



MINISTRY OF SCIENCE AND HIGHER EDUCATION OF THE RUSSIAN FEDERATION
Federal State Budgetary Educational Institution of Higher Education
«KAZAN STATE POWER ENGINEERING UNIVERSITY»
(FSBEI HE «KSPEU»)

APPROVED

Director of the Institute of Digital
Technologies and Economics

_____ Zainullin R.R.

«24» _____ February _____ 2026

WORK PROGRAM FOR THE DISCIPLINE

B1.V.ED.01.02.02 Theory of organizational culture

Field of training

38.03.02 Management

Qualification

Bachelor's Degree

Kazan, 2026

Program developed by:

Department name	Position, academic degree, academic title	Full name Developer
Management	Doctor of Social Sciences, prof.	E.S. Chugunova

Approval	Name of department	Date	Minutes No.	Signature
Approved	Management	10.02.2026	Protocol №5	_____ Head of Department, Doctor of Social Sciences, Professor Makhiyanova A.V.
Agreed	Management	10.02.2026	Protocol №5	_____ Head of the Department., Doctor of Social Sciences, prof.Makhiyanova A.V.
Agreed	Educational and Methodological Council of IDTE	24.02.2026	Protocol №6	_____ Director, Ph.D., Associate Professor, Zainullin R.R..
Approved	Scientific Council of IDTE	24.02.2026	Protocol №6	_____ Director, Ph.D., Associate Professor, Zainullin R.R.

Course Objectives, Learning Outcomes, and Expected Results

(The objectives and goals of the course, consistent with the program's objectives)

The objective of the course B1.B.DE.01.02.02, "Theory of Organizational Culture," is to examine the theoretical foundations of organizational culture and to help students develop a holistic view of the enterprise, taking into account the traditions, values, and behavioral norms of its employees.

Objectives: to study the theoretical foundations of organizational culture; to help students grasp the methodological foundations of organizational culture; to familiarize students with the key functions of organizational culture; to explore the typology of organizational culture; to help students acquire practical skills in the main areas of organizational culture assessment; to master modern methods for fostering organizational culture.

Competencies and indicators developed in students:

Competence code and name	Indicator code and name
PC-3. Able to use advanced domestic and foreign experience in the field of organizational management to prepare balanced management decisions, taking into account the influence of the modern socio-economic environment.	PC-3.3. Uses information that includes the entire set of technologies for planning the work of an organization's employees, which they apply independently to increase the efficiency of working time and improve control over the growing volume of tasks assigned.

1. The Role of the Course in the Curriculum Structure

Prerequisite courses (modules), internships, research projects, etc.: Conflict Studies, Human Resource Management.

Subsequent courses (modules), internships, research projects, etc.: Industrial internship (pre-graduation internship).

2. Course Structure and Content

2.1. Course Structure

For full-time education

Type of academic work	Total ZE	Total hours	Semester(s)	
			7	
TOTAL WORKLOAD FOR THE COURSE	3	108	108	
CONTACT WORK *	-	53	53	
CLASSROOM WORK	1,3	46	46	
Lectures	0,5	16	16	
Practical (seminar) sessions	0,8	30	30	
Laboratory Work	-	-	-	
STUDENT INDEPENDENT WORK		62	62	
Review of the course material	1,7	62	62	
Course Project	-	-	-	
Term Paper	-	-	-	
Preparing for the midterm exam	-	-	-	
Midterm assessment:			3	
			-	

For full-time and part-time education

Type of academic work	Total ZE	Total hours	Semester(s)	
			D	
TOTAL WORKLOAD FOR THE COURSE	3	108	108	
CONTACT WORK *	-	37,8	37,8	
CLASSROOM WORK	0,7	26	26	
Lectures	0,3	10	10	
Practical (seminar) sessions	0,4	16	16	
Laboratory Work	-	-	-	
STUDENT INDEPENDENT WORK	2,2	78	78	
Review of the course material	2,2	78	78	
Course Project	-	-	-	
Term Paper	-	-	-	
Preparing for the midterm exam	0,1	4	4	
Midterm assessment:			3	

2.2. Course content, organized by sections and types of classes

Course Modules	Total hours	Breakdown of workload by type of academic work					Forms and types of control	Indices of indicators for developing competencies
		lectures лекции	lab. work	pr.ex.	Ind.work	test		
Module 1	50	6		14	30		TC1	PC-3.3z, PC-3.3u, PC-3.3v
Module 2	58	10		16	32		TC2	PC-3.3z, PC-3.3u, PC-3.3v
Test	0					0	OM 1	PC-3.3z, PC-3.3u, PC-3.3v
Total for the 7th semester	108	16	-	30	62	0		
TOTAL	108	16	-	30	62	0		

2.3. Course Content

Module 1. The concept, content, and key characteristics of organizational culture.

Topic 1.1. The concept, characteristics, and content of organizational culture as a system.

Topic 1.2. The functions and properties of organizational culture, and the factors influencing its foundations

Module 2. Typology and Management of Organizational Culture.

Topic 2.1. Typology, Analysis Indicators, and Methods for Shaping Organizational Culture.

Topic 2.2. The Role of a Leader in Shaping Organizational Culture.

2.4. Curriculum for Practical Sessions

Module 1.

- 1) Defining the concept, structure, and content of organizational culture.
- 2) Characteristics and Types of Organizational Culture
- 3) Functions and factors influencing the characteristics of organizational culture.

Module 2.

- 4) R. Quinn's typology of organizational cultures.
- 5) S. Handy's typology of organizational cultures.
- 6) G. Hofstede's typology of organizational cultures.
- 7) Other typologies of organizational culture.
- 8) The process of shaping organizational.
- 9) The role of a leader in shaping and managing organizational culture.

2.5. Outline of Laboratory Work

This type of work is not included in the curriculum.

2.6. Course Project / Term Paper

This type of work is not included in the curriculum.

3. Assessment of Learning Outcomes

Assessment of learning outcomes for this course is conducted through ongoing monitoring and midterm evaluations, which are carried out using a point-based grading system (PBS).

Grading scale for learning outcomes in this course:

Competency code	Competency indicator code	Expected learning outcomes for the course	Level of development of the competency indicator			
			Tall	Average	Below average	Low
			от 85 до 100	от 70 до 84	от 55 до 69	от 0 до 54
			Grading Scale			
			great	good	satisfactory	unsatisfactory
			counted			not counted
PC-3 Able to use advanced domestic and foreign experience in the field of organizational management	PC-3.3 Uses information that includes the entire set of technologies for planning the work of an organization's employees,	to know: best domestic and international practices in organizational management, with the aim of developing well-rounded management decisions that take into account the impact of the current socio-economic environment	The level of knowledge regarding leading domestic and international practices in organizational management, aimed at developing well-rounded managerial decisions that take into account the impact of the current socio-economic environment, is fully aligned with the training program	The level of knowledge regarding leading domestic and international practices in organizational management, aimed at developing well-rounded management decisions while taking into account the impact of the current socio-economic environment, is generally adequate for the scope of the training program; however, there are a few minor errors.	The minimum required level of knowledge regarding best practices in domestic and international management, with the aim of developing well-rounded management decisions that take into account the impact of the current socio-economic environment; there are many minor errors	Level of knowledge regarding leading domestic and international practices in the field of management of the organization, with the aim of developing balanced management decisions, taking into account the impact of the current socio-economic environment, falls below minimum requirements;

to prepare balanced management decisions, taking into account the influence of the modern socio-economic environment.	which they apply independently to increase the efficiency of working time and improve control over the growing volume of tasks assigned.					
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						serious errors occur
be able to:						
to draw on advanced domestic and international best practices in the field of organizational management in order to develop well-rounded management decisions, taking into account the impact of the current socio-economic environment	Is able to effectively apply cutting-edge domestic and international best practices in organizational management to develop well-rounded managerial decisions, taking into account the impact of the current socio-economic environment	Is able to apply cutting-edge domestic and international best practices in organizational management to develop well-rounded management decisions, taking into account the impact of the current socio-economic environment, with some shortcomings	Has limited ability to apply advanced domestic and international best practices in the field of organizational management to develop well-rounded management decisions, taking into account the impact of the current socio-economic environment	Is unable to apply advanced domestic and international best practices in the field of organizational management to develop well-rounded management decisions, taking into account the impact of the current socio-economic environment		
to own:						
nformation that encompasses the full range of work planning techniques used by an organization's employees on their own to improve the efficiency of their use of working	The ability to analyze information has been demonstrated, encompassing the full range of work planning techniques used by an organization's employees to independently improve the	Demonstrated the ability to analyze information, encompassing the full range of technologies used by an organization's employees to plan their work, which they apply independently to improve the	The ability to analyze information has been demonstrated, encompassing the full range of technologies used by an organization's employees to plan their work, which they apply independently	The candidate has not demonstrated the ability to analyze information, including the full range of work planning techniques used by organizational employees to independently		

		time and better manage the growing volume of assigned tasks	efficiency of their use of working time and to fully manage the growing volume of assigned tasks	efficiency of their use of working time and better manage the growing volume of assigned tasks, with only minor shortcomings	to improve the efficiency of their use of working time and gain better control over the growing volume of assigned tasks, with a number of minor errors	improve the efficiency of their use of working time and better manage the growing volume of assigned tasks
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Assessment materials for ongoing monitoring and midterm evaluations are provided in the Appendix to the course syllabus.

A complete set of assignments and materials required for assessing learning outcomes in the course is kept at the department that developed the course.

4. Teaching, methodological, and informational support for the course

4.1. Teaching and learning resources

4.1.1. Primary Literature

1. Tikhonov, A.I., Fundamentals of Organizational Culture and Business Communication: A Textbook / A.I. Tikhonov, V.G. Konovalova, M.A. Fedorova – Moscow: Rusains, 2022. – 137 p. – ISBN 978-5-4365-1182-5 – URL: <https://book.ru/book/943330>. – Text : electronic.
2. Organizational Culture: A Textbook / S. A. Shapiro. – Moscow: KnoRus, 2021. – 256 p. – (Undergraduate Series). – ISBN978-5-406-03555-9 – URL: <https://book.ru/books/936598>. – Text: electronic.
3. Organizational Culture: A Textbook / N.A. Patutina. – Moscow: Rusains, 2023. – 150 p. – ISBN 978-5-466-02825-6 – URL: <https://book.ru/book/949283>. – Text: electronic.

5.1.2. Additional literature

1. Frolov, Yu. V., Managing Organizational Performance and Organizational Behavior Processes: A Textbook / Yu. V. Frolov. — Moscow: Rusains, 2018. — 146 p. — ISBN 978-5-4365-0759-0. — URL: <https://book.ru/book/920107>. — Text: electronic.
2. Human Resource Management: Fundamentals of Management from the Perspective of Organizational Behavior: A Textbook / I.I. Savelyev, Sh.Z. Mekhdiyev; edited by I.I. Savelyev. – Moscow: Rusains, 2020. – 96 p. – ISBN 978-5-4365-4977-4 – URL: <https://book.ru/books/936788>. — Text: electronic.

4.2. Information Support

4.2.1. Electronic and online resources

№ п/п	Names of electronic and online resources	Link
1	<i>“Lan” Electronic Library System</i>	https://e.lanbook.com/
2	<i>The “ibooks.ru” electronic library system</i>	https://ibooks.ru/
3	<i>The “book.ru” Electronic Library System</i>	https://www.book.ru/
4	<i>Encyclopedias, dictionaries, reference books</i>	http://www.rubricon.com
5	<i>“Open Education” Portal</i>	http://npoed.ru

4.2.2. Professional databases / Information and reference systems

№ п/п	Names of professional databases	Address	Access mode
1	Official Legal Information Portal	http://pravo.gov.ru	
2	Legal Reference System “Consultant Plus”	http://consultant.ru	
3	Legal Reference System on the Legislation of the Russian Federation	http://garant.ru	

4.2.3. Licensed and freely distributable software for the course

№ п/п	Software Name	Distribution method (licensed/free)	Details of supporting documents
1	Windows 7 Professional (Pro)	Custom operating system	SoftLineTrade, CJSC No. 2011.25486 dated November 28, 2011 Non-exclusive license. Indefinite term
2	Office Standard 2007 Rus- sian OLP NL Academic Edi- tion+	A software package containing essential office applications	SoftLineTrade, CJSC No. 21/2010 dated May 4, 2010 Non-exclusive license. Indefinite term
3	Chrome browser	Search Engine for Information on the Internet	Free license. Non-exclusive rights. Perpetual
4	LMS Moodle	Software for effective online interaction between instructors and students	Free license. Non-exclusive rights. Perpetual

5. Logistical Support for the Course

№ п/п	Type of academic work	Names of Special Rooms and Rooms for Self-Study	Equipment of special rooms and facilities for SRS
1	Lectures	Classroom for lecture-style classes	Specialized classroom furniture and technical teaching aids designed to present educational content to a large audience (multimedia projector, computer (laptop), screen), demonstration equipment, and visual teaching aids
2	Practical exercises	A classroom for conducting seminar-style classes, group and individual consultations, ongoing assessments, and midterm evaluations	Specialized classroom furniture, technical teaching aids (multimedia projector, computer (laptop), screen), etc. Classroom whiteboard, portable equipment—multimedia projector (2 units), screen, laptop (3 units)
3	Independent work by the student	Computer Lab with Internet Access B-600a	Specialized classroom furniture for 30 students, 30 computers, audiovisual equipment (multimedia projector, laptop,

			screen), video cameras, software
		Library reading room	Specialized furniture, computer equipment with Internet connectivity and access to the EIOS, a monitor, a multimedia projector, and software

6. Special considerations for organizing educational activities for individuals with disabilities

People with disabilities and those with special needs can move freely from one academic and laboratory building to another, access all floors of these buildings, and participate in classes and other activities in academic and other facilities, taking into account their specific physical and mental development and health conditions.

To facilitate the education of students with disabilities and those with musculoskeletal impairments, unimpeded access to all educational facilities is provided. Information regarding the special accommodations created for students with disabilities is available on the university's website at www.kgeu.ru. Technical assistance from an assistant is available, as well as the services of sign language interpreters and deaf-blind interpreters.

To facilitate the comprehension of reference and instructional materials for students with special educational needs and individuals with hearing impairments, the following accommodations are provided:

- To help students in the classroom orient themselves, signals are used to indicate the start and end of class (the word "bell" is written on the board);
- The teacher attracts the attention of a student with hearing loss through gesture (placing a hand on the student's shoulder or giving a gentle tap);
- When speaking with a student, the teacher looks at them, speaks clearly in short sentences, and ensures that the student can read their lips.

Compensation for speech and intellectual development difficulties among students with hearing impairments is provided through:

- the use of diagrams, charts, illustrations, and computer presentations with hyperlinks that provide explanations for specific elements of the image;
- the regular use of exercises designed to help students visually identify the key characteristics of objects and phenomena;
- providing students with the opportunity to receive targeted guidance via email as needed.

To ensure that reference, instructional, and educational materials included in the educational program for the selected field of study are accessible to individuals with special needs and those with visual impairments, the following conditions are provided:

- The official website is being adapted to meet the specific needs of the visually impaired, and large-print information on class schedules is provided;
- The instructor, their conversation partner (if applicable), and those present in the class introduce themselves to the students, with the instructor naming the person they are addressing each time;
- the teacher's actions, gestures, and movements are described briefly and clearly;
- Printed information is provided in large font (18 points or larger) and is fully read aloud;
- the required level of indoor lighting is ensured;
- Students are allowed to use computers during class and may record lectures on a voice recorder (if they wish)..

The format of regular and interim assessments for students with special educational needs and students with disabilities is determined by the teacher in accordance with the curriculum. If necessary, students with special educational needs or disabilities are given the opportunity, taking into account their individual psychophysical characteristics, to take interim assessments orally, in writing on paper, in writing on a computer, in the form of a test, etc., or are provided with additional time to prepare their answers.

7. Guidelines for teachers on organizing educational activities with students.

Methodological support for the educational process is one of the key factors contributing to high-quality education. By demonstrating a high level of professionalism, erudition, a clear civic stance, self-discipline, and a creative approach to solving professional challenges, university faculty members help foster the development of well-rounded individuals throughout the educational process.

When teaching this course, the instructor may use the following educational methods:

- methods of shaping one's consciousness (conversation, debate, suggestion, instruction, supervision, explanation, example, self-control, storytelling, advice, persuasion, etc.);

- methods for organizing activities and shaping behavioral patterns (assignments, public opinion, pedagogical requirements, instructions, modeling, creating educational situations, training, exercises, etc.);

- methods for motivating activity and behavior (approval, encouraging social engagement, reprimand, creating opportunities for success, creating situations that evoke emotional and moral responses, competition, etc.)

When teaching this course, the instructor should take into account the following areas of educational activities:

Civic and Patriotic Education:

- Fostering in students a holistic worldview, a sense of Russian identity, and respect for their family, society, and the state, as well as for the spiritual, moral, and sociocultural values upheld in the family and society, and for the national, cultural, and historical heritage; and fostering a desire to preserve and develop this heritage;

- fostering an active civic stance among students, grounded in the traditional cultural, spiritual, and moral values of Russian society, to enhance their ability to responsibly exercise their constitutional rights and fulfill their constitutional duties;

- fostering students' legal and political awareness, and expanding their constructive participation in decision-making that affects their rights and interests, including through various forms of self-organization, self-governance, and socially meaningful activities;

- the development of motivations, moral values, and attitudes that enable individuals to resist extremism, xenophobia, discrimination based on social, religious, racial, or national grounds, interethnic and interfaith intolerance, and other negative social phenomena.

Spiritual and moral education:

- fostering a sense of dignity, honor, and honesty, as well as a sense of duty and respect for parents, teachers, and older people;

- fostering a sense of collectivism and solidarity, a spirit of kindness and compassion, and a habit of caring for people facing difficult life circumstances;

- fostering solidarity and a sense of social responsibility toward people with disabilities, and overcoming psychological barriers toward people with disabilities;

- the development of an emotionally rich and spiritually elevated attitude toward the world, as well as the ability and skill to convey one's aesthetic experiences to others.

Cultural and educational development:

- developing an aesthetic view of the world;
- fostering respect for the cultural values of one's hometown, region, and country;
- enhancing students' cognitive engagement.

Scientific and educational training:

- developing students' scientific worldview;
- developing students' ability to acquire knowledge;
- developing students' skills in analyzing and synthesizing information, including in their professional field.

Changes and approvals for the new academic year

№ т/п	№ the section on making changes	Date of amendment	Summary of Changes	“Approved” by the Head of the Department offering the course	“Approved by” the chair of the Academic Council of the institute (school) to which the graduating department belongs)
1	2	3	4	5	6
1					
2					
3					



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ASSESSMENT MATERIALS

for the course

B1.V.ED.01.02.02 Theory of organizational culture

(Course title as listed in the curriculum)

2. Assessment materials for ongoing monitoring and midterm evaluations

Grading scale for the course:

Competency code	Competency indicator code	Expected learning outcomes for the course	Level of development of the competency indicator			
			Tall	Average	Below average	Low
			from 85 to 100	from 70 to 84	from 55 to 69	from 0 to 54
			Grading Scale			
			Excellent	Good	Satisfactory	Unsatisfactory
			counted			not counted
PC-3	PC-3.3	<p>to know:</p> <p>leading domestic and international practices in the field of management within the organization, with the aim of developing well-rounded management decisions, taking into account the impact of the current socio-economic environment</p>	<p>The level of knowledge, drawing on leading domestic and international best practices in organizational management, with the aim of developing well-rounded managerial decisions that take into account the impact of the current socio-economic environment, is fully</p>	<p>Demonstrates a high level of knowledge of domestic and international best practices in organizational management, with the aim of developing well-rounded managerial decisions that take into account the impact of the current socio-economic environment,</p>	<p>The minimum required level of knowledge regarding best domestic and international practices in organizational management, with the aim of developing well-rounded management decisions that take into account the impact of the current socio-economic environment,</p>	<p>Knowledge of leading domestic and international practices in organizational management—necessary for making well-rounded management decisions that take into account the impact of the current socio-economic environment—falls below minimum requirements, and serious errors occur</p>

account the influence of the modern socio-economic environment.	working time and improve control over the growing volume of tasks assigned.					
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			aligned with the training program	to the extent required by the training program; there are a few minor errors	is lacking in many respects	
	be able to:					
	to draw on advanced domestic and international best practices in the field of organizational management in order to develop well-rounded management decisions, taking into account the impact of the current socio-economic environment	Is able to effectively apply cutting-edge domestic and international best practices in organizational management to develop well-rounded managerial decisions, taking into account the impact of the current socio-economic environment	Is able to apply cutting-edge domestic and international best practices in organizational management to develop well-rounded management decisions, taking into account the impact of the current socio-economic environment, with some shortcomings	Has limited ability to apply advanced domestic and international best practices in the field of organizational management to develop well-rounded management decisions, taking into account the impact of the current socio-economic environment	Is unable to apply advanced domestic and international best practices in the field of organizational management to develop well-rounded management decisions, taking into account the impact of the current socio-economic environment	
	to own:					
	information that encompasses the entire range of work planning techniques used by an organization's employees on their own to improve the efficiency of their use of	The ability to analyze information has been demonstrated, encompassing the full range of technologies for planning the work of an organization's	Demonstrated ability to analyze information, including the full range of technologies used by an organization's employees to plan their work, which they apply	The ability to analyze information has been demonstrated, encompassing the full range of technologies used by an organization's employees to plan	The candidate has not demonstrated the ability to analyze information, including the full range of work planning techniques used by organizational	

		working	employees, which they		their work, which	employees to
		time and to better manage the growing volume of assigned tasks	apply independently to improve the efficiency of their use of working time and to ensure full control over the growing volume of assigned tasks	independently to improve the efficiency of their use of working time and to better manage the growing volume of assigned tasks, with only minor shortcomings	they apply independently to improve the efficiency of their use of working time and better manage the growing volume of assigned tasks, with a number of minor errors	independently improve the efficiency of their use of working time and better manage the growing volume of assigned tasks

An **“Excellent”** grade is awarded for an answer that demonstrates a solid understanding of the fundamental processes in the subject area under study, is characterized by depth and thoroughness in addressing the topic; mastery of the relevant terminology; the ability to explain the nature of concepts, phenomena, processes, and events; to draw conclusions and make generalizations; to provide well-reasoned answers; and to give examples; fluent command of spoken language, and logical and coherent responses.

A **“Good”** grade is awarded for an answer that demonstrates a solid understanding of the fundamental processes in the subject area under study, is characterized by depth and thoroughness in addressing the topic; mastery of terminology; the ability to explain the nature of concepts, phenomena, processes, and events; to draw conclusions and make generalizations; to provide well-reasoned answers; and to give examples; fluent monologue delivery, and logical and coherent responses. However, one or two inaccuracies in the response are permitted.

A **“satisfactory”** grade is awarded for an answer that generally demonstrates knowledge of the processes within the subject area under study, but lacks sufficient depth and comprehensiveness in addressing the topic; knowledge of the main theoretical concepts; weakly developed skills in analyzing phenomena and processes, insufficient ability to provide reasoned answers and give examples; insufficient fluency in monologue speech, and a lack of logical and coherent structure in the answer. A few errors in the content of the answer are permitted.

A grade of **“unsatisfactory”** is given for an answer that demonstrates a weak and incomplete understanding of the subject.

3. List of assessment tools

A brief description of the assessment tools used for ongoing progress monitoring and midterm evaluation of students in this course:

Name of the assessment tool	Brief description of the assessment tool	Description of the assessment tool
Oral exam by section (topic)	Understanding of the key concepts of the topic/section/subject	List of Definitions of Key Concepts in the Subject/Discipline
Test	A system of standardized tasks designed to automate the process of assessing a student's knowledge and skills	Set of test questions

4. A list of assessment assignments or other materials necessary for evaluating the knowledge, abilities, and skills that characterize the stages of competency development in the course of studying the subject

Sample assignment

For ongoing assessment of TK1 and TK2:

Competency being assessed: PC-3, PC-3.3

Questions for the current survey on Section 1-TK1:

1. What is driving the current academic interest in organizational culture?
2. List and describe the main functions of organizational culture.
3. What are subcultures, countercultures, and dominant cultures?
4. What do objective and subjective culture encompass?
5. What can be considered symbols of the organization?

Sample test questions

List of sample test questions for the course

1. *Which term is similar in meaning to the term “organizational culture”?*

- a) organizational philosophy;
- b) organizational climate;
- c) organizational development;
- d) corporate culture;**
- e) organizational behavior;
- f) business ethics.

2. *Who is the bearer of organizational culture:*

- a) an individual;
- b) any group of people;
- c) a group of people engaged in joint work activities;**
- d) society;
- e) all of the above.

3. *Which definition best captures the essence of organizational culture:*

- a) Organizational culture is a set of an organization’s most stable and enduring characteristics;
- b) Organizational culture consists of recognized and shared values, beliefs, perceptions, norms, artifacts, and patterns of behavior;
- c) organizational culture is the atmosphere or social climate within an organization;

d) Organizational culture—the product of an organization’s activities and development, manifested in a system of cultural values shared by the majority of its members and in the common norms of behavior they follow.

4. *How do the concepts of “organizational culture,” “business culture,” and “management culture” relate to one another:*

- a) these are synonyms;
- b) these are antonyms;
- c) management culture and business culture are elements of organizational culture;**
- d) organizational culture and business culture are elements of management culture;

5. *The following elements are identified within the structure of organizational culture:*

- a) material and immaterial components;**
- b) material, immaterial, and spiritual components; c) material, immaterial components, and artifacts;
- d) material, immaterial, spiritual components, and artifacts.

6. *Arrange the layers of culture in descending order of the size of the social group (the bearer of the culture): d, e, b, f, a, g*

- a) organizational culture;
- b) regional culture;
- c) national culture;
- d) individual culture;
- e) universal culture;
- f) industry-specific (professional) culture.

7. *What functions does organizational culture serve:*

- a) motivational;**
- b) integrative;**
- c) worldview-based;**
- d) planning;
- e) evaluative;
- f) communicative;**
- g) distributive;
- h) mediating;
- i) image-based;**
- j) procedural;

8. *A social phenomenon that arises in any organization and consists of a system of values, beliefs, norms, roles, and rules that guide the organization’s (company’s) activities is:*

- a) the subject matter of the course “Organizational Culture”;

b) the concept of organizational culture;

- c) the basis for classifying organizational cultures;
- d) all of the answers are correct.

9. *The characteristics, structure, and types of organizational cultures, their relationship to strategy and organizational performance, as well as methods for studying, shaping, and developing organizational culture, are:*

- a) the subject matter of the course “Organizational Culture”;**
- b) the concept of organizational culture;
- c) the basis for classifying organizational cultures;
- d) all of the answers are correct.

10. *What type of culture is embodied in the values shared by the majority of an organization’s employees?*

- a) dominant culture;**
- b) subcultures;
- c) counterculture.

For ongoing monitoring of TK2:

Competency being assessed: PC-3, PC-3.3

Questions for the current survey on Section 2-TK2:

1. Explain the practical significance of the classification and typology of organizational cultures.
2. What are the differences between high-level and low-level cultures?
3. List the main characteristics of the individualism–collectivism dimension.
4. What is meant by power distance?
5. What are the characteristics of human resource management in different types of cultures?
6. Into which groups can the general patterns of interpersonal relationships be divided?
7. What factors have a destabilizing effect on the moral and psychological climate of a team?
8. What processes does managerial ethics regulate?
9. What leadership styles are found in managerial activities?
10. What ethical standards of conduct must a subordinate adhere to?

Sample Test Questions

List of Sample Test Questions for the Course

1. *Which of the following statements are true:*
 - a) The globalization of business is one of the factors driving increased interest in organizational culture;

b) A well-developed organizational culture helps organizations survive in a competitive environment and achieve market leadership;

c) Organizational culture helps reduce business risk by identifying areas for improvement in the company's products and services;

d) Organizational culture depends on the personal qualities of the organization's leader (founder);

f) The anthropological understanding of culture links it to humanity's ways of life;

2. The following are identified as elements of organizational culture:

a) the organization's hierarchical structure, the organization's external image, the organization's internal image;

b) management culture, internal relations culture, production culture, external relations culture, business culture;

c) values, norms, leadership style, feedback, emotional and historical context, socio-psychological climate;

d) all of the answers are correct.

3. The typology of competing values includes the following types of cultures:

a) collegial;

b) centripetal;

c) adhocratic;

d) traditional.

4. What benefits does effective management of organizational culture bring to an organization?

a) increased profits;

b) increased productivity;

c) employee loyalty;

d) a positive organizational image;

e) all of the above.

5. Who proposed developing a "cultural" risk assessment matrix?

a) Parson

b) Sate

c) Quen-Rorbach

d) G. Schwartz and S. Davis

6. Who discovered the link between culture and organizational success.

a) Quen-Rorbach

b) Sate

c) Parsons

d) Peters-Waterman

7. *Parsons' model is called ...*

a) LIGA

b)

AGIL c)

IGLA d)

AILG

8. *Being fired or demoted is a rite of ...*

a) promotion

b) care

c) unity

d) strengthening

9. *In an effective organizational culture, the values of management and staff are aligned and are:*

a) in the same direction

b) in different directions

c) the direction does not matter

10. *Which aspect of organizational culture is characterized by the integration of the latest scientific and technological advances into production?*

a) management culture;

b) employee culture;

c) culture of work tools and work processes;

d) culture of working conditions;

e) culture of interpersonal relationships (communication).

For the OM1 midterm assessment:

The OM-1 midterm exam is administered in the form of test papers. Each test paper contains two questions.

Examples of tickets:

Ticket 1

1. Characteristics of organizational culture.

2. Negative corporate culture

Ticket 2

1. Levels of organizational culture study.

2. S. Handy's typology of organizational cultures.

Ticket 3

1. The main functions of organizational culture.

2. R. Quinn's comprehensive typology of organizational cultures.

Ticket 4

1. The concept and types of subcultures.
2. Adhocratic culture: general characteristics, strengths and weaknesses, and features of human resource management.

Ticket 5

1. Types of countercultures.
2. Bureaucratic culture: general characteristics, strengths and weaknesses, and features of human resource management.

Ticket 6

1. Causes of countercultures in organizations.
2. Methods for changing organizational culture at different stages of an organization's development.

Ticket 7

1. Methods for studying organizational culture.
2. Ways to manage culture

Ticket 8

1. Key elements of organizational culture.
2. Disorganization management methods

Ticket 9

1. Positive and negative cultures: essence and manifestations.
2. Principles of changing organizational culture

Ticket 10

1. Positive corporate culture
2. Risks of studying and changing organizational culture.