Документ подписан простой электронной подписью
Информация о владельце:
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Дата подписания: 13.04.2026 17:16:26
Уникальный программный ключ:
8db180d1a3f02ac9e60521a5672742735c18b1d6

MINISTRY OF SCIENCE AND HIGHER EDUCATION OF THE RUSSIAN FEDERATION

Federal State Autonomous Educational Institution of Higher Education

"Moscow Polytechnic University"

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"15" февраля 2024

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of Economics and Management
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"15" февраля 2024

WORKING PROGRAM OF THE DISCIPLINE

"Organization Development Management"

Field of study
38.03.02 Management

Educational program (profile)
"Business Process Management"

Qualification (degree)
Bachelor

Form of study
Part-time

Moscow 2024

Developer(s):

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1. Goals, objectives and planned learning outcomes in the discipline.

The discipline “Organizational Development Management” is aimed at students receiving higher education, aimed at obtaining the competence necessary to perform a new type of professional activity in the field of effective functioning of the sales management system of the organization as a whole and for its structural divisions, acquiring the “Manager” qualification.

Course objectives:

- to generate knowledge in the field of technologies for assessing the economic and social conditions of entrepreneurial activity, identifying new opportunities and forming new business models.
- developing skills for coordinating business activities in order to ensure consistency in the implementation of the business plan by all participants.

Course objectives:

- to develop in students the ability to analyze the relationships between functional strategies of companies in order to prepare balanced management decisions.
- to develop the ability to analyze organizational and economic problems in order to stimulate production and increase sales volumes, improve the quality and competitiveness of manufactured goods and services, economical and efficient use of material, financial and labor resources.

A list of planned learning outcomes for the discipline (module), correlated with the planned results of mastering the professional training program.

As a result of mastering the discipline (module), students develop the following competencies and the following learning outcomes must be achieved as a stage in the formation of relevant competencies:

Code and name competencies	Code and content of the competency achievement indicator
PK-4. Able to prepare for implementation, monitor parameters and assess the success of changes carried out in the organization	- IPK-4.1. Knows visual modeling languages; collection, analysis, systematization, storage and maintenance of business analysis information; information technologies (software) used in the organization, to the extent necessary for business analysis purposes; systems theory; subject area and specifics of the organization’s activities to the extent sufficient to solve business analysis problems; theory of interpersonal and group communication in business interaction; conflict theory; requirements management methods, techniques, processes and tools; risk management theory; methods of planning the organization's activities; methods and techniques for determining indicators for assessing the current or desired state of the organization; methods for assessing the effectiveness of decisions.

	IPK-4.2. Able to plan, organize and conduct meetings and discussions with stakeholders; identify, register, analyze and classify risks and develop a set of measures to minimize them; present business analysis information in a variety of ways and formats for discussion with stakeholders; apply information technology to the extent necessary for business analysis purposes; analyze internal (external) factors and conditions affecting the organization's activities; analyze the degree of stakeholder participation; explain the need for business analysis work; make changes in accordance with the chosen solution; assess the organization's readiness to change in accordance with the chosen solution; develop indicators and assess the state of the organization; evaluate the business opportunity to implement the solution in terms of selected target indicators; analyze the organization's activities; model the scope and boundaries of work; collect, classify, systematize and ensure storage and updating of business analysis information; formalize the results of business analysis in accordance with the selected approaches; analyze the requirements of stakeholders in terms of quality criteria determined by the selected approaches; analyze the subject area; analyze the requirements for the solution in terms of quality criteria determined by the selected approaches; evaluate the effectiveness of the solution in terms of selected criteria. **IPK-4.3**. Have the skills to analyze the organization's readiness to implement changes; development and implementation of measures to prepare the organization for changes; monitoring ongoing changes in terms of achieving the developed solution targets; management of interaction with stakeholders (satisfaction, degree of involvement); managing risks caused by changes carried out in the organization; analysis and evaluation of the effectiveness of the implemented solution; analyzing the reasons and developing ways to refine the solution if the solution fails to achieve the set business goals; analysis and development of ways to adapt the organization to the use of a new solution.
PK-5. Able to collect information about business problems and identify business opportunities for the organization	**IPK-5.1.**Knows the theory of interpersonal and group communication in business interaction; conflict theory; methods, techniques, processes and tools for managing stakeholder requirements; visual modeling languages; risk management theory; systems theory; subject area and specifics of the organization's activities to the extent sufficient to solve business analysis problems. **IPK-5.2.**Able to use stakeholder identification techniques; plan, organize and conduct meetings and discussions with stakeholders; use effective communication techniques; identify, register, analyze and classify risks and develop a set of measures to minimize them; collect, classify, systematize

	and ensure storage and updating of business analysis information; formalize the results of business analysis in accordance with the selected approaches; identify connections and dependencies between elements of business analysis information; present business analysis information in a variety of ways and formats for discussion with stakeholders; apply information technology to the extent necessary for business analysis purposes; analyze internal (external) factors and conditions affecting the organization's activities; analyze the requirements of stakeholders in terms of quality criteria determined by the selected approaches; formalize the requirements of stakeholders in accordance with the chosen approaches; classify stakeholder requirements according to the chosen approaches; model stakeholder requirements in accordance with the selected approaches; document the requirements of interested parties in accordance with the selected approaches to formalizing requirements; determine the attributes of stakeholder requirements and their meanings in accordance with the selected approaches; manage changes in stakeholder requirements in accordance with the chosen approach; analyze the quality of business analysis information in terms of selected criteria; analyze the subject area; perform functional breakdown of work; model the scope and boundaries of work; identify and categorize business problems or business opportunities; present information about identified business problems or business opportunities in a variety of ways and formats for discussion with stakeholders. **IPK-5.3.**Possesses the skills to analyze the needs of stakeholders; context analysis; identifying and documenting true business problems or business opportunities; agreeing with stakeholders on identified business problems or business opportunities; formation of target indicators for decisions.

2. Place of discipline in the structure of the educational program

The discipline "Management of Organizational Development" is one of the disciplines of the part formed by participants in educational relations (B.1.2.19.) of the master's educational program.

The discipline "Organizational Development Management" is logically, substantively and methodologically interconnected with the following EP disciplines:

- "System management of business processes"
- "Business Process Reengineering"

3. Structure and content of the discipline.

The total labor intensity of the discipline is 4 credit units (s) 108 hours

3.1. Types of educational work and labor intensity
(according to forms of study)

3.1.1. Part-time education

No.	Type of educational work	Number of hours	Semesters	
			3	-
1	**Auditory lessons**	**36**	**36**	-
	Including:			-
1.1	Lectures	18	18	-
1.2	Seminars/practical sessions	18	18	-
1.3	Laboratory exercises	-	-	-
2	**Independent work**	**72**	**72**	-
3	**Interim certification**	**-**	**-**	-
	Test/differential test/exam	**exam**	**exam**	-
	Total	**108**	**108**	

3.2. Thematic plan for studying the discipline
(according to forms of study)

3.2.1 Part-time education

Sections/topics disciplines	Labor intensity, hour					
		Classroom work				
	Total	Lecture	Seminars/practical sessions	Laboratory exercises	Practical training	Independent work
Topic 1. Theoretical foundations of managing the development of an organization	7	2	2			5
Topic 2. Drawing up a work plan for the development of the organization	7	2	2			5
Topic 3. Attracting investments	7	2	2			5
Topic 4. Product offer	7	1	1			5
Topic 5. Project launch	7	1	1			5
Topic 6. Stages of team development. Principles of team management. Project Communications Management	7	1	1			5
Topic 7. Financial model of the project	7	1	1			5
Topic 8. Determining the cost structure of the project	7	1	1			5
Topic 9. Financial and economic assessment of the project	7	1	1			5
Topic 10. Financial and economic indicators of the project	7	1	1			5
Topic 11. Organizational development risk management	7	1	1			5
Topic 12. Project sensitivity analysis	7	1	1			5

Topic 13. Project control procedures	8	1	1			5
Topic 14. Assessing quality indicators	8	1	1			4
Topic 15. Project Completion Procedures	8	1	1			3
Certification form						
Total hours	108	18	18			72

3.3. Contents of the discipline

Topic 1. Theoretical foundations of managing the development of an organization

Signs of the project. Project participants. Project stages. Project charter. Project priorities. Goal setting in the project. SMART principles. Establishing the scope of the project. Define strategies, standards, and procedures. Development of a management plan.

Topic 2. Drawing up a work plan for the development of the organization

Development of a financial plan. Development of a personnel plan. Organizational training planning. Development of a plan for material resources. Creation of project infrastructure.

Topic 3. Attracting investments

Sources of project financing. Procedures and stages of obtaining investments. Classification of investors. Venture investments. Government investments, entrepreneurship support programs. Business offer. Investment agreement. Types and life cycle of an investment project. Economic efficiency of investment projects.

Topic 4. Product offer

Determining the competitiveness of a product. Competitive advantages. Ways to describe competitive advantages. Innovation as a commodity. Identification and analysis of sales markets. Chain of stakeholders. Ways to bring products to market. Distribution methods and channels.The path from idea to successful commercialization of a new product. Risks when releasing new products. ORGANIZATION OF NEW PRODUCT DEVELOPMENT. External environment for new product development. Branding.

Topic 5. Project launch

Project scale. Organization of work. Risk assessment. Operating schedule. Budget

development. Project organization Structural breakdown of work. Project life cycle. Responsibility matrix.

Topic 6. Stages of team development. Principles of team management. Project Communications Management

Principles and stages of project team development. Stages of the team life cycle. Management of team development and activities. Planning the work of the team. Control and coordination of the team's activities. The concept of "communication" in the project. Factors influencing communications in a project. The main tasks of the project manager when planning communications. Types of communications. Determining the communication needs of project stakeholders. Meetings as a form of communication in a project. Types and purposes of meetings. Features of traditional and virtual meetings. Preparation and holding of meetings. Development of a communication and interaction plan.

Topic 7. Financial model of the project

General logic of economic and financial modeling. Construction of the main elements of the financial model of the project. Cash flow plan. Profit and loss plan. Balance plan. Relationships between the main elements of the project financial model**.**

Topic 8. Determining the cost structure of the project

Conditionally variable and conditionally fixed costs. Determination of the tax base and taxation system. Simplified taxation system. Investment costs. Revenue, marginal and operating profit. Determination of cash flow.

Topic 9. Financial and economic assessment of the project

Chart and break-even point, simple payback period. Discounting and the time value of money.

Topic 10. Financial and economic indicators of the project

Determining the discount rate. Net present value, discounted payback period, profitability index, internal rate of return.

Topic 11. Organizational development risk management

Types of risks in projects. Market, financial and country risks. Risks in innovative projects: scientific, technical, patent. Patent protection. Risk forecasting and planning.

Assessing the likelihood of a risk occurring, assessing the impact of a risk.

Topic 12. Project sensitivity analysis

Risk management at the enterprise. Industry risks (risks in construction, manufacturing, trade and other industries). Financial risks. Investment activity under conditions of risk and uncertainty

Topic 13. Project control procedures

Problem management. Change control. Work plan control. Control of the financial plan.

Topic 14. Assessing quality indicators

Work quality audit. Document control. Configuration control. Differentiated and comprehensive methods for assessing the quality level. Qualimetric assessment of quality indicators. Signing of the acceptance certificate. Personnel performance assessment. Assessment of material resources. Assessment of work quality.

Topic 15. Project Completion Procedures

Audit of key project results. Completing the configuration management process.

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3.4. Topics of seminars/practical and laboratory classes

1. Assessment of project management maturity and strategy for its improvement in the company.
2. Development of a system for strategic project management in the company.
3. Mathematical models of project portfolio management
4. Project portfolio management methodology.
5. Project selection models.
6. Management of transformation programs in the company.
7. Flexible (Agile) project management methodologies.
8. Corporate project management systems.
9. Using the Theory of Constraints in Project Management.
10. Models, methods and tools for project portfolio management.

11. Project portfolio management under conditions of uncertainty.
12. Analysis of project portfolio management practices at enterprises.
13. Project, program and project portfolio risk management.
14. Construction of a corporate risk management system at an industrial enterprise;
15. Risk management of large international oil and gas projects.
16. Management of projects and project portfolios of oil and gas companies.
17. Conditions for the effectiveness of leadership of the project manager and his team.
18. Causes and consequences of conflicts in projects.
19. Formation of a team vision for the project.
20. Methods for resolving conflicts in projects.
21. Professionally important qualities of a project manager.
22. Research into business valuation methods.
23. Project risk management tools and techniques.
24. Project risk management: theory and practice.
25. Methods for taking risk into account when assessing the economic efficiency of investments.
26. Real options as a tool for evaluating and managing investment projects.
27. Features of project/project portfolio management.
28. Existing approaches to assessing business value.
29. Mastered volume in project management. Earned value problems.
30. Organizational features of the implementation of large projects in the Russian Federation.
31. Functional-target approach to managing projects and company project portfolios.
32. Using the hierarchy analysis method in ranking company projects
33. Problems of project management in Russian companies.
34. Application of standard project management methods and tools when implementing projects in one of the business areas.
35. Analysis of the successful application of project management methods and tools during project implementation.

4. Educational, methodological and information support

4.1. Main literature:

1. Kormschyaotkov, E. M. Change management: textbook and workshop for universities / E. M. Korotkov, M. B. Zhernakova, T. Yu. Krotenko. - Moscow: Yurayt Publishing House, 2023. - 278 p. - (Higher education). — ISBN 978-5-534-02315-2. — Text: electronic // Educational platform Urayt [website]. — URL:https://urait.ru/bcode/511071

2. Management of organizational innovations: textbook and workshop for universities / A. N.Asaul, M. A. Asaul, I. G. Meshcheryakov, I. R. Shegelman; edited by A. N. Asaul. - Moscow: Yurayt Publishing House, 2022. - 289 p. - (Higher education). — ISBN 978-5-534-04967-1. — Text: electronic // Educational platform Urayt [website]. — URL:https://urait.ru/bcode/492940

3. Zub, A. T. Managementchanges: textbook and workshop for universities / A. T. Zub. - Moscow: Yurayt Publishing House, 2023. - 284 p. - (Higher education). — ISBN 978-5-534-00490-8. — Text: electronic // Educational platform Urayt [website]. — URL:https://urait.ru/bcode/511106

4.2. Additional literature:

1. Organizational culture: textbook and workshop for universities / V. G. Smirnova [et al.] ; edited by V. G. Smirnova. - Moscow: Yurayt Publishing House, 2023. - 306 p. - (Higher education). — ISBN 978-5-534-01440-2. — Text: electronic // Educational platform Urayt [website]. — URL:https://urait.ru/bcode/511220

2. Dorofeeva, L. I. Organizationalbehavior: textbook and workshop for universities / L. I. Dorofeeva. — 2nd ed., rev. and additional - Moscow: Yurayt Publishing House, 2023. - 378 p. - (Higher education). — ISBN 978-5-534-07617-2. — Text: electronic // Educational platform Urayt [website]. — URL:https://urait.ru/bcode/512742

3. Brazhnikov, M. A. Change management: a textbook for universities / M. A. Brazhnikov, I. V.Khorina. — 2nd ed., revised. and additional - Moscow: Yurayt Publishing

House, 2023. - 223 p. - (Higher education). — ISBN 978-5-534-14483-3. — Text: electronic // Educational platform Urayt [website]. — URL:https://urait.ru/bcode/519591

4.3. Electronic educational resources:

An electronic educational resource on the discipline is under development.

4.4. Licensed and freely distributed software.

Office applications, Microsoft Office 2013 (or lower) – Microsoft Open License. License No. 61984042

4.5. Modern professional databases and information reference systems

1. http://www.gov.ruServer of government authorities of the Russian Federation.
2. http://www.mos.ruOfficial server of the Moscow Government.
3. http://www.minfin.ruMinistry of Finance of the Russian Federation.
4. http://www.garant.ruGARANT Legislation with comments.
5. http://www.gks.ruFederal State Statistics Service.
6. http://www.rg.ruRussian newspaper.
7. http://www.prime-tass.ruPRIME-TASS Economic Information Agency.
8. http://www.rbc.ruRBC (RosBusinessConsulting).
9. http://www.businesspress.ruBusiness press.
10. http://www.ereport.ruWorld economy.
11. http://uisrussia.msu.ruUniversity information system of Russia.
12. http://www.forecast.ruTsMAKP (Center for Macroeconomic Analysis and Short-Term Forecasting).
13. http://www.cfin.ruCorporate management.
14. http://www.fin-izdat.ruPublishing house "Finance and Credit"
15. http://economist.com.ruThe Economist magazine.
16. http://www.vopreco.ruJournal "Economic Issues".
17. http://www.mevriz.ruMagazine "Management in Russia and Abroad"
18. http://systems-analysis.ru/Laboratory of Systems Analysis
19. https://gtmarket.ru/concepts/7111System analysis
20. http://minpromtorg.gov.ru/Ministry of Industry and Trade of the Russian Federation.
21. http://www.rg.ruRussian newspaper.

5. Material and technical support of discipline.

Auditoriums for lectures and seminars of the general fund: educational tables with benches, a blackboard, a portable multimedia complex (projector, projection screen, laptop). Teacher's workplace: table, chair.

6. Methodological recommendations

6.1. Methodological recommendations for teachers on organizing training.

Current control (carried out by the lecturer and teacher): correctness of answers to questions on the topics covered; assessment of existing opinions and approaches to solving specific problems; essay preparation; intermediate testing in individual sections of the discipline.

When performing routine monitoring, it is possible to use test material. Samples of control questions and tasks for conducting ongoing monitoring are given in the appendix. When implementing a bachelor's degree program, an organization has the right to use e-learning and distance learning technologies. All materials are posted in the Moscow Polytechnic Library.

When training people with disabilities, e-learning and distance educational technologies must provide for the possibility of receiving and transmitting information in forms accessible to them.

6.2. Guidelines for students on mastering the discipline.

A lecture is a systematic, consistent, monologue presentation by a teacher of educational material, usually of a theoretical nature. When preparing a lecture, the teacher is guided by the work program of the discipline. During lectures, it is recommended to take notes, which will allow you to later recall the studied educational material and supplement the content when working independently with literature.

You should also pay attention to categories, formulations that reveal the content of certain phenomena and processes, scientific conclusions and practical recommendations, positive experience in oratory. It is advisable to leave margins in your working notes in which to make notes from the recommended literature, supplementing the material of the lecture you listened to, as well as emphasizing the special importance of certain theoretical positions.

Conclusions from the lecture summarize the teacher’s thoughts on educational issues. The teacher provides a list of used and recommended sources for studying a specific topic. At the end of the lecture, students have the opportunity to ask questions to the teacher about the topic of the lecture. When delivering lectures on the discipline, electronic multimedia presentations can be used.

Methodological instructions for students when working at the seminar.

Seminars are implemented in accordance with the working curriculum with sequential study of the topics of the discipline. In preparation for the seminars, the student is recommended to study the basic literature, familiarize himself with additional literature, new publications in periodicals: magazines, newspapers, etc. In this case, you should take into account the recommendations of the teacher and the requirements of the curriculum. It is also recommended to finalize your lecture notes by making appropriate notes from the literature recommended by the teacher and provided for by the curriculum. Abstracts should be prepared for presentations on all educational issues brought up for the seminar.

Since the student's activity in seminar classes is the subject of monitoring his progress in mastering the course, preparation for seminar classes requires a responsible attitude. During interactive classes, students must be active.

Guidelines for students on organizing independent work.

Independent work of students is aimed at independent study of a separate topic of the academic discipline. Independent work is mandatory for each student, its volume is determined by the curriculum. When working independently, the student interacts with the recommended materials with the participation of the teacher in the form of consultations. The electronic library system (electronic library) of the university provides the possibility of individual access for each student from any point where there is access to the Internet.

If there are students with disabilities, they will be provided with printed and (or) electronic educational resources in forms adapted to their health limitations.

Guidelines for making presentations.

A presentation (from the English word - presentation) is a set of color pictures-slides on a specific topic, which is stored in a special format file with the PP extension. The term "presentation" (sometimes called "slide film") is associated primarily with the information and advertising functions of pictures, which are designed for a certain category of viewers (users).

Multimedia computer presentation is:

- dynamic synthesis of text, image, sound;
- the most modern software interface technologies;
- interactive contact between the speaker and the demonstration material;
- mobility and compactness of information media and equipment;
- ability to update, supplement and adapt information;
- low cost.

Rules for designing computer presentations

General Design Rules

Many designers claim that there are no laws or rules in design. There are tips, tricks, tricks. Design, like any kind of creativity, art, like any way of some people communicating with others, like a language, like a thought, will bypass any rules and laws.

However, there are certain guidelines that should be followed, at least for novice designers, until they feel the strength and confidence to create their own rules and guidelines.

Font design rules:

- Serif fonts are easier to read than sans serif fonts;
- It is not recommended to use capital letters for body text.
- Font contrast can be created through: font size, font weight, style, shape, direction and color.
- Rules for choosing colors.
- The color scheme should consist of no more than two or three colors.
- There are incompatible color combinations.
- Black color has a negative (gloomy) connotation.
- White text on a black background is hard to read (inversion is hard to read).

Presentation Design Guidelines

In order for the presentation to be well received by the audience and not cause negative emotions (subconscious or fully conscious), it is necessary to follow the rules of its design.

A presentation involves a combination of information of various types: text, graphics, music and sound effects, animation and video clips. Therefore, it is necessary to take into account the specifics of combining pieces of information of different types. In addition, the design and display of each of the listed types of information is also subject to certain rules. So, for example, the choice of font is important for textual information, brightness and color saturation are important for graphic information, and optimal relative position on the slide is necessary for the best possible perception of them together.

Let's consider recommendations for the design and presentation of various types of materials on the screen.

Formatting text information:

- font size: 24–54 points (heading), 18–36 points (plain text);
- the font color and the background color should contrast (the text should be easy to read), but not hurt the eyes;
- font type: for the main text a smooth sans-serif font (Arial, Tahoma, Verdana), for the title you can use a decorative font if it is easy to read;
- Italics, underlining, bold font, and capital letters are recommended to be used only for semantic highlighting of a text fragment.

Design of graphic information:

- drawings, photographs, diagrams are designed to supplement textual information or convey it in a more visual form;
- It is advisable to avoid drawings in the presentation that do not carry a semantic load, if they are not part of the style;
- the color of the graphic images should not sharply contrast with the overall style of the slide;
- illustrations are recommended to be accompanied by explanatory text;
- if a graphic image is used as a background, then the text on this background should be clearly readable.

Contents and arrangement of information blocks on the slide:

- there should not be too many information blocks (3-6);
- the recommended size of one information block is no more than 1/2 the size of the slide;
- It is desirable to have blocks with different types of information on the page (text, graphs, diagrams, tables, pictures) that complement each other;
- Key words in the information block must be highlighted;
- It is better to place information blocks horizontally, blocks related in meaning - from left to right;
- the most important information should be placed in the center of the slide;
- the logic of presenting information on slides and in a presentation must correspond to the logic of its presentation.

In addition to the correct arrangement of text blocks, we must not forget about their content - the text. Under no circumstances should it contain spelling errors. You should also take into account the general rules of text formatting.

After creating a presentation and its design, you need to rehearse its presentation and your speech, check how the presentation as a whole will look (on a computer screen or projection screen), how quickly and adequately it is perceived from different places in the audience, under different lighting, noise, in an environment as close as possible to real performance conditions.

7. Fund of assessment funds

7.1. Methods for monitoring and assessing learning outcomes

In the process of mastering this discipline, the student develops and demonstrates the following competencies:

COMPETENCIES		List of components	Technology for developing competencies	Form of assessment tool**	Degrees of levels of mastering competencies
INDEX	FORMULATION				
PK-4	Able to identify and engage with stakeholders	**IPK-4.1**. Knows visual modeling languages; collection, analysis, systematization, storage and maintenance of business analysis information; information technologies (software) used in the organization, to the extent necessary for business analysis purposes; systems theory; subject area and specifics of the organization's activities to the extent sufficient to solve business analysis problems; risk management; methods of planning the organization's	seminars	DS, E	**A basic level of:** control technologies

		IPK-4.2. Able to plan, organize and conduct meetings and discussions with stakeholders; identify, register, analyze and classify risks and develop a set of measures to minimize them; present business analysis information in a variety of ways and formats for discussion with stakeholders; apply information technology to the extent necessary for business analysis purposes; analyze internal (external) factors and conditions affecting the organization's activities; analyze the degree of stakeholder participation; explain the need for business analysis work; make changes in accordance with the chosen solution; assess the organization's readiness to change in accordance with the chosen solution; develop indicators and assess the state of the organization; the business feasibility of implementing the solution in terms of the selected target indicators; analyze the organization's activities; model the scope and boundaries of work; collect, classify, systematize and ensure storage and updating of business analysis information; formalize the results of			
		IPK-4.3. Have the skills to analyze the organization's readiness to implement changes; development and implementation of measures to prepare the organization for changes; monitoring ongoing changes in terms of achieving the developed solution targets; management of interaction with stakeholders (satisfaction, degree of involvement); managing risks caused by changes carried out in the organization; analysis and evaluation of the effectiveness of the implemented solution; analyzing the reasons and developing ways to refine the solution if the solution fails to achieve the set business goals; analysis and development of ways to adapt the organization to the use of a new solution.			

PK-5	Able to collect information about business problems and identify business opportunities for the organization	**IPK-5.1.**Knows the theory of interpersonal and group communication in business interaction; conflict theory; methods, techniques, processes and tools for managing stakeholder requirements; visual modeling languages; risk management theory; systems theory; subject area and specifics of the organization's activities to the extent sufficient to solve business analysis problems.			**Increased level** control technologies

		IPK-5.2. Able to use stakeholder identification techniques; plan, organize and conduct meetings and discussions with stakeholders; use effective communication techniques; identify, register, analyze and classify risks and develop a set of measures to minimize them; collect, classify, systematize and ensure storage and updating of business analysis information; formalize the results of business analysis in accordance with the selected approaches; identify connections and dependencies between elements of business analysis information; present business analysis information in a variety of ways and formats for discussion with stakeholders; apply information technology to the extent necessary for business analysis purposes; analyze internal (external) factors and conditions affecting the organization's activities; analyze the requirements of stakeholders in terms of quality criteria determined by the selected approaches; formalize the requirements of stakeholders in accordance with the selected approaches.			

		IPK-5.3. Possesses the skills to analyze the needs of stakeholders; context analysis; identifying and documenting true business problems or business opportunities; agreeing with stakeholders on identified business problems or business opportunities; formation of target indicators for decisions.			

7.2. Scale and criteria for assessing learning outcomes

In the process of mastering the educational program, competencies, including their individual components, are formed step by step as students master disciplines (modules) and practices in accordance with the curriculum and calendar schedule of the educational process.

An indicator for assessing competencies at various stages of their formation is the achievement by students of the planned learning outcomes in the discipline (module).

Interim certification form: test.

The final certification of students in the form of a test is carried out based on the results of completing all types of academic work provided for by the curriculum for a given discipline (module), while taking into account the results of ongoing monitoring of progress during the semester. Assessment of the degree to which students have achieved the planned learning outcomes in the discipline (module) is carried out by the teacher leading classes in the discipline (module) using the method of expert assessment. Based on the results of the intermediate certification for the discipline (module), a grade of "pass" or "fail" is given.

Only students who have completed all types of academic work provided for by the work program in the discipline "Sales and Customer Relationship Management" are allowed to take the final certification.

Grading scale	***Description***
Passed	*All types of educational work provided for by the curriculum have been completed. The student demonstrates compliance of knowledge, abilities, and skills with those given in the tables of indicators, operates with acquired knowledge, abilities, skills, and applies them in situations of increased complexity. In this case, minor errors,*

	inaccuracies, and difficulties during analytical operations and the transfer of knowledge and skills to new, non-standard situations may be made.
Not accepted	*One or more types of educational work provided for by the curriculum have not been completed. The student demonstrates incomplete compliance of knowledge, abilities, skills with those given in the tables of indicators, significant mistakes are made, a lack of knowledge, abilities, skills is manifested in a number of indicators, the student experiences significant difficulties in operating knowledge and skills when transferring them to new situations.*

7.3. Evaluation toolsby discipline "Sales and customer relationship management"

OS No.	Name of the assessment tool	Brief description of the evaluation tool	Submission of the assessment tool to the Federal Fund
1	Report, message (DS)	A product of a student's independent work, which is a public speech presenting the results obtained in solving a specific educational, practical, educational, research or scientific topic	Topics of reports, messages
2	Test (W)	Final form of knowledge assessment. In higher education institutions they are held during examination sessions.	Test questions for testing
4	Test (T)	A system of standardized tasks that allows automate the procedure for measuring the level of knowledge and skills of the student.	Test task fund

7.3.1. Current control

Topics of reports on the discipline "Organization development management" (formation of competence PK-5)

Topic 1. Basic tools and methods of market research and analysis.
Topic 2. Market research and analysis program and methods of its formation.

Topic 3. Information sources for collecting primary information about the consumer market.
Topic 4. Methods of collecting primary data in buyer market research: observation, interview, survey, document analysis, content analysis, focus group.
Topic 5. Constructing a questionnaire based on open and closed questions.
Topic 6.Methods of consumer market segmentation: socio-economic, psychographic, behavioral segmentation.
Topic 7. Calculation of market capacity indicators: TAM, SAM, SOM.
Topic 8. Competitive market analysis: construction of a competitiveness polygon.
Topic 9. Competitive market analysis: analysis of Porter's 5 forces.
Topic 10. Analysis of market conditions: conducting a PEST analysis of the territorial market.
Topic 11. Multi-criteria assessment of the quality and competitiveness of an organization's product.
Topic 12. Positioning of the organization's product on the Lambin matrix "Cost-profit".
Topic 13. Analysis of the organization's market potential: BCG matrix, McKinsey-GE matrix.
Topic 14. Product design based on market analysis.
Topic 15. Design and programming of the launch of a finished product on the market in the future (creation of a product business plan).

Report evaluation criteria

No.	Criterion	Grade			
		ex.	chorus	satisfaction	unsatisfactory
1	Structure of the report	The report contains semantic parts balanced in volume	The report contains three semantic parts, unbalanced in volume	One of the semantic parts is missing from the report	The report does not show the presence of semantic parts
2	Contents of the report	The content reflects the essence of the problem under consideration and the main results obtained	The content does not fully reflect the essence of the problem under consideration or the main results obtained	The content does not fully reflect the essence of the problem under consideration and the main results obtained	The content does not reflect the essence of the problem under consideration or the main results obtained
3	Mastery of the material	The student has complete command of the material presented, is problem oriented, and answers questions freely	The student knows the material presented, is oriented in the problem, finds it difficult to answer some questions	The student is not fluent enough in the material being presented and is poorly oriented in the problem	The student does not know the material being presented and has poor understanding of the problem

4	Matching theme	The presented material fully corresponds to the stated topic	The presented material contains elements that are not relevant to the topic	The material presented contains a large number of elements that are not related to the topic.	The material presented is slightly relevant to the topic

7.3.2. Interim certification

Questions for the exam in the discipline "Organizational Development Management"

formation of the competence of UK-3

1. The concept of total quality management and its role in managing an organization
2. Basic concepts of the project.
3. Distinctive features of the project.
4. Classification of projects.
5. The concept of an investment project, the relationship between project portfolios and programs.
6. Contents of the investment project.
7. Economic approach to the concept of life cycle.
8. The relationship between the life cycles of objects and projects.
9. Project environment, structural diagram of the project environment.
10. Structural decomposition (tree) of the EPS project.
11. WBS Work Breakdown Structure.
12. Participants of the investment project. Possible project participants.
13. Definition of project management.
14. Signs, participants, stages of the project.
15. Goal setting in the project. SMART principles.
16. Establishing the scope of the project.
17. Sources of project financing.
18. Procedures and stages of obtaining investments.
19. Classification of investors. Venture investments.
20. Main controlled parameters of the project.
21. Interrelation of various spheres of management activity.
22. System model of project management.
23. Stages (groups) of project management processes.
24. Main (basic) functional areas of project management.
25. Auxiliary functional areas of project management.
26. Models for structuring an investment project.
27. Project structuring methods.
28. Government investments, entrepreneurship support programs.

29. Responsibility matrix. Stages of team development. Principles of team management.
30. Goals and objectives of the investment project.
31. What is meant by the project result, project strategy and project success criterion?
32. Project initiation.
33. Methods for selecting projects.
34. What materials are the result of initiation.

formation of competence PK-6

35. Determining the cost structure of the project.
36. Conditionally variable and conditionally fixed costs.
37. Determination of the tax base and taxation system.
38. Simplified taxation system.
39. Investment costs.
40. Revenue, marginal and operating profit. Determination of cash flow.
41. Chart and break-even point, simple payback period.
42. Discounting and the time value of money.
43. Determining the discount rate.
44. Financial and economic indicators of the project: net present value, discounted payback period
45. Financial and economic indicators of the project: profitability index, internal rate of return
46. Determining the competitiveness of a product. Competitive advantages.
47. Ways to describe competitive advantages.
48. Innovation as a commodity.
49. Identification and analysis of sales markets. Chain of stakeholders.
50. Ways to bring products to market. Distribution methods and channels.
51. Marketing of new products.
52. Structural breakdown of work. Operating schedule.
53. Types of risks in projects. Market, financial and country risks.
54. Risks in innovative projects: scientific, technical, patent. Patent protection.
55. Risk forecasting and planning.
56. Assessing the likelihood of a risk occurring, assessing the impact of a risk.
57. Project sensitivity analysis.
58. Project control procedures.
59. Work quality audit. Evaluation of quality indicators. Document control.
60. Project completion procedures.
61. Audit of key project results.

Example of an exam paper.

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FEDERAL STATE AUTONOMOUS EDUCATIONAL INSTITUTION OF HIGHER EDUCATION
"MOSCOW POLYTECHNIC UNIVERSITY"
(MOSCOW POLYTECH)

Department of Management
Discipline: Organizational Development Management
Direction of preparation: 03/38/02. Management
Course: _____, group _____, form of training: part-time

EXAMINATION TICKET No. 1.

1. Question assessing competence UK-3.
2.Question assessing competence PK-6

Approved at the department meeting "__" _____ 202_, minutes No. __.

Head Department of Management _____ /Alenina E.E./