

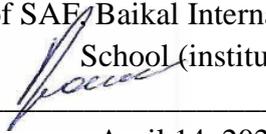


**MINISTRY OF SCIENCE AND HIGHER EDUCATION
OF THE RUSSIAN FEDERATION**
Federal State Budgetary Educational Institution of Higher Education
"IRKUTSK STATE UNIVERSITY"
SAF, Baikal International Business School (Institute)
Department of Strategic and Financial Management



APPROVED:

Dean of SAF Baikal International Business
School (institute)

 N.B. Grosheva

April 14, 2025

Syllabus

Discipline Б1.В.11 Introduction to Team Management

Major 27.03.05 Innovatics

Specialization: Management of Innovative and IT Projects and Products

University Degree: Bachelor

Full time

Approved by the Academic and
Methodological Council of Baikal
International Business School (institute)
Protocol № 4 March 26, 2025

Chairperson  V.M. Maksimova

Recommended by the Strategic and Financial
Management Department
Protocol № 9 March 21, 2025

Department
Chair

 N.B. Grosheva

Irkutsk 2025

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I. Goal and Objectives of the Discipline

Team management is the art of coordinating the efforts of a group of people to achieve a common goal. Leaders understand that a group that shares a common goal and works to achieve it gets a result that contrasts with the sum of the results of the work of the participants individually.

The goal of the discipline "Introduction to Team Management" is to gain knowledge and practice skills in the processes of organization, coordination and motivation of team members to achieve common goals with maximum productivity and minimum costs.

Objectives:

To teach:

- to create an honest and open atmosphere of cooperation
- to clearly set goals and objectives
- to effectively delegate tasks and responsibilities
- to understand the motivation of each team member
- to resolve conflicts and misunderstandings in a timely manner

To consolidate the skills of:

- application of techniques, models and tools for team management.

II. Place of the Discipline in the CPEP Structure

The academic discipline "*B1.B.11 Introduction to Team Management*" belongs to the *elective part* of the bachelor's degree program in the field of study 27.03.05 "Innovatics", specialization "Management of Innovative and IT Projects and Products".

The study of this academic discipline does not imply incoming knowledge, skills and abilities in any areas.

List of subsequent academic disciplines that require knowledge, skills and abilities formed by this academic discipline:

Human Resource Management

Leadership and Startup Team Development.

III. Requirements for the Discipline Learning Outcomes

The process of mastering the discipline is aimed at the formation of elements of the following competencies in accordance with the Federal State Educational Standard of Higher Education in the field of study 27.03.05 "Innovatics".

List of Planned Learning Outcomes for the Discipline, Mapped to Competency

Achievement Indicators

Competency	Competency Achievement Indicator	Learning Outcomes
<i>UC-3. Is able to carry out social interaction and fulfill his role in a team</i>	UC-3.1. Determines his role in the team, based on the strategy of cooperation to achieve the goal	Skills: - Ways, techniques, methods, styles of team management depending on the team structure and current tasks
	UC-3.2. Takes into account the experience, ideas and behavior of team members	Abilities: - To organize and manage the work of the team, developing a

	to achieve the goal	team strategy to achieve the goal; - To build productive interaction with all team members
	UK-3.3. Observes the established norms and rules of teamwork, is personally responsible for the overall result	Knowledge: modern technologies, models and algorithms for establishing and monitoring compliance with the rules of interaction in a team, distribution of roles, powers, responsibilities: ways to develop managerial responsibility

IV. Contents and Discipline Structure

Discipline scope is 2 credits, 72 hrs,
including 8 hours for Summative Assessment

Form of Summative Assessment - credit - 1 semester.

4.1 Discipline Contents, Structured by Topics, with Indicated Types of Classes and Allocated Academic Hours

№	Discipline Section / Theme	Semester	Total hrs	Types of Educational Activities, Including Self-Study, Practical Sessions, and Workload (in hrs)				Formative Assessment Formats; Summative Assessment Formats
				Teacher Contact Hrs			Self-Study	
				Lectures	Practical	Consultations, Self-Study Monitoring, Summative Assessment		
1	2	3	4	6	7	8	10	
1.	Modern team and different team roles	1	16	0	4	0	12	Report. Oral questioning. Test
2.	Building trust in the team	1	16	0	4	0	12	Case task. Oral questioning. Test
3.	Strategy of behavior and behavioral choice	1	16	0	4	0	12	Case task. Oral questioning. Test
4.	Effective team communication	1	15	0	4	0	11	Case task. Oral questioning. Test
5.	Summative Assessment	1	9	0	0	1 cons, 8 KOs	0	Credit
6.	TOTAL HOURS		72		16	9	47	TOTAL HOURS

4.2. Plan for Out-of-Class Student Self-Study of the Discipline

Semester	Section, Themes	Self-Study	Load (hrs)	Assessment tool	Self-Study Educational and Methodological Support
1	Modern team and different team roles	Prepare a report and prepare for oral questioning and testing	12	Report. Oral questioning. Test	Required Reading (section V)
1	Building trust in the team	Prepare for oral questioning and testing	12	Case task. Oral questioning. Test	Required Reading (section V)
1	Strategy of behavior and behavioral choice	Prepare for oral questioning and testing	12	Case task. Oral questioning. Test	Required Reading (section V)
1	Effective team communication	Prepare for oral questioning and testing	11	Case task. Oral questioning. Test	Required Reading (section V)
Total self-study load (hrs)			47		
Self-study load using e-learning and distance learning technologies (hrs)					

4.3. Learning Content

№	Section, Themes	Content
1	Modern team and different team roles	Team properties. Stages of team development. Actions of the leader at the stages of team development. Model of team formation and development 5F. Focus of attention in team formation. Team roles according to M. Belbin.
2	Building trust in the team	Three components of trust. Stages of trust formation. Team management. The "5 Vices of the Team" model.
3	Strategy of behavior and behavioral choice	Strategies of influence. Sources of influence. Rational and emotional strategies in goal setting. Motivation factors.
4	Effective team communication	Communication at different levels. Questions for communication. Business Communication. Types of communications of a business leader. Preparation for communication. Risk Communications and Their Solutions.

4.3.1. List of Seminars, Practical Sessions and Laboratory Work

№	Theme Number	Seminars, Practical Sessions and Laboratory Work	Load (hrs)	Assessment Tools	Developed Competencies (Indicators)
1	2	3	4	6	7
1	1	Group work "Team properties and characteristics of the team goal"	2	Peport	<i>UC-3.1; UC-3.2; UC-3.3</i>
2	1	Types of roles in a team according to M. Belbin	2	Oral questioning Test	<i>UC-3.1; UC-3.2; UC-3.3</i>
3	2	The "5 Vices of the Team" model	2	Case Study	<i>UC-3.1; UC-3.2; UC-3.3</i>
4	2	Group work "5 virtues of the team"	2	Oral questioning Test	<i>UC-3.1; UC-3.2; UC-3.3</i>
5	3	Rational and emotional strategies	2	Case Study	<i>UC-3.1; UC-3.2; UC-3.3</i>
6	3	Motivation and inspiration	2	Oral questioning Test	<i>UC-3.1; UC-3.2; UC-3.3</i>
7	4	Cases "Breaking the impasse"	2	Case Study	<i>UC-3.1; UC-3.2; UC-3.3</i>
8	4	Algorithms for strengthening arguments	1	Oral questioning	<i>UC-3.1; UC-3.2; UC-3.3</i>
9	4	Types of Communications and Risk Communication Activators	1	Test	<i>UC-3.1; UC-3.2; UC-3.3</i>
Total Hours			16		

4.3.2. List of topics (Questions) Assigned for Independent Work as Part of Student Self-Study

№	Theme	Task	Competency	Indicators
1	2	3	4	5
1	Modern team and different team roles	Prepare a report and prepare for oral questioning and testing	<i>UC-3. Is able to carry out social interaction and fulfill his role in a team</i>	UC-3.1. Determines his role in the team, based on the strategy of cooperation to achieve the goal UC-3.2. Takes into account the experience, ideas and behavior of team members to achieve the goal UC-3.3. Observes the established norms and rules of teamwork, is personally responsible for the overall result
2	Building trust in the team	Prepare for oral questioning and testing	<i>UC-3. Is able to carry out social interaction and fulfill his role in a team</i>	UC-3.1. Determines his role in the team, based on the strategy of cooperation to achieve the goal UC-3.2. Takes into account the experience, ideas and behavior of team members to achieve the goal UC-3.3. Observes the established norms and rules of teamwork, is personally responsible for the overall result
3	Strategy of behavior and behavioral choice	Prepare for oral questioning and testing	<i>UC-3. Is able to carry out social interaction and fulfill his role in a team</i>	UC-3.1. Determines his role in the team, based on the strategy of cooperation to achieve the goal

				UC-3.2. Takes into account the experience, ideas and behavior of team members to achieve the goal UC-3.3. Observes the established norms and rules of teamwork, is personally responsible for the overall result
4	Effective team communication	Prepare for oral questioning and testing	<i>UC-3. Is able to carry out social interaction and fulfill his role in a team</i>	UC-3.1. Determines his role in the team, based on the strategy of cooperation to achieve the goal UC-3.2. Takes into account the experience, ideas and behavior of team members to achieve the goal UC-3.3. Observes the established norms and rules of teamwork, is personally responsible for the overall result

4.4. Guidelines for Organizing Student Self-Study

Student self-study is carried out using e-learning and distance learning technologies. Educational and methodological materials for self-study are available to students through electronic library systems and the Hekadem Internet learning system, which presents materials of lectures and practical tasks, interactive forms of training, examples of test tasks. Each student receives authorized access to the system. The Hecadem Internet Learning System is a platform for distance learning and learning using digital technologies of the Baikal International Business School of ISU. Available at: <https://edu.buk.irk.ru>.

Independent work of students with educational material in the study of the discipline **"Introduction to Team Management"** is associated with work on educational material (lecture notes, educational and scientific literature), as well as with recommended databases, information and reference and search systems on the Internet and is focused on the development of a number of problematic issues, including the preparation of:

- a) lectures and practical classes;
- c) formative and summative assessment of the discipline.

47 hours are allotted for self-study. To perform independent work, section 4 contains the necessary educational literature: the student studies the educational material, analyzes examples and

answers questions that have arisen, referring to the Internet. If this is not enough, you can additionally use the textbooks given in section 6.1 "Educational literature". If, despite the studied material, it is not possible to complete the task, then it is imperative to visit the consultation of the teacher conducting practical classes, and/or the consultation of the lecturer.

Control over independent work is carried out when the student performs tasks from the fund of assessment materials of the discipline. Both the actual knowledge of students and the depth of understanding and the ability to isolate and interpret integral semantic structures, as well as the skills of independent search for the necessary information on the topic of the lesson and its critical assessment are assessed.

V. Educational, Methodological, and Information Support for the Discipline

a) Required Reading

1. *Savinova, S. Yu.* Leadership in Business: Textbook and Practicum for Higher Educational Institutions / S. Y. Savinova, E. N. Vasilyeva. – 2nd ed., revised and supplemented – Moscow: Yurayt Publishing House, 2022. – 280 p. – (Higher Education). – ISBN 978-5-534-11445-4. – Text: electronic // Educational platform Yurayt [site]. – URL: <https://urait.ru/bcode/518178>
2. *Spivak, V. A.* Leadership: a textbook for universities / V. A. Spivak. – Moscow : Yurayt Publishing House, 2022. – 301 p. – (Higher education). – ISBN 978-5-9916-6921-4. – Text : electronic // Educational platform Yurayt [site]. – URL: <https://urait.ru/bcode/511178>
3. *Selezneva, E. V.* Leadership: a textbook and a workshop for universities / E. V. Selezneva. – Moscow: Yurayt Publishing House, 2022. – 429 p. – (Higher Education). – ISBN 978-5-534-08397-2. – Text : electronic // Educational platform Yurayt [site]. – URL: <https://urait.ru/bcode/510924>

Additional Sources

b) Databases, Search and Reference Systems, and Information Systems

1. EBS ECZ "Bibliotech". State Contract No 019 dated 22.02.2011 Bibliotech LLC. License Agreement No 31 dated 22.02.2011 Access address: <https://isu.bibliotech.ru/> Validity: from 22.11.2011 indefinitely.
2. EBS "Rukont" Contract No 98 dated 11/13/2020; Act No bK-5415 dated 11/14/20 Valid until 11/13/2021. access: <http://rucont.ru/>
3. EBS "Lan Publishing House". LLC "Lan Publishing House". Information letter No 128 dated 09.10.2017 Validity period: indefinite. Access address: <http://e.lanbook.com/>
4. EBS "National Digital Resource "Rukont". Central Design Bureau "Bibkom". Contract No 04-E-0343 dated 12.11.2021 Access address: <http://rucont.ru/>
5. EBS "Ibuku.ru/ibooks.ru". LLC "Ibux". Contract No 04-E-0344 dated 12.11.2021; Act dated 14.11.2021. Access address: <http://ibooks.ru>
6. Electronic library system "EBS Yurayt". LLC "Electronic publishing house Yurayt". Contract No 04-E-0258 dated 20.09.2021. Available at: <https://urait.ru/>

VI. Material and Technical Support for the Discipline

6.1. Educational and Laboratory Equipment

Name of Specialized Premises and Self-Study Premises	Equipment of Specialized Premises and Self-Study Premises	List of Licensed Software. Details of Supporting Document
Lecture hall for lecture-type classes	<p>The hall is equipped with specialized (educational) furniture for 48 students and technical teaching aids that serve to present educational information to a large audience.</p> <p>1. PC HP Elite 8300 SFF i5 3470/4Gb/1Tb/DVD RV/kb/m/DOS/Solenoid Lock and Hood Sensor (RUS) 2. Monitor Viewsonic TFT 20" VA2014WM glossy-black 5ms 20 00:1 250cd M/M3. Projector Epson EB-18304. Genius SP-S110 Active Speakers Black5. Aten VS92A Video Splitter 2-port VGA</p> <p>It is equipped with educational and visual aids and electronic presentations that provide thematic illustrations on all topics specified in the work program of the discipline</p>	<p>BASIC SOFTWARE INSTALLATION KIT: Office 2007 Russian OpenLicensePack NoLevel AcademicEdition – agreement with SoftLine Trade Tr026664 dated 17.05.2007 Project Standard 2007, Access 2007 – Academic cooperation programs with Microsoft DreamSpark Premium Electronic Software Delivery. – Agreement with CJSC "SoftLine Trade" Tr000023480 dated 19.05.2015 Windows Operating Systems for Licensed OEM Pre-Installation Programs, Academic Cooperation Programs with Microsoft MSDN AA.- Agreement with CJSC "SoftLine Trade" Tr017431 dated 15.05.2008 Windows Operating Systems for Licensed OEM Pre-Installation Programs, Academic Cooperation Programs with Microsoft DreamSpark Premium Electronic Software Delivery. – agreement with CJSC "SoftLine Trade" Tr000031723 dated 05.08.2015 Anti-virus programs - Rights to computer programs drWeb Server Security complex protection 120PC (1 license per year) migration with additional purchase (LBW-BC-12M-120:119-C4) – agreement with CJSC "SoftLine Trade" 13982/MOS2957 dated 22.01.2016 Archivers WinRAR: 3.x: Standard License - for legal entities 100-199 licenses – agreement with CJSC "SoftLine Trade" No15422/IRK11 dated 05.02.2010 Network client part Rights to computer programs Windows Server CAL 2012 Russian OLP NL Academic Edition Device CAL 120 licenses – agreement with CJSC "SoftLine Trade" 13512/MOS2957 dated 29.10.2015 Firewall, Proxy functionality - Right to use computer programs Traffic Inspector GOLD preferential – agreement with CJSC "SoftLine Trade" Tr044356 dated 27.08.2013 Right to use computer programs Extension of Traffic Inspector GOLD Special for 1 year – agreement with CJSC "SoftLine Trade" Tr000112196 dated 29.09.2016</p>
Room for seminar-type classes	The room is equipped with specialized (educational)	BASIC INSTALLATION KIT: Office 2007 Russian OpenLicensePack NoLevel AcademicEdition – agreement with SoftLine Trade Tr026664 dated 17.05.2007 Project Standard 2007, Access 2007 –

	<p>furniture for 48 students and technical teaching aids that serve to present educational information to a large audience</p> <p>The demonstration kit includes: 1.PC HP Elite 8300 SFF i5 3470/4Gb/1Tb/DVD RV/kb/m/DOS/Solenoid Lock and Hood Sensor (RUS)2. Monitor Viewsonic TFT 20" VA2014WM glossy-black 5ms 20 00:1 250cd M/M3. Projector Epson EB-18304. Genius SP-S110 Active Speakers Black5. Aten VS92A Video Splitter 2-port VGA</p>	<p>Academic cooperation programs with Microsoft DreamSpark Premium Electronic Software Delivery. – agreement with SoftLine Trade CJSC Tr000023480 dated 19.05.2015</p> <p>Windows operating systems under licensed OEM preinstallation programs, Academic cooperation programs with Microsoft MSDN AA.- agreement with CJSC "SoftLine Trade" Tr017431 dated 15.05.2008</p> <p>Windows operating systems under licensed OEM preinstallation programs, Academic cooperation programs with Microsoft DreamSpark Premium Electronic Software Delivery. – agreement with CJSC "SoftLine Trade" Tr000031723 dated 05.08.2015</p> <p>Anti-Virus Programs - Rights to computer programs drWeb Server Security complex protection 120PC (1 license per year) migration with additional purchase (LBW-BC-12M-120:119-C4) – contract with CJSC "SoftLine Trade" 13982/MOS2957 dated 22.01.2016</p> <p>Archivers WinRAR: 3.x: Standard License - for legal entities 100-199 licenses – agreement with CJSC "SoftLine Trade" No15422/IRK11 dated 05.02.2010</p> <p>Network client part Rights to computer programs Windows Server CAL 2012 Russian OLP NL Akademic Edition Device CAL 120 licenses – agreement with CJSC "SoftLine Trade" 13512/MOS2957 dated 29.10.2015</p> <p>Firewall, functionality Proxy - Right to use computer programs Traffic Inspector GOLD preferential – agreement with CJSC "SoftLine Trade" Tr044356 dated 27.08.2013</p> <p>Right to use computer programs Extension of Traffic Inspector GOLD Special for 1 year – agreement with CJSC "SoftLine Trade" Tr000112196 dated 29.09.2016</p>
<p>Hall for group and individual consultations, formative and summative assessment</p>	<p>The hall is equipped with specialized (educational) furniture for 11 students, 5 workplaces, equipped with computers with Internet connection and access to the EIOS of the Federal State Budgetary Institution of Higher Education "ISU". 1. 5 Workstations HP compad dc7800SFF Dual Core PE-2180, 4 Gb DDR2 PC6400,</p>	<p>BASIC SOFTWARE INSTALLATION KIT:Office 2007 Russian OpenLicensePack NoLevel AcademicEdition – agreement with SoftLine Trade Tr026664 dated 17.05.2007Project Standard 2007, Access 2007 – Academic cooperation programs with Microsoft DreamSpark Premium Electronic Software Delivery. – Agreement with CJSC "SoftLine Trade" Tr000023480 dated 19.05.2015 Windows Operating Systems for Licensed OEM Pre-Installation Programs, Academic Cooperation Programs with Microsoft MSDN AA.- Agreement with CJSC "SoftLine Trade" Tr017431 dated 15.05.2008 Windows Operating Systems for Licensed OEM Pre-Installation Programs, Academic Cooperation Programs with Microsoft DreamSpark Premium Electronic Software Delivery. – agreement with CJSC "SoftLine Trade" Tr000031723 dated 05.08.2015Anti-virus programs - Rights to computer programs drWeb Server Security complex protection 120PC (1 license per year) migration with additional purchase(LBW-BC-12M-</p>

	<p>160GB SATA 3.0 HDD2. LCD Monitor 17.0" ViewSonic "VA703m" 1280x1024, 8mc, TCO"03, Silver-Black (D-Sub, MM)3. Printer Hewlett-Packard LaserJet 3055 All-in-One Multifunction Device, one piece.</p>	<p>120:119-C4) – agreement with CJSC "SoftLine Trade" 13982/MOS2957 dated 22.01.2016Archivers WinRAR: 3.x: Standard License - for legal entities 100-199 licenses – agreement with CJSC "SoftLine Trade" No15422/IRK11 dated 05.02.2010Network client part Rights to computer programs Windows Server CAL 2012 Russian OLP NL Akademik Edition Device CAL 120 licenses – agreement with CJSC "SoftLine Trade" 13512/MOS2957 dated 29.10.2015Firewall, Proxy functionality - Right to use computer programs Traffic Inspector GOLD preferential – agreement with CJSC "SoftLine Trade" Tr044356 dated 27.08.2013Right to use computer programs Extension of Traffic Inspector GOLD Special for 1 year – agreement with CJSC "SoftLine Trade" Tr000112196 dated 29.09.2016</p>
Room for student self-study work	<p>It is equipped with specialized (educational) furniture for 10 students, equipped with computer equipment connected to the Internet and provided with access to the EIOS of ISU 1. Think Centre M80 Series SFF System Unit Included: Intel® Core™ i3-540 Clarkdale 2.93GHz / 1333MHz / Dual Core™ / 4M / 73W / LGA 1156 / 32nm / 4GB PC3-10600 SDRAM x 2 /250 GB, 7200RPM SATA</p>	<p>BASIC SOFTWARE INSTALLATION KIT:Office 2007 Russian OpenLicensePack NoLevel AcademicEdition – agreement with CJSC "SoftLine Trade" Tr026664 dated 17.05.2007 Project Standard 2007, Access 2007 - Academic cooperation programs with Microsoft DreamSpark Premium Electronic Software Delivery. –agreement with CJSC "SoftLine Trade" Tr000023480 dated 19.05.2015Windows operating systems under licensed OEM preinstallation programs, Academic cooperation programs with Microsoft MSDN AA.- Agreement with CJSC "SoftLine Trade" Tr017431 dated 15.05.2008 Windows operating systems for licensed OEM pre-installation programs, Academic cooperation programs with Microsoft DreamSpark Premium Electronic Software Delivery. – Agreement with CJSC "SoftLine Trade" Tr000031723 dated 05.08.2015Anti-Virus Programs - Rights to computer programs drWeb Server Security, complex protection 120PC (1 license per year)</p>
	<p>/DVD RW - 10pcs2. LCD Monitor - 20.0 ViewSonic "VA2013w" 1600x900 Monitor, 5mc, TCO 03, Black (D-Sub) - 10pcs3. HP LaserJet 5000N, A3, 22ppm, 32 MB, 250&500 sheet feeder, JetDirect 615n prn svr4. HP LaserJet 5100th, A3, 22ppm, 32 MB,</p>	<p>migration with additional purchase (LBW-BC-12M-120:119-C4) – agreement with CJSC "SoftLine Trade" 13982/MOS2957 dated 22.01.2016 Archivers WinRAR: 3.x: Standard License - for legal entities 100-199 licenses – agreement with CJSC "SoftLine Trade" No15422/IRK11 dated 05.02.2010 Network client part Rights to computer programs Windows Server CAL 2012 Russian OLP NL Akademik Edition Device CAL 120 licenses – agreement with CJSC "SoftLine Trade" 13512/MOS2957 dated 29.10.2015 Firewall, Proxy functionality - Privileged right to use Traffic Inspector GOLD computer programs – agreement with CJSC "SoftLine Trade" Tr044356 dated 27.08.2013 Right to use computer programs Extension of Traffic</p>

	250&500 sheet feeder, JetDirect 615n prn svr	Inspector GOLD Special for 1 year – agreement with CJSC "SoftLine Trade" Tr000112196 dated 29.09.2016
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6.2. Software

The university is provided with the necessary set of licensed and freely distributed software, including domestic production:

1. Basic installation kit for: Office 2010 Services for granting the right to use Microsoft Desktop Edu ALNG LicSAPk OLV E 1Y Acdmc Ent., 39-licenses for BMBS ISU. Contract No 03-K-1131 dated 11/29/2021 KOSGU 226.4
2. Project Standard 2007, Access 2007 – ISU Azure Dev Tools for Teaching subscription (Visio, Project) 1 Year. Microsoft Corporation, One Microsoft Way, Redmond, WA 98052. Expiration Date March 31, 2023.
3. Microsoft Project Professional 2010, ISU Azure Dev Tools for Teaching subscription (Visio, Project) 1 year. Microsoft Corporation, One Microsoft Way, Redmond, WA 98052. Expiration Date March 31, 2023.
4. Operating systems Windows'7, Windows'10 Services for granting the right to use Microsoft Desktop Edu ALNG LicSAPk OLV E 1Y Acdmc Ent., 39-licenses for BMBS ISU. Contract No 03-K-1131 dated 11/29/2021 KOSGU 226.4
5. Anti-virus programs - Dr.Web renewal Contract No Tr000582689/03-E-0043 dated February 05, 2021 Invoice No Tr000582689 dated February 08, 2021
6. WinRAR Archivers: 3.x: Standard License - for legal entities 100-199 licenses - Appendix. No1 to the dog. No15422/IRK11 CJSC "SoftLine Trade" dated 05.02.2010
7. Network client part Rights to computer programs Windows Server CAL 2012 Russian OLP NL Academic Edition Device CAL 120 licenses - account Tr000051059 CJSC "SoftLine Trade" dated 27.10.2015
8. Firewall, Proxy functionality - Right to use computer programs Traffic Inspector GOLD preferential account Tr005456 CJSC "SoftLine Trade" dated 27.08.2013
9. Traffic Inspector GOLD Special* for 5 years Contract RSZ-0000276 dated 16.11.2021 KOSGU 226.4 License renewal

6.3. Technical and Electronic Learning Tools

1. HP ElliteDesk 800 G4 SFF Intel Core i5 8500(3Ghz)/8192Mb/1000Gb/DVDrw/war 3y/W10Pro +V2 Desktop. ViewSonic 21 Monitor, 5" VA2245a - LED [LED, 1920x1080, 10M: 1 5ms,170gor, 160ver, D-Sub]3. Projector Nec M420X LCD 4200ANSI Lm XGA 2000:1 lamp 3500h. Eco modeHDMI USB Viewer RJ-45 10W 3.6 kg4. Jetbalance JB-115U 2.0 black speakers (4W)5. Video signal splitter Aten VS92A 2-port VGAWead of licensed software used:1. Office

2010 under the program of academic cooperation with Russian Microsoft Desktop Education AllInOne License/Software Assurance Pack Academic OLV 1License LevelEnterprise2. Project Standard 2007, Access 2007 – under the program of academic cooperation with Microsoft DreamSpark Premium Electronic Software Delivery.3. Microsoft Project Professional 2010, Microsoft Visio Professional 2010 under the program of academic cooperation with Microsoft Imagine Standard Electronic Software Delivery with the assistance of the Central Research Center of ISU.

VII. Educational Technologies

In accordance with the requirements of the Federal State Educational Standard of Higher Education in the field of study 27.03.05 "Innovatics", specialization "Management of Innovative and IT Projects and Products", the implementation of the competency-based approach provides for the widespread use of active and interactive forms of conducting classes in the educational process (computer simulations, business and role-playing games, analysis of specific situations) in combination with extracurricular work in order to form and develop professional skills students. The training course includes meetings with representatives of Russian companies, state and public organizations, master classes by experts and specialists.

Teaching the discipline "Б1.Б.11 Introduction to Team Management" involves the use of the following educational technologies:

- conducting classroom classes using multimedia technologies, audio and video materials;
- conducting lectures in the form of a problem lecture, lecture-discussion (if necessary, in the form of a webinar on the MS Teams platform with a recording of the lecture for subsequent viewing);
- the use of a problem-oriented approach through independent work;
- test technologies on the remote platform of the BIBS "Hekadem";
- the use of interactive training technologies, such as group discussion, work in small groups;
- conducting master classes with specialists;
- performance of tests and independent work by students.

Distance technologies used in the implementation of various types of educational work:

- individual communication with students through the teacher's e-mail;
- use of the educational portal of ISU <https://educa.isu.ru/> and the platform of the BIBS "Hekadem" to organize current monitoring of progress and attendance.

Distance technologies in the development of disciplines are used using the educational portal of Irkutsk State University (access address: <http://educa.isu.ru>) and the platform of the BIBS "Hekadem" (access address <https://edu.buk.irk.ru/>). Texts or video recordings of lectures, tasks for practical classes are posted by disciplines in the relevant sections of the specified information portal of ISU.

VIII. Materials for Formative and Summative Assessment

8.1. There are no assessment tools for entrance assessment.

8.2. Tools Used for Formative and Summative Assessment

The purpose of assessment tools for formative and summative assessment is to identify the formation of competencies in accordance with the table below.

№	Formats of Assessment Tools	Assessed Themes (Sections)	Assessed Competencies/ Indicators
1	2	3	4
1	Oral questioning	1, 2, 3, 4	<i>UK-3.1; UK-3.2; UK-3.3</i>
2	Case Study	2, 3, 4	<i>UK-3.1; UK-3.2; UK-3.3</i>
3	Report, report	1	<i>UK-3.1; UK-3.2; UK-3.3</i>
4	Test	1, 2, 3, 4	<i>UK-3.1; UK-3.2; UK-3.3</i>
5	Intermediate certification – credit	5	<i>UK-3.1; UK-3.2; UK-3.3</i>

8.3. Types of Tools Used for Formative and Summative Assessment

The list of assessment tools used to assess competencies at various stages of their formation, as well as a brief description of these tools, is given in the table

№	Assessment Tools	Brief Description of the Assessment Tool	Formats of Assessment Tools
	Oral questioning	A means of monitoring independent work or assimilation of the results of a practical lesson, organized as a special conversation between the teacher and the student on topics related to the discipline being studied, and designed to find out the amount of knowledge of the student on a certain section, topic, issue, etc. It can be used to assess the skills, abilities and (or) experience of students.	Questions for oral questioning on the topics (sections) of the discipline
	Case study	A means of monitoring independent work or assimilation of the results of a practical lesson, which allows you to assess the student's ability to state the essence of the task, independently apply the standard methods of solving the problem studied within the discipline, and analyze the result of the work. It can be used to assess the skills, abilities and (or) experience of students' activities	Case study
	Report	A product of independent work of a student, which is a public speech or written work to present the results of research on a certain educational and practical, educational research or scientific problem It can be used to assess the knowledge, skills, and (or) experience of students' activities	Topics of reports
	Test	A system of standardized tasks that allows you to automate the procedure for measuring the level of knowledge and skills of a student. Performed by a student in the LMS "Hecadem"). The number of questions in the test is from 20 to 100, the time for completion is not limited, the number of attempts is 1. It can be used to assess the knowledge and skills of students	List of test tasks
	Credit	A means that allows you to assess the knowledge, skills, and (or) experience of a student in a discipline. It	List of theoretical questions and

	is conducted orally in the form of an interview on the topics from section 8.7. The preparation time is 45 minutes. It can be used to assess the knowledge, skills, and (or) experience of students' activities	practical tasks for credit
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8.4. Criteria for assessing the formation of competencies during formative and summative assessment

Oral questioning

Grading criteria	Characteristics of the result (answer)	Level of competency development
86 – 100 points	The student's answer reflects the main concepts and theories on this issue, their critical analysis and comparison, the described theoretical provisions are illustrated with practical examples and empirical data. Students formulate and substantiate their own point of view on the stated problems, the material is presented in professional language using the appropriate system of concepts and terms	High
70 – 85 points	In the student's answer, the main modern concepts and theories on this issue are described and compared, the described theoretical provisions are illustrated with practical examples, the student formulates his own point of view on the stated problems, but he experiences some difficulties in its argumentation. The material is presented in professional language using the appropriate system of concepts and terms	Basic
61 - 70 points	The student's answer reflects only some modern concepts and theories on this issue, the analysis and comparison of these theories is not carried out. The student experiences significant difficulties in illustrating theoretical provisions with practical examples. The student does not have his own point of view on the stated problems. The material is presented in professional language using the appropriate system of concepts and terms	Minimum
0 – 60 points	The student's answer does not reflect modern concepts and theories on this issue. The student cannot give practical examples. The material is inconsistent and illogical, the concepts and terms of the relevant scientific field are not used. The answer reflects the system of non-professional ideas of the student to the stated problem, the student cannot name a single scientific theory, does not give a definition of basic concepts.	Competencies are not formed

Case study

Grading criteria	Characteristics of the result (answer)	Level of competency development
86 – 100 points	The case problem was solved by the student in full in compliance with the necessary sequence of actions. The student worked completely independently; showed the theoretical knowledge, practical skills and abilities necessary for the work. The solution is drawn up and presented neatly, without significant shortcomings.	High
70 – 85 points	The case problem was solved by the student in full and independently. Deviations from the necessary sequence of the solution are made, which do not affect the correctness of the final result. The solution shows the student's knowledge of the basic theoretical material and mastery of the skills necessary for independent performance of work. Inaccuracies and negligence in the design of the results of the work were committed.	Basic
61 - 70 points	The case problem is solved by the student with outside help. It takes a lot of time to prepare a solution. The student shows knowledge of theoretical material, but experiences difficulties in independent work with sources of knowledge.	Minimum
0 – 60 points	The case problem has not been solved by the student. The results obtained by the student do not allow to draw the right conclusions and completely diverge from the goal. Poor knowledge of theoretical material and lack of necessary skills are shown.	Competencies are not formed

Report

Grading criteria	Characteristics of the result (answer)	Level of competency development
86 – 100 points	The problem on the topic of the report (message) is indicated and its relevance is substantiated, a brief analysis of various points of view on the problem under consideration is made and one's own position is logically stated, conclusions are formulated, the topic is fully disclosed.	High
70 – 85 points	The problem on the topic of the report (message) is indicated and its relevance is substantiated, the analysis of various points of view on the problem under consideration does not reflect all scientifically grounded positions, one's own position is not quite logically stated or conclusions are formulated, the topic is covered in sufficient volume.	Basic
61 – 70 points	The problem on the topic of the report (message) is indicated, but its relevance is not substantiated,	Minimum

	there is no analysis of various points of view on the problem under consideration, there is no logic and own position in the formation of conclusions, the topic is partially disclosed.	
0 – 60 points	The problems of the topic of the report (message) are not disclosed, the existing points of view on the given problem are not given, there is no own point of view, conclusions are not formulated.	Competencies are not formed

Test

Grading criteria	Characteristics of the result (answer)	Level of competency development
86 – 100 points	The share of correctly solved test tasks is 86 – 100% of the total volume of tasks in the test.	High
70 – 85 points	The share of correctly solved test tasks is 70 - 85% of the total volume of tasks in the test.	Basic
61 – 70 points	The share of correctly solved test tasks is 55 - 70% of the total volume of tasks in the test.	Minimum
0 – 60 points	The share of correctly solved test tasks is 0 – 54% of the total volume of tasks in the test.	Competencies are not formed

Summative Assessment in the form of *a test*

Grades	Grading criteria	Level of competency development
86 – 100 points	The student correctly answered the theoretical questions. Showed excellent knowledge within the framework of the educational material. Correctly completed practical tasks. Showed excellent skills and mastery of the skills gained in applying the acquired knowledge and skills in solving problems within the framework of the educational material. Answered all additional questions	High
70 – 85 points	The student answered theoretical questions with minor inaccuracies. Showed good knowledge within the framework of the educational material. With minor inaccuracies, he completed practical tasks. Showed good skills and mastery of the skills gained in applying the knowledge and skills gained in solving problems within the framework of the educational material. Answered most of the additional questions	Basic
61 - 70 points	The student answered theoretical questions with significant inaccuracies. Showed satisfactory knowledge within the	Minimum

		framework of the educational material. With significant inaccuracies, he completed practical tasks. Showed satisfactory skills and skills in applying the acquired knowledge and skills in solving problems within the framework of the educational material. Made a lot of inaccuracies when answering additional questions	
0 – 60 points	"Fail"	The student, when answering theoretical questions and performing practical tasks, demonstrated an insufficient level of knowledge and skills in solving problems within the framework of the educational material. When answering additional questions, many incorrect answers were made	Competencies are not formed

8.5. Description of the Procedures for Conducting Summative Assessment and Evaluating Learning Outcomes

When conducting summative assessment in the form of a test, the teacher can use the results of the current monitoring of progress during the semester and the results of testing on the materials studied during the semester. Assessment tools and standard control tasks used in the formative assessment, in conjunction with testing, allow you to assess the knowledge, skills and possession of skills/experience of students in the development of the discipline. In order to use the results of the current monitoring of progress, the teacher calculates the average assessment of the level of formation of the student's competencies (the sum of the grades received by the student is divided by the number of grades). The time of testing is announced to students in advance.

Summative assessment in the form of a test is carried out by means of an oral interview. The papers for credit were designed in such a way that each of them included theoretical questions and practical tasks.

The paper contains two theoretical questions for assessing knowledge. Theoretical questions are selected from the list of questions for the exam; three practical tasks: two of them are for assessing skills (selected from the list of standard simple practical tasks for the exam); the third practical task for assessing skills and (or) work experience (selected from the list of standard practical tasks for the exam).

The distribution of theoretical questions and practical tasks on exam papers is closed to students. The developed set of tickets (25-30 tickets) is stored at the department-developer of the WCF on paper as part of the WCF for the discipline.

At the test, the student takes a paper, and the student is given time within 45 minutes to prepare an answer to the exam paper. In the process of answering the student's questions and tasks on the paper, the teacher may ask additional questions.

Each question/task of the paper is evaluated on a hundred-point scale, and then the arithmetic mean of the scores received for each question/task is calculated. The arithmetic mean of grades is rounded to an integer according to the rules of arithmetic rounding.

8.6. Demonstration Examples of Tools for Formative Assessment

	Assessment Tool	Example of Assessment tools
1.	Questions for oral questioning on the topics (sections) of the discipline	<p>Topic 1: What characteristics belong to the "Composition" factor, according to the 5F model?</p> <p>Topic 2: Describe the stages of trust formation</p> <p>Topic 3: What questions need to be answered at the stage of formulating the rules of team interaction?</p> <p>Topic 4: Describe the TAP model</p>
2.	Case study	<p>Case "Is it necessary to motivate and how to do it?"</p> <p>Victor is an experienced supervisor of a branch of a trading company, he leads a group of sales representatives of 6 people. The commercial director told him that in 3 weeks a corporate trainer from Moscow would come to the branch to conduct a two-day sales training. Victor needs to be present at it in order to consolidate the material covered with his employees in the "field" conditions after the training.</p> <p>Victor told the commercial director that he would come on the first day on Friday, but he would not be able to attend the training on Saturday. A month ago, he signed an agreement with the regional election commission. On "training" Saturday, he will take its members to rural areas of the region (the amount of the contract is 3000 rubles).</p> <p>The commercial director suggested that Victor resolve the issue with the election commission in the remaining three weeks and be sure to attend the training.</p> <p>Victor came to the training on Friday. In the evening, he lingered with the coach, discussed with him the content of the second day of the program and options for consolidating "field" classes with subordinates. On Saturday, he drove the commission's employees to the districts of the region.</p>
3.	List of test tasks	<p>Which of the rational strategies of influence is one of the most effective?</p> <ul style="list-style-type: none"> • Coercion • Persuasion • Sharing resources <p>Which of the following refers to the focus of attention when forming a team at the initial stage? (multiple correct answers)</p> <ul style="list-style-type: none"> • Identify a Leader • Check the understanding of the goal • Monitor behaviors and roles • Inspire the team • Assign roles <p>What vice of the team is referred to in the description below: "... Problems are not discussed openly, meetings are boring, decisions are made formally"</p> <ul style="list-style-type: none"> • Irresponsibility • Fear of conflict • Distrust • Indifference to the results • Undemanding

		<p>Which of the list below refers to the misconceptions about the "Interaction" factor, according to the 5F model (multiple correct answers)</p> <ul style="list-style-type: none"> • All team members follow the same rules • There are no conflicts in the team • Timely feedback in the language of actions • Collective responsibility prevails • They always listen to and accept the opinions of others
4.	Topics of reports, reports	<p>Prepare a speech from the role of "Chairman" (according to M. Belbin) "My team"</p> <p>Evaluation criteria:</p> <ul style="list-style-type: none"> • Manifestations of qualities are described with recommendations for use in a specific role in the team in the context of each team member • The rules of presentation (template, font, visualization) are observed • The timing of the speech was observed (5 minutes)

8.7. Demonstration of Tasks for Summative Assessment

Demo paper:

1. Which of the following refers to the focus of attention when forming a team at the initial stage? (3 replies)
 - Identify a Leader
 - Check the understanding of the goal
 - Monitor behaviors and roles
 - Inspire the team
 - Assign roles
2. What is the algorithm for determining the rules of interaction in the team?
3. What leadership style should be used for an employee when setting him the task of organizing a holiday. The employee has been working in the department for a long time, he knows his area of work well. But he does not like to participate in the social life of the team. Of course, during his work in the department, he had to prepare for some festive events, but "your" holidays usually turned out to be boring. And in general, you are sorry to spend time on this, which can be usefully used for self-development.
4. Bring at least 8 arguments according to the "TAP" system for any thesis.

Developer:



(signature)

Senior Lecturer M.G. Volkova
(position) (FULL NAME)

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Head of the Department



N.B. Grosheva

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