Документ подписан простой электронной подписью
Информация о владельце:
ФИО: Максимов Алексей Борисович
Должность: директор департамента по образовательной политике
Дата подписания: 18.09.2025 18:16:23
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"

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

"Organizational changes 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):

Sen. Lecturer at the Department of Management  /L.V. Borodacheva/

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

Content

1. Goals, objectives and planned learning outcomes in the discipline 4
2. Place of discipline in the structure of the educational program 7
3. Structure and content of the discipline 7
   - 3.1. Types of educational work and labor intensity 7
   - 3.2. Thematic plan for studying the discipline 8
   - 3.3. Contents of the discipline 8
   - 3.4. Topics of seminars/practical and laboratory classes 9
4. Educational, methodological and information support 9
   - 4.1. Main literature 9
   - 4.2. additional literature 10
   - 4.3. Electronic educational resources 10
5. Logistics support 11
6. Guidelines 11
   - 6.1. Methodological recommendations for teachers on organizing training 11
   - 6.2. Guidelines for students on mastering the discipline 11
7. Appraisal Fund 11
   - 7.1. Methods for monitoring and assessing learning outcomes 11
   - 7.2. Scale and criteria for assessing learning outcomes 18
   - 7.3. Evaluation tools 18

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

The main goals of mastering the discipline "Organizational Changes Management" include:

– Formation of knowledge about modern principles, methods and means of managing organizational change in relation to management, methods and means of their application in business;

– Preparing students for activities in accordance with the qualification characteristics of a bachelor's degree in the field, including the formation of skills to identify necessary improvements in the organization; ensuring the application of organizational change management methods to improve the efficiency of professional activities.

The main objectives of mastering the discipline "Organizational Changes Management" include:

– Mastering the methodology, analysis and selection of methods and means of managing organizational change for use in professional activities in the business environment. Mastering the methods and conditions for using organizational changes, choosing evaluation criteria, quality indicators, determining the parameters to be tested, the procedure for determining and developing a strategy for organizational changes.

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

Code and name of competencies	**Indicators of Competency Achievement**
PK-1 Is capable of regulating the processes of organizational units or developing administrative regulations for organizational units	IPK-1.1. Knows the theory of process management; principles of process classification; methods for structuring processes; basics of operational management; methods of collecting information (observations, data recording, timekeeping, photographs of the working day, interview and questionnaire techniques, analysis of documents and reporting information, studying feedback from stakeholders); methods for designing functional role models; methods for classifying information about the process and the process environment; principles and rules for working with normative and methodological documentation; requirements for the development of process regulations; fundamentals of economics, cost accounting and performance assessment; process modeling notations; methods for increasing the efficiency of processes and administrative regulations; basics of implementing changes; basics of business process modeling; methodological documents and rules for monitoring the compliance of processes or administrative regulations; methods for assessing the reliability of collected information; methods for analyzing the collected information; rules for preparing reports and conclusions based on control results; methods for assessing the effectiveness of processes or administrative regulations. IPK-1.2. Is able to analyze information about process boundaries, process requirements, process goals or administrative regulations; analyze areas of responsibility, stakeholders of the process, current regulations, resources, inputs, outputs and indicators of the process or administrative regulations; analyze the composition and sequence of operations that make up a process or administrative regulation; find necessary documents and information about the process or administrative regulations in paper and electronic form in information systems; carry out observations, interviews and questionnaires; aggregate and summarize collected information; carry out classification of processes and objects in the process environment or administrative regulations; identify shortcomings, inconsistencies in the functioning of the process or administrative regulations, formulate and justify

	proposals for their correction; monitor the compliance of developed documents with regulatory and methodological documentation; evaluate resources needed to improve processes or administrative regulations; communicate, hold working meetings, find consensus; use software to develop process regulations or administrative regulations; develop local regulations in accordance with regulatory and methodological documents; develop process diagrams or administrative regulations; assess the resources needed to implement process regulations or administrative regulations or proposals to improve their efficiency; develop, coordinate and approve action plans, evaluate the achievement of results, develop corrective measures to achieve plans; provide consulting assistance to employees of the organization; select control points that allow you to assess the degree of compliance with regulations and draw up control plans; evaluate the reliability of information obtained during control; analyze indicators of efficiency and effectiveness of processes and administrative regulations; identify deviations from established criteria and indicators of the functioning of processes and administrative regulations; calculate the efficiency of processes and administrative regulations; identify potential for improving the efficiency of a process or administrative regulation; formulate and justify proposals to improve the efficiency of processes or administrative regulations; prepare reports and conclusions based on the results of control activities. IPK-1.3. Possesses the skills to determine the goals of the process of a division of an organization or the administrative regulations of a division of an organization; determining the boundaries of the process of a division of an organization or the administrative regulations of a division of an organization; determination of stakeholders, owner and participants in the process of a division of the organization or administrative regulations of the division of the organization; determining the inputs and outputs of the process of a subdivision of an organization or the beginning and result of the implementation of administrative regulations of a subdivision of an organization; clarifying the sequence of work in the process of subdividing an organization or the administrative regulations of a subdivision of an organization; clarification of the resources used, Russian and international legislation, local regulations, reporting documents necessary to carry out the process of a division of an organization or the administrative regulations of a division of an organization; identifying the responsible employees of the unit for each work in the process of subdividing the organization or the administrative regulations of the organization's subdivision; collecting information about the current planning and reporting system for the work process of a division of an organization or the administrative regulations of a division of an organization; collecting information about the progress and results of the process of a division of an organization or the administrative regulations of a division of an organization; registration of the results of information collection; systematization of collected information about the process of subdividing an organization or the administrative regulations of a subdivision of an organization; development of process regulations for a division of an organization or administrative regulations for a division of an organization and

	regulatory documents (instructions, regulations); development of procedures for monitoring the implementation of the process regulations of an organization's unit or the administrative regulations of an organization's unit; developing proposals to improve the efficiency of the process of a division of an organization or the administrative regulations of a division of an organization; planning measures to put into effect the process regulations of a division of an organization or the administrative regulations of a division of an organization; implementation of the process regulations of a division of an organization or the administrative regulations of a division of an organization; implementation of proposals to improve the efficiency of the process of a division of an organization or the administrative regulations of a division of an organization; assessing the effectiveness of measures to put into effect the process regulations of a division of an organization or the administrative regulations of a division of an organization; determining procedures for monitoring the implementation of the process regulations of an organization's unit or the administrative regulations of an organization's unit; collecting information on the progress and results of the implementation of the process of a division of an organization or the administrative regulations of a division of an organization; analysis of collected information for compliance with criteria, established for control; assessing the effectiveness of the process of a division of an organization or the administrative regulations of a division of an organization; developing recommendations to improve the efficiency of the processes of an organization's unit or administrative regulations of an organization's unit; registration of the results of monitoring the implementation of the process regulations of an organization's unit or the administrative regulations of an organization's unit.
PK-4. Is 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. Is 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. Possesses 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.

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

The discipline belongs to the mandatory part of block B1 "Disciplines (modules)".

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

- "Quality management";
- "International Management";
- "Cross-cultural management";
- "Management of distributed communities";
- "Self-management and time management."

3. Structure and content of the discipline

The total labor intensity of the discipline is four credit units (144 hours).

3.1 Types of educational work and labor intensity

(According to forms of study)

3.1.2. Part-time education

No.	Type of educational work	Quantity hours	Semesters	
			4	
1	**Auditory lessons**	**36**	**36**	
	Including:			
1.1	Lectures	18	18	
1.2	Seminars/practical sessions	18	18	
2	**Independent work**	**108**	108	
3	**Interim certification**			
	Test/differential test/exam	**Exam**	Exam	
	Total	**144**	144	

3.1 Thematic plan for studying the discipline

(According to forms of study)

3.2.2. 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. Features of organizational changes		2	2			12
1.2	Topic 2. Organizational change management		2	2			12
1.3	Topic 3. Concepts and models of organizational change management		2	2			12
1.4	Topic 4. Concepts and factors of organizational development		2	2			12
1.5	Topic 5. Methods for analyzing and designing organizational changes		2	2			12
1.6	Topic 6. Implementation of organizational changes		2	2			12
1.7	Topic 7. Managing organizational change		2	2			12
1.8	Topic 8. Managing changes in the structure and business processes of an organization		2	2			12
1.9	Topic 9. Managing changes in organizational culture		2	2			12
Total			**18**	**18**			**108**

3.2 Contents of the discipline

Topic 1. Features of organizational changes

Nature and properties of the organization. Typology and models of organizations. Internal and external sources of organization development. The concept and meaning of organizational change. History of the development of organizational changes. Classification of organizational changes.

Topic 2. Organizational change management

Principles of managing the change process. Stages of the organizational change management process. Areas of organizational change. Organizational development management system. Controlled and uncontrollable processes of organizational development. Mechanism for managing organizational change.

Topic 3. Concepts and models of organizational change management

Essence, properties and patterns of development of an organization. Models of development and life cycle of organizations. The relationship between the theory of organization development and other management theories. Lewin's model of change. The PDCA model and Greiner's concept as a basis for continuous change. The concept of "hard" and "soft" change management.

Topic 4. Concepts and factors of organizational development

Concepts of the "learning organization". A theory of organizational knowledge creation. Leadership in the process of change in a learning organization. The role of management and owners of the organization in implementing changes. The role of professional consultants in change management. Knowledge management and organizational learning.

Topic 5. Methods for analyzing and designing organizational changes

Concepts of organizational diagnostics. Diagnostic methods. Methods of organizational analysis. The meaning and tasks of organizational design. Levels of change design research. Stages of designing organizational changes.

Topic 6. Implementation of organizational changes

Benchmarking as a tool for change. Total quality management, Six Sigma concept. The balanced scorecard and its role in driving change. Typical mistakes when making changes. Making decisions when implementing changes. Preparing and implementing changes

Topic 7. Managing organizational change

Control tasks as management functions. Features of control in change management. Assessing the effectiveness of organizational change management. Choosing a change strategy. Types and principles of strategic changes. Areas for strategic change.

Topic 8. Managing changes in the structure and business processes of an organization

Concept and approaches to restructuring. The main stages of restructuring. Main risks when implementing restructuring. Business process reengineering. Stages of business process reengineering. Structure and principles of business process reengineering

Topic 9. Managing changes in organizational culture

Diagnostics of the effectiveness of organizational culture. Factors influencing changes in organizational culture. Formation of a new organizational culture. Personnel management in conditions of organizational change. Reasons for resistance to change. Methods for overcoming resistance to change

3.3 Topics of seminars/practical and laboratory classes

3.4.1. Seminars/practical sessions

Topic 1. Features of organizational changes	Seminar session 1
Topic 2. Organizational change management	Seminar session 2
Topic 3. Concepts and models of organizational change management	Seminar session 3
Topic 4. Concepts and factors of organizational development	Seminar session 4
Topic 5. Methods for analyzing and designing organizational changes	Seminar session 5
Topic 6. Implementation of organizational changes	Seminar session 6
Topic 7. Managing organizational change	Seminar session 7
Topic 8. Managing changes in the structure and business processes of an organization	Seminar session 8
Topic 9. Managing changes in organizational culture	Seminar session 9

4. Educational, methodological and information support

4.1 Main literature

1. Spivak, V. A. Change management: a textbook for universities / V. A. Spivak. - Moscow: Yurayt Publishing House, 2021. - 357 p. - (Higher education). — ISBN 978-5-534-03358-8. — Text: electronic // Educational platform Urayt [website]. — URL:https://urait.ru/bcode/468828

2. Korotkov, E. M. Change management: textbook and workshop for universities / E. M. Korotkov, M. B. Zhernakova, T. Yu. Krotenko. - Moscow: Yurayt Publishing House, 2021. - 278 p.

- (Higher education). — ISBN 978-5-534-02315-2. — Text: electronic // Educational platform Urayt [website]. — URL:https://urait.ru/bcode/469068

4.2 Additional literature

1. 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, 2021. - 289 p. - (Higher education). — ISBN 978-5-534-04967-1. — Text: electronic // Educational platform Urayt [website]. — URL:https://urait.ru/bcode/473009

2. Frolov, Yu. V. Knowledge management: a textbook for universities / Yu. V. Frolov. — 2nd ed., rev. and additional - Moscow: Yurayt Publishing House, 2021. - 324 p. - (Higher education). — ISBN 978-5-534-05521-4. — Text: electronic // Educational platform Urayt [website]. — URL:https://urait.ru/bcode/473558

4.3 Electronic educational resources

1. 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, and 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. Therefore, 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

Organizational Change 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-1	PK-1 Is capable of regulating the processes of organizational units	IPK-1.1. Knows the theory of process management; principles of process classification; methods for structuring processes;	lecture, independent work, seminar classes	DS, T, E	**A basic level:** - Possesses the skills to work with regulatory documentation and methods

	or developing administrative regulations for organizational units	basics of operational management; methods of collecting information (observations, data recording, timekeeping, photographs of the working day, interview and questionnaire techniques, analysis of documents and reporting information, studying feedback from stakeholders); methods for designing functional role models; methods for classifying information about the process and the process environment; principles and rules for working with normative and methodological documentation; requirements for the development of process regulations; fundamentals of economics, cost accounting and performance assessment; process modeling notations; methods for increasing the efficiency of processes and administrative regulations; basics of implementing changes; basics of business process modeling; methodological documents and rules for monitoring the compliance of processes or administrative regulations; methods for assessing the reliability of collected information; methods for analyzing the collected information; rules for preparing reports and conclusions based on control results; methods for assessing the effectiveness of processes or administrative regulations. IPK-1.2. Is able to analyze information about process boundaries, process requirements, process goals or administrative regulations; analyze areas of responsibility, stakeholders of the process, current regulations, resources, inputs, outputs and indicators of the process or administrative regulations; analyze the composition and sequence of operations that make up a process or administrative regulation; find necessary documents and information about the			for assessing the financial position of an enterprise, the profitability of projects, and the degree of risk; - has the skills to work with models for predicting the likelihood of bankruptcy at an enterprise. **Increased level** - Possesses the skills to work with regulatory documentation and methods for assessing the financial position of an enterprise, the profitability of projects, and the degree of risk; - has the skills to work with models for predicting the likelihood of bankruptcy at an enterprise. The student is able to apply these skills in new non-standard situations (when analyzing emerging risks).

		process or administrative regulations in paper and electronic form in information systems; carry out observations, interviews and questionnaires; aggregate and summarize collected information; carry out classification of processes and objects in the process environment or administrative regulations; identify shortcomings, inconsistencies in the functioning of the process or administrative regulations, formulate and justify proposals for their correction; monitor the compliance of developed documents with regulatory and methodological documentation; evaluate resources needed to improve processes or administrative regulations; communicate, hold working meetings, find consensus; use software to develop process regulations or administrative regulations; develop local regulations in accordance with regulatory and methodological documents; develop process diagrams or administrative regulations; assess the resources needed to implement process regulations or administrative regulations or proposals to improve their efficiency; develop, coordinate and approve action plans, evaluate the achievement of results, develop corrective measures to achieve plans; provide consulting assistance to employees of the organization; select control points that allow you to assess the degree of compliance with regulations and draw up control plans; evaluate the reliability of information obtained during control; analyze indicators of efficiency and effectiveness of processes and administrative regulations; identify deviations from established criteria and indicators of the functioning of processes			

		and administrative regulations; calculate the efficiency of processes and administrative regulations; identify potential for improving the efficiency of a process or administrative regulation; formulate and justify proposals to improve the efficiency of processes or administrative regulations; prepare reports and conclusions based on the results of control activities. IPK-1.3. Possesses the skills to determine the goals of the process of a division of an organization or the administrative regulations of a division of an organization; determining the boundaries of the process of a division of an organization or the administrative regulations of a division of an organization; determination of stakeholders, owner and participants in the process of a division of the organization or administrative regulations of the division of the organization; determining the inputs and outputs of the process of a subdivision of an organization or the beginning and result of the implementation of administrative regulations of a subdivision of an organization; clarifying the sequence of work in the process of subdividing an organization or the administrative regulations of a subdivision of an organization; clarification of the resources used, Russian and international legislation, local regulations, reporting documents necessary to carry out the process of a division of an organization or the administrative regulations of a division of an organization; identifying the responsible employees of the unit for each work in the process of subdividing the organization or the administrative regulations of the organization's subdivision; collecting			

		information about the current planning and reporting system for the work process of a division of an organization or the administrative regulations of a division of an organization; collecting information about the progress and results of the process of a division of an organization or the administrative regulations of a division of an organization; registration of the results of information collection; systematization of collected information about the process of subdividing an organization or the administrative regulations of a subdivision of an organization; development of process regulations for a division of an organization or administrative regulations for a division of an organization and regulatory documents (instructions, regulations); development of procedures for monitoring the implementation of the process regulations of an organization's unit or the administrative regulations of an organization's unit; developing proposals to improve the efficiency of the process of a division of an organization or the administrative regulations of a division of an organization; planning measures to put into effect the process regulations of a division of an organization or the administrative regulations of a division of an organization; implementation of the process regulations of a division of an organization or the administrative regulations of a division of an organization; implementation of proposals to improve the efficiency of the process of a division of an organization or the administrative regulations of a division of an organization; assessing the effectiveness of measures to put into effect the process regulations of a division of an organization			

		or the administrative regulations of a division of an organization; determining procedures for monitoring the implementation of the process regulations of an organization's unit or the administrative regulations of an organization's unit; collecting information on the progress and results of the implementation of the process of a division of an organization or the administrative regulations of a division of an organization; analysis of collected information for compliance with criteria, established for control; assessing the effectiveness of the process of a division of an organization or the administrative regulations of a division of an organization; developing recommendations to improve the efficiency of the processes of an organization's unit or administrative regulations of an organization's unit; registration of the results of monitoring the implementation of the process regulations of an organization's unit or the administrative regulations of an organization's unit.			
PK-4	PK-4. Is 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	lecture, independent work, seminar classes	DS, T, E	**A basic level:** - Possesses the skills to work with regulatory documentation and methods for assessing the financial position of an enterprise, the profitability of projects, and the degree of risk; - has the skills to work with models for predicting the likelihood of bankruptcy at an enterprise. **Increased level** - Possesses the skills to work with regulatory documentation and methods for assessing the financial position of an enterprise, the profitability of projects, and the degree of risk; - Possesses the skills to work with models for predicting the likelihood of bankruptcy at an enterprise. The student is able to apply these skills in new non-

		the organization; methods for assessing the effectiveness of decisions. IPK-4.2. Is 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. Possesses the skills to analyze the organization's readiness to implement changes; development and implementation of measures to prepare the			standard situations (when analyzing emerging risks).

		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.			

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 by the work program in the discipline "Management of Organizational Changes" are allowed to take the intermediate certification (passed the intermediate control)

Grading scale	Description
Excellent	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 mistakes, inaccuracies, and difficulties during analytical operations and the transfer of knowledge and skills to new, non-standard situations may be made.
Good	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 mistakes were made.
Satisfactory	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 mistake 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, and skills is manifested in a number of indicators, and the student experiences significant difficulties in operating knowledge and skills when transferring them to new situations.

7.3 Evaluation tools

List of evaluation tools for the discipline
"Organizational Change Management"

ET No.	Name of the evaluation tool	Brief description of the evaluation tool	Submission of the evaluation tool to the Federal Fund
1	Report, presentation (RP)	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, prsentations
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 education institutions, they are held during examination sessions.	Questions for the exam

7.3.1. Current control

Topics of reports on the discipline
"Organizational Change Management"
(Formation of PK-1 and PK-4)

1 The role of organizational change management in a modern organization
2. The main reasons for carrying out organizational changes?
3. Methods for analyzing the organizational environment to determine the need for change?
4. Strategies for managing organizational change
5. The role of leadership in the process of managing organizational change
6. Factors in developing an organizational change management plan.
7. Stages of organizational change management.
8. Assessing the implementation of organizational changes.
9. The role of communication in the process of managing organizational change
10. Managing resistance in the process of organizational change
11. The role of the HR department in the process of managing organizational change
12. The influence of organizational culture on the process of managing organizational change.
13. Methods and tools for involving personnel in the process of organizational change?
14. Risk management in the process of organizational change.
15. Methods for changing organizational structure in the process of managing organizational change.
16. Requirements for the level of training of a manager for managing organizational change.

17. Methods for assessing the prospects for implementing an organizational change plan.
18. Environmental factors in developing an organizational change management strategy.
19. Change management in complex organizational systems.
20. Approaches to managing organizational change in modern organizations.
21. Skills and competencies of managers responsible for managing organizational change.
22. The role of consultants in managing organizational changes in the process of their implementation.
23. Innovative methods of managing organizational change.
24. Obstacles to implementing organizational changes.
25. Type and cost of costs in the process of organizational change.
26. Consequences of unsuccessful organizational change management.
27. Factors in choosing methods and tools for managing organizational change.
28. Determining the time parameters for implementing the organizational change plan.
29. Ensuring the sustainability of the result after the completion of organizational changes.
30. Changes in processes and systems to support organizational performance.
31. Assessing the organization's readiness to implement organizational changes.
32. Consequences of insufficient planning or improper implementation of organizational change.
33. Methods of attracting customers in the process of organizational change.
34. Benefits of Managing Organizational Change.
35. Goals and objectives of personnel in the process of managing organizational change.
36. Principles for conducting employee training during periods of organizational change.
37. The role of interaction with external stakeholders in successful management of organizational change.
38. Changes in the motivation system in the process of managing organizational change.
39. Goals and objectives of informing employees in the process of organizational change.

Report evaluation criteria

No.	Criterion	Grade			
		Excellent	Good	Satisfactory	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 topic	The presented material fully	The presented material contains	The material presented contains	The material presented is

		corresponds to the stated topic	elements that are not relevant to the topic	a large number of elements that are not related to the topic.	slightly relevant to the topic

Tests by discipline
"Organizational Change Management"
(Formation of PK-1 and PK-4)

Which of the required software elements for a corporate BSC system contains projects or programs to achieve strategic goals?

A) Prospects
B) Strategic goals
C) Indicators
D) Target values
E) Strategic initiatives
ANSWER: E

Which type of organizational diagnostics is carried out to identify problems in the functioning of the entire organization as a whole?

A) Preliminary diagnosis
B) Current diagnostics
C) Special diagnostics
D) General diagnostics
E) Crisis diagnosis
ANSWER: D

Which method of organizational diagnostics is a conversation with a respondent, which can be conducted in dialogue mode?

A) Survey
B) Interviewing
C) Observation
D) Document analysis
E) Content analysis
ANSWER: B

Which method of organizational diagnostics is a quantitative analysis of sociological information?

A) Survey
B) Interviewing
C) Observation
D) Document analysis
E) Content analysis
ANSWER: E

Which method of organizational analysis allows one to examine problems by identifying relevant cause-and-effect relationships?

A) SWOT analysis
B) Ishikawa cause-and-effect diagram
C) STEP analysis
D) Analysis of forces by K. Levin
E) Content analysis
ANSWER: B

Which method of organizational analysis involves studying the weaknesses and strengths of an organization, as well as analyzing threats and opportunities?

A) SWOT analysis

B) Ishikawa cause-and-effect diagram
C) STEP analysis
D) Analysis of forces by K. Levin
E) Content analysis
ANSWER: A

Which level of change design research methodology is based on the implementation of the principles of determinism, development, the relationship between theory and practice, ascent from the abstract to the concrete?

A) General scientific
B) Philosophical
C) Private scientific
D) Methodical
E) Conceptual
ANSWER: B

Which of the stages of designing organizational changes is responsible for the formation of the composition of departments and the connections between them?

A) Making a diagnosis
B) Composition
C) Structuring
D) Regulation
E) Methodology
ANSWER: C

Which type of benchmarking is an extension of strategic benchmarking, including associative benchmarking?

A) Strategic benchmarking
B) Global benchmarking
C) Associative benchmarking
D) Internal benchmarking
E) Operational benchmarking
ANSWER: B

Which type of benchmarking is a core process improvement tool that identifies the long-term impacts of internal and external changes?

A) Strategic benchmarking
B) Global benchmarking
C) Associative benchmarking
D) Internal benchmarking
E) Operational benchmarking
ANSWER: A

Which of the principles of the TQM concept is central?

A) Continuous improvement
B) Top management involvement
C) Process approach
D) Customer orientation
E) Staff involvement
ANSWER: A

Which of the principles of the TQM concept is based on the fact that quality is laid down at all stages of production?

A) Continuous improvement
B) Top management involvement
C) Process approach
D) Customer orientation
E) Staff involvement

ANSWER: C

Which type of organizational diagnostics is carried out throughout the entire consulting activity aimed at resolving a particular problem?

A) Preliminary diagnosis
B) Current diagnostics
C) Special diagnostics
D) General diagnostics
E) Crisis diagnosis

ANSWER: B

Which approach to implementing organizational change involves the moderate use of procedures and rules, as well as the involvement of employees in the development of decisions?

A) Organic
B) Mechanical
C) Casual
D) Associative
E) Strategic

ANSWER: A

Which approach to implementing organizational change involves both the widespread use of procedures and rules and a rigid hierarchy of authority?

A) Organic
B) Mechanical
C) Casual
D) Associative
E) Strategic

ANSWER: B

What type of uncertainty during organizational change arises when management does not understand the technology of change, and is therefore most dangerous for the organization?

A) Technical uncertainty
B) Political uncertainty
C) Cultural uncertainty
D) Information uncertainty
E) Strategic uncertainty

ANSWER: A

In what type of control of an organization's activities is the control, exercised directly by the team itself through the introduction of collective responsibility?

A) Using organizational order
B) In a centralized way
C) Through self-organization
D) Comparison of the actual result with the planned one
E) Goal adjustment management

ANSWER: C

Which change management strategy uses key departments or professional consultants to lead the change?

A) Directive
B) Normative
C) Analytical
D) Action-oriented
E) Based on negotiations

ANSWER: C

Which of the basic principles of strategic change management consists of building a change strategy for which progress as an expression of the development of the organization is significantly more important than simply its survival?

A) Principles of efficiency
B) System principles
C) Synergetic principles
D) Principles of openness
E) Principles of creativity
ANSWER: A

What types of restructuring are being considered based on depth and scale?
A) Operational and strategic
B) Partial, global and radical
C) Internal and external
D) Production, personnel, financial and organizational
E) Business, property, property complex, debt
ANSWER: B

Which approach to restructuring organizes staff into departments that correspond to the activities being performed?
A) Team
B) Functional
C) Divisional
D) Matrix
E) Network
ANSWER: B

What business processes ensure consumer requests and profit generation? Do consumers pay money for them?
A) Core business processes
B) Supporting business processes
C) Management business processes
D) Business process improvement
E) Business development processes
ANSWER: A

What method of improving an organization's business processes involves comparing the organization's processes with the processes of more successful organizations engaged in similar activities?
A) Technique for quick solution analysis
B) Process benchmarking
C) Process redesign
D) Engineering
E) Reengineering
ANSWER: B

Which of the laws of dialectics provides new opportunities for development and growth?
A) The law of dialectical synthesis
B) The law of transition from quantity to quality
C) The law of dialectical inconsistency
D) The law of organization development
E) Law of development efficiency
ANSWER: B

An organization, which is a set of activities that ensure the distribution of resources, functions and communications between employees, is:
A) Organization as an object
B) Organization as a process
C) Organization as influence
D) Organization as a subject
E) Organization as a verb

ANSWER: B

The result of the established rules and procedures, which are the basis of the work activities of employees, as well as their interaction with colleagues and management, is:

A) Hierarchical structure
B) Complexity of the organization
C) Formalization
D) Rationality
E) Efficiency

ANSWER: C

Organizations whose activities are established by constituent documents, which have the rights of a legal entity, and their activities are regulated by legal acts, as well as by-laws and regulations, are:

A) Formal
B) Commercial
C) Non-profit
D) Informal
E) Effective

ANSWER: A

Organizations that have profit as the main goal of their activities are:

A) Formal
B) Commercial
C) Non-profit
D) Informal
E) Effective

ANSWER: B

In the typology of organizations, multidisciplinary and specialized organizations are combined and belong to the types of organizations identified by:

A) By the nature of the activity
B) For intended purpose
C) By type of ownership
D) By dominant factor of production
E) By the number of types of products produced

ANSWER: E

In the typology of organizations, state, joint stock, individual private, municipal, cooperative, etc. organizations belong to the types of organizations distinguished by:

A) By the nature of the activity
B) For intended purpose
C) By type of ownership
D) By dominant factor of production
E) By the number of types of products produced

ANSWER: C

Which model represents an organization as a social system consisting of interconnected parts and subsystems, incl. management systems and management subjects?

A) Organic model
B) Mechanical model
C) System model
D) Political model
E) Bureaucratic model

ANSWER: C

In what model can organizations be viewed as political bodies and institutions, as well as a set of historically established traditions and customs?

A) Organic model

B) Mechanical model
C) System model
D) Political model
E) Bureaucratic model
ANSWER: D

The complexity of changes characterizes such properties of the development process as:
A) Purposeful and controlled nature
B) Phasing and irreversibility of development
C) Progressive nature of changes
D) Balance of internal and external influence
E) Efficiency and competitiveness
ANSWER: A

Which of the laws of dialectics shows the continuity of stages and forms of development?
A) The law of dialectical synthesis
B) The law of transition from quantity to quality
C) The law of dialectical inconsistency
D) The law of organization development
E) Law of development efficiency
ANSWER: A

An organization, which is an association of people that performs various functions and forms part of the social structure of the state, is:
A) Organization as an object
B) Organization as a process
C) Organization as influence
D) Organization as a subject
E) Organization as a verb
ANSWER: A

Which stage, according to I. Adizes' model of organizational development, is characterized by the emergence of the idea of a new business and the decision to create it?
A) Stage "emergence of the organization"
B) "Infancy" stage
C) "Youth" stage
D) "Stabilization" stage
E) Stage of "aristocratism"
ANSWER: A

Which stage, according to I. Adizes' model of organizational development, corresponds to the beginning of the aging stage, when flexibility and initiative decrease, traditions and the control system become stronger?
A) Stage "emergence of the organization"
B) "Infancy" stage
C) "Youth" stage
D) "Stabilization" stage
E) Stage of "aristocratism"
ANSWER: D

At which stage, according to the model of organization development by B. Livehud and F. Glasl, a pioneer founder who views the organization as a closed system, of which clients and staff are an integral part, manages the organization?
A) Pioneer phase
B) Differentiation phase
C) Integration phase
D) Association phase
E) Death phase

ANSWER: A

At which stage, according to the model of organization development by B. Livehud and F. Glazl, does the organization focus on the transition to new forms of communications, incl. the formation of alliances, associations, trusting partnerships, intensification of relationships with customers and suppliers?

A) Pioneer phase
B) Differentiation phase
C) Integration phase
D) Association phase
E) Death phase

ANSWER: D

At which of the 3 steps, according to K. Lewin's model, are the destabilization method, the "burning bridges" method, the reorganization method, management by goals, the command method, the argumentation method, and the teaching method used?

A) Defrosting
B) Changes
C) Freezing
D) Stagnation
E) Compensation

ANSWER: A

At what stage, according to L. Greiner's model of organizational development, is both the internal potential of the organization itself and the potential of its employees and specialists actively used?

A) Stage 1
B) Stage 2
C) Stage 3
D) Stage 4
E) Stage 5

ANSWER: E

The transition to a new stage of the development process indicates:

A) Purposeful and controlled nature
B) Phasing and irreversibility of development
C) Progressive nature of changes
D) Balance of internal and external influence
E) Efficiency and competitiveness

ANSWER: B

An American scientist introduced the concept of a "learning organization":

A) Peter Senge
B) Isaac Adizes
C) Kurt Lewin
D) Larry Greiner
E) M. Pedler

ANSWER: A

Knowledge that can be easily documented, stored and transmitted in an unchangeable form is:

A) Formalized knowledge
B) Tacit knowledge
C) Friendly knowledge
D) Conceptual knowledge
E) Systems knowledge

ANSWER: A

According to organizational knowledge creation theory, which learning process involves learning, sorting, classifying, and combining existing knowledge?

A) Socialization
B) Externalization
C) Combination
D) Internalization
E) Diversification
ANSWER: C

The organization that is responsible for ensuring the operation of specific objects is:

A) Organization as an object
B) Organization as a process
C) Organization as influence
D) Organization as a subject
E) Organization as a verb
ANSWER: C

The system of tasks and goals that the organization faces is responsible for:

A) Hierarchical structure
B) Complexity of the organization
C) Formalization
D) Rationality
E) Efficiency
ANSWER: A

On the scale of activity, incl. The territorial location of units, the level of specialization, the existing division of labor, and the features of production processes depend on:

A) Hierarchical structure
B) Complexity of the organization
C) Formalization
D) Rationality
E) Efficiency
ANSWER: B

When an organization represents purposefulness, consistency, predictability and validity of the organization's activities, it is:

A) Hierarchical structure
B) Complexity of the organization
C) Formalization
D) Rationality
E) Efficiency
ANSWER: D

Organizations that do not have profit as the main goal of their activities are:

A) Formal
B) Commercial
C) Non-profit
D) Informal
E) Effective
ANSWER: C

Organizations that are free associations of people not bound by various kinds of documents and legal acts, but acting based on common views and interests, are:

A) Formal
B) Commercial
C) Non-profit
D) Informal
E) Effective

ANSWER: D

In the typology of organizations, economic and public organizations are combined into one type and classified as types of organizations, distinguished by:

A) By the nature of the activity
B) For intended purpose
C) By type of ownership
D) By dominant factor of production
E) By the number of types of products produced

ANSWER: A

Organizations performing work, for example, housing and communal organizations, organizations performing logging work, etc., belong to the types of organizations distinguished by:

A) By the nature of the activity
B) For intended purpose
C) By type of ownership
D) By dominant factor of production
E) By the number of types of products produced

ANSWER: B

In the typology of organizations, economic and public organizations are combined and belong to the types of organizations distinguished by:

A) By the nature of the activity
B) For intended purpose
C) By type of ownership
D) By dominant factor of production
E) By the number of types of products produced

ANSWER: D

Which model considers organization by analogy with the processes of the body, incl. such as birth, growth, illness, death?

A) Organic model
B) Mechanical model
C) System model
D) Political model
E) Bureaucratic model

ANSWER: A

In which model is the organization a tool for solving problems, and personnel are viewed by analogy with a mechanism that performs the corresponding functions?

A) Organic model
B) Mechanical model
C) System model
D) Political model
E) Bureaucratic model

ANSWER: B

What factors have the most significant impact on the functioning of the organization?

A) Direct environmental factors
B) Environmental factors of indirect influence
C) Direct impact internal environmental factors
D) Internal environmental factors of indirect influence
E) Factors of both external and internal environment simultaneously

ANSWER: A

What changes are taking place within the evolutionary development of the organization, so you can choose a favorable moment for transformation?

A) Planned changes
B) Unplanned changes

C) One-time changes
D) Multi-stage changes
E) Radical changes
ANSWER: A
What changes occur in stages, over several time intervals of varying duration?
A) Planned changes
B) Unplanned changes
C) One-time changes
D) Multi-stage changes
E) Radical changes
ANSWER: D
What changes affect all levels of the organization's functioning, including its foundations?
A) Planned changes
B) Unplanned changes
C) One-time changes
D) Multi-stage changes
E) Radical changes
ANSWER: E
What changes occur quickly over a specific period and are determined by the ability of people to withstand the shock caused by them?
A) Planned changes
B) Unplanned changes
C) One-time changes
D) Multi-stage changes
E) Radical changes
ANSWER: C

7.3.2. Interim certification

Questions for the discipline exam
"Organizational Change Management"
(Formation of competenciesK-2 and OPK-3)

1. Define organization as an organization as an object, process and impact? What coordinated changes in the levels of an organization's functioning should be emphasized at the present stage?
2. What is a specialization? What determines the size of an organization? What determines the complexity of an organization?
3. How are organizations divided depending on their goals? What organizations are considered for-profit? What are informal organizations?
4. What types of organizations do you know? List the organizational models you know. What are their features?
5. Name the key properties of the external environment. What determines the complexity of the external environment?
6. What is change management? List the main factors of the changes taking place.
7. List ideological prerequisites for organizational changes. Name the stages of K. Lewin's change model.
8. What is "process consulting"? What are the steps in the Deming Product and Process Improvement Cycle?
9. Describe the main methods for carrying out organizational change. What are the organizational methods for carrying out changes?

10. What typologies of change are used in economic systems? Give the classification of innovations developed by RNIISI.

11. At what levels, according to the American specialist R.M. Kanter, change management is happening? What are conduit organizations?

12. List key principles for managing change processes. How should management support be provided?

13. What should include a plan for upcoming changes? Which change model is most widely used today?

14. What is the main task of the second stage? Which actions need to be taken to remove obstacles?

15. Which organizations are considered for-profit? What is the main task of the seventh stage?

16. What is consolidation of change? List key areas of organizational change.

17. What do changes in business processes lead to? What activities need to be carried out to involve staff in the transformation, as well as to overcome resistance to change?

18. What do basic features of any system include? What three basic elements does the organizational development system include?

19. From which four subsystems does an organization's management system consist of? What does the management structure include?

20. What properties do effective management systems have? Name the activities of the process-structural approach to the design and development of management systems.

21. Name two groups of processes occurring in the organization. What do crisis management issues include?

22. What is the recognition of pre-crisis situations? What does the stability of an organizational system depend on?

23. Through what activities is the management structure maintained in a stable state?

24. What is the process of organizational development? What laws of dialectics describe the course and results of the development process?

25. Which fundamental properties of development confirm the laws of dialectics? What stages of development does Larry Greiner's organizational development model include?

26. What is the development through strictly centralized management? What happens in stage four of Larry Greiner's development model?

27. What types of developmental crises are typical for the Larry Greiner's development model? What stages does the Adizes organic model include?

28. What is the “blooming” stage of the Adizes model? List the phases of organizational development according to the Livehud and Glasl model.

29. What management concepts should an organization use in the pioneering phase? Which management theories are used in the association phase?

30. What hampers organizational change? Which steps are applied in the Lewin's model?

31. What defrosting methods do you know? List the methods of the second stage of the Lewin model, which you know.

32. What is the management method by objectives? What is the "golden handcuffs" method?

33. Which three stages of quality management were proposed by Shewhart? What are the steps in the Deming Product and Process Improvement Cycle?

34. What is the necessary condition for the successful application of Deming's model? What stages does L. Greiner’s concept of organizational change include?

35. On what Greiner's concept of organizational change is based on? What are the concepts of "hard" and "soft" change management?

36. What is a “learning organization”? What are the five core “skills” of a learning organization?

37. Which way do the status and power of employees in a learning organization differ from those in a traditional organization? How does management decision-making differ in a learning organization and in a traditional organization?

38. List the characteristics of a learning organization that you know. What are the two levels of learning that characterize a learning organization?

39. What does the effectiveness of training depend on? What forms can training contain? What are the two main types of training identified by K. Argyris and D. Schon?

40. Which four types of cyclical learning processes are included in the theory of organizational knowledge creation? What are formalized and informal knowledge?

41. What is the difference between a leader in a learning organization and a leader in a traditional organization? Give a detailed answer. What features should a leaders of a learning organization possess?

42. Which two stages are included in the beginning of organizational change according to the concept of organizational change according to L. Greiner? What conditions are important to be created for successful implementation of changes?

43. List the management's four key strategies for managing change. How is transfer of control possible in the model of B. Livehud and Glazl?

44. Which two approaches are applied in the implementation of professional counseling? How should be consultations conducted according to Larry Greiner and Robert Metzger?

45. Name two groups of processes occurring in the organization. What are the benefits of working with consultants?

46. Name two options for consultant interaction with customers. What are the stages of the counseling process?

47. What tasks does knowledge management involve? List the main forms of using knowledge.

Examination form

MINISTRY OF EDUCATION AND SCIENCE OF THE RUSSIAN FEDERATION
FEDERAL STATE AUTONOMOUS EDUCATIONAL INSTITUTION OF HIGHER EDUCATION
"MOSCOW POLYTECHNIC UNIVERSITY"
(MOSCOW POLYTECH)

Faculty of Economics and Management, Department of Management
Discipline: Organizational Change Management
Direction of training: 38.03.02 “Management”
Course: _, group _____, form of study: part-time

EXAMINATION TICKET No. 1.

1. Question assessing competencePC-1
2.Question assessing competencePC-4

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

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