Education institution
"Belarusian State Pedagogical University named after Maxim Tank"

APPROVED
Vice-Rector for Academic Affairs
_____ A. V. Makovchik
_____ 2023
Registration No. УД-03-520-2023/уч

HUMAN RESOURCE MANAGEMENT

Academic programme of the higher education institution for the specialty 7-06-0114-02 Educational Management

2023

The academic programme is developed in accordance with the advanced higher education standard for the specialty 7-06-0114-02 Educational Management and the curriculum for the specialty 7-06-0114-02 Educational Management No. 120-2023/ya as of 21.06.2023

COMPILED BY:
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(Minutes No 13 as of 21.04.2023)
Head of the Department _____ S.N.Sirenko

Scientific and Methodological Council of the education institution «Belarusian State Pedagogical University named after Maxim Tank»
(Minutes No. 7 as of 11.07.2023)

The format of the programme and accompanying materials corresponds to the current requirements of the Ministry of Education of the Republic of Belarus

Methodologist of the Master's Studies Department _____ A.M.Kondybailo

EXPLANATORY NOTE

The main goal of mastering the discipline "Human Resource Management"(HRM) is the formation of special competence in the field of management theory and the legal framework for organizing work with the personnel of an education institution.

The objectives of studying this discipline are:

- the formation of master students' knowledge of the basic concepts, terms, principles and methods of implementing personnel policy in an education institution;
- the formation of master students' knowledge of the practical methods and procedures of making effective personnel decisions;
- the formation of master students' skills to use scientifically based methods of adaptation, increasing the efficiency of activities, professional and personal development of human resources in an education institution.

The place of the academic discipline in the system of training a specialist of the particular profiling, the links with the other academic disciplines

The academic discipline "Human Resource Management" is included in the component of the institution of higher education as the part of Module 2.3. "Personal and Professional Development of the Educational Manager" and is consistent with the disciplines "Technologies for a Manager's Personal and Professional Self-Development", "Diagnostics of the Effectiveness of Management Process", "Psychology of Management".

Requirements for the discipline study in accordance with the standard curriculum

The study of the discipline "Human Resource Management" is aimed at developing master students' specialized competence SC-7 "To implement effective models and technologies of personnel management based on psychological theories and concepts of personnel management."

As a result of studying the academic discipline, the master student should **know:**

- the main provisions of the theory of human resource management;
- the structure and methodology of building a human resource management system of an organization;
- the content of the main functions of human resource management of an organization and methods of their implementation in an education institution.

As a result of studying the academic discipline the student should **be able to:**

- choose and use effective methods of planning, selection, adaptation, motivation, development and assessment of personnel;
- evaluate the functional and economic efficiency of measures for staffing an education institution;
- develop job descriptions for personnel and regulations on structural divisions of an education institution.

As a result of studying the academic discipline the student must **have a command of:**

- the knowledge of classification of various categories of personnel in accordance with the current labor legislation;
- the collection of relevant information for the selection and assessment of personnel of the education institution;
- the skills of making effective personnel decisions.

The total number of hours and the number of classroom hours allocated for the study of the academic discipline in accordance with the academic plan

The programme of the discipline "Human Resource Management" according to the model plan of the specialties is designed for 96 hours for the full-time form of education (of which 36 hours are in-class work). Distribution of in-class hours according to the type of classes: lectures - 16 hours; practical classes - 20 hours, 60 hours are allocated for self-study. The current assessment is carried out in accordance with the curriculum of the specialty in the form of a ***credit*** in the 1st semester.

The programme of the discipline "Human Resource Management" according to model plan of the specialties is designed for 96 hours for the part-time form of education (of which 8 hours are in-class work). Distribution of in-class hours according to the type of classes: lectures - 4 hours; practical classes - 4 hours, 88 hours are allocated for guided self-study. The current assessment is carried out in accordance with the curriculum of the specialty in the form of a ***credit*** in the 2rd semester.

The study load of the discipline is 3 credit units.

CONTENT OF EDUCATIONAL MATERIAL

Topic 1. Human resource management of the organization: essence, basic theoretical provisions and concepts

The essence of the concepts "staff", "personnel", "human resources", "labor resources", "staff potential" and their relationship. The main goals, role and place of human resource management in the organization's management system.

Fundamental theories of human resource management of the organization: A. Smith, R. Owen, C. Babbage, G. Ford, F. Taylor, F. and L. Gilbert, A. Fayol and others.

The genesis of the concepts of personnel management in organizations (according to L.I. Evenko): labor resources use, personnel management, human resource management, human being management. Human resource management models of an organization (according to M. Armstrong): "The matching model of HRM", "The Harvard model of HRM", "Contextual model of HRM", "The 5-P model of HRM", "European model of HRM".

Modern concepts of human resource management of an organization.

Topic 2. Human resource management system of education institutions

The concept of the organizational structure of an education institution. The influence of the external environment on the organizational structure of an education institution. Types of organizational structures: linear, functional, linear-functional, etc. Features of the organizational structure of education institutions at the levels of preschool, general secondary education, vocational, secondary specialized, higher, additional education for children and youth, additional education for adults. Staffing table, job descriptions: technology of development, coordination and approval (tables, forms, staff calculation, etc.).

The essence of the human resource management system of an education institution and its structural components. Goals, objectives, principles and methods of human resource management of an education institution.

Topic 3. Personnel planning at an education institution

Personnel planning at an education institution, types of plans. Identifying the need for labor resources. Recruitment planning. General and additional staffing requirements. Factors that determine the need for personnel at an education institution. The main methods of identifying the need for cadres of workers and employees.

Planning the release of personnel. Planning the use of human resources. Human resource development planning. Personnel cost planning. The content of the social development plan. Collective agreements.

Topic 4. Technologies of search and selection of personnel of education institutions

The role of personnel selection in the organization's human resource management system. Analysis of the need for personnel. Job description, qualification and personal requirements for candidates. Sources (internal and external) and methods of recruiting personnel for an education institution (recruiting personnel, authorized hiring, personnel leasing, etc.), advantages and disadvantages.

Professional selection of personnel and its stages. Professional selection methods: examination of documents, interview testing, probationary period. Interviews with candidates for vacant positions. Structured and unstructured, group, stressful interview. Interview process: planning, making contact, dialogue, ending, analysis. The effectiveness of the interview. Non-verbal aspects of the interview.

Topic 5. Adaptation of the staff of the education institution

Human adaptability. The concept of a person's labor adaptation. Types of adaptation: active and passive; progressive and regressive; primary and secondary, with an increase, with a decrease, with dismissal, production and non-production. Indicators of personality labor adaptation. Factors affecting the labor adaptation of the personnel of the education institution.

Personnel adaptation process: assessment of the level of preparedness of a newcomer to the profession, development of an adaptation program, introductory orientation interview, initial acquaintance of a new employee with his/her workplace and functional responsibilities, effective adaptation, assessment of employee performance.

Organization of adaptation of personnel in an education institution. Evaluation of the effectiveness of the process and the result of personnel adaptation.

Topic 6. Development of human resources of education institutions

The essence and types of human resource development. The main goals, objectives, directions of human resource development. Personnel training, types, forms and methods. The main characteristics of the system of training, advanced training and retraining of personnel in the Republic of Belarus. Features of adult education. Reproductive, active and interactive methods of interaction between teacher and students. Teaching methods within the framework of corporate training: role and business games; case methods; design methods; methods of dialogical interaction: "Round table", problem discussion, etc.

Business career and its types. Management of the business career of the organization's employees. Personnel reserve, formation and work with the reserve. Development of the creative activity of personnel.

Organizational (corporate) culture of an educational institution: principles and methods of its formation and development.

Topic 7. Management of labor motivation of the staff of an education institution

Theoretical foundations of labor motivation of personnel. Needs, motives and incentives. Substantial (A. Maslow, D. McClelland, F. Herzberg), procedural (V. Vroom, L. Porter and E. Lawler, D. McGregor, W. Ouchi) and modern theories of labor motivation of personnel (V.I. Gerchikov, R. Prestas, L. Festinger, etc.). The ratio of material and moral motives in the structure of labor motivation of the personnel of an education institution.

Economic methods of labor motivation of personnel: wages and bonuses for employees of an education institution. Socio-economic methods of labor motivation of personnel: creating favorable and comfortable working conditions, solving social problems of employees, individualized socio-economic payments (financial assistance). Administrative methods of labor motivation of personnel: organizational, administrative, disciplinary. Rationing and labor accounting of the personnel of an education institution. Social and psychological methods of personnel motivation: persuasion, suggestion, involvement, censure, prohibition, condemnation, complimenting, praising, requesting, giving advice, etc.

The essence, structure and technology of building a system of incentives for staff labor in an education institution.

Topic 8. Assessment of personnel of education institutions

The concept, goals and principles of personnel assessment. Forms and methods of assessing the personnel of an education institution: examination, observation, questioning, testing, etc.

Assessment of labor – measuring the quantity, quality, intensity of the work performed. Personnel assessment - establishing the level of compliance of the professional, psychophysical and socio-psychological qualities of the employee with the requirements for a specific position. Development of a personnel assessment system in an education institution, its relationship with corporate systems of selection, adaptation, development and training of employees. Development of criteria and indicators of assessing personnel in an education institution. The choice of methods for carrying out assessment procedures. The most common methods of personnel assessment: Questionnaire method; Descriptive assessment method; Classification method; Pairwise comparison method; Rating or method of comparison; Specified distribution method; Decisive situation assessment method; Rating behavioral attitudes method; Behavior observation scale method; Method of questionnaires and comparative questionnaires; Interview; 360 degree assessment method; Method of independent judges; Testing; Business games method; Assessment method based on competency models.

Certification of managers and specialists of the organization, procedure, use of results. Types and stages of certification. Features of certification of teaching staff in an education institution.

Topic 9. Organizational conflicts and stresses

Conflicts in organizations: concept, signs, main stages, mechanism and typology. Causes and consequences of conflicts in organizations. Diagnosing and preventing conflicts.

Basic conflict management strategies. General principles of conflict management, methods, rules and recommendations.

Stress: concept, signs, main stages. Causes and effects of worker stress in organizations. Diagnostics of stress. The main factors and methods of preventing of stress among staff.

Topic 10. Time management and work organization of the head of an education institution

Time as a personal resource of the head of an education institution. Inventory of time expenditures: timing, photography. Analysis of the cost of working time. The concept of "shortage of working time".

Working time management. Stages of the work time management process. Planning activities for different periods. Control and adjustment of plans.

The principles of the scientific organization of labor of the head of an education institution. The 60/40 principle. Pareto principle. Eisenhower's principle. Planning and prioritization. Development and implementation of a plan to achieve the set goals and the allocation of priority (paramount) tasks for implementation. Operational planning of the activities of performers. Monitoring the achievement of goals, implementation of plans, summing up the results. Self-management.

EDUCATIONAL AND METHODOLOGICAL CHART
of the academic discipline for the full-time form of education

Number of section, topic	Section title, topics	Number of in-class hours				Independent work	Forms of control
		Lectures	Practical classes	Seminars	Laboratory classes		
1	Human resource management of the organization: essence, basic theoretical provisions and concepts	2	2			6	Answers to key questions of the topic. Compilation of a terminological vocabulary
2	Human resource management system of education institutions	2	2			6	Answers to key questions of the topic. Compilation of a pedagogical vocabulary. Development of a reference scheme revealing the structure of the human resource management system of an education institution. Development of a draft job description for personnel and a draft regulation on a structural unit of an education institution

3	Personnel planning at an education institution		2			6	Answers to key questions of the topic. Compilation of a terminological vocabulary. Testing
4	Technologies of search and selection of personnel of education institutions	2	2			6	Answers to key questions of the topic. Compilation of a terminological vocabulary. Drawing up a draft resume of a candidate for a vacant position. Business game "Interview with an applicant for a vacant position"
5	Adaptation of the staff of the education institution	2	2			6	Answers to key questions of the topic. Compilation of a terminological vocabulary. Development of a draft adaptation plan for a university lecturer
6	Development of human resources of education nstitutions	2	2			6	Answers to key questions of the topic. Compilation of a terminological vocabulary. Making and presenting by master students of methodological developments of trainings for improving the work of university personnel
7	Management of labor motivation of the staff of an education institution	2	2			6	Answers to key questions of the topic. Compilation of a terminological vocabulary. Development of a draft incentive system for employees of a structural unit of the university lecturer
8	Assessment of personnel of education institutions		2			6	

9	Organizational conflicts and stresses	2	2			6	Answers to key questions of the topic. Compilation of a terminological vocabulary. Presentation of a report on a given topic. Testing
10	Time management and work organization of the head of an education institution	2	2			6	Answers to key questions of the topic. Compilation of a terminological vocabulary. Business game "Meeting"
Total		**16**	**20**			**60**	**Exam**

EDUCATIONAL AND METHODOLOGICAL CHART
of the academic discipline for the part-time form of education

Number of section, topic	Section title, topics	Number of in-class hours				Independent work	Forms of control
		Lectures	Practical classes	Seminars	Laboratory classes		
1	Human resource management of the organization: essence, basic theoretical provisions and concepts	2	1			8	Answers to key questions of the topic. Compilation of a terminological vocabulary
2	Human resource management system of education institutions	1	1			8	Answers to key questions of the topic. Compilation of a pedagogical vocabulary. Development of a reference scheme revealing the structure of the human resource management system of an education institution. Development of a draft job description for personnel and a draft regulation on a structural unit of an education institution

3	Personnel planning at an education institution					8	Answers to key questions of the topic. Compilation of a terminological vocabulary. Testing
4	Technologies of search and selection of personnel of education institutions					8	Answers to key questions of the topic. Compilation of a terminological vocabulary. Drawing up a draft resume of a candidate for a vacant position. Business game "Interview with an applicant for a vacant position"
5	Adaptation of the staff of the education institution					8	Answers to key questions of the topic. Compilation of a terminological vocabulary. Development of a draft adaptation plan for a university lecturer
6	Development of human resources of education institutions					8	Answers to key questions of the topic. Compilation of a terminological vocabulary. Making and presenting by master students of methodological developments of trainings for improving the work of university personnel
7	Management of labor motivation of the staff of an education institution	1	1			10	Answers to key questions of the topic. Compilation of a terminological vocabulary. Development of a draft incentive system for employees of a structural unit of the university

8	Assessment of personnel of education institutions		1			10	Answers to key questions of the topic. Compilation of a terminological vocabulary. Development of a draft questionnaire to assess the professional and personal qualities of a university lecturer. Business game "Certification"
9	Organizational conflicts and stresses					10	Answers to key questions of the topic. Compilation of a terminological vocabulary. Presentation of a report on a given topic. Testing
10	Time management and work organization of the head of an education institution					10	Answers to key questions of the topic. Compilation of a terminological dictionary. Business game "Meeting"
Total		**4**	**4**			**88**	**Exam**

INFORMATION AND METHODOLOGICAL SECTION

List of basic literature:

1. Кадровый консалтинг [Электронный ресурс] : учеб.-метод. комплекс для специальности 1-23 01 04 «Психология, специализации», 1-23 04 03 «Психология предпринимательской деятельности» / сост.: Г. В. Гатальская, Ю. Г. Лейни // Репозиторий БГПУ. – Режим доступа: http://elib.bspu.by/handle/doc/369. – Дата доступа: 25.06.2021.

2. Мацкевич, С. А. Менеджмент в системе образования: теория и практика инновационной подготовки профессионалов [Электронный ресурс] / С. А. Мацкевич // Репозиторий БГПУ. – Режим доступа: http://elib.bspu.by/handle/doc/3633. – Дата доступа: 25.06.2021.

3. Основы менеджмента : пособие / А. Н. Сенько [и др.]. – Минск :Амалфея, 2019. – 148 с.

List of additional literature

1. Азаренок, Н. В. Основы менеджмента : учеб.-метод. пособие / Н. В. Азаренок. – Минск : Белорус. гос. пед. ун-т, 2007. – 56 с.

2. Армстронг, М. Практика управления человеческими ресурсами : учеб. для слушателей, обучающихся по программе «Мастер делового администрирования» / М. Армстронг, С. Тейлор ; пер. с англ. И. Малкова. - 14-е изд. – СПб. : Питер, 2018. – 1038 с.

3. Балашов, А. П. Основы менеджмента : учеб. пособие / А. П. Балашов. – М. : ИНФРА-М, 2012. – 288 с.

4. Басовский, Л. Е. Менеджмент / Л. Е. Басовский. – М. : ИНФРА-М, 2010. – 328 с.

5. Берулава, М. Н. Менеджмент в образовании / М. Н. Берулава. – М. : Совершенство, 1998. – 128 с.

6. Брасс, А. А. Кадровый менеджмент : учеб.-метод. пособие / А. А. Брасс. – Минск :Респ. ин-т высш. шк., 2008. – 248 с.

7. Брасс, А. А. Менеджмент и организационное поведение : конспект лекций для студентов магистратуры по специальности Е.26.02.01 «Бизнес-администрирование» / А. А. Брасс. – Минск : Нац. б-ка Беларуси, 2010. – 352 с.

8. Брасс, А. А. Менеджмент. Основные понятия. Функции. Методы. Виды : учебник / А. А. Брасс. – Минск :Мисанта, 2018. – 514 с.

9. Брасс, А. А. Менеджмент: основные понятия, виды, функции : пособие для подгот. к экзаменам / А. А. Брасс. – Минск : Соврем. шк., 2006. – 348 с.

10. Брасс, А. А. Методология принятия управленческих решений : курс лекций / А. А. Брасс. – Минск : Акад. упр. при Президенте Респ. Беларусь, 2009. – 59 с.

11. Брасс, А. А. Самостоятельная работа в подготовке менеджеров в сфере образования : учеб.-метод. пособие / А. А. Брасс, С. И. Невдах. – Минск : Белорус. гос. пед. ун-т, 2010. – 78 с.

12. Брасс, А. А. Управление персоналом : курс лекций / А. А. Брасс. – Минск : Акад. упр. при Президенте Респ. Беларусь, 2009. – 199 с.

13. Бухалков, М. И. Управление персоналом / М. И. Бухалков. – М. : ИНФРА-М, 2009. – 400 с.

14. Володько, В. Ф. Психология управления : учеб.-метод. пособие : в 2 т. / В. Ф. Володько. – Минск : Белорус. нац. техн. ун-т, 2012. – Т. 1 : Психология объекта и субъекта управления. – 428 с.

15. Володько, В. Ф. Психология управления : учеб.-метод. пособие : в 2 т. / В. Ф. Володько. – Минск : Белорус. нац. техн. ун-т, 2012. – Т. 2 : Психология делового общения. – 414 с.

16. Гончаров, В. И. Менеджмент : учеб. пособие / В. И. Гончаров. – Минск : Соврем. шк., 2010. – 636 с.

17. Гончаров, М. А. Основы менеджмента в образовании : учеб. пособие для студентов вузов / М. А. Гончаров. – 2-е изд., стер. – М. :Кнорус, 2008. – 480 с.

18. Ермолич, С. Я. Менеджмент в социально-педагогической сфере : учеб.-метод. пособие / С. Я. Ермолич. – Минск :Респ. ин-т высш. шк, 2015. – 196 с.

19. Зуб, А. Т. Принятие управленческих решений. Теория и практика / А. Т. Зуб. – М. : ИД Форум : ИНФРА-М, 2010. – 400 с.

20. Кабушкин, Н. И. Основы менеджмента : учеб. пособие по специальности «Менеджмент организации» / Н. И. Кабушкин. – 11-е изд., испр. – М. : Новое знание, 2009. – 336 с.

21. Казначевская, Г. Б. Менеджмент : учебник / Г. Б. Казначевская. – Ростов н/Д : Феникс, 2012. – 452 с.

22. Михалева, Е. П. Менеджмент : конспект лекций / Е. П. Михалева. – М. :Юрайт, 2007. – 175 с.

23. Трайнев, В. А. Менеджмент и маркетинг в образовании, науке и производстве и его информационное обеспечение: методология и практика / В. А. Трайнев. – М. : Дашков и К°, 2008. – 268 с.

24. Янчевский, В. Г. Основы менеджмента : учеб. пособие / В. Г. Янчевский. – Минск :ТетраСистемс, 2004. – 224 с.

Diagnostics of the learning outcomes of educational activities

To diagnose the formation of master students' competencies the following forms and means can be used: resolving problem situations, solving competence-based and problematic tasks, group discussion, writing essays, independent design of educational technologies and trainings, implementation and presentation of projects, testing, etc.

Requirements for the implementation of diagnostics. The procedure of diagnosing the formation of a master student's competencies includes the following stages: identifying the object of diagnostics; revealing the fact of master student's educational achievements using the diagnostic tools presented above; measuring and assessing the degree of compliance of the master student's educational achievements with the requirements of the educational standard. The assessment of the master student's academic achievements in the exam in this discipline is carried out according to a ten-point scale. To assess the educational achievements of master students, the criteria approved by the Ministry of Education of the Republic of Belarus are used.

Since the subject of study of the discipline "Human Resource Management" is the professional activity of the head of an education institution and a specialist in personnel management, the content of the discipline should be designed as an activity type of training content. The assimilation of such training content ensures not so much development of the "complete" system of knowledge by master students, but the formation of their generalized skills, ways of thinking and activity which determine the basis of their professional competence. The activity content of training presupposes the problem-based and research nature of the educational process, its personality-oriented character, the activation of master students' independent work, their involvement in the resolution of professional situations and tasks that imitate the problems of personnel management of an education institution. Such **forms and methods (technologies) of teaching** that adequately meet the goals and objectives of studying the academic discipline include:

- problem-based learning (problem statement, partial search and research methods);
- active and interactive forms and methods of teaching (seminar, game, brainstorming, etc.);
- design technology.

The most important form of organizing the development of the academic discipline is the **project form (technology).**

In the course of studying the discipline, master students carry out and defend educational and research projects for the implementation of effective technologies of managing human resources of an education institution. The most important

requirement for the preparation and defense of projects is their focus on scientific substantiation and development of an effective model of personnel management of an education institution that meets the needs of pedagogical practice and the modern level of development of psychology, pedagogy and management.

The work of master students on educational research projects is the main form and content of their **independent educational and research activities**, namely:

- search, study and analysis of literature on the problem under study;
- analysis of educational practice and generalization of pedagogical experience (including one's own) on the research problem;
- substantiation of the theoretical foundations and conditions of the application of methods and techniques of professional activity in the management of human resources of an education institution;
- conducting an experiment;
- project defense using electronic presentations.

The main **forms of current control** are testing, working on projects and their defense, the form of final control is an exam (in the form of final testing or the performance and presentation of creative assignments).

Types of educational and research activities to be assessed in the knowledge rating system:

- development, defense, registration of an educational research project;
- doing tests;
- solving pedagogical tasks and situations in the classroom;
- participation in discussing problems, debates, collective reflection during training sessions or pedagogical video workshops.

EXAM QUESTIONS

1. The essence of the concepts of "staff", "personnel", "human resources", "labor resources", "staff potential" and their relationship.
2. The main goals, role and place of human resource management in the organization's management system.
3. Fundamental theories of human resource management of the organization: A. Smith, R. Owen, C. Babbage, G. Ford, F. Taylor, F. and L. Gilbert, A. Fayol and others.
4. Genesis of concepts of personnel management in organizations (according to L.I. Evenko).
5. Models of human resource management of the organization (according to M. Armstrong).
6. Modern concepts of human resource management of the organization.
7. The concept of the organizational structure of an education institution. The influence of the external environment on the organizational structure of an education institution.
8. Types of organizational structures: linear, functional, linear-functional, etc.
9. Features of the organizational structure of education institutions at the levels of preschool, general secondary education, vocational, secondary specialized, higher, additional education for children and youth, additional education for adults.
10. Staffing table, job descriptions: technology of development, coordination and approval (tables, forms, staff calculation, etc.).
11. The essence of the human resource management system of an education institution and its structural components.
12. Goals, objectives, principles and methods of human resource management of education institutions.
13. Personnel planning in an education institution, types of plans.
14. General and additional need for personnel. Factors that determine the need for personnel in an education institution.
15. The content of the social development plan. Collective agreements.
16. The role of personnel selection in the human resources management system of the organization.
17. Analysis of the need for personnel. Job description, qualification and personal requirements for candidates.
18. Sources and methods of recruiting personnel for education institutions, advantages and disadvantages
19. Professional selection of personnel and its stages.
20. Methods of professional selection.
21. Interview with candidates for vacant positions. Structured and unstructured, group, stressful interview.
22. The process and effectiveness of the interview. Non-verbal aspects of the interview.
23. Human adaptability. The concept of a person's labor adaptation.

24. Types and indicators of labor adaptation of the individual. Factors affecting the labor adaptation of the personnel of the education institution.
25. Organization of adaptation of personnel in an education institution. Evaluation of the effectiveness of the process and the result of personnel adaptation.
26. The essence and types of human resource development. The main goals and objectives of the development of human resources in an education institution.
27. Personnel training, types, forms and methods.
28. The main characteristics of the system of training, advanced training and retraining of personnel in the Republic of Belarus.
29. Features of adult education. Reproductive, active and interactive methods of interaction between teacher and students.
30. Teaching methods in the framework of corporate training.
31. Business career and its types. Management of the business career of employees of an education institution.
32. Personnel reserve, formation and work with the reserve. Development of the creative activity of personnel.
33. Organizational (corporate) culture of an educationl institution: principles and methods of its formation and development.
34. Theoretical foundations of labor motivation of personnel. Needs, motives and incentives.
35. 35. Substantial theory of labor motivation of personnel (A. Maslow, D. McClelland, F. Herzberg).
36. Procedural theories of labor motivation of personnel (V. Vroom, L. Porter and E. Lawler, D. McGregor, W. Ouchi).
37. Modern theories of labor motivation of personnel (V.I. Gerchikov, R. Prestas, L. Festinger).
38. The ratio of material and moral motives in the structure of labor motivation of personnel of an education institution.
39. Economic, socio-economic and administrative methods of labor motivation of personnel of education institutions.
40. Rationing and labor accounting of personnel of a higher education institution.
41. The essence, structure and technology of building a system of incentives for staff labor in an education institution.
42. Concept, goals and principles of personnel assessment.
43. Forms and methods of assessing the personnel of an education institution.
44. Development of a personnel assessment system in an education institution, its relationship with corporate systems for selection, adaptation, development and training of employees.
45. Certification of managers and specialists of the organization, procedure, use of results. Types and stages of certification.
46. Features of certification of teaching staff in an education institution.
47. Conflicts in organizations: concept, signs, main stages, mechanism and typology.

48. The main strategies of conflict management.
49. General principles, methods and rules of conflict management in an education institution.
50. Stress: concept, signs, main stages and causes.
51. Diagnostics of stress. The main factors and methods of preventing the occurrence of stress among staff.
52. Time as a personal resource of the head of an education institution. Inventory of time expenditures. The concept of "shortage of working time".
53. Working time management. Stages of the work time management process.
54. Principles of scientific organization of labor of the head of an education institution (60/40 principle, Pareto principle, Eisenhower principle, etc.).