

THE MINISTRY OF SCIENCE AND HIGHER EDUCATION OF THE RUSSIAN
FEDERATION

Federal state autonomous educational institution of higher education
«Ural Federal University named after the first President of Russia Boris Yeltsin»



Approved by
Deputy Provost
E.S. Avramenko
_____ 2020 г.

MASTER'S DEGREE ENTRANCE EXAMINATION PROGRAM

Information about the educational program	Registration data
Educational program Human Resources Management	Program code 38.04.03/03.02
Direction of studies Personnel Management	Referral code and level of training 38.04.03
Level of training: Higher education – master's degree	
Qualification awarded to graduates master	Details of the order of Rector UrFU on approval of SIES of HE: № 1069.03 from 28.12.2018

Ekaterinburg, 2020

The program has been designed in accordance with the Federal state educational standard of higher education by the authors:

N	Name	Academic degree and rank	Position	Chair
1	Tokareva Julia Alexandrovna	Professor, Doctor of Science (Psychology)	Professor	Personnel management and psychology
2	Lysenko Elena Vladimirovna	Associate professor, Candidate of Science (Phylosophy)	Associate professor	Personnel management and psychology
3	Lipatova Svetlana Dmitrievna	Associate professor, Candidate of Science (Pedagogy)	Associate professor	Personnel management and psychology

Approved by Academic Council of the Ural Institute of Humanities

Protocol № 33.00-08/16 от 10.03.2020

Chairman of the AC of the Ural Institute of Humanities  Zyryanova S.Y.

Director of the Ural Institute of Humanities  Symanyuk E.E.

The program has been designed in accordance with the SIES requirements for entering the master's degree under the direction of study 38.04.03 - Personnel Management.

The exam is a four-component, held in a test form in accordance with the requirements of the Order of the rector of UrFU № 221/03 от 07.03.2019 г. "On entrance examination for master programs."

The purpose of entrance examination is to provide entrants, applying for admission to UrFU with the purpose of becoming proficient in the educational master degree's program, equal conditions, regardless of the previous document on higher education.

The task of entrance tests is to identify the availability of the entrant to study in terms of the developed information and communication competence, which should be not lower than the basic level and consistent with the knowledge of the basics of specialized disciplines.

CONTENT OF ENTRANCE EXAMINATIONS

38.04.03– Personnel Management

1. The entrance test includes 4 sections

	Section	Format, time	Scores
1.	Identification of the level of communicative competence in the academic reading. The tasks of the basic level of complexity (Threshold level on the scale of the Council of Europe) are offered. The basic level provides language proficiency to solve a minimum number of communicative tasks sufficient for limited professional communication in standard situations. Type of tasks: answers to questions to the scientific text (tasks with the choice of one correct answer from the four proposed tasks; text of 2 pages A-4)	Computer testing 15 min.	0 - 20
2.	Identification of the level of communicative competence in a foreign language. The tasks of the basic level of complexity (A2 on the common European scale CEFR) are offered. Tasks test the ability to capture the main content, details, relationships, storylines in the written text. Type of tasks: answers to questions to the text of general cultural content (tasks with the choice of one correct answer from the three proposed tasks).	Computer testing 15 min.	0 - 10
3.	Multidisciplinary test in basic subjects 20 tasks on knowledge/recognition of the most important concepts, laws, notions contained in the basic disciplines (Sections of general psychology: sensation and perception, memory, attention, language, emotions, motivation). Types of tests: choice of one correct answer from the four proposed tasks; tasks to establish compliance, tasks to establish order.	Computer testing 30 min.	0 - 20
4.	Multidisciplinary test in core subjects 50 tasks on the knowledge of fundamental concepts on the history of psychology, psychology of personality, psychology of individual differences, developmental psychology, social psychology, experimental psychology. Types of test tasks: choice of one correct answer from the four proposed tasks; tasks to establish compliance, tasks to establish order.	Computer testing 60 min.	0 - 50
	Maximum final score		100

2. Test on the identification of the level of communicative competence in the academic reading

Read the chapter from the book «*Personnel management*» and answer on the questions after.

The concepts of HR management

As a rule, HR is based on *the management concept*, i.e. generalized idea of man's place in the organization. In theory and practice of HR management it is possible to single out four main concepts.

The concept of scientific management: the end of XIX century - the beginning of XX century. The technocratic approach, originated in the positivist philosophy, was moved to the practice of production and labor processes organization because of dramatically increased need to upgrade the performance and efficacy of the large companies oriented on the serial mass production (the most famous personality in this approach is F. Taylor). A worker in man-machine systems was considered a "small screw". In order to optimize such technologies in labor processes, more effective control and reward mechanisms were employed. The final *purpose* of the rationalization was to increase the exploitation level of all components in these systems (including human resources).

The concept of human relations. In spite of increase in labor productivity through the introduction of new methods, negative social consequences of production rationalization became evident in the end of 1920-s as well as caused a number of social experiments. A man was interpreted as a worker who needed to be motivated, it was necessary to create suitable conditions so he could work effectively. The most fundamental principles of human relations is humanization of labor relations, discussion labor problems with the workers, using positive effects of group self-organization. Realization of all these, for the first time, gave an employee the status of the *partner* (unequal) in relations with the manager and the owner on the enterprise in the situations concerning the regulation of social and labor issues. Only comprehensive workers' solidarity could ensure stability of such style of relationships. This reflected in activity of trade unions.

The concept of personal responsibility. The collectivist ideology of professionalism natural for mass professions, by the middle of 1950-s, became an obstacle to the scientific and technical progress because the introduction of technical innovations substituted mass unskilled labor. The main distinctive feature of this approach in HR management is stimulation of personal professional growth by incorporating mechanisms of self-interest and personal responsibility. This approach had been extended in various countries in 1960-70-s. Its application, eventually, was aimed to increase *entrepreneurial activity* of all workers and to make an enterprise more *competitive*.

The concept of team management. The focus on consumer motivation of an employee, hypertrophy of egoistic morality led to the destruction of the moral and aesthetic climate in an organization, thus reducing the effectiveness of its activity. That is why the recovery of collectivist values, more or less, was a kind of antidote ensuring healthy atmosphere in the organization, where employees united in temporary or permanent groups practiced complexly organized activity. The most important goal in a deep structural crisis of 1970-s was to create the best form of organization for these working groups in order to solve extraordinary problems. The new approach of 1980-90-s was called *team management* and its basic features were the following: social and cultural creativity of the workers, their immediate participation in self-organization and self-management; mutual control and help, interchangeability, understanding of common principles and values determining the behavior of each member of a group; collective responsibility for the results and high efficiency; all-round development and the use of individual and group potential.

Sample task: choose one correct answer from the four proposed (a-d)

1. The reason of arising of what concept of HR-Management is the focus on consumer motivation of an employee?

a) the scientific management

- b) the concept of “human relations”
- c) the concept of personal responsibility**
- d) the concept of team management

2. *Consequence of what concept of HR-Management is exploitation?*

- a) the scientific management**
- b) the concept of “human relations”
- c) the concept of personal responsibility
- d) the concept of team management

3. *In what concept of HR-Management is collaboration a main feature?*

- a) the scientific management
- b) the concept of “human relations”
- c) the concept of personal responsibility
- d) the concept of team management**

4. *In what approach can we create more competitive enterprise?*

- a) the scientific management
- b) the concept of “human relations”
- c) the concept of personal responsibility**
- d) the concept of team management

5. *In what concept employees are considered as s partners?*

- a) the scientific management
- b) the concept of “human relations”**
- c) the concept of personal responsibility
- d) the concept of team management

6. *In what concept approach to personnel management is technocratic?*

- a) the scientific management**
- b) the concept of “human relations”
- c) the concept of personal responsibility
- d) the concept of team management

7. *In what concept collective responsibility is one of the key characteristic?*

- a) the scientific management
- b) the concept of “human relations”
- c) the concept of personal responsibility
- d) the concept of team management**

3. Test on the identification of the level of communicative competence in a foreign language

Read the chapter from the book «*Personnel management*» and answer on the questions after.

Структура персонала

Персонал (кадры) – штатный состав работников организации, выполняющих различные производственно-хозяйственные функции. Он характеризуется, прежде всего, численностью, структурой, рассматриваемыми как в статике, так и в динамике, профессиональной пригодностью, компетентностью.

Структура персонала – это совокупность отдельных групп работников, объединенных по какому-либо признаку.

Структура персонала может быть статистической и аналитической (см. рисунок).



Основные признаки структурирования персонала организации:

По признаку участия в производственном или управленческом процессе, т.е. по характеру трудовых функций, а, следовательно, занимаемой должности, персонал подразделяется на следующие категории:

- **руководители**, осуществляющие функции общего управления. Их условно подразделяют на три уровня: высший (организации в целом — директор, генеральный директор, управляющий и их заместители), средний (руководители основных структурных подразделений — отделов, управлений, цехов, а также главные специалисты), низовой (работающие с исполнителями — руководители бюро, секторов; мастера). К числу руководителей относятся лица, занимающие должности менеджеров, в том числе менеджера по персоналу;

- **специалисты** — лица, осуществляющие экономические, инженерно-технические, юридические и другие функции. К ним относятся экономисты, юристы, инженеры-технологи, инженеры-механики, бухгалтеры, диспетчеры, аудиторы, инженеры по подготовке кадров, инспектора по кадрам и др.;

- **другие служащие (технические исполнители)**, осуществляющие подготовку и оформление документов, учет, контроль, хозяйственное обслуживание: агент по закупкам, кассир, секретарь-стенографистка, табельщик и др.;

- **рабочие**, которые непосредственно создают материальные ценности или оказывают услуги производственного характера. Различают основных и вспомогательных рабочих.

В отдельную категорию входят работники социальной инфраструктуры, т.е. лица, занятые неосновной деятельностью (культурно-бытовым, жилищно-коммунальным обслуживанием персонала организации). К ним относятся работники ЖКО; лица, обслуживающие детские сады, базы отдыха и т.п., находящиеся на балансе организации. В промышленности руководители, специалисты, другие служащие (технические исполнители), рабочие образуют промышленно-производственный персонал, а работники социальной инфраструктуры — непромышленный персонал.

Sample task: choose one correct answer from the four proposed (a-b)

1. *Что является главным критерием построения структуры персонала?*

- 1) возраст
- 2) участие в производстве
- 3) пол
- 4) участие в процессе управления
- 5) должность в организации**
- 6) семейное положение
- 7) лояльность персонала

2. *Какие типы кадровых структур выделяются?*

- 1) профессиональная
- 2) отборочная
- 3) аналитическая**
- 4) образовательная
- 5) статистическая**
- 6) социальная
- 7) семейная

3. *Установите соответствие между типом организационной структуры и ее определением:*

- | | |
|-------------------------|----------------------------------------|
| 1) статистическая | a) категории персонала |
| 2) аналитическая | b) участие в производстве и управлении |
| 3) по виду деятельности | c) группы должностей |
| 4) по функциям | d) основная и неосновная деятельность |

Ответ: 1-с, 2-а, 3-d 4-b

4. *Персонал по видам деятельности делится на группы:*

- a) менеджеры
- b) работники
- c) сотрудники
- d) основные рабочие
- e) персонал основных видов деятельности**
- f) специалисты
- g) персонал неосновных видов деятельности**

5. *Персонал по функциям делится на группы:*

- a) руководители**
- b) работники
- c) сотрудники
- d) **рабочие**
- e) персонал основной деятельности
- f) техники**
- g) специалисты**
- h) персонал неосновной деятельности

Укажите основные критерии выделения категорий работников:

- | | |
|------------------------|-----------------------|
| 1) стаж работы | 8) работники |
| 2) национальность | 9) специальные навыки |
| 3) уровень образования | 10) возраст |

- | | |
|-------------------|------------------------|
| 4) пол | 11) специалисты |
| 5) менеджеры | 12) семейное положение |
| 6) квалификация | 13) спортсмены |
| 7) компетентность | |

4. Multidisciplinary test in basic subjects

The subject, tasks of psychology. Features of mental reflection. Individual. Individuality. Personality. Personality structure. Characteristics of the activity. Motivation of activity. Cognitive activity. Communication. Models of communication. Communication functions. Level of communication. Verbal and nonverbal communication. Group. Collective. Stages of development of the team. Sociometric status. Socio-psychological climate. Conflict. Types of conflict. Structure and components of the conflict. Conflict dynamics. Functions and consequences of the conflict.

Recommended literature:

1. Nemov R.S. Psihologiya: uchebnik dlya bakalavrov / R.S.Nemov. – Moakva: Isdatelstvo Urait, 2015. – 639 s.
2. Svenzizkyi A.L. Sozialnaya psichologia: uchebnoe posobie dlya vuzov. – M.: Prospect, 2009.
3. Stupnitskiy V.P. Psihologiya: uchebnik dlya bakalavrov / B.P. Stupnitskiy, O.I.Scherbakova, V.E.Stepanov – M.: Isdatel'sko-torgovaya korporaziya "Dashkov i K*", 2013 – 520 s.

5. Multidisciplinary test in core subjects

Organizational context of personnel management. The essence of the organization theory and its place in the theory and practice of management. Organization as a phenomenon. Classification and functions of organizations. The organization's environment, features of the external and internal environment, ways to assess them.

Personnel management at the stage of organization formation. Formation of personnel strategy. Planning needs and calculating the number of staff. Analysis of activities and formation of criteria for evaluation of candidates. Analysis of evaluation criteria of candidates. Development of competence model.

Personnel management at the stage of intensive growth of the organization. The formation of human resources. Attracting and recruiting candidates. Evaluation of candidates for employment. Adaptation of new employees.

Personnel management at the stage of stable functioning of the organization. Assessment of labor productivity. The creation of the performance appraisal system. Work with the reserve and career planning. Personnel training. Continuing education and training. Training and organizational development. Development of incentive programs.

Personnel management at the stage of recession (in a crisis situation). The nature of industrial conflicts. Formation of rational personnel policy in a systemic crisis. Basics of personnel management crisis of the company.

Lead. Leadership theory. Leadership role in the organization

Recommended literature:

1. Bazarov T.U. Upravleniye personalom. M.: Akademia, 2015 – 320 s.
2. Makarova I.K. Upravleniye chelovecheskimi resursami: uroki effektivnogo HR-menedzmenta: uchebnoe posobie / I.K.Makarova; Ros. akad. nar. hoz-va i gos. slugby pri Prezidente RF. – Moslva: Delo, 2013. – 422 s.: il. ISBN 978-5-7749-0767-0.

3. Ruzhanskaya L.S. Teoria organizazii.: uchebnoye posobie dla studentov, obuchauschihsya po programmam bakalavriata / L.S. Ruzhanskaya, A.A.Yashin, U.V. Soldatova; Ural. Feder. Un-t im. Pervogo Presidenta Rossii <N.Yeltsina, [Vysshaya shk. Ekonomiki I menedzmenta] – Yekaterinburg: Isdatelstvo Uralskogo universiteta, 2015 – 198 c.
4. Vikhansky O.S. Menedgment: ucheb. dlya vuzov / O.S. Vikhansky, A.I.Naumov. – 3-e isd. – Moskva: Gardarika, 2000. – 528 c. – (Disciplinae). – recomendovano v kachestve uchebnika. – ISBN 508297-0005-0: 79.00