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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
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for International Affairs
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"15" февраля 2024

Dean of the Faculty
of Economics and Management
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"15" февраля 2024

WORKING PROGRAM OF THE DISCIPLINE

"Management of distributed communities"

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 “Management of Distributed Communities” 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
UK-3-Able to organize and manage the work of a team, developing a team strategy to achieve the set goal.	IUC-3.1. Demonstrates the managerial competence necessary to build a team and lead its work based on a developed collaboration strategy. IUC-3.2. Plans, organizes, motivates, evaluates and adjusts joint activities to achieve the set goal, taking into account the interests, behavioral characteristics and opinions of its members. IUC-3.3. Applies methods, methods and strategies for optimizing the socio-psychological climate in the team, preventing and resolving conflicts, training technologies and developing the professional and communicative competence of team members.

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

The discipline “Management of Distributed Communities” is one of the disciplines of the part formed by participants in educational relations (B.1.1.26) of the undergraduate educational program.

The discipline “Management of Distributed Communities” is logically, substantively and methodologically interconnected with the following EP disciplines:

- "Entrepreneurship"
  - "Management of professional trajectory"
  - "Organizational finances"
  -

3. Structure and content of the discipline.

The total complexity of the discipline is 4 credit units, i.e. 108 academic hours.

3.1.1. Part-time education

No.	Type of educational work	Number of hours	Semesters	
			3	-
1	**Auditory lessons**	**108**	**108**	-
	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)

3.2.2 Part-time education

Sections/topics disciplines	Labor intensity, hour					
		Classroom work				
	Total	Lecture	Seminars/practical sessions	Laboratory exercises	Practical training	Independent work
Topic 1. Defining the scope of management in distributed communities.	12	2	2			8
Topic 2. The purpose of management in distributed communities: current standards.	12	2	2			8
Topic 3. Community management and the tools it uses.	12	2	2			8
Topic 4. CRM systems - a complex of applied means of communication for	12	2	2			8

participants in professional communities						
Topic 5 Methodology for analyzing cluster integration of geographically distributed communities of economic entities	12	2	2			8
Topic 6 Management of technology parks as a form of cluster integration of distributed communities.	12	2	2			8
Topic 7. Distributed professional communities within the international WorldSkills movement	12	2	2			8
Topic 8. Involving professional communities in the management of online learning based on digital platforms	12	2	2			8
Topic 9. Application of blockchain technologies as a tool for formation	12	2	2			8
TOTAL 3rd semester:	108	18	18			72

3.3. Contents of the discipline

Topic 1

Defining the scope of management in distributed communities. Methodology for designing distributed community management systems.Typology of distributed communities, task goals and mission. Distribution of roles in the community. Elements and characteristics of communities formed at the primary socio-economic level - the so-called “local communities (farms)”.

Topic 2

The purpose of management in distributed communities: current standards.

International ISO standard ISO/TC 268 (No. 307 dated 06/02/2017), forming technical committee ISO 268 “Sustainable cities and communities”. National standard GOST R ISO 37101-2018 “Sustainable development in communities. Management system. General principles and requirements." International standard ISO 37101:2016 “Sustainable development in communities. Management system for sustainable development. Requirements and guidelines for use."

Topic 3

Community management and the tools it uses.

Elements, goals and objectives, skills of community management specialists.Target indicators to assess the effectiveness of the formation and development of a distributed community.Modern management tools in distributed social communities using the example of online resources.Existing types of onboarding in distributed community management processes.

Topic 4

CRM systems are a set of applied means of communication for members of professional communities.

Application of CRM systems (including a set of KPI indicators) as organizational and technological tools for managing distributed communities.Existing types of CRM communications. KPI indicators and reports–list, opportunities to demonstrate relative data and quality indicators of professional communities management.

Topic 5

Methodology for analyzing cluster integration of geographically distributed communities of economic entities.

Formation of cluster distributed communities as distributed economic ones in the context of economic growth and the placement of effective productive forces.Factors in the formation and dynamics of cluster communities.The terms "network" and "cluster integration community". Forms of formation of cluster distributed communities. Advantages and competitive threats in the formation of cluster distributed communities.The relationship between the functions and areas of activity of participants in the distributed community of a modern technology park.

Topic 6

Management of technology parks as a form of cluster integration of distributed communities.

The main tasks of forming communities of technology park participants. Distributed technopark community as a tool for creating and developing a “technopark environment”: opportunities. Access to research resources - “intangible assets” that provide extensive information opportunities. Fundamentals of joint activities within the framework of the emerging “distributed community of a technology park”.

Topic 7

Distributed professional communities within the international WorldSkills movement

Concept, mission and mechanism of the organization. The basis for establishing standards for training and assessing competencies, using world standards and taking into account the needs of high-tech industries. The main blocks of competencies for which regional championships are held in the Russian Federation.

Topic 8

Involving professional communities in the management of online learning based on digital platforms

Prerequisites for initiating projects on digital platforms for online learning as an area for the formation of professional communities in the field of educational services.The most popular international online platforms of foreign online universities – main features. Advantages and disadvantages“Electronic educational

environment" formed on distributed sites of educational communities. Scheme of the mechanism of career consulting in the process of vocational education.

Topic 9

Application of blockchain technologies as a tool for creating distributed information communities

Formation of communities of participants carrying out operations in distributed information registries. Advantages of using an algorithm for generating distributed community databases. An approximate scheme of operations in a distributed community using blockchain technologies. Possible areas of application of blockchain technology for the formation of distributed registries and communities of participants. Extension task groups for developing networked business applications that are used by professional communities using blockchain technology. Problems of using the blockchain network in the practice of forming distributed communities.

4. Educational, methodological and information support

4.1 Basic literature:

1. Management in education: textbook and workshop for universities / S. Yu. Trapitsyn [et al.]; edited by S. Yu. Trapitsyn. — 2nd ed., revised. and additional - Moscow: Yurayt Publishing House, 2022. - 478 p. - (Higher education). — ISBN 978-5-534-14107-8. — Text: electronic // Educational platform Urayt [website]. — URL:https://urait.ru/bcode/489697

2. Gaponenko, A. L. Management: textbook and workshop for secondary vocational education / A. L. Gaponenko; executive editor A. L. Gaponenko. - Moscow: Yurayt Publishing House, 2022. - 396 p. - (Professional education). — ISBN 978-5-534-02049-6. — Text: electronic // Educational platform Urayt [website]. — URL:https://urait.ru/bcode/489605

4.2 Further reading:

1. Kolenko, S. G. Management in the social and cultural sphere: textbook and workshop for secondary vocational education / S. G. Kolenko. - Moscow: Yurayt Publishing House, 2022. - 370 p. - (Professional education). — ISBN 978-5-534-01181-4. — Text: electronic // Educational platform Urayt [website]. — URL:https://urait.ru/bcode/490223

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

- http://www.gov.ruServer of government authorities of the Russian Federation.
- http://www.mos.ruOfficial server of the Moscow Government.
- http://www.garant.ruGARANT Legislation with comments.
- http://www.gks.ruFederal State Statistics Service.
- http://www.rg.ruRussian newspaper.
- http://www.rbc.ruRBC (RosBusinessConsulting).
- http://www.businesspress.ruBusiness press.

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.

title 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 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**				

UK -3 Able to organize and manage the work of a team, developing a team strategy to achieve the goal.	UK-3.1. Demonstrates the managerial competence necessary to build a team and lead its work based on a developed collaboration strategy. UK-3.2. Plans, organizes, motivates, evaluates and adjusts joint activities to achieve the set goal, taking into account the interests, behavioral characteristics and opinions of its members. UK-3.3. Applies methods, methods and strategies for optimizing the socio-psychological climate in the team, preventing and resolving conflicts, training technologies and developing the professional and communicative competence of team members.	seminars	DS, E	**A basic level of:** control technologies

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).

UK-3 Able to organize and manage the work of a team, developing a team strategy to achieve the goal				
Index	Evaluation criteria			
	2	3	4	5
know: basics of project management, types of product and technological innovations; fundamentals of total quality management	The student demonstrates a complete absence or insufficient compliance of the following knowledge: basic functions of project management; main project participants; components of the internal and external environment of the project; basic methods of quality management	The student demonstrates incomplete compliance with the following knowledge: basic functions of project management; main functions of project participants; components of the internal and external environment of the project; basic methods of quality management. Significant mistakes are made, insufficient knowledge is manifested, according to a number of indicators, the student experiences significant difficulties in operating knowledge when transferring it to new situations.	The student demonstrates partial compliance with the following knowledge: basic functions of project management; main project participants; components of the internal and external environment of the project, basic methods of quality management. But minor errors, inaccuracies, and difficulties during analytical operations are allowed.	The student demonstrates full compliance with the following knowledge: basic functions of project management; main project participants; components of the internal and external environment of the project, basic methods of quality management. Fluently operates with acquired knowledge.
be able to: use the principles of project quality management, introduce technological and product innovations, carry	The student does not know how or is insufficiently able to distinguish between project and process activities; identify factors influencing project activities;	The student demonstrates incomplete compliance with the following skills: distinguish between project and process activities; identify factors influencing project activities; develop projects for the	The student demonstrates partial compliance with the following skills: distinguish between project and process activities; identify factors influencing project activities; develop projects	The student demonstrates full compliance with the following skills: distinguish between project and process activities; identify

out organizational changes; prepare organizational development projects	develop projects for the development of the organization's business processes: introduce innovations and quality management methods in the organization.	development of the organization's business processes: introduce innovations and quality management methods in the organization. Significant mistakes are made, insufficient skills are manifested, according to a number of indicators, the student experiences significant difficulties in operating skills when transferring them to new situations.	for the development of the organization's business processes: introduce innovations and quality management methods in the organization. Skills have been mastered, but minor errors, inaccuracies, and difficulties in analytical operations and transfer of skills to new, non-standard situations are allowed.	factors influencing project activities; develop projects for the development of the organization's business processes: introduce innovations and quality management methods in the organization. Fluently operates with acquired skills and applies them in situations of increased complexity.
own: methods of managing project quality, introducing innovations and carrying out organizational changes.	The student does not have or is insufficiently proficient in project management methods and teamwork skills during project implementation; methods of implementing changes in business processes to improve the quality of the organization's work	The student has mastery of project management methods, teamwork skills during the implementation of projects in an incomplete manner; methods of implementing changes in business processes to improve the quality of the organization's work, significant mistakes are made, and insufficient skills are manifested in a number of indicators.	The student has mastery of project management methods, teamwork skills during project implementation; methods of introducing changes in business processes to improve the quality of the organization's work, but minor errors, inaccuracies, and difficulties in analytical operations and transfer of skills to new, non-standard situations are allowed.	The student has mastery of project management methods, teamwork skills during project implementation; methods for introducing changes in business processes to improve the quality of the organization's work, freely applies acquired skills in situations of increased complexity.

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 ""Distributed Community 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
"Distributed Community Management"
(formation of competenceK-3)

1. Management goals of modern distributed communities.
2. Basic standards that provide requirements for organizing the management of distributed communities.
3. Modern “platforms” of community management.
4. Examples of metrics for assessing the effectiveness of communities.
5. Modern tools of community management.
6. Defining a content plan in managing modern distributed communities.
7. Possible types of content when forming social networks as distributed communities.
8. Stages of drawing up a general content plan for a distributed community.
9. Principles of forming a content plan for a distributed community.
10. Specialized software products for creating a content plan.
11. Stages of cluster integration of modern economic communities.
12. Selected types of key KPI indicators in community management.
13. Application of a CRM system (Customer Relationship Management) in relation to the management of distributed communities.
14. Modern advantages of forming cluster communities of economic integration.
15. Give the advantages and problems of forming technology parks in modern conditions.
16. Areas of activity of the distributed WorldSkills community in the CIS.
17. Goals, objectives and tools for managing remote teams when implementing projects.
18. Modern projects of digital platforms for online learning as an area for the formation of professional communities.

19. Examples of the implementation of online learning in the interaction of university services and professional communities.

20. Problems and features of the formation of communities of participants carrying out operations in distributed registries.

21. Advantages and disadvantages of using blockchain technologies in the formation of distributed communities.

22. Methods for designing KPIs for managing professional communities;

23. Give an example of using KPIs in managing client communities.35. Characteristics of certain types of key KPI indicators.

24. What are the features of modern tools for managing remote teams when implementing projects?

25. Reveal the main features of initiating projects on digital platforms for online learning as an area for the formation of professional communities.

26. Justify the target meaning of the formation of communities of participants carrying out operations in distributed registries.

27. What is the “witch hunt” at the stage of community bureaucratization?

28. Describe the conscious and unconscious ways in which organizational culture is formed in a distributed community.

29. What document turns the organizational culture of a community into a management tool?

30. List the external and internal attributes of the community's organizational culture.

31. Describe the structural and personnel approaches to the concept of community organizational development.

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 discipline exam
"Management of distributed communities"
(formation of competenceK-3)

1. Goals and objectives of the course “Management of Distributed Communities”.

2. Expand the concept of “Distributed Communities”.

3. Define community.

4. Give an example of a distributed community management profession.

5. Relationship between the content of the course “Management of Distributed Communities” and community management.

6. Tasks of community management.

7. Basic methods of community management.

8. Classification of communities.

9. Give examples of communities.

10. Description of the PDCA (Plan-do-Check-Act) model. GOST R ISO 37101-2018.

11. Identification of strategic and operational stages based on PDCA. GOST R ISO 37101-2018.

12. Classification of risk factors in terms of the degree of influence on the successful development of the community.

13. Characteristics of community management on the Internet.

14. Classification of platforms for working with communities on the Internet.

15. Characteristics of management of sustainable development in communities based on GOST R ISO 37101-2018.

16. Sustainable development goals based on GOST R ISO 37101-2018.

17. Community infrastructure based on GOST R ISO 37101-2018.

18. Monitoring, measurement based on GOST R ISO 37101-2018.

19. Analysis and evaluation based on GOST R ISO 37101-2018.

20. Internal audit based on GOST R ISO 37101-2018.

21. Terms and definitions based on GOST R ISO 37101-2018.

22. Accountability, audit.

23. Community, competence.

24. Stakeholders, life cycle.

25. Management system, adaptability, risk.

26. Characteristics of the WorldSkills community

27. Characteristics of the WorldSkills management system

28. The purpose of the WorldSkills community

29. Main activities of the WorldSkills community

30. WorldSkills expert communities

31.Give arguments in favor of the effectiveness of using KPIs in managing professional communities;

32. How are key KPI indicators classified?

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

Faculty of Social Technologies and Management_____ Department of Management
Discipline: Management of distributed communities"
Direction of training: 38.03.02 “Management”
Course: _, group _____, form of study: full-time, part-time and part-time

EXAMINATION TICKET No. 1.

1. Question assessing competence (UK-3)
2.Question assessing competence (UK-3)

Approved at the meeting of the department “___” _____ 202_, minutes No. __.

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