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MINISTRY OF SCIENCE AND HIGHER EDUCATION OF THE RUSSIAN FEDERATION

Federal State Autonomous Educational Institution of Higher Education

"Moscow Polytechnic University"

(Moscow Poly)

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

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

WORKING PROGRAM OF THE DISCIPLINE

"Organization Development Management"

Field of study
38.03.02 Management

Educational program (profile)
"Business Process Management"

Qualification (degree)
Bachelor

Form of study
Part-time

Moscow 2022

1. **The goals of mastering the discipline**.

The main goals of mastering the discipline "Management of the development of an organization" include deepening the knowledge of bachelors on the problems of sustainable development, which are one of the main components of the professional cycle.

To the main tasksmastering the discipline "Management of the development of the organization" should include:

- Gain an understanding of the fundamentals of sustainable human development at the global and regional levels in order to develop practical recommendations for sustainable development.
- To form ideas on the fundamental and applied sections of the discipline and develop skills for their creative use in scientific, industrial and technical activities.
- Prepare for active communication in the scientific, industrial, social and public spheres of activity.
- Develop elementary skills in economic analysis and the ability to apply them to understand the socio-economic processes of economic policy assessment, including in the areas of ecology.
- To give theoretical knowledge and practical skills for pedagogical work in universities, to teach how to competently carry out educational and methodological activities in planning environmental education.

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

The discipline "Management of the development of an organization" is one of the professional academic disciplines of the variable part of the basic cycle (B1.2.16) of the main educational program of the bachelor's degree.

"Managing the development of an organization" is interconnected logically and content-methodically with the following disciplines and practices of the EP:

In the basic part of the cycle (B.1.1)

- Fundamentals of management;
- Organizational behavior.

In terms of elective disciplines (B.1.2):

- Modern organizational structures of management.

In terms of elective disciplines (B.1.3):

- Perspective management.

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

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

Code and name competencies	Code and content of the indicator of achievement of competence
PC-4. Capable of preparing for implementation, monitoring parameters and evaluating the success of changes in the organization	- IPK-4.1. Knows visual modeling languages; collection, analysis, systematization, storage and maintenance of business analysis information; information technologies (software) used in the organization, to the extent necessary for the purposes of business analysis; systems theory; the subject area and the specifics of the organization's activities in an amount sufficient to solve the problems of business analysis; theory of interpersonal and group communication in business interaction; conflict theory; methods, techniques, processes and tools for requirements management; theory of risk management; organization planning methods; methods and techniques for determining indicators for assessing the current or desired state of the organization; methods for evaluating the effectiveness of decisions. **IPK-4.2**. Can plan, organize and conduct meetings and discussions with stakeholders; identify, register, analyze and classify risks and develop a set of measures to minimize them; present business intelligence information in a variety of ways and formats for discussion with stakeholders; apply information technology to the extent necessary for the purposes of business analysis; analyze internal (external) factors and conditions affecting the organization's activities; analyze the degree of stakeholder involvement; explain the need for business analysis work; make changes in accordance with the chosen solution; assess the readiness of the organization to change in accordance with the chosen solution; develop indicators and assess the state of the organization; evaluate the business feasibility of implementing the solution in terms of the selected target indicators; analyze the activities of the organization; to model the scope and boundaries of work; collect, classify, systematize and ensure the storage and updating of business analysis information; formalize the results of business analysis in accordance with the chosen approaches; analyze stakeholder requirements in terms of quality criteria determined by the chosen approaches; to analyze the subject area; analyze the requirements for the solution in terms of quality criteria determined by the chosen approaches; evaluate the effectiveness of the solution in terms of the selected criteria. collect, classify, systematize and ensure the storage and updating of business analysis information; formalize the results of business analysis in accordance with the chosen approaches; analyze stakeholder requirements in terms of quality criteria determined by the chosen approaches; to analyze the subject area; analyze the requirements for the solution in terms of quality criteria determined by the chosen approaches; evaluate the effectiveness of the solution in terms of the selected criteria. collect, classify, systematize and ensure the storage and updating of business analysis information; formalize the results of business analysis in accordance with the chosen approaches; analyze stakeholder requirements in terms of quality criteria determined by the chosen approaches; to analyze the subject area; analyze the requirements for the solution in terms of quality criteria determined by the chosen approaches; evaluate the effectiveness of the solution in terms of the selected criteria. to analyze the subject area; analyze the requirements for the solution in terms of quality criteria determined by the chosen

4. Structure and content of the discipline.

Part-time education

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

Ninth semester:lectures - 18 hours, seminars - 36 hours, control form - exam.

The structure and content of the discipline "Management of the development of the organization" in terms of terms and types of work are reflected in the appendix.

The content of the sections of the discipline

Topic 1. Theoretical foundations of organization development management The main elements of the development of the organization. Organization development factors. Types of development of the organization and its signs, consequences and alternatives. The goals of managing the development of the organization. Principles of managing the development of the organization. Functions of managing the development of the organization. Stages of organization development management.

Topic 2. Planning for the development of the organization

Stages of the organization development planning process. Principles of organization development planning.

Topic 3. Types of organization development

Types of organization development

Topic 4. Methods of organizational development

structural method. procedural method.

Topic 5. The main stages in the development and implementation of an organizational development program

Stage I. Preparation. Stage II. Information gathering and problem solving. Stage III. Developing a common understanding of the problems to be solved. Stage IV. Organizational and technical design. Stage V. Organizational and psychological design. Stage VI. Transformations

Topic 6. The place of the business plan in the development of the organization

The purpose, objectives and features of the business plan. Organization of the business planning process at the enterprise. Business plan in the organization's development management system.

Topic 7. System and effectiveness of development management

Organization development management system. Efficiency of organization development management. Evaluation of the effectiveness of organization development management.

Topic 8. The role of investment in the development of organizations

Basic concepts of investment. Classification of investments. Goals and directions of investment. Planning and selection of investment objects. The role of investment in the development of enterprises.

Topic 9. Patterns of development of organizations

L. Greiner's organization life cycle model. The model of the life cycle of the organization's development by I. K. Adizes.

5. Educational technologies.

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

– discussion and defense of reports on the discipline;

– preparation, presentation and discussion of presentations at seminars;

- the use of interactive forms of current control in the form of classroom and extracurricular Internet testing;

– holding master classes of experts and specialists in innovation management.

The proportion of classes conducted in interactive forms is determined by the main goal of the educational program, the peculiarity of the contingent of students and the content of the discipline"Management of the development of the organization" and in general for the discipline is 50% of the classroom. Lecture-type classes make up 50% of the volume of classroom lessons.

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

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

- report on the topic: "Managing the development of an organization" (individually for each student);
- preparation for performance of control works.

Evaluative means of current monitoring of progress include control questions and tasks in the form of blank and (or) computer testing to control the development of discipline sections by students.

When performing current control, it is possible to use test material. Samples of control questions and tasks for conducting current control are given in the appendix. When implementing the undergraduate program, the organization has the right to use e-learning and distance learning technologies. All materials are placed in the LMS of the Moscow Poly (https://online.mospolytech.ru/).

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

Samples of test tasks, control questions and tasks for conducting current control, examination tickets are given in the appendix.

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

6.1.1. A list of competencies indicating the stages of their formation in the process of mastering the educational program.
As a result of mastering the discipline (module), the following competencies are formed:

Code and name competencies	Code and content of the indicator of achievement of competence
PC-4. Capable of preparing for implementation, monitoring parameters and evaluating the success of changes in the organization	- IPK-4.1. Knows visual modeling languages; collection, analysis, systematization, storage and maintenance of business analysis information; information technologies (software) used in the organization, to the extent necessary for the purposes of business analysis; systems theory; the subject area and the specifics of the organization's activities in an amount sufficient to solve the problems of business analysis; theory of interpersonal and group communication in business interaction; conflict theory; methods, techniques, processes and tools for requirements management; theory of risk management; organization planning methods; methods and techniques for determining indicators for assessing the current or desired state of the organization; methods for evaluating the effectiveness of decisions. IPK-4.2. Can plan, organize and conduct meetings and discussions with stakeholders; identify, register, analyze and classify risks and develop a set of measures to minimize them; present business intelligence information in a variety of ways and formats for discussion with stakeholders; apply information technology to the extent necessary for the purposes of business analysis; analyze internal (external) factors and conditions affecting the organization's activities; analyze the degree of stakeholder involvement; explain the need for business analysis work; make changes in accordance with the chosen solution; assess the readiness of the organization to change in accordance with the chosen solution; develop indicators and assess the state of the organization; evaluate the business feasibility of implementing the solution in terms of the selected target indicators; analyze the activities of the organization; to model the scope and boundaries of work; collect, classify, systematize and ensure the storage and updating of business analysis information; formalize the results of business analysis in accordance with the chosen approaches; analyze stakeholder requirements in terms of quality criteria determined by the chosen approaches; to analyze the subject area; analyze the requirements for the solution in terms of quality criteria determined by the chosen approaches; evaluate the effectiveness of the solution in terms of the selected criteria. to model the scope and boundaries of work; collect, classify, systematize and ensure the storage and updating of business analysis information; formalize the results of business analysis in accordance with the chosen approaches; analyze stakeholder requirements in terms of quality criteria determined by the chosen approaches; to analyze the subject area; analyze the requirements for the solution in terms of quality criteria determined by the chosen approaches; evaluate the effectiveness of the solution in terms of the selected criteria. to model the scope and boundaries of work; collect, classify, systematize and ensure the storage and updating of business analysis information; formalize the results of business analysis in accordance with the chosen approaches; analyze stakeholder requirements in terms of quality criteria determined by the chosen approaches; to analyze the subject area; analyze the requirements for the solution in terms of quality criteria determined by the chosen approaches; evaluate the effectiveness of the solution in terms of the selected criteria, determined by the chosen approaches; to analyze the

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

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

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

PC-4. Capable of preparing for implementation, monitoring parameters and evaluating the success of changes in the organization				
Index	Evaluation criteria			
	2	3	four	5
IPK-4.1. Knows visual modeling languages; collection, analysis, systematization, storage and maintenance of business analysis information; information technologies (software) used in the organization, to the extent necessary for the purposes of business analysis; systems theory; the subject area and the specifics of the organization's activities in an amount sufficient to solve the problems of business analysis; theory of interpersonal and group communication in business interaction; conflict theory; methods, techniques, processes and tools for requirements management; theory	The student demonstrates the complete absence or insufficient compliance of the following knowledge: visual modeling languages; collection, analysis, systematization, storage and maintenance of business analysis information; information technologies (software) used in the organization, to the extent necessary for the purposes of business analysis; systems theory; the subject area and the specifics of the organization's activities in an amount sufficient to solve the problems of business analysis; theory of interpersonal and group communication in business interaction;	The student demonstrates incomplete compliance with the following knowledge: visual modeling languages; collection, analysis, systematization, storage and maintenance of business analysis information; information technologies (software) used in the organization, to the extent necessary for the purposes of business analysis; systems theory; the subject area and the specifics of the organization's activities in an amount sufficient to solve the problems of business analysis; theory of interpersonal and group communication in business interaction; conflict theory; methods, techniques, processes	The student demonstrates partial compliance with the following knowledge: Ovisual modeling languages; collection, analysis, systematization, storage and maintenance of business analysis information; information technologies (software) used in the organization, to the extent necessary for the purposes of business analysis; systems theory; the subject area and the specifics of the organization's activities in an amount sufficient to solve the problems of business analysis; theory of interpersonal and group communication in business interaction; conflict theory; methods, techniques, processes and tools for requirements	The student demonstrates full compliance with the following knowledge: visual modeling languages; collection, analysis, systematization, storage and maintenance of business analysis information; information technologies (software) used in the organization, to the extent necessary for the purposes of business analysis; systems theory; the subject area and the specifics of the organization's activities in an amount sufficient to solve the problems of business analysis; theory of interpersonal and group communication in business interaction; conflict theory; methods, techniques, processes and tools for requirements management; theory of risk management; organization planning methods; methods and techniques for determining indicators for assessing the current or desired state of the

of risk management; organization planning methods; methods and techniques for determining indicators for assessing the current or desired state of the organization; methods for evaluating the effectiveness of decisions.	conflict theory; methods, techniques, processes and tools for requirements management; theory of risk management; organization planning methods; methods and techniques for determining indicators for assessing the current or desired state of the organization; methods for evaluating the effectiveness of decisions.	and tools for requirements management; theory of risk management; organization planning methods; methods and techniques for determining indicators for assessing the current or desired state of the organization; methods for evaluating the effectiveness of decisions. Significant mistakes are made, lack of knowledge is manifested, for a number of indicators, the student experiences significant difficulties in operating knowledge when transferring it to new situations.	management; theory of risk management; organization planning methods; methods and techniques for determining indicators for assessing the current or desired state of the organization; methods for evaluating the effectiveness of decisions. the learner demonstrates partial compliance with the following skills	organization; methods for evaluating the effectiveness of decisions. The teacher freely operates with the acquired knowledge.
IPK-4.2. Can plan, organize and conduct meetings and discussions with stakeholders; identify, register, analyze and classify risks and develop a set of measures to minimize them; present business intelligence information in a variety of ways and formats for discussion with stakeholders; apply information technology to the extent necessary for the purposes of business analysis; analyze internal (external) factors and conditions affecting the organization's activities; analyze the degree of stakeholder involvement; explain the need for business analysis work; make changes in accordance with the chosen solution; assess the readiness of the organization to change in accordance with the chosen solution;	The student is unable or insufficiently able to plan, organize and conduct meetings and discussions with stakeholders; identify, register, analyze and classify risks and develop a set of measures to minimize them; present business intelligence information in a variety of ways and formats for discussion with stakeholders; apply information technology to the extent necessary for the purposes of business analysis; analyze internal (external) factors and conditions affecting the organization's activities; analyze the degree of stakeholder involvement; explain the need for business analysis work; make changes in accordance with the chosen solution; assess the readiness of the	The student demonstrates incomplete compliance with the following skills: plan, organize and conduct meetings and discussions with stakeholders; identify, register, analyze and classify risks and develop a set of measures to minimize them; present business intelligence information in a variety of ways and formats for discussion with stakeholders; apply information technology to the extent necessary for the purposes of business analysis; analyze internal (external) factors and conditions affecting the organization's activities; analyze the degree of stakeholder involvement; explain the need for business analysis work; make changes in accordance with the chosen solution; assess the readiness of the	The student demonstrates partial compliance with the following skills: plan, organize and conduct meetings and discussions with stakeholders; identify, register, analyze and classify risks and develop a set of measures to minimize them; present business intelligence information in a variety of ways and formats for discussion with stakeholders; apply information technology to the extent necessary for the purposes of business analysis; analyze internal (external) factors and conditions affecting the organization's activities; analyze the degree of stakeholder involvement; explain the need for business analysis work; make	The student demonstrates full compliance with the following skills: plan, organize and conduct meetings and discussions with stakeholders; identify, register, analyze and classify risks and develop a set of measures to minimize them; present business intelligence information in a variety of ways and formats for discussion with stakeholders; apply information technology to the extent necessary for the purposes of business analysis; analyze internal (external) factors and conditions affecting the organization's activities; analyze the degree of stakeholder involvement; explain the need for business analysis work; make changes in accordance with the chosen solution; assess the readiness of the

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IPK-4.3. Have the skills to analyze the organization's readiness for change; development and implementation of	The student does not know or does not have enough owns the skills and methods analysis of the organization's	The student does not have enough skills and methods analysis of the organization's readiness for change; development and	The student partially owns the skills and methods analysis of the organization's readiness for change; development and	The student is fully versed in the skills and methods analysis of the organization's readiness for change; development and implementation of

measures to prepare the organization for changes; monitoring ongoing changes in terms of achieving the developed target indicators of the solution; management of interaction with stakeholders (satisfaction, degree of involvement); management of risks caused by ongoing changes in the organization; analysis and evaluation of the effectiveness of the implemented solution; analysis of the causes and development of ways to improve the solution in case the solution does not achieve the set business goals; analysis and development of ways to adapt the organization to use the new solution.	readiness for change; development and implementation of measures to prepare the organization for changes; monitoring ongoing changes in terms of achieving the developed target indicators of the solution; management of interaction with stakeholders (satisfaction, degree of involvement); management of risks caused by ongoing changes in the organization; analysis and evaluation of the effectiveness of the implemented solution; analysis of the causes and development of ways to improve the solution in case the solution does not achieve the set business goals; analysis and development of ways to adapt the organization to use the new solution	implementation of measures to prepare the organization for changes; monitoring ongoing changes in terms of achieving the developed target indicators of the solution; management of interaction with stakeholders (satisfaction, degree of involvement); management of risks caused by ongoing changes in the organization; analysis and evaluation of the effectiveness of the implemented solution; analysis of the causes and development of ways to improve the solution in case the solution does not achieve the set business goals; analysis and development of ways to adapt the organization to use the new solution	implementation of measures to prepare the organization for changes; monitoring ongoing changes in terms of achieving the developed target indicators of the solution; management of interaction with stakeholders (satisfaction, degree of involvement); management of risks caused by ongoing changes in the organization; analysis and evaluation of the effectiveness of the implemented solution; analysis of the causes and development of ways to improve the solution in case the solution does not achieve the set business goals; analysis and development of ways to adapt the organization to use the new solution	measures to prepare the organization for changes; monitoring ongoing changes in terms of achieving the developed target indicators of the solution; management of interaction with stakeholders (satisfaction, degree of involvement); management of risks caused by ongoing changes in the organization; analysis and evaluation of the effectiveness of the implemented solution; analysis of the causes and development of ways to improve the solution in case the solution does not achieve the set business goals; analysis and development of ways to adapt the organization to use the new solution

PC-5. Capable of gathering information about business problems and identifying business opportunities in the organization

Index	Evaluation criteria			
	one	2	3	four
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	The student demonstrates the complete absence or insufficient compliance of the following knowledge Knows the theory of interpersonal and group communication in business interaction; conflict theory;	The student demonstrates incomplete compliance with the following knowledge: Knows the theory of interpersonal and group communication in business interaction; conflict theory; methods, techniques, processes and tools for	The student demonstrates partial compliance with the following knowledge: Knows the theory of interpersonal and group communication in business interaction; conflict theory; methods, techniques, processes and tools for managing stakeholder requirements; visual	The student demonstrates full compliance with the following knowledge: 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; theory of risk

modeling languages; theory of risk management; systems theory; the subject area and the specifics of the organization's activities in an amount sufficient to solve the problems of business analysis.	methods, techniques, processes and tools for managing stakeholder requirements; visual modeling languages; theory of risk management; systems theory; subject area and specifics of the organization's activities in an amount sufficient to solve the problems of business analysis	managing stakeholder requirements; visual modeling languages; theory of risk management; systems theory; subject area and specifics of the organization's activities in an amount sufficient to solve the problems of business analysis Significant mistakes are made, lack of knowledge is manifested, for a number of indicators, the student experiences significant difficulties in operating knowledge when transferring it to new situations.	modeling languages; theory of risk management; systems theory; subject area and specifics of the organization's activities in an amount sufficient to solve the problems of business analysis The student demonstrates partial compliance with the following skills	management; systems theory; subject area and specifics of the organization's activities in an amount sufficient to solve the problems of business analysis The teacher freely operates with the acquired knowledge.
IPK-5.2. Can 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 the storage and updating of business analysis information; formalize the results of business analysis in accordance with the chosen approaches; determine relationships and dependencies between elements of business analysis information; present business intelligence information in a variety of ways and	The student is unable or insufficiently 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 the storage and updating of business analysis information; formalize the results of business analysis in accordance with the chosen approaches; determine relationships and dependencies between elements of business analysis information; present business intelligence	The student demonstrates incomplete 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 the storage and updating of business analysis information; formalize the results of business analysis in accordance with the chosen approaches; determine relationships and dependencies between elements of business analysis information; present	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 the storage and updating of business analysis information; formalize the results of business analysis in accordance with the chosen approaches; determine relationships and dependencies between elements of business analysis information; present business intelligence information in a variety of ways and formats for discussion	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 the storage and updating of business analysis information; formalize the results of business analysis in accordance with the chosen approaches; determine relationships 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 the purposes of

formats for discussion with stakeholders; apply information technology to the extent necessary for the purposes of business analysis; analyze internal (external) factors and conditions, affecting the activities of the organization; analyze stakeholder requirements in terms of quality criteria determined by the chosen approaches; formalize stakeholder requirements in accordance with the chosen approaches; classify the requirements of interested parties in accordance with the chosen approaches; model the requirements of interested parties in accordance with the chosen approaches; document the requirements of interested parties in accordance with the chosen approaches to requirements registration; determine stakeholder requirement attributes and their meanings 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; to analyze the subject area; perform functional	information in a variety of ways and formats for discussion with stakeholders; apply information technology to the extent necessary for the purposes of business analysis; analyze internal (external) factors and conditions, affecting the activities of the organization; analyze stakeholder requirements in terms of quality criteria determined by the chosen approaches; formalize stakeholder requirements in accordance with the chosen approaches; classify the requirements of interested parties in accordance with the chosen approaches; model the requirements of interested parties in accordance with the chosen approaches; document the requirements of interested parties in accordance with the chosen approaches to requirements registration; determine stakeholder requirement attributes and their meanings 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; to analyze the	business intelligence information in a variety of ways and formats for discussion with stakeholders; apply information technology to the extent necessary for the purposes of business analysis; analyze internal (external) factors and conditions, affecting the activities of the organization; analyze stakeholder requirements in terms of quality criteria determined by the chosen approaches; formalize stakeholder requirements in accordance with the chosen approaches; classify the requirements of interested parties in accordance with the chosen approaches; model the requirements of interested parties in accordance with the chosen approaches; document the requirements of interested parties in accordance with the chosen approaches to requirements registration; determine stakeholder requirement attributes and their meanings 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; to analyze the subject area; perform functional decomposition of	with stakeholders; apply information technology to the extent necessary for the purposes of business analysis; analyze internal (external) factors and conditions, affecting the activities of the organization; analyze stakeholder requirements in terms of quality criteria determined by the chosen approaches; formalize stakeholder requirements in accordance with the chosen approaches; classify the requirements of interested parties in accordance with the chosen approaches; model the requirements of interested parties in accordance with the chosen approaches; document the requirements of interested parties in accordance with the chosen approaches to requirements registration; determine stakeholder requirement attributes and their meanings 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; to analyze the subject area; perform functional decomposition of works; to model the scope and boundaries of work; identify and categorize business problems or business opportunities; present	business analysis; analyze internal (external) factors and conditions, affecting the activities of the organization; analyze stakeholder requirements in terms of quality criteria determined by the chosen approaches; formalize stakeholder requirements in accordance with the chosen approaches; classify the requirements of interested parties in accordance with the chosen approaches; model the requirements of interested parties in accordance with the chosen approaches; document the requirements of interested parties in accordance with the chosen approaches to requirements registration; determine stakeholder requirement attributes and their meanings 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; to analyze the subject area; perform functional decomposition of works; to model the scope and boundaries of work; identify and categorize business problems or business opportunities; present identified business problems or business opportunities in a variety of ways and formats for discussion with stakeholders

decomposition of works; to model the scope and boundaries of work; identify and categorize business problems or business opportunities; present identified business problems or business opportunities in a variety of ways and formats for discussion with stakeholders	subject area; perform functional decomposition of works; to model the scope and boundaries of work; identify and categorize business problems or business opportunities; present identified business problems or business opportunities in a variety of ways and formats for discussion with stakeholders	works; to model the scope and boundaries of work; identify and categorize business problems or business opportunities; present identified business problems or business opportunities in a variety of ways and formats for discussion with stakeholders	identified business problems or business opportunities in a variety of ways and formats for discussion with stakeholders	
IPK-5.3. Has 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 of decisions.	The student does not know or does not have enough owns the skills and methods of analyzing 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 of decisions.	The student does not have enough skills and methods 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 of decisions.	The student partially owns the skills and methods of analyzing 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 of decisions.	The student is fully versed in 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 of decisions.

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

Form of intermediate certification: exam.

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

Only students who have completed independent work in the form of a scientific report, actively participating in a business game in the discipline "Corporate Management" are allowed to interim certification.

Evaluation scale	*Description*
Excellent	*Independent work was done, test tasks were passed, active participation in a business game, and other types of work provided for by the curriculum. The student demonstrates the correspondence of knowledge, skills and abilities given in the tables of indicators, operates with the acquired knowledge, skills, skills, applies them in situations of increased complexity. In this case, minor errors, inaccuracies, difficulties in analytical operations, transferring knowledge and skills to new, non-standard situations can be made.*
Good	*Independent work was done, test tasks were passed, active participation in a business game, and other types of work provided for by the curriculum. The student demonstrates incomplete, correct correspondence of knowledge, skills, and abilities given in the tables of indicators, or if 2-3 minor errors were made at the same time.*
Satisfactorily	*Independent work was done, test tasks were passed, participation in a business game, and other types of work provided for by the curriculum. The student demonstrates the conformity of knowledge, which covers the main, most important part of the material, but at the same time one significant error or inaccuracy was made.*
unsatisfactory	*Completed independent work in the form of a scientific report, not fully participating in the classroom work provided for by the curriculum. The student demonstrates incomplete correspondence of knowledge, skills and abilities given in the tables of indicators, significant errors are made, lack of knowledge, skills, skills is manifested in a number of indicators, the student experiences significant difficulties in operating knowledge and skills.*

The evaluation funds are presented in annex 1 to the work program.

7. Educational, methodological and information support of the discipline.

The main educational and methodological support of the discipline

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

Additional educational and methodological support of the discipline

1. Korotkov E. M. Change management: textbook and workshop for universities / - M .: Yurayt Publishing House, 2021. - 278 p. — ISBN 978-5-534-02315-2. — Text: electronic // Educational platform Urayt [website]. — URL: https://urait.ru/bcode/469068

2. Saratovtsev, Yu. I. Change management: textbook and workshop for universities - M .: Yurayt Publishing House, 2021. - 409 p. - (Higher education). - ISBN 978-5-534-03111-9. — Text: electronic // Educational platform Urayt [website]. — URL: https://urait.ru/bcode/469753

Software:

- Operating system Windows 7 (or lower) - Microsoft Open License. License No. 61984214, 61984216, 61984217, 61984219, 61984213, 61984218, 61984215
- Office applications, Microsoft Office 2013 (or lower) - Microsoft Open License. License No. 61984042
- Antivirus software, Kaspersky Endpoint Security for Business - Standard. License number 1752161117060156960164.

Internet resources:

Electronic library systems:

Scientific electronic library "CYBERLENINKA" (www.cyberleninka.ru), a collection of 1134165 scientific articles. Free access.	Permanent access
EBS "Polpred" (polpred.com), media review (archive of publications over 15 years). Free access.	Permanent access
Scientific electronic library e.LIBRARY.ru, 3800 titles of journals in open access.	Permanent access

eight. Logistics of discipline

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

Computing center computer room: Tables, chairs, whiteboard, multimediacomplex (projector, wall projection screen, personal computer, speakers for sound reproduction), personal computers. Teacher's workplace: table, chair.

Scientific and technical library and reading room: computer equipment with the ability to connect to the Internet and provide access to the electronic information and

educational environment. Tables, chairs, racks with scientific, educational and periodic literature on the profile of the educational program, personal computers.

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

Lecture - a systematic, consistent, monologue presentation by the teacher of educational material, as a rule, of a theoretical nature. When preparing a lecture, the teacher is guided by the working program of the discipline. In the course of lectures, it is recommended to take notes, which will later allow you to recall the studied educational material, supplement the content during independent work with literature, and prepare for the exam.

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

Lecture conclusions summarize the teacher's reflections on educational issues. The teacher provides a list of used and recommended sources for studying a particular topic. At the end of the lecture, students have the opportunity to ask questions to the teacher on the topic of the lecture. When lecturing on the discipline, electronic multimedia presentations can be used.

Guidelines for students when working at the seminar

Seminars are implemented in accordance with the working curriculum with consistent study of the topics of the discipline. In preparation for the seminars, the student is recommended to study the basic literature, get acquainted with additional literature, new publications in periodicals: magazines, newspapers, etc. In this case, the recommendations of the teacher and the requirements of the curriculum should be taken into account. It is also recommended to refine your lecture notes by making appropriate entries in it from the literature recommended by the teacher and provided by the curriculum. Abstracts should be prepared for presentations on all educational issues submitted to the seminar.

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

Guidelines for students on the organization of independent work

Independent work of students is aimed at independent study of a separate topic of the academic discipline. Independent work is mandatory for each student, its volume is determined by the curriculum. During independent work, the student interacts with the recommended materials with the participation of the teacher in the form of consultations. To perform independent work, methodological support is provided. The electronic library

system (electronic library) of the university provides the possibility of individual access for each student from any point where there is access to the Internet.

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

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

Multimedia computer presentation is:

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

Rules for the design of computer presentations

General Design Rules

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

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

Font design rules:

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

Presentation design guidelines

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

The presentation involves a combination of information of various types: text, graphics, musical and sound effects, animation and video clips. Therefore, it is necessary

to take into account the specifics of combining fragments of information of various types. In addition, the design and demonstration of each of the listed types of information is also subject to certain rules. So, for example, for textual information, the choice of font is important, for graphic information - brightness and color saturation, for their best joint perception, optimal relative position on the slide is necessary.

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

Formatting text information:

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

Formatting graphic information:

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

The content and location of information blocks on the slide:

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

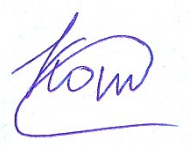
In addition to the correct arrangement of text blocks, one must not forget about their content - the text. In no case should it contain spelling errors. You should also take into account the general rules for formatting the text.

After creating a presentation and its design, you need to rehearse its presentation and your performance, check how the presentation will look like as a whole (on a computer screen or projection screen), how quickly and adequately it is perceived from

different audience locations, under different lighting conditions, noise accompaniment, in an environment as close as possible to the real conditions of the performance.

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

The program was made by:

Art. teacher /Koshel I.S./ 

The program was approved at a meeting of the Department of Management
"_29_" _August_ 2022, Protocol No. _1___

Department head
associate professor, Ph.D. n. /E.A. Alenina/ 

Application

The structure and content of the discipline "Management of the development of the organization" in the direction of training 38.03.02"Management", profile "Business Process Management"

(bachelor)

Part-time education

n/n	Chapter	Semester	A week semester	Types of educational work, including independent student work, and labor intensity in hours					Types of independent work students					Forms of attestation	
				L	F/N	Lab	SRS	DAC	K.R.	K.P.	RGR	abstract	K/p	E	Z
one	Topic 1. Theoretical foundations of organization development management	9	one	2	four		ten								
2	Topic 2. Planning for the development of the organization	9	2	2	four		ten								
3	Topic 3. Types of organization development	9	3	2	four		ten								
four	Topic 4. Methods of organizational development	9	four	2	four		ten								
5	Topic 5. The main stages in the development and implementation of an organizational development program	9	5	2	four		ten								
6	Topic 6. The place of the business plan in the development of the organization	9	6	2	four		ten								
7	Topic 7. System and effectiveness of development management	9	7	2	four		ten								
eight	Topic 8. The role of investment in the development of organizations	9	eight	2	four		ten								
9	Topic 9. Patterns of development of organizations	9	9	2	four		ten								
	Appraisal Form													**E**	

	Total hours per discipline	144		eighteen	36		90							

Appendix 1 to
work program

MINISTRY OF EDUCATION AND SCIENCE OF THE RUSSIAN FEDERATION

FEDERAL STATE BUDGETARY EDUCATIONAL INSTITUTION OF HIGHER EDUCATION

"MOSCOW POLYTECHNIC UNIVERSITY"

(MOSCOW POLYTECH)

Area of study: 38.03.02 Management

EP (profile): "Business Process Management"

Form of study: full-time, part-time

Type of professional activity: (In accordance with the Federal State Educational Standard of Higher Education)

Department: "Management"

VALUATION FUND

BY DISCIPLINE

Organization development management

Composition: 1. Passport of the fund of appraisal funds

2. Description of evaluation tools.

3. Evaluative means of discipline

Compiled by:

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

Moscow, 2022

Table 1

INDICATOR OF THE LEVEL OF FORMATION OF COMPETENCES

Organization development management					
GEF VO 38.03.02 "Management"					
In the process of mastering this discipline, the student forms and demonstrates the following **professional competencies**:					
COMPETENCES		**List of components**	**Competence formation technolo**	**Assessment Tool Form****	**Degrees of levels of development of competencies**
INDEX	**FORMULATION**				
PC-4. Capable of preparing for implementation, monitoring parameters and evaluating the success of changes in the organization		**IPK-4.1**. Knows visual modeling languages; collection, analysis, systematization, storage and maintenance of business analysis information; information technologies (software) used in the organization, to the extent necessary for the purposes of business analysis; systems theory; the subject area and the specifics of the organization's activities in an amount sufficient to solve the problems of business analysis; theory of interpersonal and group communication in business interaction; conflict theory; methods, techniques, processes and tools for requirements management; theory of risk management; organization planning methods; methods and techniques for determining indicators for assessing the current or desired state of the organization; methods for evaluating the effectiveness of decisions.	lecture, independent work, seminars	uo, TO, Essay	**A basic level of** - is able to analyze, apply skills and functions of competence in training and prepared situations **Enhanced level** -able to analyze, apply the skills and functions of competence in practice and in non-standard situations

	IPK-4.2. Can plan, organize and conduct meetings and discussions with stakeholders; identify, register, analyze and classify risks and develop a set of measures to minimize them; present business intelligence information in a variety of ways and formats for discussion with stakeholders; apply information technology to the extent necessary for the purposes of business analysis; analyze internal (external) factors and conditions affecting the organization's activities; analyze the degree of stakeholder involvement; explain the need for business analysis work; make changes in accordance with the chosen solution; assess the readiness of the organization to change in accordance with the chosen solution; develop indicators and assess the state of the organization; evaluate the business feasibility of implementing the solution in terms of the selected target indicators; analyze the activities of the organization; to model the scope and boundaries of work; collect, classify, systematize and ensure the storage and updating of business analysis information; formalize the results of business analysis in accordance with the chosen approaches; analyze stakeholder requirements in terms of quality criteria determined by the chosen approaches; to analyze the subject area; analyze the requirements for the solution in terms of quality criteria determined by the chosen approaches; evaluate the effectiveness of the solution in terms of the selected criteria. collect, classify, systematize and ensure the storage and updating of business analysis information; formalize the results of business analysis in accordance with the chosen approaches; analyze stakeholder requirements in terms of quality criteria determined by the chosen approaches; to analyze the subject area; analyze the requirements for the solution in terms of quality criteria determined by the chosen approaches; evaluate the effectiveness of the solution in terms of the selected criteria. collect, classify, systematize and ensure the storage and updating of business analysis information; formalize the results of business analysis in accordance with the chosen approaches; analyze stakeholder requirements in terms of quality criteria determined by the chosen approaches; to analyze the subject area;	lecture, independent work, seminars	uo, TO, Essay	**A basic level of** - is able to analyze, apply skills and functions of competence in training and prepared situations **Enhanced level** -able to analyze, apply the skills and functions of competence in practice and in non-standard situations

	IPK-4.3. Have the skills to analyze the organization's readiness for change; development and implementation of measures to prepare the organization for changes; monitoring ongoing changes in terms of achieving the developed target indicators of the solution; management of interaction with stakeholders (satisfaction, degree of involvement); management of risks caused by ongoing changes in the organization; analysis and evaluation of the effectiveness of the implemented solution; analysis of the causes and development of ways to improve the solution in case the solution does not achieve the set business goals; analysis and development of ways to adapt the organization to use the new solution.	lecture, independent work, seminars	uo, TO, Essay	**A basic level of** - is able to analyze, apply skills and functions of competence in training and prepared situations **Enhanced level** - able to analyze, apply the skills and functions of competence in practice and in non-standard situations

PC-5. Capable of gathering information about business problems and identifying business opportunities in 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; theory of risk management; systems theory; the subject area and the specifics of the organization's activities in an amount sufficient to solve the problems of business analysis. **IPK-5.2.**Can 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 the storage and updating of business analysis information; formalize the results of business analysis in accordance with the chosen approaches; determine relationships 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 the purposes of business analysis; analyze internal (external) factors and conditions, affecting the activities of the organization; analyze requirementsstakeholders in terms of quality criteria determined by the chosen approaches; formalize stakeholder requirements in accordance with the chosen approaches; classify the requirements of interested parties in accordance with the chosen approaches; model the requirements of interested parties in accordance with the chosen approaches; document the requirements of interested parties in accordance with the chosen approaches to requirements registration; determine stakeholder requirement attributes and their meanings 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; to analyze the subject area; perform functional decomposition of works; to 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.	lecture, independent work, seminars	uo, TO, Essay	**A basic level of** - is able to analyze, apply skills and functions of competence in training and prepared situations **Enhanced level** -able to analyze, apply the skills and functions of competence in practice and in non-standard situations

	IPK-5.3. Has 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 of decisions		uo, TO, Essay	

**- For abbreviations of forms of evaluation tools, see Appendix 2 to the RP.

Annex 2
to work program

The list of evaluation tools for the discipline - Management of the development of the organization

OS number	Name of the evaluation tool	Brief description of the evaluation tool	Presentation of the evaluation tool in the FOS
one	Report, message (DS)	Product independent workstudent, which is a public speech on the presentation of the results of solving a specific educational, practical, educational, research or scientific topic	Topics of reports, Posts
2	Oral interview interview, (UO)	A means of control, organized as a special conversation between a teacher and a student on topics related to the discipline being studied, and designed to clarify the amount of knowledge of the student in a particular section, topic, problem, etc.	Questions about topics / sections of the discipline
3	Test (T)	A system of standardized tasks that allows you to automate the procedure for measuring the level of knowledge and skills of a student.	Fund of test tasks
four	Exam	The final form of knowledge assessment. In higher education institutions are held during examination sessions.	Questions for the exam

Topics for independent work on the discipline formation of competence PC-4

Independent work

1. What is an innovative economy? Modern ideas about innovative development.
2. Russian economists on innovation activity (modern view).
3. Can energy-saving lamps be considered an innovative product? Does the use of energy-saving lamps in offices, industrial enterprises, and at home contribute to the sustainable development of the economy? (in technical and organizational and managerial terms)?
4. Give 2-3 examples of innovations, bringing products (goods and services) to the market with new consumer properties or a qualitative increase in the efficiency of production systems that contribute to the sustainable development of the economy. Justify your choice.

Independent work: "Energy and human development"

1. Using the materials of the Report on human development in the Russian Federation 2009 "Energy and Organizational Development Management" (2010), answer the following questions:
2. How are human development and energy related? What is one of the features of the world energy system at the present stage?
3. What are the features of the Russian energy sector in modern conditions? What are the ways to modernize the fuel and energy complex of Russia?
4. Rating of energy efficiency of subjects of the Russian Federation.

Independent work: "The economic mechanism of rational nature management"

Using the lecture notes, textbook and online resources, answer the following questions:

1. Why is the main economic mechanism of environmental protection in modern conditions focused mainly on economic methods of regulation?
2. Give facts (examples) of setting fees for negative environmental impact.
3. Give facts (examples) of establishing limits on emissions and discharges of pollutants and microorganisms, as well as limits on waste disposal and other types of negative environmental impact.

4. Give facts (examples) of setting limits for granting tax, credit and other benefits when introducing low-waste and resource-saving technologies and non-traditional types of energy, and implementing other effective measures to protect the environment.

5. Give facts (examples) of compensation for harm caused to the environment and human health.

6. What role do environmental taxes play?

7. Give examples of the use of the Law "On Environmental Protection" in the Russian Federation.

Independent work "Sustainable Development Technologies"

Give examples:

1. Technologies of search and discovery of new sources of power (energy, knowledge, ideas).
2. Technologies for converting various forms of energy.
3. Technologies of training (education).
4. Technologies for building knowledge bases, banks of ideas.
5. Technologies for converting financial resources into free energy, knowledge and ideas.

Independent work "Development of indicators of sustainable development"

1. Index of adjusted net savings of the Kemerovo region.
2. Energy efficiency indicators in the Rosobrazovanie system.
3. Systems of indicators of sustainable development of the Tomsk region.

Independent work "Examples of calculating indicators of sustainable development"

1. HDI for Russian regions.
2. Adjusted Net Savings.
3. Intensity of air pollution.
4. Consolidated stability index.
5. Greened HDI and state of the environment index.

Subjects of abstracts on the discipline.
formation of competence PC-5

1. Reports of the "Club of Rome" and their importance in the development of global studies.
2. The concept of sustainable development and the Agenda for the XXI century.
3. Kyoto protocol. Obligations of the parties, flexibility mechanisms and prospects for implementation. Economic consequences of RF ratification of the Kyoto Protocol.
4. The concept of sustainable development of Russia.
5. External energy policy of the European Union.
6. Strategic alternatives to traditional energy carriers.
7. The influence of big business on the theory and practice of global environmental policy.
8. Common energy markets of the CIS and Eurasia.
9. Program for the study of monitoring and assessment of the state of the environment in the Arctic.
10. Regional policy in the field of management of natural resources of the Far North.
11. Prospects for renewable energy resources.
12. Criticism of the idea of sustainable development.

Control questions for the exam of the discipline "Management of the development of the organization".
formation of competence PC-4

1. United Nations approach to sustainable development.
2. The main features of the allocation of global problems. Modern global problems.
3. Reports of the Club of Rome.
4. Strategy for sustainable development. Principles of sustainable economic development.
5. New ideas as a necessary condition for sustainable development.
6. Technologies for sustainable development
7. Modern ideas about the innovative development of the economy.
8. Multidimensional approach to innovation activity.
9. Criteria for selecting sustainable development indicators.
10. Classification of approaches to the development of indicators of sustainable development.
11. Indicator systems.

12. United Nations Millennium Development Goals.
13. Indicators of the economy based on knowledge.
14. Systems of indicators of environmentally sustainable development.
15. Integral indicators of environmentally sustainable development.
16. Human development index for Russian regions.
17. Greened HDI and state of the environment index.
18. Criticism of the idea of sustainable development.

***Brief guidelines for preparing for the exam*.**

Preparing a student for the exam includes three stages:

- independent work during the semester;
- direct preparation in the days preceding the test, on the topics of the course;
- preparation for answering questions.

When preparing for the exam, it is advisable for students to use lecture materials, regulatory documents, basic and additional literature.