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ФИО: Максимов Алексей Борисович
Должность: директор департамента по образовательной политике
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**MINISTRY OF SCIENCE AND HIGHER EDUCATION OF THE RUSSIAN FEDERATION**

Federal State Autonomous Educational Institution of Higher Education

**"Moscow Polytechnic University"**

APPROVE
Vice-President
for International Affairs
_____ /Yu.D. Davydova/
"27" февраля 2025

Dean of the Faculty
of Economics and Management
_____ /A.V. Nazarenko/
"27" февраля 2025

# WORKING PROGRAM OF THE DISCIPLINE

## "Foresight Management"

Field of study
**38.03.02 Management**

Educational program (profile)
**"Business Process Management"**

Qualification (degree)
**Bachelor**

Form of study
**Part-time**

Moscow 2025

**Developer(s):**

Associate Professor of the Department of Management
Ph.D., Associate Professor  /O.N. Korotun/

**Agreed:**
Head of the Department of Management,
Ph.D., Associate Professor  /E.E. Alenina/

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

The main goals of mastering the Foresight Management discipline include:
- developing students' knowledge and skills in the field of foresight technologies.

The main objectives of mastering the Foresight Management discipline include:
- Mastering the theory of Foresight methodology and technologies.
- Familiarization with domestic and foreign experience in the use of foresight technologies.
- Assessing the feasibility of using Foresight.

Training in the discipline "Foresight Management" is aimed at developing the following competencies in students:

| **Code and name of competencies** | **Indicators of Competency Achievement** |
|---|---|
| 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.<br>**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; 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.<br>**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 refers to the part formed by the participants in the educational relations of block B1 "Disciplines (modules)".

The discipline "Foresight Management" is logically, substantively and methodologically interconnected with the following disciplines and practices of the EP:
- Management in industries and fields of activity
- Corporate management
- Organizational development management
- Forward-looking management

# 3. Structure and content of the discipline

The total labor intensity of the discipline is 5 credit units (180 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 | Quantity hours | Semesters | |
|---|---|---|---|---|
| | | | 7 | |
| **1** | **Auditory lessons** | **54** | 54 | |
| | Including: | | | |
| 1.1 | Lectures | 18 | 18 | |
| 1.2 | Seminars/practical sessions | 36 | 36 | |
| **2** | **Independent work** | **126** | 126 | |
| **3** | **Interim certification** | | | |
| | Test/differential test/exam | **Exam** | Exam | |
| | **Total** | **180** | 180 | |

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

3.2.1. Part-time and part-time education

| No. p/p | Sections/topics disciplines | Labor intensity, hour | | | | | |
|---|---|---|---|---|---|---|---|
| | | Total | Classroom work | | | | Independent work |
| | | | Lectures | Seminars/practical sessions | Laboratory exercises | Practical training | |
| 1.1 | Topic 1 Foresight as a method of analysis and design of the future | | 2 | 4 | | | 14 |
| 1.2 | Topic 2 Difference between foresight and forecasting | | 2 | 4 | | | 14 |
| 1.3 | Topic 3 Basic elements of foresight | | 2 | 4 | | | 14 |
| 1.4 | Topic 4 Bridges between situations and concepts | | 2 | 4 | | | 14 |
| 1.5 | Topic 5 Technological foresight | | 2 | 4 | | | 14 |
| 1.6 | Topic 6 Technology classification system | | 2 | 4 | | | 14 |
| 1.7 | Topic 7 Foresight tools | | 2 | 4 | | | 14 |
| 1.8 | Topic 8 Foresight techniques | | 2 | 4 | | | 14 |
| 1.9 | Topic 9 Processing the results of the expert survey | | 2 | 4 | | | 14 |
| **Total** | | | **18** | **36** | | | **126** |

## 3.3 Contents of the discipline

**Topic 1 Foresight as a method of analysis and design of the future**

The concept of foresight. Object and subject of foresight. Features of foresight in relation to the plan.

**Topic 2 Difference between foresight and forecasting**

The difference between foresight and forecasting. Key features of foresight and forecasting. Features of expert opinions in forecasting and foresight.

**Topic 3 Basic elements of foresight**

Horizon and subjects of foresight. Scenarios and roadmaps. Situational and conceptual approaches.

**Topic 4 Bridges between situations and concepts**

The first, second and third bridges between situations and concepts. Benchmarking as a way to integrate situational and conceptual approaches. Option roadmap and set of projects.

**Topic 5 Technological foresight**

Features of technological foresight. New technologies used in foresight. Original technology classification system. National features of technological foresight.

**Topic 6 Technology classification system**

Sequence of technological foresight. Economy as a set of industrial units. Main features and features of industrial units.

**Topic 7 Foresight tools**

Selection of experts. Conditions for conducting expert surveys. Taking into account the diversity of expert opinions.

**Topic 8 Foresight techniques**

Delphi method. Semantic differential and the Wa-Westendorp technique. Saaty's hierarchy method and TURF analysis.

**Topic 9 Processing the results of the expert survey**

Methods for processing expert assessments and judgments. Principles and stages of content analysis. Formulation of conclusions and recommendations.

## 3.4 Topics of seminars/practical and laboratory classes

3.4.1. Seminars/practical sessions

| | |
|---|---|
| Topic 1 Foresight as a method of analysis and design of the future | Seminar lesson 1 |
| Topic 2 Difference between foresight and forecasting | Seminar session 2 |
| Topic 3 Basic elements of foresight | Seminar session 3 |
| Topic 4 Bridges between situations and concepts | Seminar session 4 |
| Topic 5 Technological foresight | Seminar session 5 |
| Topic 6 Technology classification system | Seminar session 6 |
| Topic 7 Foresight tools | Seminar session 7 |
| Topic 8 Foresight techniques | Seminar session 8 |
| Topic 9 Processing the results of the expert survey | Seminar session 9 |

# 4. Educational, methodological and information support

## 4.1 Main literature

1. Litvak, B. G. Strategic management: a textbook for bachelors / B. G. Litvak. - Moscow: Yurayt Publishing House, 2022. - 507 p. — (Bachelor. Academic course). — ISBN 978-5-9916-2929-4. — Text: electronic // Educational platform Urayt [website]. — URL:https://urait.ru/bcode/508941

2. Chernomorchenko, S.I. Planning and design of organizations: textbook for universities / S.I. Chernomorchenko. — 2nd ed. - Moscow: Yurayt Publishing House, 2022. - 221 p. - (Higher education). — ISBN 978-5-534-11222-1. — Text: electronic // Educational platform Urayt [website]. — URL:https://urait.ru/bcode/495648

## 4.2 additional literature

1. Mashunin, Yu. K. Forecasting and planning of socio-economic systems: a textbook for universities / Yu. K. Mashunin. - Moscow: Yurayt Publishing House, 2022. - 330 p. - (Higher education). — ISBN 978-5-534-14698-1. — Text: electronic // Educational platform Urayt [website]. — URL:https://urait.ru/bcode/496702

## 4.3 Electronic educational resources

An electronic educational resource on the discipline is under development.

# 5. Logistics support

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

# 6. Guidelines

## 6.1 Methodological recommendations for teachers on organizing training

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).

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.

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.

### 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 subsequently recall the studied educational material, supplement the content when working independently with literature, and prepare for the exam.

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.

Guidelines 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. To perform independent work, methodological support is provided. 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.

## 7. Appraisal Fund

### 7.1 Methods for monitoring and assessing learning outcomes

**Indicator of the level of competence development**

| **FORESIGHT MANAGEMENT** |
|---|
| Federal State Educational Standard of Higher Education 38.03.02 "MANAGEMENT" |

| In the process of mastering this discipline, the student forms 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-5** | Able to collect information about business problems and identify business opportunities for the organization | **IPK 5.1.**modern domestic and foreign experience in the use of foresight technologies.<br>**IPK 5.2.**formulate goals, objectives and a set of measures for the use of foresight technology.<br>**IPK 5.3.**methods and approaches to identifying the reasons for using foresight technologies, forecasting skills. | lecture, independent work, seminar classes | DS, T, E | **A basic level of**<br>- knowledge of basic theoretical data about foresight methodology and methods of its application.<br><br>**Increased level**<br>- possession of methods and skills of economic forecasting;<br>- ability to apply a set of foresight techniques. |

## 7.2 Scale and criteria for assessing learning outcomes

Scales for assessing the results of intermediate certification and their description:

***Form of intermediate certification: exam.***

Interim certification of students in the form of an exam 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 "excellent", "good", "satisfactory" or "unsatisfactory" is given.

*Only students who have completed all types of academic work provided for in the work program for the discipline "Foresight Management" (passed the intermediate control) are allowed to take part in the intermediate certification.*

| Grading scale | Description |
|---|---|
| Great | 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. |
| Fine | All types of educational work provided for by the curriculum have been completed. The student demonstrates incomplete, correct |

| | |
|---|---|
| | compliance of knowledge, skills and abilities with those given in the tables of indicators, or if 2-3 insignificant errors were made. |
| Satisfactorily | All types of educational work provided for by the curriculum have been completed. The student demonstrates the consistency of knowledge, which covers the main, most important part of the material, but at the same time one significant error or inaccuracy was made. |
| Unsatisfactory | 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 tools

**List of assessment tools for the discipline**
**"Foresight 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 (T) | A system of standardized tasks that allows you to automate the procedure for measuring the level of knowledge and skills of a student. | Test task fund |
| 3 | Exam (E) | Final form of knowledge assessment. In higher educational institutions they are held during the session. | Questions for the exam |

7.3.1. Current control

**Topics of reports on the discipline**
**"Foresight management"**
**(formation of competence PK-5)**
1. Methodological basis for organizing and conducting Foresight research
2. Define the object for conducting Foresight research.
3. How are challenges and threats identified when preparing Foresight?
4. Scope of Foresight (SCOPE).
5. Development of proposals for Foresight research participants.
6. Information support for foresight research.
7. Organizational support for Foresight.
8. Possible roles in the Foresight organization.
9. Methodology for selecting and forming expert groups to conduct Foresight research.

10.Methodological approach and the process of expert assessment when conducting Foresight.

11.Using the Delphi method in Foresight programs

12. Mission of Delphi in the programs of technological Foresight of the knowledge economy

13.Purposes of application and tools of the Delphi survey in Foresight programs

14. The need to carry out research on cultural and social aspects using the Delphi method

15. Processing the survey results and conducting the first stage of technology prioritization

16. Scenario as a tool for organizing ideas about alternatives for the development of the external environment

17. Key requirements for scenarios. Multiple types and types of scenarios; quantitative and qualitative characteristics of trends and state of the system for the future

18. Scenarios as a mechanism for the formation of adaptive strategy and adaptive policy

19. Difference between the scenario approach and other Foresight methods

20. Stages of evolution of the scenario approach

21. Approaches to constructing alternative scenarios. Advantages and Disadvantages of Developing and Using Scenarios

22. Scenarios in technological foresight programs

23. Formation of a scenario group. Methodology for writing and discussing scripts

24. Initial information for constructing scenarios. Stages of scenario development. Formation of scenario alternatives. Technology for constructing high-quality research scenarios

25. Development of script skeletons. Sequence of steps in constructing the skeleton of research scenarios

26. Development of technology roadmaps and method for analyzing the sequence of technology development

27. Expert panels and expert groups in Foresight programs

28. Scanning and monitoring - a stage in the research that precedes other Foresight methods

29. Tree of goals and morphological analysis - as methods of normative forecasting

30. SWOT analysis as a technique for the analytical stage of developing Foresight programs

31. Benchmarking is a tool for identifying weaknesses in one’s own activities

32. Benchmarking process and benchmarking of results - common features and differences

33. Using the brainstorming method in various Foresight methods

34. Analysis of the impact on trends - a methodology for overcoming other forecasting methods

35. Construction of a matrix of mutual influence of events

36. Monte Carlo method. Its content and significance in Foresight research

37. Simulation dynamic model of mutual influences

38. The method of critical technologies and its application in foresight

**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 | The content does not fully reflect the essence of the | The content does not fully reflect the essence of the | The content does not reflect the essence of |

| | | | | | |
|---|---|---|---|---|---|
| | | problem under consideration and the main results obtained | problem under consideration or the main results obtained | problem under consideration and the main results obtained | 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 |

**Tests by discipline**
**"Foresight management"**
**(formation of competence PK-5)**

Foresight is based on:
A) forecasting
B) problems of industrial development
C) numerous expert assessments
D) risk management
ANSWER: C
Unlike what type of forecasts in foresight is multivariance minimized due to consensus in expert opinions?
A) research (search) forecast
B) normative forecast
C) expert forecast
D) outdated forecast
ANSWER: A
Sampling, in which experts are selected based on the opinions of the organizers themselves or people whose opinions they trust, is called:
A) random or superficial sampling
B) snowball sampling
C) cross-expert assessment
D) quota sampling
ANSWER: A
Why are “bridges” used in foresight?
A) to integrate conceptual and situational approaches
B) to separate conceptual and situational approaches
C) to improve foresight performance
D) to reduce the cost of foresight

ANSWER: A
Are there any restrictions on the number of experts in foresight?
A) there are no restrictions
B) there are restrictions of the form “not less than”
C) there are restrictions of the form “no more than”
D) depends on the type of foresight
ANSWER: A
What type of scales that influence the level of agreement between expert opinions include binary, nominal, ordinal, point, and quantitative scales?
A) one-dimensional scales
B) multidimensional scales
C) two-dimensional scales
D) rank ordinal scales
ANSWER: A
Which of the “bridges” in foresight refers to an analysis like “why not...”?
A) elements of social analysis and future forecasting
B) integration into the international division of labor
C) diversification of territory development
D) benchmarking
ANSWER: A
The disadvantages of which method of expert assessment include the increased degree of conformity of experts, as well as the fact that the conclusions of the minority, which are important for the problems under study, are often rejected?
A) Delphi method
B) semantic differential
C) TURF analysis
D) Saaty's hierarchy method
ANSWER: A
What foresights are aimed at developing both the economies of individual states and the economies of several states, the economies of several regions or the economies of individual regions?
A) corporate foresights
B) social foresight
C) technological foresights
D) territorial foresights
ANSWER: D
What parameters measure the “meeting point” indicator in the levels of research of the innovation process?
A) time and cost
B) time and income
C) inputs and outputs
D) the number of defects and technological losses
ANSWER: A
What type of foresight is considered the most popular in modern times?
A) social foresight
B) technological foresight
C) cultural foresight
D) economic foresight
ANSWER: B
Which type of economic effect is characterized by the fact that the results of one applied research can be used in the operation of different technological units?
A) distributive

B) fan
C) multiplicative
D) modernization
ANSWER: B
Which of the foresight research methods is considered the most promising, but also the most expensive?
A) virtual characters of the future
B) road map
C) scripts
D) real characters of the future
ANSWER: C
Which method of expert assessments is necessary to form a hierarchy of goals and criteria, for which purpose several matrices of paired comparisons are constructed and an index of agreement of opinions is calculated for each of them?
A) Delphi method
B) semantic differential
C) TURF analysis
D) Saaty's hierarchy method
ANSWER: D
Which peer review method is a method of obtaining the general opinion of experts through a set of questionnaires followed by controlled feedback?
A) Delphi method
B) Semantic differential
C) Wa-Westendorp technique
D) Saaty's Hierarchy Method
ANSWER: A
Which method of expert assessment was developed by the American psychologist J. Osgood and is a method in which pairs of adjectives and antonyms are used for assessment?
A) Delphi method
B) semantic differential
C) Wa-Westendorp technique
D) Saaty's hierarchy method
ANSWER: B
Which level of research into the innovation process represents the level of an individual economic entity?
A) micro level
B) macro level
C) media level
D) max level
ANSWER: A
Which level of research into the innovation process represents the level between the level of an individual economic entity and the regional level?
A) micro level
B) macro level
C) media level
D) max level
ANSWER: C
Which stage of technological foresight is based on the selection of specific experts and consulting companies, including the selection of methods and methods for organizing and conducting research?
A) planning and execution
B) determination of essential terms

C) scanning
D) identification of future alternatives
ANSWER: C
A specific area of practical activity, which represents a very specific result of a foresight project, is:
A) foresight object
B) subject of foresight
C) foresight subject
D) the idea of foresight
ANSWER: B
The name of which expert assessment method is often translated as disjoint coverage analysis (NCA)?
A) Delphi method
B) semantic differential
C) TURF analysis
D) Saaty's hierarchy method
ANSWER: C
The subject of technological foresight is:
A) technologies that are already in use or will be used
B) outdated technologies that need to be modernized
C) areas of activity in which technology is used
D) event horizon
ANSWER: A
The combination of an object and a subject in foresight leads to the transformation of foresight into a set of projects, which makes this approach one of the most common trends in foresight:
A) contextual approach
B) project approach
C) process approach
D) systems approach
ANSWER: B
According to the key problem of foresight:
A) the future is not only impossible to design, but also impossible to predict even without design claims
B) neither the social, nor the economic, nor the political system develops linearly
C) the key goal of foresight is to focus on industrial development problems
D) foresight can be considered as a certain replacement for a plan in the context of planning at the national level
ANSWER: A
The period covered by the foresight is:
A) subject of foresight
B) foresight object
C) foresight horizon
D) foresight subject
ANSWER: C
It is believed that Russian foresight is aimed at:
A) business interests
B) the needs of the population
C) innovative development
D) preservation of outdated technologies
ANSWER: D
It is believed that foresights refer to:
A) controlled processes
B) unpredictable events

C) uncontrollable events
D) risk events
ANSWER: A
The term "foresight" was coined:
A) CIA consultant Bruce de Mesquita in 1930.
B) writer H.G. Wells in 1970
C) writer H.G. Wells in 1930
D) economist Adam Smith in 1970
ANSWER: C
The statement that in foresight one of the key goals is the interaction of participants, and in forecasting options for predicting the future are considered as the main goal, refers to the difference between foresight and forecasting in this category of parameters:
A) by purpose
B) by components
C) according to initial data
D) according to criteria
ANSWER: A
Foresight is considered:
A) a follower of traditional forecasting
B) a predecessor to traditional forecasting
C) a rival to traditional forecasting
D) killer of traditional forecasting
ANSWER: A
Foresight projects are focused on:
A) development of socio-economic development directions
B) formation of long-term prospects for the development of certain territories
C) creating informal connections between their participants, as well as creating a common understanding of future development processes
D) forecast of long-term development prospects of the company
ANSWER: C
Foresight, which is focused on the formation of socio-economic development directions, is:
A) social foresight
B) technological foresight
C) cultural foresight
D) economic foresight
ANSWER: A
The phenomenon when some experts can recommend other experts who, from their point of view, are suitable for a given foresight, is called:
A) conmination
B) nomination
C) sampling
D) selection
ANSWER: A

7.3.2. Interim certification

**Questions for the discipline exam**
**"Foresight management"**
**(formation of competence PK-5)**

1. The essence and ideology of Foresight.
2. Historical, political and economic prerequisites for the formation of technological forecasting
3. Historical, political and economic conditions for the formation of technological forecasting concepts
4. The current stage of development of future research.
5. What is Foresight?
6. Historical, cultural and social roots of Foresight
7. The origins of the emergence and development of Foresight
8. Three generations of Forsyte
9. Modern foreign experience in using Foresight research
10. The Club of Rome and its role in the study of future issues
11. History of the emergence and development of the concept of “technological forecasting” in Russia
12. What is meant by Forsyth horizon?
13. What is meant by Foresight focus?
14. Varieties of Foresight. Brief characteristics.
15. Foresight as a basis for studying development prospects
16. Foresight as a basis for making strategic decisions
17. The role, functions and forms of Foresight.
18. Foresight research as a way to combine the intellectual potential of government, business, civil society and science.
19. Main characteristics of the most used Foresight technologies.
20. Conceptual apparatus and methodological basis for forecasting.
21. The relationship between social, economic, political, demographic, technological and environmental forecasting.
22. Forecasting and foresight - common features and differences.
23. Means and forms of design tools.
24. Structure of the design process. Design stages.
25. Technology of conducting Foresight research
26. Triangle of Foresight methods. Diamond of Foresight methods.
27. Stages of foresight - research. Rules for forming foresight.
28. The practice of using Foresight to develop national development strategies.
29. The practice of using Foresight to develop regional development strategies
30. Principles and tools of qualitative forecasting.
31. Statistical methods for collecting information and processing it.
32. Expert methods of collecting information (interviews, questionnaires, group analysis methods).
33. Normative and search forecasting.
34. Foresight methods - Delphi.
35. Foresight methods - Critical technologies.
36. Foresight method - Expert assessments.
37. Foresight methods - Road mapping
38. Scenario approach to forecasting.
39. Factor models.
40. Regression models in forecasting.
41. Design methodology. Types of design.

Ticket form

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(MOSCOW POLYTECH)

Faculty of Economics and Management, Department of Management
Discipline: Foresight management
Direction of training: 38.03.02 “Management”
Course: __, group _____, form of study: full-time, part-time and part-time

TICKET No. 1.

1. Question assessing competence PK-5
2.Question assessing competence PK-5

Approved at the department meeting “__” August 202_, protocol No. 1.

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