







8. **Организация как система: характеристики и эффективность.**

9. **Инновации и изменения в организациях**

**4. Тематический план**

№	Тема	Экспертная оценка	Среднее количество часов		
			лекции	семинары	лабораторные работы
1.	Организация как система: характеристики и эффективность.	14	2	2	10
2.	Инновации и изменения в организациях	14	2	2	10
3.	Организация как система: характеристики и эффективность.	14	2	2	10
4.	Инновации и изменения в организациях	14	2	2	10
5.	-	10			10
6.	Организация как система: характеристики и эффективность.	10			10
7.	Инновации и изменения в организациях	10			10
8.	Организация как система: характеристики и эффективность.	10			10
9.	Инновации и изменения в организациях	8			8
		4			4
<b>Итого</b>		<b>108</b>	<b>8</b>	<b>8</b>	<b>92</b>

**5. Виды учебной деятельности  
ЛЕКЦИИ**



**Задание 2.**

**Задание 3.**

**Задание 4.**


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**Задание 5.**

*Литература*

[1], [2], [3], [6].

**Практическое занятие 2. «Научные школы и различные подходы к теории организации».**

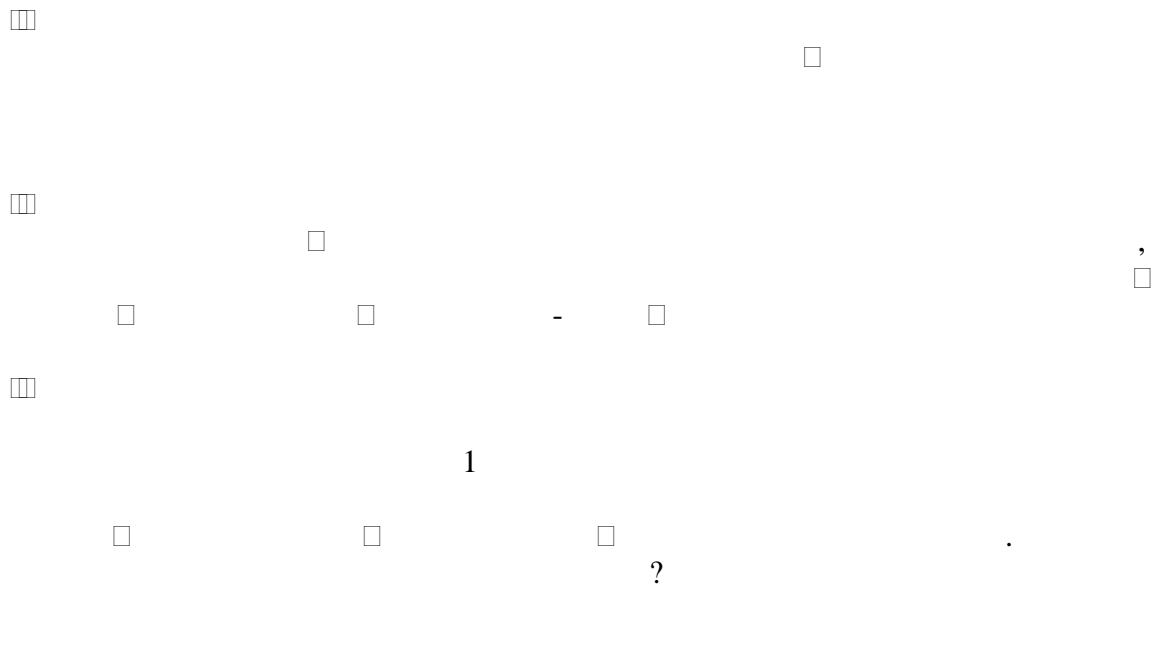
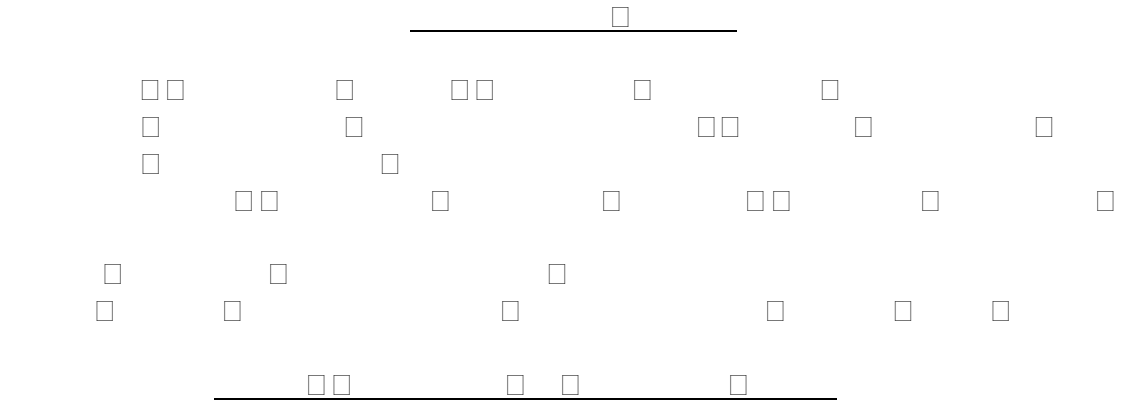
**Теоретические вопросы**

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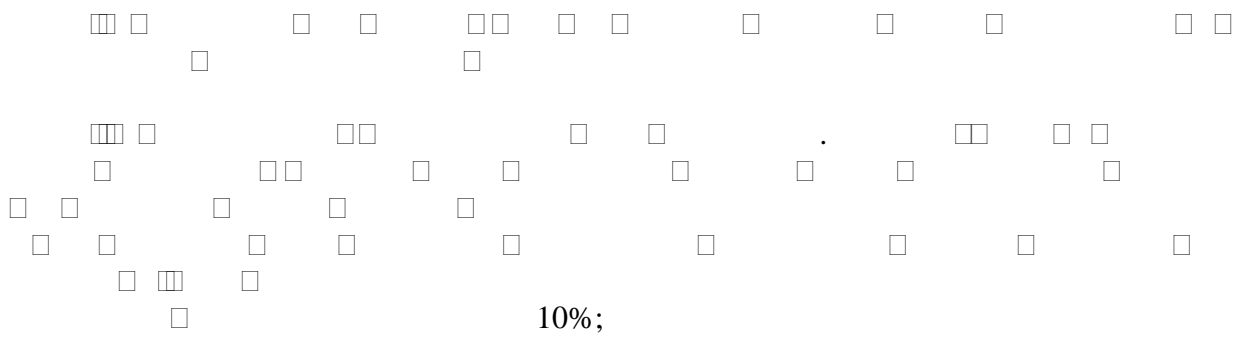
*Литература*

[1], [2], [3], [4].

### Практическое занятие 3 «Внешняя и внутренняя среда организации».



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### *Литература*

[1], [2], [5], [7].

### **Практическое занятие 4 «Виды и методы организационного планирования, постановка целей».**

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□ □ □ □	10	Теоретическая подготовка к практическому занятию Составить план-конспект ответа на вопросы темы (предлагаются после лекции).
□ □ □ □ □	10	Теоретическая подготовка к практическому занятию Составить план-конспект ответа на вопросы темы (предлагаются после лекции).
□ □ - □ □	10	Проектное задание «Проведение реинжиниринга бизнес-процессов предприятия».
□ □ □ □ □	10	Теоретическая подготовка к практическому занятию Составить план-конспект ответа на вопросы темы (предлагаются после лекции).

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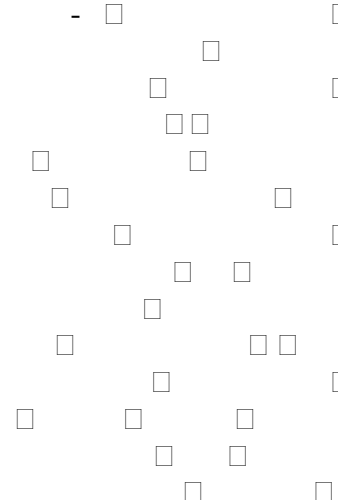

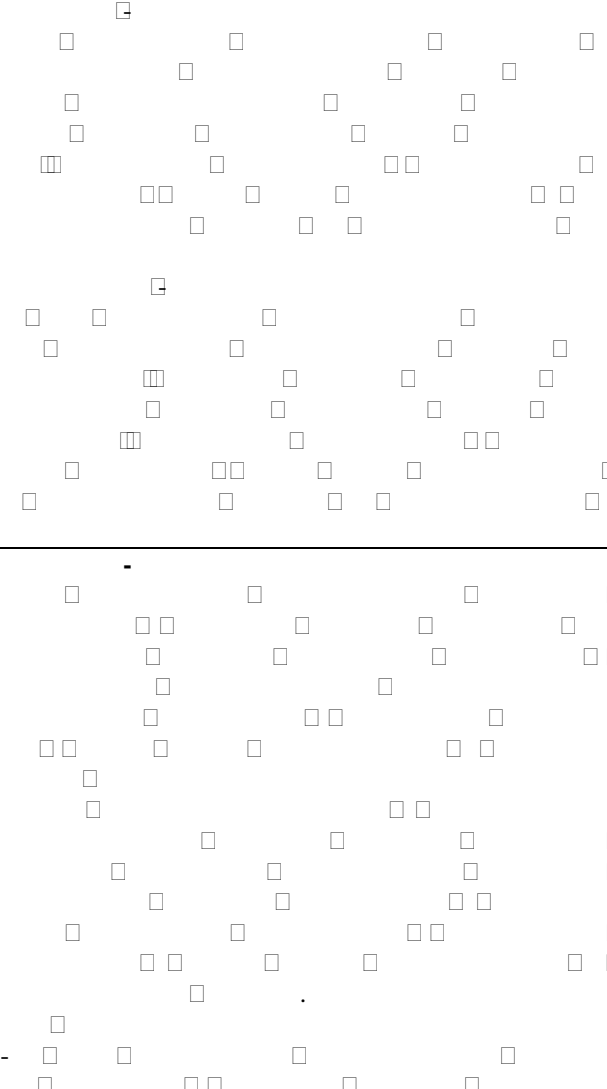


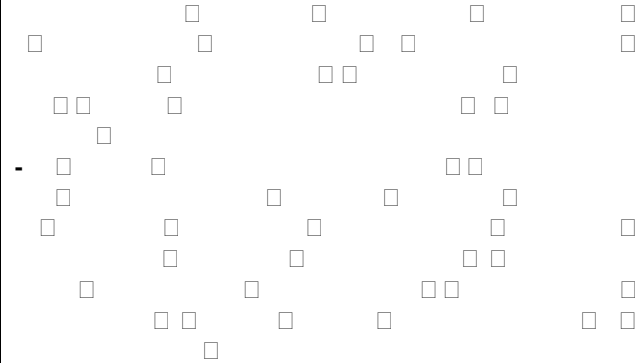






**6. Фонд оценочных средств**

<b>Компетенция</b>	<b>Этапы формирования (семестр)</b>	<b>Дисциплины, практики, НИР, ГИА</b>	<b>Критерии</b>	<b>Показатели (по уровням)</b>
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