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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"

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for International Affairs
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"27" февраля 2025

Dean of the Faculty
of Economics and Management
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"27" февраля 2025

WORKING PROGRAM OF THE DISCIPLINE

"Crisis Management"

Field of study
38.03.02 Management

Educational program (profile)
"Business Process Management"

Qualification (degree)
Bachelor

Form of study
Part-time

Moscow 2025

Developer(s):
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Agreed:
Head of the Department of Management,
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1. Goals, objectives and planned learning outcomes in the discipline.

The discipline "Anti-crisis 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 sales management system of the organization as a whole and for its structural divisions, acquiring the "Manager" qualification.

Course objectives:

- To generate knowledge in the field of technologies for assessing the economic and social conditions of entrepreneurial activity, identifying new opportunities and forming new business models.
- To developing skills for coordinating business activities in order to ensure consistency in the implementation of the business plan by all participants. Course objectives:
- To develop in students the ability to analyze the relationships between functional strategies of companies in order to prepare balanced management decisions.
- To develop the ability to analyze organizational and economic problems in order to stimulate production and increase sales volumes, improve the quality and competitiveness of manufactured goods and services, economical and efficient use of material, financial and labor resources.

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

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

Code and name of competencies	Indicators of Competency Achievement
PK-5. Is able to collect information about business problems and identify business opportunities for the organization	IPK-5.1. Knows the theory of interpersonal and group communication in business interaction; conflict theory; methods, techniques, processes and tools for managing stakeholder requirements; 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. IPK-5.2. Is 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; present business analysis information in a variety of ways and formats for discussion with stakeholders; apply information technology to the extent necessary for business analysis purposes; analyze internal (external) factors and conditions affecting the organization's activities; analyze the requirements of stakeholders in terms of quality criteria, determined by the chosen approaches; formalize the requirements of stakeholders in accordance with the chosen approaches; classify stakeholder requirements according to the chosen approaches; model stakeholder requirements in accordance with the selected approaches;

	document the requirements of interested parties in accordance with the selected approaches to formalizing requirements; define requirements attributes of stakeholders and their importance in accordance with the chosen approaches; manage changes in stakeholder requirements in accordance with the chosen approach; 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; identify and categorize business problems or business opportunities; present information about identified business problems or business opportunities in a variety of ways and formats for discussion with stakeholders. IPK-5.3. Possesses the skills to analyze the needs of stakeholders; context analysis; identifying and documenting true business problems or business opportunities; agreeing with stakeholders on identified business problems or business opportunities; formation of target indicators for decisions.

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

The discipline "Anti-crisis management" is one of the disciplines of the part formed by participants in educational relations of the undergraduate educational program.

The discipline "Anti-crisis management" is interconnected logically, substantively and methodologically with the following EP disciplines:

– "Business process risk management"

3. Structure and content of the discipline.

The total complexity of the discipline is 4 credit units, i.e. 144 academic hours (of which 108 hours are independent work of students).

3.1.1. Part-time education

No. p/p	Type of educational work	Number of hours	Semesters	
			8	-
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	**exam**	**exam**	-
	Total	**144**	**144**	

3.2. Thematic plan for studying the discipline

(According to forms of study)

3.2.1 Part-time education

Sections/topics of the discipline	Labor intensity, hour					
		Classroom work				
	Total	Lecture	Seminars/practical classes	Laboratory classes	Practical preparation	Independent work
Topic 1. Crisis management as the basis for the strategic development of an organization	16	2	2			10
Topic 2. Basic patterns of development of the socio-economic system	16	2	2			10
Topic 3. Organizational structure as the basis of crisis management	16	2	2			10
Topic 4. Information support for the functioning of the organization	16	2	2			10
Topic 5. Strategic management in the structure of crisis management	16	2	2			10
Topic 6. Planning as the main tool of crisis management	16	2	2			10
Topic 7. Innovative management in the structure of crisis management	16	2	2			10
Topic8. Quality management in the structure of crisis management	16	2	2			10
Topic 9. Information and analytical technologies in the crisis management system	16	2	2			10
Total hours	144	18	18			108

3.3. Contents of the discipline

The total labor intensity of the discipline is four credit units, i.e. 144 academic hours (of which 72 hours are independent work of students).

Sections of the discipline “Crisis Management” are studied in the fourth year.

Contents of discipline sections

Topic 1. Crisis management as the basis for the strategic development of an organization.

Anti-crisis management as the basis for the strategic development of an organization. Crisis management concept. Goals and objectives of crisis management. Effectiveness of crisis management. Principles of crisis management. The role of strategic management practices and technologies in crisis management. Main factors in the formation of the crisis management concept

Topic 2. Basic patterns of development of the socio-economic system

Features of the organization as a socio-economic system. Properties and characteristics of the organization. Laws of organization development. Evolutionary form of organization development. A revolutionary form of organization development. Principles of organization development. The principle of dynamic equilibrium. The principle of preferential development. The principle of turnover. The principle of self-dependence. The principle of reasonable conservatism. The principle of adaptation. Principle of stability

Topic 3. Organizational structure as the basis of crisis management

Fundamentals of the formation of the organizational structure of anti-crisis management. Organizational transformations in crisis management. Business engineering. Process transformations of crisis management. Product transformations. Resource transformations. The relationship between the structure of the organization and the management structure of the organization. Principles of organizational structure design.

Topic 4. Information support for the functioning of the organization

Basic requirements for management information. Requirements for information sources. Internal sources of information. External sources of information. Features of the formation of an organization's information array. The value of the information received. Information support for crisis management. Information flows of the information support system.

Topic 5. Strategic management in the structure of crisis management

Scheme of strategy and tactics in strategic management. Development of strategic management. Strategic management and strategic planning. Basic elements of strategic management. Analysis of the strategy of an enterprise in a crisis situation. SWOT analysis. Algorithm for analyzing the state of an organization in crisis.

Topic 6. Planning as the main tool of crisis management

The concept and fundamentals of business planning in crisis management. Types of production capacity of the organization. Features of aggregate planning. Aggregate planning methods. Building a business model for the organization. Tree of organizational strategies.

Topic 7. Innovative management in the structure of crisis management

Goals and functions of innovation management. Goals of innovation management. Functions of innovation management. Objectives of innovation management. Key characteristics and features of innovation. Value and classification of innovations.

Topic 8. Quality management in the structure of crisis management

The concept and main tasks of quality management in the structure of crisis management. Process approach as the basis for the formation of quality management. Basic principles of the process approach. Quality management system in the organization. Key principles of quality management. Basic principles of quality management in an organization.

Topic 9. Information and analytical technologies in the crisis management system

Information and analytical technologies in the anti-crisis management system. Types of incoming and outgoing information. Basic approaches to reviewing information. Features of the implementation of an information and analytical system. Goals of implementing an information and analytical system. Effects of implementing an information and analytical system.

3.4. Topics of seminars/practical and laboratory classes

Seminar plan

Seminar 1. Crisis management as the basis for the strategic development of an organization
Seminar 2. Basic patterns of development of the socio-economic system
Seminar 3. Organizational structure as the basis of crisis management
Seminar 4. Information support for the functioning of the organization
Seminar 5. Strategic management in the structure of crisis management
Seminar 6. Planning as the main tool of crisis management
Seminar 7. Innovative management in the structure of crisis management
Seminar 8. Quality management in the structure of crisis management
Seminar 9. Information and analytical technologies in the crisis management system

4. Educational, methodological and information support

4.1 Basic literature

1. Anti-crisis management: textbook and workshop for universities / N. D. Koryagin [etc.]; edited by N. D. Koryagin. — 2nd ed., revised. and additional - Moscow: Yurayt Publishing House, 2024. - 396 p. - (Higher education). — ISBN 978-5-534-17806-7. — Text: electronic // Educational platform Urayt [website]. — URL:https://urait.ru/bcode/533767

2. Zub, A. T. Anti-crisis management: a textbook for universities / A. T. Zub. — 2nd ed., revised. and additional - Moscow: Yurayt Publishing House, 2023. - 343 p. - (Higher

education). — ISBN 978-5-534-15995-0. — Text: electronic // Educational platform Urayt [website]. — URL:https://urait.ru/bcode/523604

4.2 Further reading:

3. Chernenko, V. A. Anti-crisis management: textbook and workshop for universities / V. A. Chernenko, N. Yu. Shvedova. — 4th ed., revised. and additional - Moscow: Yurayt Publishing House, 2023. - 465 p. - (Higher education). — ISBN 978-5-534-16827-3. — Text: electronic // Educational platform Urayt [website]. — URL:https://urait.ru/bcode/531852

4. Anti-crisis management: mechanisms of the state, business technologies: textbook and workshop for universities / A. Z. Bobyleva [and others]. — 2nd ed., revised. and additional - Moscow: Yurayt Publishing House, 2023. - 542 p. - (Higher education). — ISBN 978-5-534-17621-6. — Text: electronic // Educational platform Urayt [website]. — URL:https://urait.ru/bcode/533418

5. Kochetkova, A. I. Anti-crisis management. Toolkit: textbook and workshop for universities / A. I. Kochetkova, P. N. Kochetkov. - Moscow: Yurayt Publishing House, 2023. - 440 p. - (Higher education). — ISBN 978-5-534-01617-8. — Text: electronic // Educational platform Urayt [website]. — URL:https://urait.ru/bcode/512864

4.3 Electronic educational resources

1. An electronic educational resource on the discipline is under development.

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, and a 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 picture 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, and techniques. 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; 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 received by the audience and not cause negative emotions (subconscious or fully conscious), it is necessary to follow the rules of its design.

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

Let us 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);
- font color and background color should contrast (text should be well read), but not hurt your 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 evaluation tools

7.1. Methods for monitoring and assessing learning outcomes

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

Code and name of competencies	Indicators of Competency Achievement

PK-5. Is able to collect information about business problems and identify business opportunities for the organization	IPK-5.1. Knows the theory of interpersonal and group communication in business interaction; conflict theory; methods, techniques, processes and tools for managing stakeholder requirements; 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. IPK-5.2. Is 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; present business analysis information in a variety of ways and formats for discussion with stakeholders; apply information technology to the extent necessary for business analysis purposes; analyze internal (external) factors and conditions affecting the organization's activities; analyze the requirements of stakeholders in terms of quality criteria determined by the selected approaches; formalize the requirements of stakeholders in accordance with the chosen approaches; classify stakeholder requirements according to the chosen approaches; model stakeholder requirements in accordance with the selected approaches; document the requirements of interested parties in accordance with the selected approaches to formalizing requirements; determine the attributes of stakeholder requirements and their meanings in accordance with the selected approaches; manage changes in stakeholder requirements in accordance with the chosen approach; 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; identify and classify business problems or business possibilities; present information about identified business problems or business opportunities in a variety of ways and formats for discussion with stakeholders. IPK-5.3. Possesses the skills to analyze the needs of stakeholders; context analysis; identifying and documenting true business problems or business opportunities; agreeing with stakeholders on identified business problems or business opportunities; formation of target indicators for decisions.

7.2. Scale and criteria for assessing learning outcomes

In the process of mastering the educational program, competencies, including their individual components, are formed gradually 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).

PC-5. Is able to collect information about business problems and identify business opportunities for the organization				
Index	Evaluation criteria			
	2	3	4	5
IPK-5.1. Knows theory of interpersonal and group communication in business interaction; conflict theory; methods, techniques, processes and tools for managing stakeholder requirements; 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.	The student demonstrates a complete absence or insufficient compliance of the following knowledge: theory of interpersonal and group communication in business interaction; conflict theory; methods, techniques, processes and tools for managing stakeholder requirements; 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.	The student demonstrates incomplete compliance with the following knowledge: theory of interpersonal and group communication in business interaction; conflict theory; methods, techniques, processes and tools for managing stakeholder requirements; visual modeling languages; risk management theory; theory systems; subject area and specifics of the organization's activities to the extent sufficient to solve business analysis problems.	The student demonstrates partial compliance with the following knowledge: theory of interpersonal and group communication in business interaction; conflict theory; methods, techniques, processes and tools for managing stakeholder requirements; 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.	The student demonstrates full compliance with the following knowledge: theory of interpersonal and group communication in business interaction; conflict theory; methods, techniques, processes and tools for managing stakeholder requirements; visual modeling languages; risk management theory; systems theory; subject area and specificity activities of the organization in a volume sufficient to solve business analysis problems. Educational freely operates with acquired knowledge.

IPK-5.2. Is 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; present business intelligence information in a variety of ways and formats for discussion with stakeholders parties; apply information technologies to the extent necessary for business analysis purposes; analyze internal (external) factors and conditions affecting the organization's activities; analyze stakeholder requirements in terms of criteria quality determined by the chosen approaches; formalize the requirements of stakeholders in accordance with the chosen approaches; classify stakeholder requirements into in accordance with the chosen approaches; model stakeholder requirements parties in accordance with the chosen approaches; document	The student is unable or insufficiently able to use stakeholder identification techniques; plan, organize and conduct meetings and discussions with stakeholders parties; 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; present business intelligence information in a variety of ways and in various formats for discussion with interested parties; apply information technologies to the extent necessary for business analysis purposes; analyze internal (external) factors and conditions affecting the organization's activities; analyze the requirements of stakeholders in terms of quality criteria determined by the selected approaches; formalize the requirements of interested parties in in accordance with the chosen approaches; classify stakeholder requirements parties in accordance with the chosen approaches; model stakeholder requirements	The student demonstrates incomplete compliance with the following skills: use stakeholder identification techniques; plan, organize and conduct meetings and discussions with stakeholders parties; 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; present business intelligence information in a variety of ways and formats for discussion with stakeholders; apply information technology to the extent necessary for business analysis purposes; analyze internal (external) factors and conditions affecting the organization's activities; analyze the requirements of stakeholders in terms of quality criteria determined by the selected approaches; formalize the requirements of stakeholders in accordance with the chosen approaches; classify stakeholder requirements according to the chosen approaches; model stakeholder requirements in accordance with the selected approaches; document the requirements of	The student demonstrates partial compliance with the following skills: 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 business analysis information; present business intelligence information in a variety of ways and formats for discussion with stakeholders; apply information technologies to the extent necessary for business analysis purposes; analyze internal (external) factors and conditions affecting the organization's activities; analyze the requirements of stakeholders in terms of quality criteria determined by the selected approaches; formalize the requirements of stakeholders in accordance with the chosen approaches;	The student demonstrates full compliance with the following skills: 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; 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stakeholder requirements parties in accordance with the chosen approaches to filing requirements; determine the attributes of stakeholder requirements and their meanings in accordance with the selected approaches; manage changes in stakeholder requirements sides in in accordance with the chosen approach; 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; identify and categorize business problems or business opportunities; Present information about identified business problems or business opportunities in a variety of ways and formats for discussion with stakeholders. sides in in accordance with the chosen approach; 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; identify and categorize business problems or business opportunities; Present information about identified business problems or business opportunities in a variety of ways and	parties in accordance with the chosen approaches; document stakeholder requirements in accordance with the selected approaches to the preparation of requirements; identify attributes of stakeholder requirements and their meanings in accordance with the chosen approaches; manage changes in stakeholder requirements parties in accordance with the chosen approach; 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; identify and categorize business problems or business opportunities; Present information about identified business problems or business opportunities in a variety of ways and formats for discussion with stakeholders. changes in stakeholder requirements parties in accordance with the chosen approach; analyze the quality of business analysis information in terms of selected criteria; 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analyze the subject area; perform functional breakdown of work; model the scope and boundaries of work; identify and categorize business problems or business opportunities; present information about identified business problems or business opportunities in a variety of ways and formats for discussion with stakeholders	classify stakeholder requirements according to the chosen approaches; model stakeholder requirements in accordance with the selected approaches; document stakeholder requirements in accordance with selected approaches to the preparation of requirements; determine the attributes of stakeholder requirements and their meanings in accordance with the selected approaches; manage changes in stakeholder requirements parties in accordance with the chosen approach; 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; identify and categorize business problems or business opportunities; Present information about identified business problems or business opportunities in a variety of ways and formats for discussion with stakeholders. selected approaches to the preparation of requirements; determine the attributes of stakeholder requirements and their meanings in accordance with the selected approaches; manage changes in stakeholder requirements	chosen approaches; document the requirements of interested parties in accordance with the selected approaches to formalizing requirements; determine the attributes of stakeholder requirements and their meanings in accordance with the selected approaches; manage changes in stakeholder requirements in accordance with the chosen approach; analyze quality business analysis information in terms of selected criteria; analyze the subject area; perform functional breakdown of work; model the scope and boundaries of work; identify and categorize business problems or business opportunities; present information about identified business problems or business opportunities in a variety of ways and formats for discussion with stakeholders.

formats for discussion with stakeholders.			parties in accordance with the chosen approach; 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; identify and categorize business problems or business opportunities; Present information about identified business problems or business opportunities in a variety of ways and formats for discussion with stakeholders.	

IPK-5.3. Possesses the skills to analyze the needs of stakeholders; context analysis; identifying and documenting true business problems or business opportunities; agreement with stakeholders and parties on identified business problems or business opportunities; formation of target indicators for decisions.	The student does not have or has insufficient knowledge of skills and methods needs analysis interested parties; context analysis; identifying and documenting true business problems or business opportunities; agreement with stakeholders and parties on identified business problems or business opportunities; formation of target indicators for decisions.	The student does not have enough skills and methods stakeholder needs analysis; context analysis; identifying and documenting true business problems or business opportunities; agreeing with stakeholders on identified business problems or business opportunities; formation of target indicators for decisions.	The student partially masters the skills and methods stakeholder needs analysis; context analysis; identifying and documenting true business problems or business opportunities; agreeing with stakeholders on identified business problems or business opportunities; formation of target indicators for decisions.	The student fully masters the skills and methods stakeholder needs analysis; context analysis; identifying and documenting true business problems or business opportunities; agreeing with stakeholders on identified business problems or business opportunities; formation of target indicators for decisions.

Form of intermediate certification: exam.

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

Only students who have completed all types of academic work provided for by the work program in the discipline "Anti-crisis management" (passed the intermediate control) are allowed to take the intermediate certification.

Grading scale	**Description**

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

7.3. Discipline evaluation tools "Crisis management"

ET No.	Name of evaluation tool	Brief description of the evaluation tool	Submission of evaluation tools in ETF
1	Report, presentation (RP)	A product of a student's independent work, which is a public speech presenting the results obtained in solving a specific educational, practical, educational, research or scientific topic	Topics of reports, presentations
2	Exam (E)	Final form of knowledge assessment. In higher education institutions, they are held during examination sessions.	Test questions for the exam

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

7.3.1. Current control

Topics of reports on the discipline "Anti-crisis management" (formation of competence PK-5)

1. 1. Approaches to ensuring economic security.
2. Classification of threats in the field of economic security.
3. Classification of risks of bankruptcy of enterprises.
4. Methods for assessing bankruptcy risks when there is a threat of bankruptcy.
5. Methods for reducing risks in RUR.
6. Activities aimed at ensuring economic security.
7. Information security as one of the main conditions for ensuring economic security.
8. Reengineering based on the principles of crisis management.
9. External control.
10. Trust management.
11. Ensuring social security during the liquidation of organizations.
12. The mechanism of state regulation of socio-economic interactions in anti-crisis management.
13. Features of the audit of crisis enterprises
14. Expertise of the project in the field of economic security.
15. Types and procedure for implementing reorganization procedures.
16. Organizational failure and mechanisms for overcoming it.
17. Directions and means of restructuring organizations in the process of crisis management.
18. Methods for reducing risks in RUR.
19. Activities aimed at ensuring economic security.
20. Information security as one of the main conditions for ensuring economic security.
21. Reengineering based on the principles of crisis management.
22. External control.
23. Trust management.
24. Ensuring social security during the liquidation of organizations.
25. The mechanism of state regulation of socio-economic interactions in anti-crisis management.
26. Features of the audit of crisis enterprises.
27. Expertise of the project in the field of economic security.
28. Types and procedure for implementing reorganization procedures.
29. Organizational failure and mechanisms for overcoming it.
30. Directions and means of restructuring organizations in the process of crisis management.

31. Development of recommendations for crisis management and bankruptcy prevention at an enterprise.
32. Organizational mechanism for liquidation of an enterprise.
33. Operational management as a factor in overcoming the enterprise crisis.
34. Organizational mechanisms for enterprise recovery.
35. Organizational and legal aspects of bankruptcy of organizations.
36. Functions of analysis in crisis management.
37. Financial analysis of a crisis enterprise.
38. Research of control systems in anti-crisis management.
39. Organizational and legal analysis of the state of the enterprise.
40. Marketing analysis in crisis management.
41. Analysis of social and economic partnership.
42. Independent expertise in crisis management.
43. Commercial security assessment.
44. Strategic planning in crisis management
45. Factors influencing the choice of development strategy.
46. Taking into account economic security criteria when developing strategic plans.
47. The role of information in diagnosing the state of an enterprise.
48. Management systems in anti-crisis management.
49. Features of analysis and its functions in crisis management.
50. Bankruptcy of organizations and measures to prevent it.
51. Bankruptcy procedures (using the example of a separate procedure).
52. Measures to bring the organization out of crisis.
53. Analysis of the quality of work in crisis management.
54. Diagnosis of the economic condition of an insolvent organization.
55. Business assessment in crisis conditions.
56. The role and significance of crisis diagnosis in crisis management.
57. Analysis and assessment of the competitive advantages of an enterprise in anti-crisis management.
58. Analysis of the reasons for the insolvency of an organization.
59. Assessment of the financial stability of the enterprise.
60. Analysis and design of information technologies in crisis management.
61. The human factor in pre-crisis and crisis states.
62. Professional profile of an anti-crisis manager.
63. Development of personnel policy in accordance with the principles of crisis management.
64. Goals and objectives of PR in the anti-crisis management system.
65. Training staff to behave in crisis situations.
66. Situational analysis of personnel management in a crisis situation using a specific example.
67. Training staff to behave in crisis situations.
68. Economically safe career development of human resources on the basis of the University Employment Service.
69. Personnel management policy in the conditions of anti-crisis management.
70. Anti-crisis personnel policy in the organization.
71. The role and functions of a manager in anti-crisis management of organizations.
72. The origins of business conflicts and their role in crisis management.

73. Group leadership and working with management personnel.
74. Power and partnership in crisis management.
75. Role and personal aspects of a person and an organization.
76. Formation of management teams in anti-crisis management.
77. Methodology for assessing personnel performance in crisis management.
78. Social responsibility and management ethics.
79. Motivation of activity in anti-crisis management.
80. Criteria for assessing performance in crisis management.
81. Anti-crisis management of the organization's personnel.
82. The human factor of crisis management.
83. Personnel management in the implementation of the enterprise's anti-crisis strategy.

Report evaluation criteria

No.	Criterion	Grade			
		Excellent	Good	Satisfactory	Unsatisfactory
1	Structure of the report	The report contains semantic parts, balanced in volume	The report contains three semantic parts, unbalanced in volume	One of the semantic parts is missing from the report	The report does not show the presence of semantic parts
2	Contents of the report	The content reflects the essence of the problem under consideration and the main results obtained	The content does not fully reflect the essence of the problem under consideration or the main results obtained	The content does not fully reflect the essence of the problem under consideration and the main results obtained	The content does not reflect the essence of the problem under consideration or the main results obtained
3	Mastery of the material	The student has complete command of the material presented, is problem oriented, and answers questions freely	The student knows the material presented, is oriented in the problem, finds it difficult to answer some questions	The student is not fluent enough in the material being presented and is poorly oriented in the problem	The student does not know the material being presented and has poor understanding of the problem
4	Relevant to the topic	The presented material fully corresponds to the stated topic	The presented material contains elements that are not relevant to the topic	In the material presented there is a large amount elements not related to the topic	The material presented is slightly relevant to the topic

7.3.2. Interim certification

Questions for the exam in the discipline "Anti-crisis management" development of competence PK-5

1. Reengineering based on the principles of crisis management.
2. External control.
3. Trust management.
4. Types and procedure for implementing reorganization procedures.
5. Types and procedure for implementing reorganization procedures.
6. Organizational failure and mechanisms for overcoming it.
7. Operational management as a factor in overcoming the enterprise crisis.
8. The origins of business conflicts and their role in crisis management.
9. Group leadership and working with management personnel.
10. Power and partnership in crisis management.
11. Role and personal aspects of a person and an organization.
12. The human factor in pre-crisis and crisis states.
13. Professional profile of an anti-crisis manager.
    Goals and objectives of PR in the anti-crisis management system.
14. Economically safe career development of human resources on the basis of the University Employment Service
15. Personnel management policy in the conditions of anti-crisis management.
16. Anti-crisis personnel policy in the organization.
17. The role and functions of a manager in anti-crisis management of organizations.
18. Analysis of the reasons for the insolvency of an organization.
19. Assessment of the financial stability of the enterprise.
20. Analysis and design of information technologies in crisis management.
21. Development of personnel policy in accordance with the principles of crisis management.
22. Training staff to behave in crisis situations.
23. Situational analysis of personnel management in a crisis situation using a specific example.
24. Training staff to behave in crisis situations.
25. Mechanismstate regulation socio-economic interactions in crisis management.
26. Analysis of social and economic partnership.
27. Features of analysis and its functions in crisis management.
28. Analysis and assessment of the competitive advantages of an enterprise in anti-crisis management.
29. Formation of management teams in anti-crisis management.
30. Methodology for assessing personnel performance in crisis management.
31. Social responsibility and management ethics.
32. Motivation of activity in anti-crisis management.
33. Criteria for assessing performance in crisis management.
34. Anti-crisis management of the organization's personnel.
35. The human factor of crisis management.

36. Personnel management in the implementation of the enterprise's anti-crisis strategy.
37. Approaches to ensuring economic security.
38. Classification of risks of bankruptcy of enterprises.
39. Activities aimed at ensuring economic security.
40. Information security as one of the main conditions for ensuring economic security.
41. Approaches to ensuring economic security.
42. Classification of threats in the field of economic security.
43. Classification of risks of bankruptcy of enterprises.
44. Organizational failure and mechanisms for overcoming it.
45. Directions And facilities restructuring of organizations in the process of crisis management.
46. Features of the audit of crisis enterprises.
47. Directions and means of restructuring organizations in the process of crisis management.
48. Organizational mechanism for liquidation of an enterprise.
49. Organizational mechanisms for enterprise recovery.
50. Organizational and legal aspects of bankruptcy of organizations.
51. The role of information in diagnosing the state of an enterprise.
52. The role and significance of crisis diagnosis in crisis management.
53. Methods for assessing bankruptcy risks when there is a threat of bankruptcy.
54. Methods for reducing risks in RUR.
55. Functions of analysis in crisis management.
56. Financial analysis of a crisis enterprise.
57. Research of control systems in anti-crisis management.
58. Organizational and legal analysis of the state of the enterprise.
59. Marketing analysis in crisis management.
60. Independent expertise in crisis management.
61. Commercial security assessment.
62. Strategic planning in crisis management.
63. Factors influencing the choice of development strategy.
64. Taking into account economic security criteria when developing strategic plans.
65. Development of recommendations for crisis management and bankruptcy prevention at an enterprise.
66. Expertise of the project in the field of economic security.
67. Management systems in anti-crisis management.
68. Bankruptcy of organizations and measures to prevent it.
69. Bankruptcy procedures (using the example of a separate procedure).
70. Measures to bring the organization out of crisis.
71. Analysis of the quality of work in crisis management.
72. Diagnosis of the economic condition of an insolvent organization.
73. Business assessment in crisis conditions.
74. Methods for assessing bankruptcy risks when there is a threat of bankruptcy.
75. Methods for reducing risks in RUR.
76. Activities aimed at ensuring economic security.
77. Information security as one of the main conditions for ensuring economic security.
78. Ensuring social security during the liquidation of organizations.

79. Features of the audit of crisis enterprises
80. Expertise of the project in the field of economic security.

Examination form

MINISTRYSCIENCE AND HIGHER EDUCATIONRUSSIAN FEDERATION
FEDERAL STATE AUTONOMOUS EDUCATIONAL INSTITUTION OF HIGHER
EDUCATION
"MOSCOW POLYTECHNIC UNIVERSITY"
(MOSCOW POLYTECH)

Faculty of Economics and Management _____ Department of Management
Discipline: Crisis management

Direction of training:38.03.02 “Management”

Course: _, group _____, form of study: part-time

EXAMINATION TICKET No. 1.

1. A question assessing the competence of PK-4.
2. Question assessing the competence of PK-4

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

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