasks most relevant to discipline topics;
- preparation for current assignments and testing;
- preparation for the final test.

The main organizational principle of students' independent work is an integrated approach aimed at developing critical thinking of students and promoting diversified activities.

Control of students' knowledge includes:

- Monitoring the work on practical tasks, taking into consideration the degree of activity of each student and timely performance of assignments.
- Preparation of detailed answers on topical issues.
- Monitoring the progress of testing based on the study of selected topics and modules of the discipline.
- The final assessment in the form of the final written test or oral answer.
- The final grade is based on the results of the student's work within practical classes, reports, results of ongoing work and final testing.

Independent work is an out-of-class type of activities designed to familiarize the student with certain parts or topics of the course with the recommended materials and to prepare individual assignments for the course.

The main principle of organization of students' independent work is an integrated approach aimed at developing critical thinking of students and promoting diverse activities.

Monitoring students' current progress is envisaged after studying each module. The students will be evaluated by conducting tests, writing essays and tests on the subjects they

have studied. Oral answers during seminars and practical classes will also be assessed. The results of current work and tests will be taken into account to determine the final grade.

#### INSTRUCTIONS FOR STUDENTS

The study of the theoretical material is determined by the curriculum of the discipline which is included into the plan of study and the list of recommended literature. It is necessary to recapitulate the material of previous topics, as well as the material of the preceding academic disciplines that serves as the base of the topic being studied. When preparing for the practical lesson, you must study the lecture materials and read the recommended literature. The material studied should be analyzed in accordance with the lesson plan, and then the degree of assimilation of the material should be verified.

Practical classes are inseparably connected with homework as the main part of independent work. They are part of a systematic study in combination with the theoretical material. The knowledge and skills acquired are assessed within the framework of interim and final attestation (tests).

Independent work is carried out with the purpose of deepening of knowledge and includes:

- recapitulation of the material studied in class, reading the recommended literature;
- preparation for practical classes;
- implementation of group and individual assignments;
- work with electronic sources;
- preparation for the final test.

Students' independent work consists of the study of literature complementing the material presented in the lectures.

It is assumed that, having listened to the lecture, students should refer to the literature from the main bibliographical lists of books, then search for the necessary additional information and critically evaluate the material from the Internet sites.

Students should master the skills of bibliographic search, including search in the Internet resources, they should learn how to compare different points of view and determine research methods.

It is important to plan time for independent work for the entire semester and it is necessary to set aside some time for recapitulation of the material.

In their preparation for the final exams, students should be guided by the list of questions for the final control on the course. They must understand the basic concepts of the discipline.

Questions for final control, tasks for current control and Midterm Assessment based on the learning outcomes of the discipline are given in 5.2.



An online course created in the UNN e-learning system is used to ensure the independent work of students, link to the e-course: <https://e-learning.unn.ru>

## 5. Evaluation tools for Midterm Assessment based on the learning of the course material, includes:

### 5.1.Criteria for assessing learning outcomes

| Learning outcomes | Assessment criteria  |   |   |  |   |  |  |
|-------------------|--|---|---|--|---|--|--|
|                   | «Poor»   | «Unsatisfactory»  | «Satisfactory»  | «Good»   | «Very good»   | «Excellent»  | «Perfect»  |
|                   | FAIL   |   | PASS  |  |   |  |  |
| <u>Knowledge</u>  | Lack of theoretical knowledge. Inability to assess the completeness of knowledge due to the student's refusal to answer        | The level of knowledge is below minimum requirements. There has been serious errors.                      | Minimum acceptable level of knowledge. A lot of errors were made.   | The level of knowledge corresponds to the program. A few errors were made  | The level of knowledge corresponds to the program. A few minor flaws were made  | The level of knowledge corresponds to the program. There are no flaws.   | The level of knowledge exceeds the level required in the training program.   |
| <u>Abilities</u>  | Lack of minimal abilities and skills. Inability to assess the completeness of knowledge due to the student's refusal to answer | Basic abilities and skills in solving standard tasks are not demonstrated. There has been serious errors. | Basic abilities and skills are demonstrated. Typical tasks with non-serious errors were solved. All tasks are completed, but not in full. | All basic abilities and skills are demonstrated. All the main tasks with non-serious errors have been solved. All the tasks were completed, in full, but some of them were incomplete. | All basic abilities and skills are demonstrated. All the main tasks have been solved. All tasks are completed, in full, but some with shortcomings. | All the basic abilities and skills are demonstrated. All the main tasks are solved with some minor shortcomings, all the tasks are completed in full | All the basic abilities and skills are demonstrated. All the main tasks have been solved. All tasks are completed, in full, without any shortcomings |
| <u>Skills</u>     | Lack of skills of the material. Inability to assess the completeness of  | Basic skills in solving standard tasks are not demonstrated. There  | There is a minimal set of skills in solving standard tasks with some shortcomings   | Basic skills in solving standard tasks are demonstrated with some shortcomings   | Basic skills in solving standard tasks are demonstrated without errors and shortcomings   | Skills in solving non-standard tasks are demonstrated without errors and shortcomings.   | A creative approach to solving non-standard tasks is demonstrated  |

|  |  |                          |    |  |  |  |  |
|--|--|--------------------------|----|--|--|--|--|
|  | knowledge due to the student's refusal to answer | has been serious errors. | gs |  |  |  |  |
|--|--|--------------------------|----|--|--|--|--|

### Scale for the assessment of the learning outcomes:

| Assessment  |                       | Training level  |
|-------------|-----------------------|---|
|             | <b>Perfect</b>        | All competencies (parts of competencies) are formed at a level not lower than "Perfect". Knowledge, skills, and proficiency in the relevant competencies are demonstrated at a level higher than the program provides |
| <b>PASS</b> | <b>Excellent</b>      | All the competencies (parts of competencies) are formed at a level not lower than "excellent", at least one competence is formed at the "Excellent" level.  |
|             | <b>Very good</b>      | All the competencies (parts of competencies) are formed at a level not lower than "Very good", at least one competence is formed at the "Very good" level.  |
|             | <b>Good</b>           | All the competencies (parts of competencies) are formed at a level not lower than "Good", at least one competence is formed at the level of "Good".   |
|             | <b>Satisfactory</b>   | All the competencies (parts of competencies) are formed at a level not lower than "Satisfactory", at least one competence is formed at the level of "Satisfactory".   |
| <b>FAIL</b> | <b>Unsatisfactory</b> | All the competencies (parts of competencies) are formed at a level not lower than "Unsatisfactory", no one competence is formed at the level of "Poor".   |
|             | <b>Poor</b>           | At least one competence is formed at the "Poor" level   |

## 5.2. Typical assignments or other materials necessary for the assessment of learning outcomes.

### 5.2.1 QUESTIONS FOR PASS/FAIL FINAL CONTROL

| №<br>п/п | Questions  | Code of competence |
|----------|--|--------------------|
| 1        | History and state of development of the problem of social technologies.                                      | GPC-OS-7;<br>PC-2  |
| 2        | Social technologies as a special kind of technology.   | GPC-OS-7;<br>PC-2  |
| 3        | Projectivism and constructivism in socio-cultural practice as a prerequisite for social technologies.        | GPC-OS-7;<br>PC-2  |
| 4        | The problem of projecting typology   | GPC-OS-7;<br>PC-2  |
| 5        | The concepts of "social engineering", "social and humanitarian projecting", "social technologies".           | GPC-OS-7;<br>PC-2  |
| 6        | Advantages and disadvantages of using the project method in educational activities.                          | GPC-OS-7;<br>PC-2  |
| 7        | Project presentation and project content - which is more significant for attracting interest to the project. | GPC-OS-7;<br>PC-2  |
| 8        | Value vectors in the ways of applying social technologies and  | GPC-OS-7;          |

|    |  |                   |
|----|--|-------------------|
|    | projecting.  | PC-2              |
| 9  | Applications and benefits of project management.   | GPC-OS-7;<br>PC-2 |
| 10 | What are the basic concepts of project activities.   | GPC-OS-7;<br>PC-2 |
| 11 | Standards in the field of project activities, the possibility of their application in the Russian context.   | GPC-OS-7;<br>PC-2 |
| 12 | The main roles of the participants in project activities. Separation of responsibility and authority: customer, sponsor, project manager, project participant. | GPC-OS-7;<br>PC-2 |
| 13 | Project structure, assignment of key roles, planning of interaction and communications.  | GPC-OS-7;<br>PC-2 |
| 14 | Project communications management.   | GPC-OS-7;<br>PC-2 |
| 15 | Professional responsibility. Code of Ethics.   | GPC-OS-7;<br>PC-2 |
| 16 | Critical project success factors and common reasons for project management failure.  | GPC-OS-7;<br>PC-2 |
| 17 | Team spirit and team building concepts.  | GPC-OS-7;<br>PC-2 |
| 18 | Terms of team formation. Problems of team formation and methods of overcoming them.  | GPC-OS-7;<br>PC-2 |
| 19 | Distribution of roles in the team: role, types of roles, principles of distribution of roles.  | GPC-OS-7;<br>PC-2 |
| 20 | Leadership types and their features. Applicability of different types of leadership to project management.   | GPC-OS-7;<br>PC-2 |

### **5.2.2. Standard tests for assessing the competence formation GPC-OS-7, PC-2**

1. The goal of the project is:

1. A formulated problem that will have to be faced in the process of project implementation
2. A statement formulating the general results that one would like to achieve in the course of the project
3. Comprehensive assessment of the baseline and the final result based on the results of the project

2. A project differs from a process activity in that:

1. Processes are shorter in time than projects
2. To implement one type of process, one or two performers are required; to implement a project, many performers are required
3. Processes are of the same type and cyclical, the project is unique in its purpose and methods of implementation, and also has clear start and end dates

3. Which of the following is not an advantage of the project organizational structure?

1. Connecting people and equipment happens through projects

2. Teamwork and a sense of belonging
3. Reduction of communication lines
4. Project participants are:
  1. Consumers for whom the project was intended
  2. Customers, investors, project manager and his team
  3. Individuals and legal entities directly involved in the project or whose interests may be affected in the course of the project
5. The subject area of the project is
  1. The scope of design work and their content, a set of goods and services, the production (implementation) of which must be ensured as a result of the project
  2. Directions and principles of project implementation
  3. Reasons why the project was created
6. The project is
  1. This is WHAT we want to do
  2. Conditions necessary to achieve the goal, the framework in which the project is being implemented, for example, the framework of the law, regulations on the competition of projects, etc.
  3. Concept, idea, image, embodied in the form of description, justification, calculations, drawings, revealing the essence
7. The project, the customer of which may decide to increase its final cost in comparison with the original, is:
  1. Simple
  2. Short term
  3. Long-term

### **5.2.3. Standard tasks for assessing the competence formation GPC-OS-6, PC-2**

#### **5.2.3.1. Tasks for the formation of "flexible skills"**

##### **Fine motor exercises**

Students are invited to split into pairs, join hands as if greeting, at the instructor's command, twist the thumbs of each pair clockwise so as not to touch each other. The teacher can command to change the direction of movement several times. Those who touched each other quit the game. Change partners after 3-4 minutes.

##### **Exercise "Calm and Aggressive Responses"**

Write down the various situations in which students may find themselves on pieces of paper. In turns invite them to take a piece of paper with the situation and read the description aloud. After that, everyone needs to react in three ways: calmly, confidently and aggressively.

Examples of situations:

1. A friend is talking to you but you want to leave.
2. A classmate distracts you from important work, asks questions that interfere with concentration.
3. You can't get off the bus because it is overcrowded.
4. Peers force you to miss the lecture by saying that "you are just a coward and a child."
5. The teacher makes a public comment to you.

##### **Game "One man in the field is not a warrior "**

Divide the students into 2 teams at random. Give each a writing sheet and a pen. Within 3-5 minutes, participants individually write 5 of their strengths and weaknesses. Then the teams unite in order to form the strengths and weaknesses of the entire team. Allow 10-15 minutes for this stage,

depending on the number of people.

Ask 1 member of the team to talk about the top 5 strengths and weaknesses of his group.

Discussion:

- Was it difficult to write down your strengths and weaknesses?
- Was it difficult to organize the information?
- What conclusions did you draw?
- What could your team do, and what should not be tackled?
- How were the roles assigned in the teams?
- What (or who) your team is missing?
- Did the teams turn out to be identical in their skills?

### ***5.2.3.2. Role Interaction Assignments***

The game "If I were ..."

Each participant chooses something for himself (ice cream, lampshade, chair, pen, etc.) and plunges into its world, imagines himself as this thing, feels its "character". On behalf of this thing, he tells how it feels in the world around it. Tells us about its worries, its past and future. When talking about an extraneous random subject, participants involuntarily talk about themselves, which leads to self-disclosure and the formation of skills in managing their emotions.

### ***5.2.3.3. Tasks for interaction in a conflict situation***

Game "Emergency"

The presenter divides the audience into groups of 6-7 people. All participants are given cards with tasks that must not be shown to each other. Then he announces the legend.

Each group represents a small air conditioner company. Over the past month, sales have tripled. But today there are complaints from customers that the air conditioners are not working. A check was carried out inside the company, and it turned out that the entire last batch was defective. The director called an urgent meeting to deal with the current problem. Employees receive their assignment forms.

It is necessary that the group has at least 6 people. Give the audience 10 minutes to discuss. Further, each leader must announce to the coach the solution to the problem.

### ***5.2.3.4. Emotional Intelligence Tasks***

Exercise "Pass the mask!"

The presenter fixes a certain expression (mask) on his face, turns to the neighbor on the left and "gives him the expression of his face," which he must repeat exactly. As soon as the neighbor on the left has completed the task, he changes his facial expression to a "new mask" and passes it on to the next participant. So everyone in turn "copy" and "transmit" the mask.

## **6. Methodological and information support for the course**

### **a) Main literature:**

1. Contemporary philosophy. Intellectual technologies of the XXI century [Electronic resource] /

Przhilenskiy V.I. - M.: Prospect, 2017. -

<http://www.studentlibrary.ru/book/ISBN9785392218141.html>

2. Neveev, AB Training in the organization: textbook / AB Neveev. - Moscow: INFRA-M, 2021

.- 256 p. - (Higher education: Bachelor's degree). - ISBN 978-5-16-005660-9. - Text: electronic.

- URL: (Available in EBS Znanium, access mode:

<https://znanium.com/catalog/product/1217281>)

3. Organizational psychology: textbook / AB Leonova, T. Yu. Bazarov, MM Abdullaeva [and others]; under total. ed. A. B. Leonova. - Moscow: INFRA-M, 2020 .-- 429 p. - (Higher education: Bachelor's degree). - ISBN 978-5-16-006052-1. - Text: electronic. - URL: (Available in EBS Znanium, access mode: <https://znanium.com/catalog/product/1079718>)

4. Sukhova, E.V. Training technologies: textbook / E.V. Sukhova. - Moscow: INFRA-M, 2020 .- 232 p. - (Higher education: Bachelor's degree). - DOI 10.12737 / 980413. - ISBN 978-5-16-014408-5. - Text: electronic. - URL: (Available in EBS Znanium, access mode: <https://znanium.com/catalog/product/980413>)

## **6) Additional literature:**

1. Social representations: History, theory and empirical research [Electronic resource] / Emelyanova T.P. - M.: Institute of Psychology RAS, 2016. - <http://www.studentlibrary.ru/book/ISBN9785927003143.html>

2. Social networks: new technologies for managing the world [Electronic resource] / Fil M. - M.: University "Synergy", 2016. - <http://www.studentlibrary.ru/book/ISBN9785425702227.html>

3. Anopchenko, T. Yu. Management: cases, trainings, business games. Workshop / T. Yu. Anopchenko, A. M. Grigan, A. A. Lysochenko [and others]. - 4th ed., Erased. - Moscow: Dashkov and K, 2019 .-- 282 p. - ISBN 978-5-394-03361-2. - Text: electronic. - URL: (Available in EBS Znanium, access mode: <https://znanium.com/catalog/product/1428097>)

4. Evtikhov, O.V. Theory and practice of training: textbook / O.V. Evtikhov. - 3rd ed. - Moscow: INFRA-M, 2021 .-- 174 p. - (Higher education: Bachelor's degree). - ISBN 978-5-16-109590-4. - Text: electronic. - URL: (Available in EBS Znanium, access mode: <https://znanium.com/catalog/product/1513627>)

5. Istratova, O.N. Psychology of effective communication and group interaction: textbook. allowance / O. N. Istratova, T.V. Exacusto. - Rostov-on-Don; Taganrog: Publishing House of the Southern Federal University, 2018 .-- 192 p. - ISBN 978-5-9275-2848-6. - Text: electronic. - URL: (Available in EBS Znanium, access mode: <https://znanium.com/catalog/product/1039716>)

6. Rodin, V.F. Professional communication training: monograph / V.F. Rodin. - Moscow: UNITY-DANA, 2020 .-- 171 p. - ISBN 978-5-238-03402-7. - Text: electronic. - URL: (Available in EBS Znanium, access mode: <https://znanium.com/catalog/product/1376402>)

7. Chiker, V.A. Social psychology in organizations. Innovative training: Textbook / Chiker V.A. - SPb: SPbSU, 2017 .-- 56 p. - Text: electronic. - URL: (Available in EBS Znanium, access mode: <https://znanium.com/catalog/product/999828>)

## **в) Internet Resources and Software:**

1. MSWindows 7 (лицензия на ГОУ ВПО ННГУ им. Лобачевского, идентификатор 47276400),
2. MicrosoftOffice 2007 Профессиональный + (лицензия на ГОУ ВПО ННГУ им. Лобачевского, идентификатор 47729513),
3. Kaspersky Endpoint Security 10 for Windows (лицензия на ГОУ ВПО ННГУ им. Лобачевского, № 1096-160712-081443-850-73)
4. Electronic library system "Student's Consultant". Access mode: <http://www.studentlibrary.ru/>
5. Russian Electronic Library (RSL. Access mode: <http://elibrary.rsl.ru/>)
6. Code of Ethics of the International Association of Personality Development Professionals.-  
[Electronic resource] .- Access mode:  
[http://www.liros.ru/projects/eticheskaya\\_komissiya/kodex.php](http://www.liros.ru/projects/eticheskaya_komissiya/kodex.php)

## **7. Logistical support for the course**

Special classrooms are used for conducting lectures and seminars, group and individual consultations, ongoing monitoring and intermediate certification, as well as for students' independent work. These rooms are equipped with specialized furniture and technical teaching aids for presenting educational information to a large audience.

For lecture-type classes, sets of demonstration equipment and educational visual aids are offered to provide thematic illustrations that correspond to the program of a given subject.

Premises for students' independent work are equipped with computers that provide connection to the Internet and access to Lobachevsky University's electronic information and educational environment.

The program was compiled in accordance with the requirements of the UNN Educational Standard and the Educational Program in the field of "Economics", the profile is "World Economy".

**Author:**

Associate prof., PhD

Smagina M.V.

**Reviewer:**

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Gorbunova M.L.

The program was approved at a meeting of the Methodological Commission of the Institute of Economics and Entrepreneurship 15.03.2021, Protocol No. 3.