Документ подписан простой электронной подписью
Информация о владельце:
ФИО: Максимов Алексей Борисович
Должность: директор департамента по образовательной политике
Дата подписания: 13.04.2026 15:03:37
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"

(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

"Managing organizational changes"

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

The main goals of mastering the discipline "Organizational Change Management" include consideration of the theoretical foundations and practical application of the organizational change management apparatus.

To the main tasksmastering the discipline "Management of organizational changes" should include:

- study of methods of modeling and analysis of organizational changes;
- studying the possibilities of applying in practice modern technologies for assessing and improving organizational changes;
- obtaining skills in the use of software tools and technologies designed to manage organizational change;
- training in the skills of using modern development trends and new areas of application of organizational change management techniques in their developments.

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

The discipline "Organizational Change Management" is one of the disciplines in the mandatory part of the cycle (B1.1) of the bachelor's degree program. directions of preparation of bachelors 38.03.02 "Management".

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

- Fundamentals of Management
- Management decision-making methods

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
PC-1	Able to regulate the processes of organizational units or develop administrative regulations for organizational units	**know:** - the main trends in the development of small forms of entrepreneurship; **be able to:** - collect, summarize and analyze the necessary economic information, including the results of the

		latest research by domestic and foreign economists on the problems of creating and managing a small business; **own:** - categorical and lexical apparatus of economic sciences at the level of knowledge and free use.
PC-4	Capable of preparing for implementation, monitoring parameters and evaluating the success of changes in the organization	**know:** - the main trends in the development of small forms of entrepreneurship; **be able to:** - collect, summarize and analyze the necessary economic information, including the results of the latest research by domestic and foreign economists on the problems of creating and managing a small business; **own:** - categorical and lexical apparatus of economic sciences at the level of knowledge and free use.

4. Structure and content of the discipline

Part-time education:

The total labor intensity of the discipline is 4 credit units, i.e. 144 academic hours (of which 90 hours are independent work of students).

Sections of the discipline "Organizational Change Management" are studied in the third year.

Fifth semester:lectures - 18 hours, seminars - 36 hours, the form of control - an exam.

The structure and content of the discipline "Organizational Change Management" in terms of terms and types of work are reflected in the Appendix.

The content of the sections of the discipline

Topic 1. Features of organizational changes

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

Topic 2. Organizational change management

Principles of change management. Stages of the organizational change management process. Areas of organizational change. Organization development management system.

Managed and unmanaged processes of organizational development. Organizational change management mechanism.

Topic 3. Concepts and models of organizational change management

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

Topic 4. Concepts and factors of organizational development

The concept of "learning organization". Theory of organizational knowledge creation. Leadership in the process of change in a learning organization. The role of the management and owners of the organization in bringing about change. The role of professional consultants in change management. Knowledge management and organizational learning.

Topic 5. Methods of analysis and design of organizational changes

Concepts of organizational diagnostics. Diagnostic methods. Methods of organizational analysis. Meaning and tasks of organizational design. Change Design Research Levels. Stages of designing organizational changes.

Topic 6. Implementation of organizational changes

Benchmarking as a tool for change. Total Quality Management, Six Sigma concept. Balanced Scorecard and its role in making changes. Typical mistakes when making changes. Making decisions when implementing changes. Preparing and implementing changes

Topic 7. Organizational change management

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

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

Concept and approaches to restructuring. The main stages of the restructuring. The main risks in the implementation of restructuring. Reengineering of business processes. Stages of business process reengineering. Structure and principles of business process reengineering

Topic 9. Management of 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 the conditions of organizational changes. Reasons for resistance to change. Methods for overcoming resistance to change

5. Educational technologies

The methodology for teaching the discipline "Organizational Change Management" 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;

- organization and conduct of current control of students' knowledge in the form of testing.

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 organizational changes" and in general for the discipline is at least 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. All materials are placed in the LMS of the Moscow Poly (https://online.mospolytech.ru/course/view.php?id=10310).

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
PC-1	Able to regulate the processes of organizational units or develop administrative regulations for organizational units
PC-4	Capable of preparing for implementation, monitoring parameters and evaluating the success of changes in the organization

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).

PC-1 -Able to regulate the processes of organizational units or develop administrative regulations for organizational units				
Index	**Evaluation criteria**			
	2	**3**	**four**	**5**
know: - the main trends in the development of small forms of entrepreneurship; use.	The student demonstrates the complete absence or insufficient compliance of the following knowledge: the basics of business processes and business communications.	The student demonstrates incomplete compliance with the following knowledge: the basics of business processes and business communications. Significant mistakes are made, lack of knowledge is manifested, for a number of indicators,	The student demonstrates partial compliance with the following knowledge: the basics of business processes and business communications, but minor errors, inaccuracies, and difficulties in analytical operations are allowed.	The student demonstrates full compliance with the following knowledge: the basics of business processes and business communications. Freely operates with acquired knowledge.

		the student experiences significant difficulties in operating knowledge when transferring it to new situations.		
be able to: - collect, summarize and analyze the necessary economic information, including the results of the latest research by domestic and foreign economists on the problems of creating and managing a small business;	The student does not know how or insufficiently knows how to establish effective relationships between participants in business processes and manage them.	The student demonstrates incomplete compliance with the following skills: is able to establish effective relationships between participants in business processes and manage them. Significant mistakes are made, lack of skills is manifested, for a number of indicators, the student experiences significant difficulties in operating with skills when transferring them to new situations.	The student demonstrates partial compliance with the following skills: he is able to establish effective relationships between participants in business processes and manage them, but minor errors, inaccuracies, difficulties in analytical operations, transferring skills to new, non-standard situations are allowed.	The student demonstrates full compliance with the following skills: he is able to establish effective relationships between participants in business processes and manage them. Freely operates with acquired skills, applies them in situations of increased complexity.
own: - categorical and lexical apparatus of economic sciences at the level of knowledge and free	The student does not own or insufficiently owns the categorical and lexical apparatus of economic sciences at the level of knowledge and free use.	The student partially owns the categorical and lexical apparatus of economic sciences at the level of knowledge and free use. The learner experiences significant difficulties in applying skills in new situations.	The student owns the categorical and lexical apparatus of economic sciences at the level of knowledge and free use, but minor errors, inaccuracies, difficulties in analytical operations, transferring skills to new, non-standard situations are allowed.	The student fully owns the categorical and lexical apparatus of economic sciences at the level of knowledge and free use, freely applies the acquired skills in situations of increased complexity.
PC-4 -Capable of preparing for implementation, monitoring parameters and evaluating the success of changes in the organization				
Index	**Evaluation criteria**			
	2	**3**	**four**	**5**
know: - the main trends in the development of small forms of entrepreneurship; use.	The student demonstrates the complete absence or insufficient compliance of the following	The student demonstrates incomplete compliance with the following knowledge: the	The student demonstrates partial compliance with the following knowledge: the basics of business	The student demonstrates full compliance with the following knowledge: the basics of business

	knowledge: the basics of business processes and business communications.	basics of business processes and business communications. Significant mistakes are made, lack of knowledge is manifested, for a number of indicators, the student experiences significant difficulties in operating knowledge when transferring it to new situations.	processes and business communications, but minor errors, inaccuracies, and difficulties in analytical operations are allowed.	processes and business communications. Freely operates with acquired knowledge.
be able to: - collect, summarize and analyze the necessary economic information, including the results of the latest research by domestic and foreign economists on the problems of creating and managing a small business;	The student does not know how or insufficiently knows how to establish effective relationships between participants in business processes and manage them.	The student demonstrates incomplete compliance with the following skills: is able to establish effective relationships between participants in business processes and manage them. Significant mistakes are made, lack of skills is manifested, for a number of indicators, the student experiences significant difficulties in operating with skills when transferring them to new situations.	The student demonstrates partial compliance with the following skills: he is able to establish effective relationships between participants in business processes and manage them, but minor errors, inaccuracies, difficulties in analytical operations, transferring skills to new, non-standard situations are allowed.	The student demonstrates full compliance with the following skills: he is able to establish effective relationships between participants in business processes and manage them. Freely operates with acquired skills, applies them in situations of increased complexity.
own: - categorical and lexical apparatus of economic sciences at the level of knowledge and free	The student does not own or insufficiently owns the categorical and lexical apparatus of economic sciences at the level of knowledge and free use.	The student partially owns the categorical and lexical apparatus of economic sciences at the level of knowledge and free use. The learner experiences significant difficulties in applying skills in new situations.	The student owns the categorical and lexical apparatus of economic sciences at the level of knowledge and free use, but minor errors, inaccuracies, difficulties in analytical operations, transferring skills to new, non-standard situations are allowed.	The student fully owns the categorical and lexical apparatus of economic sciences at the level of knowledge and free use, freely applies the acquired skills in situations of increased complexity.

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 "Organizational Change Management" 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 organizational changes"

a) basic literature:

one.*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

b) additional literature:

one.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., corrected. 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

The possibility of using e-learning, distance learning technologies is provided. All materials are placed in the LMS of the Moscow Poly. (https://online.mospolytech.ru/course/view.php?id=10310)

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:
Art. teacher of the department "Management" / Koshel I.S. /
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. /

Attachment 1

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

Chapter	Semester	A week semester	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	K.R.	K.P.	K/R	T	DC	E	Z
Topic 1 Features of organizational change	5	1-2	2	four		ten						+		
Topic 2 Organizational Change Management Process	5	3-4	2	four		ten						+		
Topic 3 Concepts and models of organizational change management	5	5-6	2	four		ten								
Topic 4 Concepts and factors of organizational development	5	7-8	2	four		ten						+		
Topic 5 Methods of analysis and design of organizational changes	5	9-10	2	four		ten						+		
Topic 6 Implementing Organizational Change	5	11-12	2	four		ten						+		
Topic 7 Organizational Change Management	5	13-14	2	four		ten						+		
Topic 8 Management of changes in the structure and business processes of the organization	5	15-16	2	four		ten						+		
Topic 9 Managing change in organizational culture	5	17-18	2	four		ten								
Appraisal Form												one	**E**	
Total hours per discipline			eighteen	36		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

"Organizational Change Management"

Composition: 1. Passport of the fund of appraisal funds

2. Description of evaluation tools

Compiled by:

Art. teacher Co.shel I.S.

Moscow, 2022

INDICATOR OF THE LEVEL OF FORMATION OF COMPETENCES

Organizational change management					
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**				
PC-1	Capable of preparing for implementation, monitoring parameters and evaluating the success of changes in the organization	**know:** - the main regulatory framework for financial management; - methods for assessing the profitability of funds and investment projects; - methods for assessing and reducing investment risks; **be able to:** - analyze situations and assess the financial position of the enterprise; - evaluate the degree of profitability of funds and projects; **own:** - skills in working with regulatory documentation and methods for assessing the financial position of an enterprise, the profitability of projects, the degree of risk; - skills in working with models for predicting the probability of bankruptcy at the enterprise.	lecture, independent work, seminars	T, E	**A basic level of** - has the skills to work with regulatory documentation and methods for assessing the financial position of the enterprise, the profitability of projects, the degree of risk; - has the skills to work with models for predicting the probability of bankruptcy at the enterprise. **Enhanced level** - has the skills to work with regulatory documentation and methods for assessing the financial position of the enterprise, the profitability of projects, the degree of risk; - has the skills to work with models for predicting the probability of bankruptcy at the enterprise. The student is able to apply these skills in new non-standard situations (when analyzing emerging risks).
PC-4	Capable of preparing for implementation, monitoring parameters and evaluating the success of changes in the organization	**know:** - the main regulatory framework for financial management; **be able to:** - evaluate the degree of	lecture, independent work, seminars	T, E	**A basic level of** - has the skills to work with regulatory documentation and methods for assessing the financial position of the enterprise, the profitability of projects, the degree of risk;

		profitability of funds and projects; **own:** - skills in working with models for predicting the probability of bankruptcy at the enterprise.			**Enhanced level** - has the skills to work with regulatory documentation and methods for assessing the financial position of the enterprise, the profitability of projects, the degree of risk;

Appendix 3
to work program

List of assessment tools by discipline

Organizational change management

OS number	Name of the evaluation tool	Brief description of the evaluation tool	Presentation of the evaluation tool in the FOS
one	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.	Fund of test tasks
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 examby discipline "Organizational Change Management" formation of competencies PC-1 and PC-4

1. Give the definition of an organization as an organization as an object, process and impact? Which levels of functioning of the organization should be emphasized on a coordinated change at the present stage?
2. What is a specialization? What determines the size of an organization? What determines the complexity of the organization?
3. How are organizations divided according to their goals? What organizations are considered commercial? What are informal organizations?
4. What types of organizations do you know? List the organization 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 drivers of change.
7. Listideological prerequisites for organizational change. Name the stages of K. Levin's model of changes.
8. What is"process consulting"? What are the steps in the Deming product and process improvement cycle?
9. Describe the main methods of conducting organizational change. What are the organizational methods of change?
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 is change management going on? What are facilitators?
12. Listkey principles of change management. How should management support be provided?
13. Whatshould include a plan for upcoming changes? What is the most widely used change model today?
14. What is the main task of the second stage? What kindWhat actions need to be taken to remove obstacles?
15. What organizations are considered commercial? What is the main task of the seventh stage?
16. What is change consolidation? List key areas of organizational change.

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

18. What includebasic features of any system? What are the three basic elements of an organizational development system?

19. From whatfour subsystems is the organization management system? What does the governance structure include?

20. Whatcharacteristics of effective control systems? Name the activities of the process-structural approach to the design and development of control systems.

21. Name two groups of processes that take place in an organization. What are the issues of anti-crisis management?

22. What is the recognition of pre-crisis situations? What determines the stability of the organizational system?

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

24. What is the development process of an organization? What laws of dialectics describe xod and the results of the development process?

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

26. What isdevelopment through rigidly centralized management? What happens in the fourth stage of Larry Grainer's development model?

27. What typesAre development crises characteristic of Larry Greiner's development model? What stages does the Adizes organic model include?

28. What is the "flourishing" stage of the Adizes model? List the phases of organizational development according to the Livehood and Glasle model.

29. What management concepts should organizations use in the pioneer phase? What management theories are used in the association phase?

30. Whathinders organizational change? What steps are used in Levin's model?

31. What defrosting methods do you know? List the ones you knowmethods of the second stage of the Levin model.

32. What ismethod of management by objectives? What is the golden handcuff method?

33. What kindShewhart proposed three stages of quality management? What are the steps in the Deming product and process improvement cycle?

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

35. What is the basis for the implementation of Greiner's concept of organizational change? 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. How do the status and powers of employees differ in a learning and traditional organization? How do 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 in a learning organization?

39. What determines the effectiveness of training? What forms can training contain? What are the two main types of learning distinguished by K. Argyris and D. Sean?

40. What four types of cyclical learning processes does organizational knowledge creation theory include? What are formalized and non-formalized knowledge?

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

42. What are the two stagesdoes it include the beginning of organizational changes according to the concept of organizational changes according to L. Greiner? What conditions are important to create for the successful implementation of changes?

43. Listfour main strategies for change management leadership. How is the transfer of control possible in the model of B. Livehud and Glasle?

44. What twoapproach used in the implementation of professional counseling? How should consultations be conducted, according to Larry Grainer and Robert Metzger?

45. Name two groups of processes that take place in an organization. What are the benefits of working with consultants?

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

47. What are the objectives of knowledge management? List the main forms of using knowledge.

Exam ticket form

MINISTRY OF EDUCATION AND SCIENCE OF THE RUSSIAN FEDERATION

FEDERAL STATE AUTONOMOUS EDUCATIONAL INSTITUTION OF HIGHER EDUCATION

"MOSCOW POLYTECHNICAL UNIVERSITY"

(MOSCOW POLYTECH)

Graduate School of Printing and Media Industry

Faculty of Economics and Management _____ Department of Management

Discipline: Organizational Change Management

Direction of training: 38.03.02 "Management"

Course: 2, group _____, form of education: full-time

EXAMINATION TICKET No. 1.

1. Question assessing competencePC-1.

2.Competency QuestionPC-4

Approved at the meeting of the department "___" _____ 2022, protocol No. 1.

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

Tests by discipline "Organizational Change Management" (formation of PC-1 and PC-4 competencies)

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

A) perspectives

B) strategic goals

C) indicators

D) target values

E) strategic initiatives

ANSWER:E

Which of the types of organizational diagnostics is carried out to determine the problems of the functioning of the entire organization as a whole?

A) pre-diagnosis
B) current diagnostics
C) special diagnostics
D) general diagnostics
E) crisis diagnostics
ANSWER:D
Which of the methods of organizational diagnostics is a conversation with a respondent, which can be conducted in a dialogue mode?
A) questioning
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) questioning
B) interviewing
C) observation
D) document analysis
E) content analysis
ANSWER:E
Which of the methods of organizational analysis allows you to consider problems, identifying the appropriate cause-and-effect relationships?
A) SWOT analysis
B) Ishikawa Causal Diagram
C) STEP analysis
D) analysis of the forces of K. Levin
E) content analysis
ANSWER: B
Which of the methods of organizational analysis involves the study of the strengths and weaknesses of the organization, as well as the analysis of threats and opportunities?
A) SWOT analysis
B) Ishikawa Causal Diagram
C) STEP analysis
D) analysis of the forces of K. Levin
E) content analysis
ANSWER: A
Which of the levels of change design research methodology is based on the implementation of the principles of determinism, development, the relationship between theory and practice, the 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 units and the relationship 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 key process improvement tool that measures 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 of the types of organizational diagnostics is carried out during the entire consulting activity aimed at resolving a particular problem?
A) pre-diagnosis
B) current diagnostics
C) special diagnostics
D) general diagnostics
E) crisis diagnostics
ANSWER: B
Which of the approaches to the implementation of organizational change includes the moderate application of procedures and rules, as well as the involvement of employees in the development of solutions?
A) organic
B) mechanical
C) casual
D) associative
E) strategic
ANSWER: A
Which of the approaches to the implementation of organizational change includes both the widespread use of procedures and rules, and a rigid hierarchy of power?

A) organic
B) mechanical
C) casual
D) associative
E) strategic
ANSWER: B
What type of uncertainty in organizational change occurs when management does not understand the technology of change, and therefore is the 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 the organization's activities is the team itself directly involved in the control through the introduction of collective responsibility?
A) using organizational order
B) in a centralized way
C) through self-organization
D) comparing the actual result with the planned one
E) goal adjustment management
ANSWER: C
Which of the change management strategies involves experts from leading departments or professional consultants to implement changes?
A) directive
B) regulatory
C) analytical
D) action oriented
E) negotiated
ANSWER: C
Which of the main principles of strategic change management consist in building a change strategy for which progress as an expression of the development of the organization is much more important than just its survival?
A) principles of efficiency
B) system principles
C) synergistic principles
D) principles of openness
E) principles of creativity
ANSWER: A
What types of restructuring are considered depending on the 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
Under what approach to restructuring is the staff united in departments corresponding to the activities performed?
A) command
B) functional
C) divisional
D) matrix

E) network
ANSWER: B
What business processes provide consumer requests and profit, because Do consumers pay for them?
A) core business processes
B) supporting business processes
C) managerial business processes
D) business process improvement
E) business process development
ANSWER: A
What method of improving an organization's business processes is to compare the organization's processes with those of more successful organizations that carry out similar activities?
A) Rapid Solution Analysis Technique
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 the transition of quantity into quality
C) the law of dialectical inconsistency
D) the law of development of the organization
E) the law of development efficiency
ANSWER: B
An organization, which is a set of measures 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 impact
D) organization as a subject
E) organization as a verb
ANSWER: B
The result of the established rules and procedures that are the basis of the work of employees, as well as their interaction with colleagues and management, is:
A) hierarchical structure
B) the complexity of the organization
C) formalization
D) rationality
e) efficiency
ANSWER: C
Organizations, the objectives of which are established by the constituent documents, which have the rights of a legal entity, and their activities are regulated by regulatory 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 as the main goal of their activities to make a profit are:
A) formal
B) commercial

C) non-profit
D) informal
E) effective
ANSWER: B
In the typology of organizations, multidisciplinary and specialized organizations are united and belong to the types of organizations distinguished by:
A) by nature of activity
B) for the intended purpose
C) by form 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 refer to the types of organizations distinguished by:
A) by nature of activity
B) for the intended purpose
C) by form of ownership
D) by dominant factor of production
E) by the number of types of products produced
ANSWER: C
What model represents the organization in the form of a social system consisting of interrelated parts and subsystems, incl. management systems and subjects of management?
A) organic model
B) mechanical model
C) system model
D) political model
E) bureaucratic model
ANSWER: C
In what model can organizations be seen as political bodies and institutions, as well as a collection of historical 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) goal-oriented and manageable
B) stages and irreversibility of development
C) progressive nature of change
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 the transition of quantity into quality
C) the law of dialectical inconsistency
D) the law of development of the organization
E) the law of development efficiency
ANSWER: A
An organization, which is an association of people that performs various functions and is part of the social structure of the state, is:

A) organization as an object
B) organization as a process
C) organization as impact
D) organization as a subject
E) organization as a verb
ANSWER: A
Which of the stages, according to the model of development of the organization by I. Adizes, is characterized by the emergence of the idea of a new business and the decision to create it?
A) stage "the birth of the organization"
B) stage "infancy"
C) stage of "youth"
D) "stabilization" stage
E) stage of "aristocratism"
ANSWER: A
Which of the stages, according to the model of development of the organization by I. Adizes, corresponds to the beginning of the aging stage, when flexibility and initiative decrease, traditions and the control system are strengthened?
A) stage "the birth of the organization"
B) stage "infancy"
C) stage of "youth"
D) "stabilization" stage
E) stage of "aristocratism"
ANSWER:D
At what stage, according to the model of organization development by B. Livehud and F. Glasle, is the organization managed by a founding pioneer who views the organization as a closed system, of which customers and staff are an integral part?
A) pioneer phase
B) differentiation phase
C) integration phase
D) association phase
E) death phase
ANSWER: A
At what stage, according to the model of development of the organization by B. Livehud and F. Glasl, does the organization focus on the transition to new forms of communication, incl. formation of alliances, associations, trusting partnerships, intensification of relations with buyers 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. Levin's model, the destabilization method, the "burning bridges" method, the method of reorganization, management by goals, the command method, the argumentation method, the training method are used?
A) defrosting
B) changes
C) freezing
D) stagnation
E) compensation
ANSWER: A
At what stage, according to L. Greiner's organizational development model, are 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 speaks of:
A) goal-oriented and manageable
B) stages and irreversibility of development
C) progressive nature of change
D) balance of internal and external influence
E) efficiency and competitiveness
ANSWER: B
The concept of "learning organization" was introduced by an American scientist:
A) Peter Senge
B) Itzhak Adizes
C) Kurt Lewin
D) Larry Greiner
E) M. Pedler
ANSWER: A
Knowledge that is easily documentable, that can be stored and transferred in an unchanged form, is:
A) formalized knowledge
B) non-formalized knowledge
C) friendly knowledge
D) conceptual knowledge
E) system knowledge
ANSWER: A
Which of the learning processes, according to the theory of organizational knowledge creation, involves the study, sorting, classification and combination of 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 impact
D) organization as a subject
E) organization as a verb
ANSWER: C
The system of tasks and goals that the organization faces is answered by:
A) hierarchical structure
B) the complexity of the organization
C) formalization
D) rationality
e) efficiency
ANSWER: A
From the scale of activity, incl. territorial distribution of subdivisions, the level of specialization, the existing division of labor, the features of production processes depend on:
A) hierarchical structure

B) the complexity of the organization
C) formalization
D) rationality
e) efficiency
ANSWER: B
When an organization represents the purposefulness, consistency, predictability and validity of the organization's activities, it is:
A) hierarchical structure
B) the 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 documents and legal acts, but acting on the basis of 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 are classified as types of organizations distinguished by:
A) by nature of activity
B) for the intended purpose
C) by form 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 nature of activity
B) for the intended purpose
C) by form 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 united and belong to the types of organizations distinguished by:
A) by nature of activity
B) for the intended purpose
C) by form of ownership
D) by dominant factor of production
E) by the number of types of products produced
ANSWER:D

Which model considers the organization by analogy with the processes of the body, incl. such as birth, growth, disease, death?
A) organic model
B) mechanical model
C) system model
D) political model
E) bureaucratic model
ANSWER: A
In which model is the organization an instrument for solving problems, and the personnel is considered 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) environmental factors of direct impact
B) environmental factors of indirect impact
C) factors of the internal environment of direct influence
D) factors of the internal environment of indirect influence
E) factors of both external and internal environment at the same time
ANSWER: A
What changes occur as part of 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 change
ANSWER: A
What changes take place in stages, over several time intervals that differ in duration?
A) planned changes
B) unplanned changes
C) one-time changes
D) multi-stage changes
E) radical change
ANSWER:D
What changes affect all levels of the functioning of the organization, including its foundations?
A) planned changes
B) unplanned changes
C) one-time changes
D) multi-stage changes
E) radical change
ANSWER:E
What changes occur quickly over a specific period of time and are due to 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 change

ANSWER: C