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MINISTRY OF SCIENCE AND HIGHER EDUCATION OF THE RUSSIAN FEDERATION

Federal State Autonomous Educational Institution of Higher Education

"Moscow Polytechnic University"

APPROVE
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"15" февраля 2024

Dean of the Faculty
of Economics and Management
/A.V. Nazarenko/
"15" февраля 2024

WORKING PROGRAM OF THE DISCIPLINE

"Consulting management"

Field of study
38.03.02 Management

Educational program (profile)
"Business Process Management"

Qualification (degree)
Bachelor

Form of study
Part-time

Moscow 2024

Developer(s):

Senior teacher  /L.V. Borodacheva/

Agreed:

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

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

The discipline "Consulting Management" is aimed at students receiving higher education, aimed at obtaining the competence necessary to perform a new type of professional activity in the field of effective functioning of the management system of the organization as a whole and for its structural divisions, acquiring the qualification "Manager".

Course objectives:

- studying theoretical foundations and obtaining practical skills in relation to the provision of consulting services on management issues;

- developing students' understanding of the essence, objectives and principles of determining the strategy and technologies for conducting management consulting.

Course objectives:

- to develop in students the ability to analyze the relationships between functional strategies of companies in order to prepare balanced management decisions.

develop the ability to analyze organizational and economic problems,- familiarization with the essence and content of consulting activities;

- training in the theory and practice of management consulting using professional consultants;

- consolidation of knowledge and development of practical consulting skills.

A list of planned learning outcomes for the discipline (module), correlated with the planned results of mastering the professional training program.

As a result of mastering the discipline (module), students develop the following competencies and the following learning outcomes must be achieved as a stage in the formation of relevant competencies:

Universal competencies of graduates and indicators of their achievement

Competency category	Code and name of competence	Code and content of the competency achievement indicator
Economic culture, including financial literacy	UK-10. Able to make informed economic decisions in various areas of life	IUC-10.1. Understands the basic principles of the functioning of macroeconomics and economic development, the goals and types of government participation in the economy IUC-10.2. Represents the main patterns of functioning of microeconomics and factors that ensure the rational use of resources and the achievement of effective performance results IUC-10.3. Applies economic and financial planning methods to achieve personal financial goals, uses financial tools for personal budget management that are adequate to the set goals, and optimizes one's own financial risks

Professional competencies of graduates and indicators of their achievement

Code and name of competencies	Indicators of Competency Achievement
PC-3 -Able to identify and engage with stakeholders	**IPK-3.1.**Knows stakeholder theory; theory of interpersonal and group communication in business interaction; conflict theory; visual modeling languages; risk management theory; systems theory; subject area and specifics of the organization's activities to the extent sufficient to solve business analysis problems; methods of planning the organization's activities. **IPK-3.2.**Able to use stakeholder identification techniques; plan, organize and conduct meetings and discussions with stakeholders; use effective communication techniques; identify, register, analyze and classify risks and develop a set of measures to minimize them; collect, classify, systematize and ensure storage and updating of business analysis information; formalize the results of business analysis in accordance with the selected approaches; identify connections and dependencies between elements of business analysis information; apply information technology to the extent necessary for business analysis purposes; analyze internal (external) factors and conditions affecting the organization's activities; analyze the degree of stakeholder participation; analyze the quality of business analysis information in terms of selected criteria; analyze the subject area; perform functional breakdown of work; model the scope and boundaries of work; present business analysis information in a variety of ways and formats for discussion with stakeholders; explain the need for business analysis work. **IPK-3.3.**Knows methods of analyzing context, organizational structure, business processes in order to identify stakeholders; collecting and recording information about stakeholders; organizing the storage of information about stakeholders and keeping it up to date; analysis and classification of stakeholders; developing strategies for stakeholder engagement and collaboration; developing stakeholder engagement plans; preparing stakeholders for cooperation (explanation, training); stakeholder engagement and stakeholder monitoring; managing risks arising from interactions with stakeholders.

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

The discipline "Consulting Management" is one of the disciplines of the part formed by participants in educational relations (B.1.2.) of the undergraduate educational program.

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

- Fundamentals of management;
- Personnel Management;
- Management of distributed communities

3. Structure and content of the discipline.

The total labor intensity of the discipline is _4_ credit(s) units (144 hours).

3.1. Types of educational work and labor intensity

(according to forms of study)

3.1.2. Part-time education

No.	Type of educational work	Number of hours	Semesters	
			9	-
1	**Auditory lessons**	**36**	**36**	-
	Including:			-
1.1	Lectures	18	18	-
1.2	Seminars/practical sessions	18	18	-
1.3	Laboratory exercises	-	-	-
2	**Independent work**	**108**	**108**	-
3	**Interim certification**	**-**	**-**	-
	Test/differential test/exam	**test**	**test**	-
	Total	**144**	**144**	

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

3.2.1. Part-time education

No.	Sections/topics disciplines	Labor intensity, hour					
		Total	Classroom work				Independent work
			Lecture	Seminars/practical sessions	Laboratory exercises	Practical training	
1	The development of management consulting as part of the history of management science.	14	2	2	-	-	12
2	Management consulting and Russian mentality.	14	2	2	-	-	12
3	Concept and terms of management consulting.	14	2	2	-	-	12
4	Basic principles of management consulting	14	2	2	-	-	12
5	Development of the Client-Consultant system.	14	2	2	-	-	12
6	Stages of management consulting.	14	2	2	-	-	12
7	Principles and stages of conducting organizational diagnostics of an organization.	14	2	2	-	-	12
8	Methods and technologies of management consulting	14	2	2	-	-	12
9	Efficiency and quality of management consulting.	14	2	2			12
	Total	144	18	18			108

3.3. Contents of the discipline

Topic 1.

The development of management consulting as part of the history of management science.

Prerequisites for the formation of the concept of organizational development. Management consulting in the mirror of the development of management science. The main sources of development of organizational consulting (the school of group dynamics by K. Lewin, sociometry by J. Moreno, the practice of laboratory training (T-group) by V. Bennis, research on intergroup relations by M. Sherif). Formation of the concept of organizational development. Modern approaches to the study of organizational development: transformational and evolutionary direction (structural and procedural). System model. System-forming factors in the organization. Organizational development and organizational change. Introduction of organizational changes, main features. Problems and difficulties of implementing changes. Resistance to change. The main stages of implementing changes in an organization.

Topic 2.

Management consulting and Russian mentality.

National characteristics of organization management: cultural aspect. Specifics of the consulting process in Russian organizations. Consultant-client relationship. Economic conditions and formation of a request for consultation. Recommendations for increasing the effectiveness of management consulting.

Topic 3.

Concept and terms of management consulting.

A functional and professional approach to the counseling process. Purpose and types of consulting activities. The term “management consulting” (according to FEACO). Types of organizational changes resulting from consulting. Aspects of consulting organizations. The concept of “consulting” and “business services”.

Topic 4.

Basic principles of management consulting.

Consultant Code of Ethics. Role counseling ring. Consultant position: “External” and “internal” consultants. Degree of specialization of the consultant. Expert and procedural consulting for organizations. Responsibility of the consultant. Consultant-client relationship. Client expectations: “the myth about the benefits of inviting a “Varangian”,” the myth of “an invitation to reign,” the myth about the “cherished word.” Consulting contract. Technological stages in management and organizational development consulting. Feedback.

Topic 5.

Development of the Client-Consultant system.

Role-based nature of counseling. Selecting a consultant Specifics of consultant-client relationships. Situations of client interaction with consultants. Procedures and stages for selecting a consultant. Advantages and disadvantages of consultants. Main types of consulting organizations. Types of structural consulting units. Comparative characteristics

of external and internal consultants. Positive and negative images of consultants. Management consulting situations and role positions. Resource Consultant. Process consultant. Propagandist (agitator). Mediator. Instructor (teacher). Problem solving assistant. Strategist.

Topic 6.

Stages of management consulting.

Paradoxes of the preliminary stage of management consulting. Pre-project stage (preparation phase) – the beginning of work between the consultant and the client, their first contact. .Project stage - determination of organizational diagnostics. Conceptual foundations of organizational diagnostics. The role of models in organizational diagnostics. Basic problems of organizational diagnostics. Methodological support for organizational diagnostics. Action planning phase and project implementation phase. Business coaching. Tasks of the project completion stage (completion phase).

Topic 7.

Principles and stages of conducting organizational diagnostics of an organization.

Diagnostic stage (diagnosis phase) of the client enterprise: collecting data and, ultimately, forming a comprehensive picture of the enterprise's life in order to analyze data and conduct extensive diagnostics, as well as obtain the financial, economic, organizational and technical current state, activities and assumption of the future state of the enterprise. The procedure and technology for conducting diagnostics, basic documents. Difficulties and methods for overcoming them. Preparation of materials based on diagnostic results, basic requirements for their presentation. Actions of consultants to summarize diagnostic results. Possible consequences of organizational diagnostics.

Topic 8.

Methods and technologies of management consulting.

The program approach in management consulting is a significant update, transformation of the entire organization and its connections with the external environment. Basic principles: "ultimate goal", "pulsating innovation", "cumulative motivation", self-programming, "growing an innovative core". Marketing approach - building expedient interaction between an enterprise and the market based on an individual approach. The concepts of methodology, methodological tools (methodological base) of counseling and counseling methodology. Classification of counseling methods. Identification of groups of methods according to the stages of the consultation process (diagnostic methods; methods for developing solutions; methods for implementing developments and recommendations).

Topic 9.

Efficiency and quality of management consulting.

Evaluation of results, client expectations, the Consultant's influence on their adjustment. The concept of a positive economic effect. The importance of the time factor. Dependence of a positive assessment on the area of application of management consulting. Marketing and management audit. Audit of one-time events. Results of cooperation on a

consulting project: direct and indirect; quantitative and qualitative. Open discussion between partners, short report. Expansion of the market and volume of services, economic indicators, quality of developments and recommendations, repeat client requests, growth of professionalism, cost-effectiveness.

3.4. Topics of seminars/practical and laboratory classes

3.4.1. Seminars / Practical classes.

Topic 1. Development of management consulting as part of the history of management science.	Practical lesson 1
Topic 2. Management consulting and Russian mentality.	Practical lesson 2
Topic 3. Concept and terms of management consulting.	Practical lesson 3
Topic 4. Basic principles of management consulting	Practical lesson 4
Topic 5. Development of the Client-Consultant system.	Practical lesson 5
Topic 6. Stages of management consulting.	Practical lesson 6
Type 7. Principles and stages of conducting organizational diagnostics of an organization.	Practical lesson 7
Topic 8. Methods and technologies of management consulting	Practical lesson 8
Topic 9. Efficiency and quality of management consulting.	Practical lesson 9

4. Educational, methodological and information support

4.1. Main literature:

1. Zabrodin, V. Yu. Management consulting. Sociological approach: textbook for universities / V. Yu. Zabrodin. - Moscow: Yurayt Publishing House, 2020. - 130 p. - (Higher education). — ISBN 978-5-534-10127-0. — Text: electronic // EBS Law [website]. — URL:https://urait.ru/bcode/453411

2. Lebedeva, L.V. Organizational consulting: a textbook for universities / L.V. Lebedeva. — 2nd ed., rev. and additional - Moscow: Yurayt Publishing House, 2020. - 162 p. - (Higher education). — ISBN 978-5-534-00009-2. — Text: electronic // EBS Law [website]. — URL:https://urait.ru/bcode/453486

4.2 Additional literature:

1. Consulting and coaching of personnel in organizations: textbook and workshop for universities / N. V. Antonova [etc.]; edited by N.V. Antonova, N.L. Ivanova. - Moscow: Yurayt Publishing House, 2020. - 370 p. - (Higher education). — ISBN 978-5-9916-8176-6. — Text: electronic // EBS Law [website]. — URL:https://urait.ru/bcode/450207

4.3 Electronic educational resources:

An electronic educational resource on the discipline is under development.

4.4. Licensed and freely distributed software.

Office applications, Microsoft Office 2013 (or lower) – Microsoft Open License. License No. 61984042

4.5. Modern professional databases and information reference systems

1. http://www.gov.ruServer of government authorities of the Russian Federation.
2. http://www.mos.ruOfficial server of the Moscow Government.
3. http://www.minfin.ruMinistry of Finance of the Russian Federation.
4. http://www.garant.ruGARANT Legislation with comments.
5. http://www.gks.ruFederal State Statistics Service.
6. http://www.rg.ruRussian newspaper.
7. http://www.prime-tass.ruPRIME-TASS Economic Information Agency.
8. http://www.rbc.ruRBC (RosBusinessConsulting).
9. http://www.businesspress.ruBusiness press.
10. http://www.ereport.ruWorld economy.
11. http://uisrussia.msu.ruUniversity information system of Russia.
12. http://www.forecast.ruTsMAKP (Center for Macroeconomic Analysis and Short-Term Forecasting).
13. http://www.cfin.ruCorporate management.
14. http://www.fin-izdat.ruPublishing house "Finance and Credit"
15. http://economist.com.ruThe Economist magazine.
16. http://www.vopreco.ruJournal "Economic Issues".
17. http://www.mevriz.ruMagazine "Management in Russia and Abroad"
18. http://systems-analysis.ru/Laboratory of Systems Analysis
19. https://gtmarket.ru/concepts/7111System analysis
20. http://minpromtorg.gov.ru/Ministry of Industry and Trade of the Russian Federation.
21. http://www.rg.ruRussian newspaper.

5.Material and technical support of discipline.

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

6. Methodological recommendations

6.1. Methodological recommendations for teachers on organizing training.

Current control (carried out by the lecturer and teacher): correctness of answers to questions on the topics covered; assessment of existing opinions and approaches to solving specific problems; essay preparation; intermediate testing in individual sections of the discipline.

When performing routine monitoring, it is possible to use test material. Samples of control questions and tasks for conducting ongoing monitoring are given in the appendix. When implementing a bachelor's degree program, an organization has the right to use e-learning and distance learning technologies. All materials are posted in the Moscow Polytechnic Library.

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

6.2. Guidelines for students on mastering the discipline.

A lecture is a systematic, consistent, monologue presentation by a teacher of educational material, usually of a theoretical nature. When preparing a lecture, the teacher is guided by the work program of the discipline. During lectures, it is recommended to take notes, which will allow you to later recall the studied educational material and supplement the content when working independently with literature.

You should also pay attention to categories, formulations that reveal the content of certain phenomena and processes, scientific conclusions and practical recommendations, positive experience in oratory. It is advisable to leave margins in your working notes in which to make notes from the recommended literature, supplementing the material of the lecture you listened to, as well as emphasizing the special importance of certain theoretical positions.

Conclusions from the lecture summarize the teacher's thoughts on educational issues. The teacher provides a list of used and recommended sources for studying a specific topic. At the end of the lecture, students have the opportunity to ask questions to the teacher about the topic of the lecture. When delivering lectures on the discipline, electronic multimedia presentations can be used.

Methodological instructions for students when working at the seminar.

Seminars are implemented in accordance with the working curriculum with sequential study of the topics of the discipline. In preparation for the seminars, the student is recommended to study the basic literature, familiarize himself with additional literature, new publications in periodicals: magazines, newspapers, etc. In this case, you should take into account the recommendations of the teacher and the requirements of the curriculum. It is also recommended to finalize your lecture notes by making appropriate notes from the literature recommended by the teacher and provided for by the curriculum. Abstracts should be prepared for presentations on all educational issues brought up for the seminar.

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

Guidelines for students on organizing independent work.

Independent work of students is aimed at independent study of a separate topic of the academic discipline. Independent work is mandatory for each student, its volume is determined by the curriculum. When working independently, the student interacts with the recommended materials with the participation of the teacher in the form of consultations. The electronic library system (electronic library) of the university provides the possibility of individual access for each student from any point where there is access to the Internet.

If there are students with disabilities, they will be provided with printed and (or) electronic educational resources in forms adapted to their health limitations.

Guidelines for making presentations.

A presentation (from the English word - presentation) is a set of color pictures-slides on a specific topic, which is stored in a special format file with the PP extension. The term “presentation” (sometimes called “slide film”) is associated primarily with the information and advertising functions of pictures, which are designed for a certain category of viewers (users).

Multimedia computer presentation is:

- dynamic synthesis of text, image, sound;
- the most modern software interface technologies;
- interactive contact between the speaker and the demonstration material;
- mobility and compactness of information media and equipment;
- ability to update, supplement and adapt information;
- low cost.

Rules for designing computer presentations

General Design Rules

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

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

Font design rules:

- Serif fonts are easier to read than sans serif fonts;
- It is not recommended to use capital letters for body text.
- Font contrast can be created through: font size, font weight, style, shape, direction and color.
- Rules for choosing colors.
- The color scheme should consist of no more than two or three colors.
- There are incompatible color combinations.
- Black color has a negative (gloomy) connotation.
- White text on a black background is hard to read (inversion is hard to read).

Presentation Design Guidelines

In order for the presentation to be well received by the audience and not cause negative emotions (subconscious or fully conscious), it is necessary to follow the rules of its design.

A presentation involves a combination of information of various types: text, graphics, music and sound effects, animation and video clips. Therefore, it is necessary to take into account the specifics of combining pieces of information of different types. In addition, the design and display of each of the listed types of information is also subject to certain rules. So, for example, the choice of font is important for textual information, brightness and color saturation are important for graphic information, and optimal relative position on the slide is necessary for the best possible perception of them together.

Let's consider recommendations for the design and presentation of various types of materials on the screen.

Formatting text information:

- font size: 24–54 points (heading), 18–36 points (plain text);

- the font color and the background color should contrast (the text should be easy to read), but not hurt the eyes;
- font type: for the main text a smooth sans-serif font (Arial, Tahoma, Verdana), for the title you can use a decorative font if it is easy to read;
- Italics, underlining, bold font, and capital letters are recommended to be used only for semantic highlighting of a text fragment.

Design of graphic information:

- drawings, photographs, diagrams are designed to supplement textual information or convey it in a more visual form;
- It is advisable to avoid drawings in the presentation that do not carry a semantic load, if they are not part of the style;
- the color of the graphic images should not sharply contrast with the overall style of the slide;
- illustrations are recommended to be accompanied by explanatory text;
- if a graphic image is used as a background, then the text on this background should be clearly readable.

Contents and arrangement of information blocks on the slide:

- there should not be too many information blocks (3-6);
- the recommended size of one information block is no more than 1/2 the size of the slide;
- It is desirable to have blocks with different types of information on the page (text, graphs, diagrams, tables, pictures) that complement each other;
- Key words in the information block must be highlighted;
- It is better to place information blocks horizontally, blocks related in meaning - from left to right;
- the most important information should be placed in the center of the slide;
- the logic of presenting information on slides and in a presentation must correspond to the logic of its presentation.

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

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

7. Fund of assessment funds

7.1. Methods for monitoring and assessing learning outcomes

In the process of mastering this discipline, the student forms and demonstrates the following: **competencies**:

COMPETENCIES		List of components	Technology for developing competencies	Form of assessment tool**	Degrees of levels of mastering competencies
INDEX	FORMULATION				
UK-10	Able to make informed economic decisions in various areas of life	IUC-10.1. Understands the basic principles of the functioning of macroeconomics and economic development, the goals and types of government participation in the economy IUC-10.2. Represents the main patterns of functioning of microeconomics and factors that ensure the rational use of resources and the achievement of effective performance results IUC-10.3. Applies economic and financial planning methods to achieve personal financial goals, uses financial tools for personal budget management that are adequate to the set goals, and optimizes one's own financial risks	lecture, seminars	DS, Z	**A basic level of** - principles of management consulting, its stages and forms - principles of activity of external consultants. -documentary support of consulting events and the procedure for organizing labor processes for team management. **Increased level** knows: - principles of management consulting, its stages and forms - principles of activity of external consultants. -documentary support of consulting events and the procedure for organizing labor processes for team management.

PK-3	Able to identify stakeholders and interact with them	**IPK-3.1.**Knows stakeholder theory; theory of interpersonal and group communication in business interaction; conflict theory; visual modeling languages; risk management theory; systems theory; subject area and specifics of the organization's activities to the extent sufficient to solve business analysis problems; methods of planning the organization's activities. **IPK-3.2.**Able to use techniques for identifying stakeholders; plan, organize and conduct meetings and discussions with stakeholders; use effective communication techniques; identify, register, analyze and classify risks and develop a set of measures to minimize them; collect, classify, systematize and ensure storage and updating of business analysis information; formalize the results of business analysis in accordance with the selected approaches; identify connections and dependencies between elements of business analysis information; apply information technologies to the extent necessary for business analysis purposes; analyze internal (external) factors and conditions affecting the organization's activities; analyze the degree of stakeholder participation; analyze the quality of business analysis information in terms of selected criteria; analyze the subject area; perform functional breakdown of work; model the scope and boundaries of work; present business analysis information in a variety of ways and formats for discussion with stakeholders; explain the need for business analysis work.	lecture, seminars	DS, short circuit Z	**A basic level of** has the skills to select an external consultant, create diagnostic questionnaires, methods for assessing the effectiveness of existing processes and formulating proposals to improve their efficiency. **Increased level** has the skills of selecting an external consultant, creating diagnostic questionnaires, methods for assessing the effectiveness of existing processes and formulating proposals to improve their efficiency - the student is able to apply these skills in new non-standard situations (when analyzing emerging risks).

		IPK-3.3. Knows methods of analyzing context, organizational structure, business processes in order to identify stakeholders; collecting and recording information about stakeholders; organizing the storage of information about stakeholders and keeping it up to date; analysis and classification of stakeholders; developing strategies for stakeholder engagement and collaboration; developing stakeholder engagement plans; preparing stakeholders for cooperation (explanation, training); stakeholder engagement and stakeholder monitoring; managing risks arising from interactions with stakeholders.			

7.2. Scale and criteria for assessing learning outcomes

In the process of mastering the educational program, competencies, including their individual components, are formed step by step as students master disciplines (modules) and practices in accordance with the curriculum and calendar schedule of the educational process.

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

UK-10 Ability to make informed economic decisions in various areas of life				
Index	Evaluation criteria			
	2	3	4	5
Know: - stages of development of the organization and the processes accompanying them - principles of management consulting, its stages and forms	The student demonstrates a complete absence or insufficient compliance of the following knowledge: information regarding educational and consulting services,	The student demonstrates incomplete compliance with the following knowledge: information regarding educational and consulting services, innovative	The student demonstrates partial compliance with the following knowledge: information related to educational and consulting services, innovative	The student demonstrates full compliance with the following knowledge: information related to educational and consulting services, innovative processes in the organization; operates freely with acquired knowledge.

- principles of activity of external consultants. -documentary support of consulting events and the procedure for organizing labor processes for team management;	innovative processes in the organization	processes in the organization. Significant mistakes are made, insufficient knowledge is manifested, according to a number of indicators, the student experiences significant difficulties in operating knowledge when transferring it to new situations.	processes in the organization; but minor errors, inaccuracies, and difficulties in analytical operations are allowed.	
Be able to: - formulate the goals and objectives of management consulting. - develop plans for providing consultation.	The student is unable or insufficiently able to: apply recommendations received during management consulting to regulate the corporate governance environment	The student demonstrates incomplete compliance with the following skills: analyze and apply recommendations received during management consulting to regulate the corporate governance environment. Significant mistakes are made, insufficient skills are manifested, according to a number of indicators, the student experiences significant difficulties in operating skills when transferring	The student demonstrates partial compliance with the following skills: apply recommendations received during management consulting to regulate the corporate governance environment. The skills have been mastered, but minor errors, inaccuracies, and difficulties are allowed during analytical operations and transfer of skills to new, non-standard situations.	The student demonstrates full compliance with the following skills: apply recommendations received during management consulting to regulate the corporate governance environment. Fluently operates with acquired skills and applies them in situations of increased complexity.

		them to new situations.		
Own: - skills in selecting an external consultant, - skills in creating diagnostic questionnaires, - methods for assessing the effectiveness of existing processes and formulating proposals to improve their efficiency	The student does not have or has insufficient knowledge of: - basic techniques and methods of management consulting technologies and development of practical skills in the field of research and finding solutions to management problems.	The student owns: - the basic techniques and methods of management consulting technologies and the development of practical skills in the field of research and finding solutions to management problems, significant mistakes are made, insufficient proficiency in skills is manifested in a number of indicators, the student experiences significant difficulties when applying skills in new situations.	The student partially owns: - the basic techniques and methods of management consulting technologies and the development of practical skills in the field of research and finding solutions to management problems. The skills have been mastered, but minor errors, inaccuracies, and difficulties are allowed during analytical operations and transfer of skills to new, non-standard situations.	The student fully owns: - basic techniques and methods of management consulting technologies and development of practical skills in the field of research and finding solutions to management problems. Freely applies acquired skills in situations of increased complexity.
PC-3- Able to identify stakeholders and interact with them				
Index	Evaluation criteria			
	2	3	4	5
Knows: - management cycle and methods of its analysis; - modern technologies of	The student demonstrates a complete absence or insufficient compliance of	The student demonstrates incomplete compliance with the following knowledge:	The student demonstrates partial compliance with the following knowledge:	The student demonstrates full compliance with the following knowledge: modern technologies of management consulting,

management consulting, stages of this process, with specific approaches, methods and procedures; - information related to educational and consulting services, innovative processes in the organization.	the following knowledge: modern technologies of management consulting, stages of this process, with specific approaches, methods and procedures.	modern technologies of management consulting, stages of this process, with specific approaches, methods and procedures. Significant mistakes are made, insufficient knowledge is manifested, according to a number of indicators, the student experiences significant difficulties in operating knowledge when transferring it to new situations.	modern technologies of management consulting, stages of this process, with specific approaches, methods and procedures; but minor errors, inaccuracies, and difficulties in analytical operations are allowed.	stages of this process, with specific approaches, methods and procedures; operates freely with acquired knowledge.
Be able to: - use management methods to analyze corporate governance problems and management situations; - select and consciously apply methods of research and analysis of corporate processes in specific situations; - apply recommendations received during management consulting to regulate the corporate	The student is unable or insufficiently able to: analyze, systematize and generalize models of functional, organizational and information business processes	The student demonstrates incomplete compliance with the following skills: analyze, systematize and generalize models of functional, organizational and information business processes. Significant mistakes are made, insufficient skills are manifested, according to a number of indicators, the student	The student demonstrates partial compliance with the following skills: analyze, systematize and generalize models of functional, organizational and information business processes. The skills have been mastered, but minor errors, inaccuracies, and difficulties are allowed during analytical operations and transfer of skills	The student demonstrates full compliance with the following skills: analyze, systematize and generalize models of functional, organizational and information business processes. Fluently operates with acquired skills and applies them in situations of increased complexity.

governance environment; - apply recommendations received during consulting to select areas for improving corporate governance systems		experiences significant difficulties in operating skills when transferring them to new situations.	to new, non-standard situations.	
Own: - the ability to apply existing technologies and methods of personnel work; - the ability to effectively participate in group work based on knowledge of the processes of group dynamics and the principles of team formation; - the ability to identify information necessary for decision-making when receiving "feedback" in professional activities; - methodology for constructing organizational and management models.	The student does not have or has insufficient knowledge of: - basic techniques and techniques for modeling enterprise business processes.	The student owns: - the basic techniques and methods for modeling enterprise business processes are incomplete, significant mistakes are made, insufficient proficiency in skills is manifested in a number of indicators, the student experiences significant difficulties when applying skills in new situations.	The student partially owns: - basic techniques and techniques for modeling enterprise business processes. The skills have been mastered, but minor errors, inaccuracies, and difficulties are allowed during analytical operations and transfer of skills to new, non-standard situations.	The student fully owns: - basic techniques and techniques for modeling enterprise business processes. Freely applies acquired skills in situations of increased complexity.

Interim certification form: test.

The final certification of students in the form of a test is carried out based on the results of completing all types of academic work provided for by the curriculum for a given discipline (module), while taking into account the results of ongoing monitoring of progress during the semester. Assessment of the degree to which students have achieved the planned learning outcomes in the discipline (module) is carried out by the teacher leading classes in the discipline (module) using the method of expert assessment. Based on the results of the intermediate certification for the discipline (module), a grade of "pass" or "fail" is given.

Only students who have completed all types of academic work provided for in the work program for the discipline “Consulting Management” are allowed to take the final certification.

Grading scale	***Description***
Passed	*All types of educational work provided for by the curriculum have been completed. The student demonstrates compliance of knowledge, abilities, and skills with those given in the tables of indicators, operates with acquired knowledge, abilities, skills, and applies them in situations of increased complexity. In this case, minor errors, inaccuracies, and difficulties during analytical operations and the transfer of knowledge and skills to new, non-standard situations may be made.*
Not accepted	*One or more types of educational work provided for by the curriculum have not been completed. The student demonstrates incomplete compliance of knowledge, abilities, skills with those given in the tables of indicators, significant mistakes are made, a lack of knowledge, abilities, skills is manifested in a number of indicators, the student experiences significant difficulties in operating knowledge and skills when transferring them to new situations.*

7.3. Evaluation toolsby discipline "Consulting management»

OS No.	Name of the assessment tool	Brief description of the evaluation tool	Submission of the assessment tool to the Federal Fund
1	Report, message (DS)	A product of a student’s independent work, which is a public speech presenting the results obtained in solving a specific educational, practical, educational, research or scientific topic	Topics of reports, messages
2	Test (W)	Final form of knowledge assessment. In higher education institutions they are held during examination sessions.	Test questions for testing

4	Test (T)	A system of standardized tasks that allows automate the procedure for measuring the level of knowledge and skills of the student.	Test task fund

7.3.1. Current control

Topics of reports on the discipline "Consulting management»

(formation of competencies UK-10, PC-3)

1. Mission, goals and objectives of management consulting.
2. Basic methodological approaches in management company: expert, project and process consulting.
3. Main stages of the consultation process.
4. The consultant's tasks at each stage, working methods and characteristic difficulties.
5. Types of organizational pathology and methods for its detection.
6. Types of consulting services.
7. Consulting technologies.
8. Methods of management consulting aimed at solving the problem of team building.
9. PR and political consulting.
10. Conflict management and methods for consultants to deal with conflict.
11. Consultant-client relationship.
12. Professional ethics of a consultant.
13. Difficulties in the work of management consultants.
14. Building a consulting firm and the specifics of management consulting as a type of business.
15. Features of marketing consulting services.
16. Russian specifics of marketing policy of consulting firms.
17. State of the Russian market of consulting services: main trends.
18. System of criteria for assessing the professionalism of a management consultant.
19. Innovation as the goal of consulting.
20. Consulting in the field of project management.
21. Consulting on managing a team of managers.
22. Problems of responsibility and freedom of a consultant in the management field.
23. Specifics of management consulting in the field of personnel motivation.
24. Ethical problems of management consulting.
25. Individual consulting for the manager.

Report evaluation criteria

No.	Criterion	Grade			
		ex.	chorus	satisfaction	unsatisfactory

1	Structure of the report	The report contains semantic parts balanced in volume	The report contains three semantic parts, unbalanced in volume	One of the semantic parts is missing from the report	The report does not show the presence of semantic parts
2	Contents of the report	The content reflects the essence of the problem under consideration and the main results obtained	The content does not fully reflect the essence of the problem under consideration or the main results obtained	The content does not fully reflect the essence of the problem under consideration and the main results obtained	The content does not reflect the essence of the problem under consideration or the main results obtained
3	Mastery of the material	The student has complete command of the material presented, is problem oriented, and answers questions freely	The student knows the material presented, is oriented in the problem, finds it difficult to answer some questions	The student is not fluent enough in the material being presented and is poorly oriented in the problem	The student does not know the material being presented and has poor understanding of the problem
4	Matching theme	The presented material fully corresponds to the stated topic	The presented material contains elements that are not relevant to the topic	The material presented contains a large number of elements that are not related to the topic.	The material presented is slightly relevant to the topic

7.3.2. Interim certification

Questions to prepare for the test in the discipline
"Consulting management"
(formation of competencies UK-10, PC-3)

1. The main stages in the development of management consulting abroad.
2. The main stages of the development of domestic management consulting.
3. Features of management consulting in the Russian Federation.
4. Theoretical and methodological basis of management consulting: scientific management, organization theory, organizational behavior, strategic marketing
5. The essence, goals and objectives of management consulting.
6. The concept of diagnostic consultation.
7. Two approaches to management consulting.
8. The concept of process consulting.
9. Functional approach to management consulting.
10. The concept of educational consulting.
11. Professional approach to management consulting.
12. Internal and external consulting.
13. Characteristics of management consulting.
14. The current stage of development of management consulting and its features.
15. Roles of a consultant in management consulting.

16. Client roles in management consulting.
17. The concept of a client of consulting organizations.
18. Associations of management consultants in the Russian Federation
19. Main types of consulting organizations.
20. Forms of provision of services by Russian consultants.
21. Management consulting as a business service.
22. Characteristics of the market for audit and consulting services in the Russian Federation.

formation of competence PC-3

23. Goals and objectives of management consulting.
24. Principles of management consulting.
25. Basic forms of setting prices for consulting services.
26. Classification of management consulting.
27. Subject of management consulting.
28. Methods of management consulting.
29. Stages of development of management consulting.
30. The concept of the management consulting process.
31. Main types of consulting contracts.
32. Preparation stage in management consulting.
33. Special conditions for drawing up consulting agreements.
34. Stage of diagnosis in management consulting.
35. Interaction between consultant and client during diagnostic, process and educational consultation.
36. Action planning stage in management consulting
37. Control in the process of management consulting.
38. Implementation stage in management consulting.
39. Methods for assessing the results of management consulting
40. Completion stage in management consulting.
41. Determination of the economic effect of the consultant's work.
42. Stages and stages of management consulting.
43. Registration of the results of the consultant's work.
44. Individual consulting for the manager.
45. Application of "organizational and business games" in management consulting.

An example of a case problem in the discipline "Consulting Management"
formation of competencies PC-3

Case. We sell a business

The BezAlco Group company was created by people from the large Spanish holding company Hoha-Hola, famous for its strong HR department. The Spaniards have long been known in the market as leaders in the field of creation and development of corporate ethics, strategy, motivation, and training. As a result, the Russian office was able to achieve truly

impressive results already in the first 3 years of work in the domestic market. High-quality, motivated managers attracted adequate specialists to Khokha-Khola with their tough core, ability to convey corporate interests and, finally, attractive compensation. They inevitably joined the mainstream, quickly became committed to the company and, in turn, repeated the process of attracting new people. When the question of personnel training and development arose, the Khokha-Khola HR department attracted three large European educational centers (in Oxford, Paris, Barcelona) as partners. Programs were also developed there, "tailored" to the needs of the company in Russia. The results were wonderful. However, the European company soon learned the rules of the game in the Russian market - and this time not in the classroom, but in real life. Numerous tax audits, lawsuits with competitors, and finally, gross violations of the company's rights by Russian authorities have shaken the climate of Khokha-Khola Rus.

As a result, the company decided to sell its business in Russia in favor of development in Belarus, Ukraine and Kazakhstan. 40 Every man for himself The strong management core of Khokha-Khola Rus was no longer enough - only a few agreed to leave Moscow and move to Kyiv (the location of the new headquarters). The rest "spread" throughout the market. However, one large part of the team (about 40% of the management) founded their own company, BezAlko Group, in equity participation and focused on implementing the ideas of Khokha-Khol, adjusted for the sad experience. First of all, they focused on a strong corporate strategy - creating a foundation for the work of motivated specialists. The second large group (about 15% of management) moved to the staff of the Russian beer giant Malt Road, where they quickly joined the new corporate structure. By coincidence, BezAlko Group mainly concentrated people from the HR department, as well as the marketing and regional development departments.

Malt Road included a sales team, an advertising and media planning department, and key account directors. Of course, BezAlco Group quite quickly faced the question of satisfying the personnel shortage in the most income-generating area - sales. They began to compensate for the deficit by training their own personnel: the HR department considered that in modern conditions it is much cheaper, faster and more reliable to train their own specialists than to convert spoiled sales people from the market. In turn, the management of the Malt Road company also "exposed" sales: all the smart sales people received promotions in other departments, having discovered a strong personnel shortage in sales. In the case of the beer giant, the missing personnel were invited from the market through the traditional chain "client - recruiting agency - client". However, the quality of the sales specialists who came for interviews (both from the agency and from the market) left much to be desired - for the most part, the candidates either presented the desired experience as real, or were frankly unsuitable professionally, and in all cases they asked for exorbitant salaries.

Gradually, the personnel issue became very acute: upon joining the Malt Road company, the former managers of Khokha-Khola Rus signed up for certain development plans that required active actions and people. Therefore, it is not surprising that one day they decided to take the next step: one of the "party comrades" decided to lure a former colleague, talented salesman Alexander Green, who currently held the position of sales director at BezAlko Group. At first he categorically refused. However, within three months, Malt Road literally zombified him with the advantages and potential of a company well-known in the

market and confidently standing on its feet. It would not be superfluous to note here that Green is married and is the father of three children. His cousin and 2 former colleagues - close friends - work at Malt Road. Therefore, although reluctantly, he agreed - the arguments and arguments of his former colleagues helped, the office located in the center of Moscow (while BezAlko Group rented an office on the outskirts of the city), arguments in favor of the rapid development of the new project and the absence of a shortage of management personnel .

New employee Having found a job with competitors, Alexander regretted leaving for some time. The new corporate culture was alien to him, and only former colleagues helped him integrate into the team and feel like he belonged. However, Green realized two important things - firstly, he was missing exactly the people with whom he worked, and secondly, those whom he left behind were preparing the best personnel for the sales department throughout Russia. After consulting with his new colleagues, he made a very cunning decision. Green's departure from BezAlko was received extremely negatively, if not hostilely - Alexander received the unspoken stigma of a traitor, and his return journey was ordered. In this regard, attempts to lure seasoned people from BezAlko Group made no sense - they simply would not agree. Then Green decided to lure only newcomers who had completed all the training. When recruiting new employees, all permitted and unauthorized methods were used - Green and colleagues “sold” Malt Road as an experienced, large, strong, promising company, convinced people that “according to unofficial data” “BezAlko” would soon collapse into part, “we learned this from sources close to the tax office,” etc. Combined with a territorial bonus, completely comparable salaries and massive support (each new specialist from BezAlko was greeted by a team of former Khokha-Khola Rus employees, making an indelible impression of a strong team spirit and positive climate) - such arguments could defeat any stubborn person. Over time, this technology became widespread - literally everyone was hunted, trained and untrained. Gradually, Malt Road got excited and simply decided to destroy their former colleagues, for no apparent reason. Information about the strong personnel of BezAlco leaked to the market, so over the past four months other players have joined the hunt. The management of BezAlco Group tried to discuss the issue of business ethics with representatives of the Malt Road company. However, being in a obviously more advantageous position, the latter refused to enter into any regulatory relations with the weaker player. In the meantime, the situation required an immediate solution, since the fate of the entire BezAlco Group company as a whole depended on it.

Questions for the case:

1. What kind of crisis has engulfed the BezAlko company?
2. What are the causes of the crisis?
3. Give a systematic analysis of the crisis among the personnel of the specified company?
•
4. What methods did Malt Road use to attract new employees from other companies?
5. Why didn’t the Malt Road company try to attract experienced old personnel from the BezAlko company?
6. What measures can you suggest for the BezAlko company in order to retain the highly qualified personnel of this company?

Criteria for evaluationcase execution

Algorithm of work using case technology - method of situational analysis:

1. Students are offered a case (real, fictional)

it must be problematic, have precedents,

must allow alternative solutions.

2. Selection of information from the case, independent search for information:

Students learn to independently obtain information, process it, and analyze it.

3. The student's position on the problem situation is revealed.

4. Collective discussion of solution options, results are compared, innovative ideas and approaches are discussed.

Rating of the speaker(s):

1. Competent speech – 3 points.

2. Capacity, conciseness, full disclosure of the topic, solution to the problem - 3 points.

3. Quality of answers to additional questions – 3 points

4. Evidence base – 3 points

Maximum number of points – 12

12 points – score 5

9-11 points – score 4

6-8 points – score 3

Evaluation of applications (presentations, drawings, booklets, etc.)

1. Quality of work (compliance of the work with the main features of the problem being studied, compliance with the topic) – 5 points

2. Full reflection of the problem being studied in the application – 5 points

3. The design of the work should not interfere with the perception of the problem – 3 points

Maximum number of points – 13

13 points – score 5

10-12 points – score 4

7-9 points – score 3

Evaluation of the group's work:

1. Significant additions to the speech – 3 points

2. Individual work in a group, individual tasks – 5 points

3. Participation in discussion of the problem – 4 points

Maximum number of points – 12

12 points – score 5

9-11 points – score 4

6-8 points – score 3

These criteria can be proposed to an expert group assembled from among students of the same group. In this case, students have a much greater incentive to work, because their work will be assessed not by the teacher, but by a classmate.

When providing a written argument for the answer to the questions of the case, it is considered satisfactory if:

- most of the problems in the case were formulated and analyzed;

- made their own conclusions based on information about the case, which differ from the conclusions of other students;

- solutions to situations in meaning and content meet the requirements.