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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"

(Moscow Poly)

APPROVE
Vice-President
for International Affairs
/Yu.D. Davydova/
"30" 05 2022

Dean,
Faculty of Economics and Management
/A.V. Nazarenko/
"30" 05 2022

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 2022

1. The goals of mastering the discipline

Aim The discipline "Management of distributed communities" is the formation of practice-oriented knowledge about the formation of distributed professional communities and ensuring their effective functioning, taking into account international and national standards and current trends.

Tasks disciplines:

- acquisition by students of special knowledge on the specifics of managing distributed communities;
- the formation of students' skills for the professional use of the principles for the formation of management systems for distributed communities based on the existing regulatory framework (including GOST R ISO 37101-2018), taking into account promising trends;
- providing practical advice on the application of these skills in the development of appropriate management systems.

2. The place of the discipline in the structure of the bachelor's program

The discipline "Management of distributed communities" is one of the disciplines of the mandatory part (B1.1) of the bachelor's degree program.

The discipline "Management of distributed communities" is interconnected logically and methodically with the following disciplines and practices of the EP:

In the base part (B1.1):

- Fundamentals of management;
- Business process management.

In the variable part of the basic cycle (B1.2):

- Organization development management;

3.The list of planned learning outcomes for the discipline (module), correlated with the planned results of mastering the educational program.

As a result of mastering the discipline, students form the following competence and the following learning outcomes should be achieved as a stage in the formation of the relevant competence:

Competency code	As a result of mastering the educational program, the student must have	List of planned learning outcomes by discipline
UK-3	Able to carry out social interaction and realize their role in the team	**know:** ➢ specifics of management in distributed communities; ➢ main tasks, methods and tools of community management.

		be able to: ➢ professionally navigate the terms and definitions used in the management of distributed communities; ➢ use the KPI formation methodology to assess the effectiveness of community management; ➢ use promising approaches to establishing communications aimed at developing communities, primarily professional ones. **own:** ➢ the skills to create professional communities and ensure their effective functioning, taking into account international and national standards and current trends; ➢ skills in using the main tools for managing distributed communities in the modern Internet environment.

4. Structure and content of the discipline

part-time education:

The total labor intensity of the discipline is 3 credit units, i.e. 108 academic hours (of which 90 hours are independent work of students).

Fourth semester:lectures - 8 hours, seminars - 10 hours, control form - exam.

The structure and content of the discipline "Management of distributed communities" by terms and types of work are reflected in the appendix.

Topic 1

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

Theme 2

Target meaning of management in distributed communities: current standards.

ISO International Standard ISO/TC 268 (No. 307 dated 06/02/2017), which forms the 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 guidance for use.

Theme 3

Community management and its tools.

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 on the example of online resources.Existing types of onboarding in the management of distributed communities.

Theme 4

CRM systems are a complex of applied communication tools for members of professional communities.

The use of CRM-systems (including a set of KPI indicators) as organizational and technological tools for managing distributed communities.Existing types of CRM communications. Metrics and KPI reports-a list, the possibility of demonstrating relative data and qualitative indicators of the management of professional communities.

Theme 5

Methodology for the analysis of 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 distribution of efficient productive forces.Factors of 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 of functions and areas of activity of participants in a distributed community of a modern technopark.

Theme 6

Technology park management as a form of cluster integration of distributed communities.

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

Theme 7

Distributed professional communities within the international movement WorldSkills

The concept, mission and mechanism of the organization. The basis for setting training standards 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.

Theme 8

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

Prerequisites for initiating projects of digital platforms for online learning as a sphere for the formation of professional communities in the field of educational services.The most popular international online platforms of foreign online universities - the main features. Advantages and disadvantagesformed on distributed platforms of educational communities of the "Electronic educational environment". Scheme of the mechanism of career consulting in the process of vocational education.

Theme 9

The use of blockchain technologies as a tool for the formation of distributed information communities

Formation of communities of participants carrying out operations in distributed information registries. Benefits of using the distributed community database generation algorithm. 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.

5. Educational technologies

The methodology of teaching the discipline "Management of distributed communities" and the implementation of a competency-based approach in the presentation and perception of the material provides for the use of the following active and interactive forms of conducting group, individual, classroom classes in combination with extracurricular work in order to form and develop the professional skills of students:

– lectures;

- preparation for seminars;

– preparation, presentation and discussion of reports at seminars.

The proportion of classes conducted in interactive forms is determined by the main goal of the educational program, the peculiarity of the contingent of students and the content of the discipline"Management of distributed communities" and in general for the discipline is 50% of the classroom.

6. Evaluation tools for current monitoring of progress, intermediate certification based on the results of mastering the discipline and educational and methodological support for independent work of students

In the learning process, the following assessment forms of independent work of students, assessment tools for monitoring progress and intermediate assessments are used:

Evaluative means of monitoring progress include control questions and tasks in the form of blank testing, participation in a business game, and presentation of a report.

When performing current control, it is possible to use test material. Samples of control questions and tasks for conducting current control are given in the appendix. When

implementing the undergraduate program, the organization has the right to use e-learning and distance learning technologies.

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

Samples of questions and tasks for conducting current control are given in the appendix.

6.1. Fund of assessment tools for conducting intermediate certification of students in the discipline (module).

6.1.1. A list of competencies indicating the stages of their formation in the process of mastering the educational program.

As a result of mastering the discipline (module), the following competence is formed:

Competency code	As a result of mastering the educational program, the student must have
UK-3	Able to carry out social interaction and realize their role in the team

In the process of mastering the educational program, this competence, including their individual components, is formed in stages during the development of disciplines (modules), practices by students in accordance with the curriculum and calendar schedule of the educational process.

6.1.2. Description of indicators and criteria for assessing competencies formed on the basis of the results of mastering the discipline (module), description of assessment scales

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

UK-3 -Able to carry out social interaction and realize their role in the team				
Index	**Evaluation criteria**			
	2	**3**	**four**	**5**
know: ➢ specifics of management in distributed communities;	student demonstrates complete absence or insufficient knowledge:	student demonstrates incomplete knowledge matching: ➢ specifics of	student demonstrates partial conformity knowledge	student demonstrates full compliance following knowledge ➢ specifics of

➢ main tasks, methods and tools of community management.	➢ specifics of management in distributed communities; ➢ main tasks, methods and tools of community management.	management in distributed communities; ➢ main tasks, methods and tools of community management. Allowed significant mistakes, appears failure knowledge, in a number indicators, student experiencing significant difficulties in operating knowledge in their transfer to new situations.	➢ specifics of management in distributed communities; ➢ main tasks, methods and tools of community management, but allowed minor mistakes, inaccuracies, difficulties in analytical operations.	management in distributed communities; ➢ main tasks, methods and tools of community management.
be able to: ➢ professionall y navigate the terms and definitions used in the management of distributed communities; ➢ use the KPI formation methodology to assess the effectiveness of community management; ➢ use promising approaches to establishing communications aimed at developing communities, primarily professional ones.	The student is not can or insufficient degree can: ➢ professionall y navigate the terms and definitions used in the management of distributed communities; ➢ use the KPI formation methodology to assess the effectiveness of community management; ➢ use promising approaches to establishing communications aimed at developing communities, primarily professional ones.	student demonstrates incomplete conformity the following skills: ➢ professionall y navigate the terms and definitions used in the management of distributed communities; ➢ use the KPI formation methodology to assess the effectiveness of community management; ➢ use promising approaches to establishing communications aimed at developing communities, primarily professional ones. Allowed significant mistakes, appears failure skills, in a row indicators, the student experiences significant difficulties in operating	student demonstrates partial conformity next skills: ➢ professionally navigate the terms and definitions used in the management of distributed communities; ➢ use the KPI formation methodology to assess the effectiveness of community management; ➢ use promising approaches to establishing communications aimed at developing communities, primarily professional ones. Skills mastered, but allowed minor mistakes, inaccuracies, difficulties in analytical operations, transferring skills to	student demonstrates full compliance the following skills: ➢ professionall y navigate the terms and definitions used in the management of distributed communities; ➢ use the KPI formation methodology to assess the effectiveness of community management; ➢ use promising approaches to establishing communications aimed at developing communities, primarily professional ones. . Free operates acquired skills, applies them in situations elevated difficulties.

		skills when transferring them to new situations.	new ones, non-standard situations.	
own: ➢ the skills to create professional communities and ensure their effective functioning, taking into account international and national standards and current trends; ➢ skills in using the main tools for managing distributed communities in the modern Internet environment.	The student is not owns or insufficient degree owns ➢ the skills to create professional communities and ensure their effective functioning, taking into account international and national standards and current trends; ➢ skills in using the main tools for managing distributed communities in the modern Internet environment.	student in insufficient degree owns ➢ the skills to create professional communities and ensure their effective functioning, taking into account international and national standards and current trends; ➢ skills in using the main tools for managing distributed communities in the modern Internet environment; allowed significant mistakes, appears failure skills in a row indicators, student experiencing significant difficulties in application skills in new situations.	student partially owns ➢ the skills to create professional communities and ensure their effective functioning, taking into account international and national standards and current trends; ➢ skills in using the main tools for managing distributed communities in the modern Internet environment; but allowed minor mistakes, inaccuracies, difficulties in analytical operations, transfer of skills for new ones, non-standard situations.	student in fully owns: ➢ the skills to create professional communities and ensure their effective functioning, taking into account international and national standards and current trends; ➢ skills in using the main tools for managing distributed communities in the modern Internet environment, fluently applies acquired skills in situations elevated difficulties.

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

Form of intermediate certification: exam.

Intermediate certification of students in the form of an exam is carried out based on the results of all types of educational work provided for by the curriculum for a given discipline (module), while taking into account the results of current monitoring of progress during the semester. The assessment of the degree of achievement by students of the planned learning outcomes in the discipline (module) is carried out by the teacher conducting classes in the discipline (module) by the method of expert assessment. Based on the results of the intermediate attestation for the discipline (module), the mark "excellent", "good", "satisfactory" or "unsatisfactory" is given.

Only students who have completed all types of educational work provided for by the work program in the discipline "Management of distributed communities" are allowed to the intermediate certification (passed the intermediate control)

Evaluation scale	Description
Excellent	All types of educational work provided for by the curriculum were completed. The student demonstrates the correspondence of knowledge, skills and abilities given in the tables of indicators, operates with the acquired knowledge, skills, skills, applies them in situations of increased complexity. In this case, minor errors, inaccuracies, difficulties in analytical operations, transferring knowledge and skills to new, non-standard situations can be made.
Good	All types of educational work provided for by the curriculum were completed. The student demonstrates incomplete, correct correspondence of knowledge, skills, and abilities given in the tables of indicators, or if 2-3 minor errors were made at the same time.
Satisfactorily	All types of educational work provided for by the curriculum were completed. The student demonstrates the conformity of knowledge, which covers the main, most important part of the material, but at the same time one significant error or inaccuracy was made.
unsatisfactory	One or more types of educational work provided for by the curriculum have not been completed. The student demonstrates incomplete correspondence of knowledge, skills and abilities given in the tables of indicators, significant errors are made, the lack of knowledge, skills and abilities is manifested in a number of indicators, the student experiences significant difficulties in operating knowledge and skills when transferring them to new situations.

The evaluation funds are presented in the annex to the work program.

7. Educational, methodological and information support of the discipline "Management of distributed communities"

a) basic literature:

1. Management in education: textbook and workshop for universities / S. Yu. Trapitsyn [and others]; 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 .

b) additional literature:

1. Kolenko, S. G. Management in the socio-cultural sphere: a 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.

The possibility of using e-learning, distance learning technologies is provided.

eight. Logistics support of discipline.

Audience for lectures and seminars of the general fund. Training tables with benches, classroom board, portable multimedia complex (projector, projection screen, laptop). Teacher's workplace: table, chair.

9. Guidelines for students when working on lecture notes during the lecture

Lecture - a systematic, consistent, monologue presentation by the teacher of educational material, as a rule, of a theoretical nature. When preparing a lecture, the teacher is guided by the working program of the discipline. In the course of lectures, it is recommended to take notes, which will later allow you to recall the studied educational material, supplement the content during independent work 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 fields in the working notes on which to make notes from the recommended literature, supplementing the material of the lecture heard, as well as emphasizing the particular importance of certain theoretical positions.

Lecture conclusions summarize the teacher's reflections on educational issues. The teacher provides a list of used and recommended sources for studying a particular topic. At the end of the lecture, students have the opportunity to ask questions to the teacher on the topic of the lecture. When lecturing 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 consistent study of the topics of the discipline. In preparation for the seminars, the student is recommended to study the basic literature, get acquainted with additional literature, new publications in periodicals: magazines, newspapers, etc. In this case, the recommendations of the teacher and the requirements of the curriculum should be taken into account. It is also recommended to refine your lecture notes by making appropriate entries in it from the

literature recommended by the teacher and provided by the curriculum. Abstracts should be prepared for presentations on all educational issues submitted to the seminar.

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

Guidelines for students on the organization of 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. During independent work, 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.

10.Methodological recommendations for the teacher (Guidelines for making presentations)

A presentation (from the English word - presentation) is a set of color slide pictures 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 that 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 of the speaker with the demonstration material;
- mobility and compactness of information carriers and equipment;
- ability to update, supplement and adapt information;
- low cost.

Rules for the design of computer presentations

General Design Rules

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

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

Font design rules:

- Serif fonts are easier to read than sans-serif fonts;

- Capital letters are not recommended 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 perceived by the audience and not cause negative emotions (subconscious or completely conscious), it is necessary to follow the rules for its design.

The presentation involves a combination of information of various types: text, graphics, musical and sound effects, animation and video clips. Therefore, it is necessary to take into account the specifics of combining fragments of information of various types. In addition, the design and demonstration of each of the listed types of information is also subject to certain rules. So, for example, for textual information, the choice of font is important, for graphic information - brightness and color saturation, for their best joint perception, optimal relative position on the slide is necessary.

Consider recommendations for the design and presentation of various types of materials on the screen.

Formatting text information:

- font size: 24-54 pt (headline), 18-36 pt (plain text);
- font color and background color should contrast (the text should be well read), but not hurt the eyes;
- font type: smooth sans-serif font for body text (Arial, Tahoma, Verdana), decorative font can be used for heading if it is legible;
- italics, underlining, bold, capital letters are recommended to be used only for semantic highlighting of a text fragment.

Formatting graphic information:

- drawings, photographs, diagrams are designed to supplement textual information or convey it in a more visual form;
- it is desirable to avoid drawings in the presentation that do not carry a semantic load if they are not part of the style design;
- the color of graphic images should not contrast sharply 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 well readable.

The content and location 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 of the slide size;
- it is desirable to have on the page blocks with different types of information (text, graphs, diagrams, tables, figures) that complement each other;
- keywords in the information block must be highlighted;
- information blocks should be placed 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 the presentation should correspond to the logic of its presentation.

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

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

The work program was compiled on the basis of the Federal State Educational Standard of Higher Education in the direction of training bachelors on March 38, 02 "Management", approved by order of the Ministry of Education and Science of the Russian Federation of August 12, 2020 No. 970 (Registered in the Ministry of Justice of Russia on August 25, 2020 No. 59449).

The program was made by:

Candidate of Economics, Associate Professor of the Department of Management / Korotun O.N. /

The program was approved at a meeting of the department "Management"

August 29, 2022, Protocol No. 1

Head of the Department "Management"
k. e. PhD, Associate Professor / Alenina E.E. /

Structure and content of the discipline
"Management of distributed communities"
in the direction of preparation 38.03.02 "Management" (bachelor)
educational program "Business Process Management"
Part-time education

n/n	Chapter	Semester	Semester week	Types of educational work, including independent student work, and labor intensity in hours					Types of independent work students						Forms of attestation	
				L	F/N	Lab	SRS	DAC	UO	To	DI	R	DC	T	E	Z
one	Determination of the scope of management in distributed communities.	four	1-2	one	one		ten						+			
2	Target meaning of management in distributed communities: current standards.	four	3-4	one	one		ten						+			
3	Community management and its tools.	four	5-6	one	one		ten						+			
four	CRM-systems - a set of applied communication tools for members of professional communities	four	7-8	one	one		ten						+			
5	Methodology for the analysis of cluster integration of geographically distributed communities of economic entities	four	9-10	one	one		ten						+			
6	Technology park management as a form of cluster integration of distributed communities.	four	11-12	one	one		ten						+			
7	Distributed professional communities within the international movement WorldSkills	four	13-14	one	one		ten						+			
eight	Involvement of professional communities in the management of online learning based on digital platforms	four	15-16	one	one		ten						+			
9	The use of blockchain technologies as a tool for the formation of distributed	four	17-18		2		ten						+			

	information communities															
	Appraisal Form												one		E	
	Total hours per discipline			eight	ten		90									

Appendix 2 to
work program

MINISTRY OF EDUCATION AND SCIENCE OF THE RUSSIAN FEDERATION

FEDERAL STATE BUDGETARY EDUCATIONAL INSTITUTION OF HIGHER EDUCATION

"MOSCOW POLYTECHNIC UNIVERSITY"

(MOSCOW POLYTECH)

Direction of training: 38.03.02 "Management"

EP (educational program): "Business Process Management"

Form of study: full-time, part-time

Type of professional activity: organizational and managerial, information and analytical, entrepreneurial

Department: "Management"

VALUATION FUND

BY DISCIPLINE

"MANAGEMENT OF DISTRIBUTED COMMUNITIES"

Composition: 1. Passport of the fund of appraisal funds

2. Description of evaluation tools

Compiled by:

Associate Professor, Ph.D. Korotun O.N.

Moscow, 2022

INDICATOR OF THE LEVEL OF FORMATION OF COMPETENCES

MANAGEMENT OF DISTRIBUTED COMMUNITIES					
GEF VO 38.03.02 "MANAGEMENT"					
In the process of mastering this discipline, the student forms and demonstrates the following **competencies**:					
COMPETENCES		**List of components**	**Competence formation technology**	**Assessment Tool Form****	**Degrees of levels of development of competencies**
INDEX	**FORMULATION**				
UK-3	Able to carry out social interaction and realize their role in the team	know: ➢ specifics of management in distributed communities; ➢ main tasks, methods and tools of community management. be able to: ➢ professionally navigate the terms and definitions used in the management of distributed communities; ➢ use the KPI formation methodology to assess the effectiveness of community management; ➢ use promising approaches to establishing communications aimed at developing communities, primarily professional ones. own: ➢ the skills to create professional communities and ensure their effective functioning, taking into account international and national standards and current trends; ➢ skills in using the main tools for managing distributed communities in the modern	lecture, independent work, seminars	DS, E	**A basic level of** Knows the specifics of management in distributed communities, the main tasks of community management. Able to professionally navigate the terms and definitions used in the management of distributed communities; use the KPI formation methodology to assess the effectiveness of community management; Has the skills to create professional communities, the skills to use the main tools for managing distributed communities **Enhanced level** Knows the specifics of management in modern distributed communities, tasks, methods and tools of community management. Able to professionally navigate the terms and definitions used in the management of modern distributed communities; Knows how to use the KPI formation methodology to assess the effectiveness of community management, and promising communication approaches aimed at community development Has the skills to create professional communities and ensure their effective functioning, taking into account international and national standards and current trends; Has the skills to use tools for managing distributed

		Internet environment.			communities, taking into account the peculiarities of the modern Internet environment.

Appendix 3
to work program

List of assessment tools by discipline

Distributed community management

OS number	Name of the evaluation tool	Brief description of the evaluation tool	Presentation of the evaluation tool in the FOS
one	Report, message (DS)	The product of the student's independent work, which is a public performance on the presentation of the results of solving a specific educational, practical, educational, research or scientific topic	Topics of reports, messages
2	Exam (E)	The final form of knowledge assessment. In higher education institutions are held during the session.	Questions for the exam

Questions for the exam in the discipline "Distributed Community Management" (formation of competenceK-3)

1. Goals and objectives of the course "Management of distributed communities".

2. Expand the concept of "Distributed communities".

3. Formulate a definition of a community.

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

5. Connection of the content of the course "Management of distributed communities" with 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 model (Plan-do-Check-Act). GOST R ISO 37101-2018.

11. Allocation of strategic and working 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 sustainable development management in communities based on GOST R ISO 37101-2018.

16. Goals of sustainable development 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. Expert Communities of WorldSkills

31.Give arguments in favor of the effectiveness of the use of KPI in the management of professional communities;

32. How is the classification of key KPI indicators carried out?

33. KPI design methods for managing professional communities;

34. Give an example of using KPI in managing client communities.

35. Characteristics of certain types of key KPI indicators.

36 What are the features of modern tools for managing remote teams in project implementation?

37. Expand the main features of initiating projects of digital platforms for online learning as an area for the formation of professional communities.

38. Justify the purposeful meaning of the formation of communities of participants performing operations in distributed registries.

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

40.Describe the conscious and unconscious ways of forming organizational culture in a distributed community.

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

42. List the external and internal attributes of the organizational culture of the community.

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

Topics of reports/messages by discipline
"Management of distributed communities"
(formation of competenceK-3)

1. Goals of management of modern distributed communities.
2. The main standards that provide requirements for the organization of management by distributed communities.
3. Modern "platforms" of community management.
4. Examples of metrics for assessing the effectiveness of communities.
5. Modern community management tools.
6. Definition of a content plan in the management of modern distributed communities.
7. Possible types of content in the formation of 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 compiling a content plan.
11. Stages of cluster integration of modern economic communities.
12. Separate types of key KPI indicators in community management.
13. Application of the 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 the formation of technology parks in modern conditions.

16. Areas of activity of the WorldSkills distributed community in the CIS.

17. Goals, objectives and tools for managing remote groups in the implementation of projects.

18. Modern projects of digital platforms for online learning as a sphere 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.

Report Evaluation Criteria

No.	Criterion	Grade			
		ex.	choir.	satisfactory	unsatisfactory
one	Report Structure	The report contains semantic parts, balanced in volume	The report contains three semantic parts, unbalanced in volume	One of the semantic parts of the report is missing	The report does not trace the presence of semantic parts
2	Content 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	Ownership of the material	The student fully owns the material presented, is oriented in the problem, freely answers questions	The student owns the material presented, is oriented in the problem, finds it difficult to answer some questions	The student is not fluent enough in the material presented, poorly oriented in the problem	The student does not own the material presented, poorly oriented in the problem
fo	Relevance to	The presented	The material	The material	The material

ur	the topic	material is fully consistent with the stated topic.	presented contains elements that are not relevant to the topic.	presented contains a large number of elements that are not related to the topic.	presented is slightly relevant to the topic.