



SYLLABUS “PROJECT MANAGEMENT AND CHANGE MANAGEMENT”

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Department responsible for the course or equivalent: Institute of Management in Economic, Ecological and Social Systems; Department of Business Economics

Semester when the course unit is delivered: 1st

Level of course unit: Master level

ECTS credits: 5

ADMISSION REQUIREMENTS

Applicants are expected to have completed the following courses.

This academic discipline is studied in 1 semester, therefore, has no previous disciplines.

COURSE OBJECTIVES (AIMS)

- the study of the nature of the phenomena that necessitate changes in the organization;
- the study of the history of development and the essence of concepts and methodology of organizational change and project management;
- the analysis of domestic and foreign experience in organizational changes and project management;
- the formation a systematic understanding of the relevance of organizational changes in modern business conditions;
- the formation ability to use project management tools for successful implementation of organizational changes among students;
- the use of modern methods and models of effective project management implementation of organizational change.

COURSE CONTENTS

Module 1. Organizational change as a means of development

Session 1. Organizational change in the light of the organization’s life cycle concept. The concept and classification of organizational pathologies according to A. Prigogine. Classification of organizational changes.



The concept and relevance of organizational change, the content of the change and the process of change, examples. Stages of development of the theory of organizational change: years, researchers, concepts. The purpose, nature, problems of introducing changes at each stage of the life cycle of L. Greiner and I. Adizes.

The concept and relevance of research on organizational pathologies. Spheres of occurrence and types of organizational pathologies, ways to overcome them.

Four types of changes according to R. Daft. Levels of organizational change according to R. Kanter. Five typical changes according to I. Schumpeter. Types of changes by attributes: scale; degree and character; localization areas of change; resource support; reason for implementation.

Session 2. Resistance to change and methods to overcome it. Principles for organizational change success. The concept of organizational development.

Four lessons on resistance to change according to V. Markovsky. Factors of individual and organizational resistance to change. The reasons for the resistance of ordinary employees and managers. Using the concept of force field analysis. Methods of overcoming resistance to changes in their relationship with the causes of resistance. Principles and measures that contribute to the success of change.

The general idea of the concept of organizational development, its stages, advantages and problems of implementation. Aspects of employee readiness for change. The life cycle diagram of most transformation processes according to P. Senge, A. Kleiner, S. Roberts, causes.

Session 3. Components of the organizational transformation process. Models of organizational change.

The relevance of using components of the organizational transformation process. Component "three-dimensional space", transformational triangle, the requirements of focus, integration, balance, teamwork. Component "navigational map", phases, three areas of major changes. The natural laws component.

Model changes K. Levin. Model changes L. Greiner. Theory E and Theory of Organizational Change. Business Transformation Model F. Guillard and J. Kelly. The Curve of Change Model J. Duck. The Good to Great Model by J. Collins. Business Transformation Model F. Guillard and J. Kelly. The Curve of Change Model J. Duck. The Good to Great Model by J. Collins.

Session 4. Basic concepts of project management. History of project management. Classification of projects and varieties of project management.

Project concept, signs, triangle, project limitations, project participants, project environment, life cycle, processes and areas of project management knowledge.

Stages of development of project management: years, concepts, tools, achievements. Professional project management organizations. Current trends in project management. The concept, relevance, development and application goals,



the organization-developers of project management standards. Classification of standards.

Types of projects by characteristics: number of tasks (dimension); size (scale); field of activity; volumes of financing; Areas of use; Duration geographical sign; localization in relation to the organization; level of organization within the company; complexity; degree of novelty. Types of project management according to M. Razu: terminal, developing, open, multi-project.

Session 5. Project management processes: goals, objectives, interaction.

Two types of project management processes. The essence, composition and interaction of the five groups of processes in the project. Correspondence between project management processes, project management process groups and knowledge areas.

Module 2. Project management as a tool for organizational change

Session 6. Project management processes: goals, objectives, tools, issues.

Methods, models of analysis and development of standard solutions in each of the groups of project management processes.

Session 7. Areas of knowledge of project management: goals, objectives, tools, issues.

Goals, processes, terminology, tools of knowledge areas. Methods, models of analysis and development of standard solutions in each of the groups of project management processes: content management, time management, cost management, quality management, contract management.

Session 8. Areas of knowledge of project management: goals, objectives, tools, issues.

Methods, models of analysis and development of standard solutions in each of the groups of project management processes: human resources management, conflict management, risk management, change management.

Session 9. Professional organizations of professional management. Project Management Standards. Overview of project management automation systems.

National and international professional organizations of project management: relevance, goals, objectives, forms of activity. Relevance, classification, content of project management standards. Overview of project management automation systems: functionality, specifics.

LEARNING OUTCOMES

Knowledge:

- basic theoretical principles and concepts of the logic of processes occurring in the subject area; main categories and concepts of methodology and philosophy of science;



- main research methods, both general and specialized, by area of activity; the main mechanisms for collecting, processing, analyzing and interpreting information from various sources, empirical and theoretical, primary and secondary, etc.;
- methods and models of organizational change management;
- tools for the development of management decisions in groups of processes and areas of knowledge of project management;
- concepts of organizational development and change management;
- methods and models of organizational change management; - basic concepts of project management;
- groups of processes and areas of knowledge of project management and their interaction;
- tools for the development of management decisions in groups of processes and areas of knowledge of project management.

Abilities:

- to formulate problems for setting goals and developing hypotheses for scientific research;
- to highlight and characterize the basic methodological principles of research in various fields of activity;
- plan and carry out research work, including: setting a task, preparing TK for a scientific project, forming a team for research, organizing the process of collecting, analyzing and interpreting the information received and preparing reports on research work;
- choose research methods and justify your choice, based on the goals and characteristics of scientific research;
- conduct a system analysis and diagnosis of problem situations in the organization;
- develop solutions for implementing changes in organizational processes based on project management;
- develop standard management decisions in various groups of processes and areas of project management knowledge.

Skills:

- to use categorical apparatus and algorithms for conducting research, obtaining, processing and systematizing the necessary information using the methodology and methods of scientific research;
- the ability to improve and develop their intellectual and cultural level; to master new research methods independently, to change the scientific and scientific-production profile of their professional activities;
- systemic thinking;
- search for relevant information on the investigated problem;
- scientifically based argumentation of one's own opinion;



- public speaking, self-education in the field of management;
- skills to use modern information systems and technologies for research;
- ability to independently master new research methods, to change the scientific and research-production profile of their professional activities.

PLANNED LEARNING ACTIVITIES AND TEACHING METHODS

Educational technologies used in the study of the discipline provide for the use of active and interactive forms of classes in the educational process, namely:

- interactive lectures;
- practical classes with:
 - discussion on problematic issues;
 - students' presentations on problem-oriented topics;
 - solving practical cases related to management problems.

Educational technologies include the use of e-learning and distance learning technologies. Microsoft Teams will be used to create a remote workspace for collaboration and real-time communication, meetings, messaging, files and applications. For the offline interaction form, e-mail and group chats on VK are used.

In the course of independent work, students are recommended to use the materials of the on-line Management Fundamentals course <https://www.coursera.org/learn/management-fundamentals-healthcare-administrators>

The following activities are carried out for independent work:

- repetition of lecture material;
- search for scientific and technical information in open sources in order to analyze and identify key features;
- preparation for practical exercises and problem solving with the involvement of basic and additional literature;
- preparation for the Colloquium.

The final control of the assimilation of the material is carried out in the form of a credit at the end of the semester.

ASSESSMENT METHODS AND CRITERIA

Criteria for evaluation:

Class Participation

The maximum number of points for a lecture of the semester is 10 points, 5 points for a module 1 and 5 points for a module 2.



- 1 point for attending one lecture lesson.

Practical Tasks Assignments

The maximum number of points for practical tasks of the semester is 70 points; 35 points for a module 1 and 35 points for a module 2; 7 points for a practical class; 2 or 1 points for a practical task.

For practical task of 1 point

- 1 points - full, detailed answers, understanding of the methodology and the ability to correctly apply it in solving the problem;
- 0,5 points - detailed answers to questions to the assignment, however, 1-2 errors or inaccuracies were made;
- 0 point - no answers were received on the issues discussed.

For practical task of 2 points

- 2 points - full, detailed answers are given to the questions posed, the ability to distinguish significant and non-essential features, cause-effect relationships is shown. The answer is clearly structured, logical, stated in terms of science. Finished conclusions and generalizations on the issue. Comprehensive answers to clarifying questions.
- 1.5 points - full, detailed answers to the questions posed are given, the ability to distinguish significant and non-essential features, cause-effect relationships is shown. The answer is clearly structured, logical, stated in terms of science. However, minor errors or shortcomings were made, corrected by the student with the help of "leading" questions of the teacher.
- 1 point - given complete but not consistent answers to the question, but at the same time shown the ability to identify significant and non-essential signs and cause-effect relationships. The answer is logical and stated in terms of science. 1-2 errors can be made in determining the basic concepts that the student finds it difficult to fix on his own.
- 0,5 point - given an insufficiently complete and insufficiently detailed answer. The logic and sequence of presentation have violations. Errors were made in the disclosure of concepts and in the use of terms. The student is not able to independently identify significant and non-essential features and cause-effect relationships. A student can specify generalized knowledge by proving their basic principles using examples only with the help of a teacher. Speech design requires amendments, corrections.
- 0 points - no answers were received on the issues discussed.

Colloquium



The colloquium includes an oral answer to 10 questions (10 points) in module 1 and 10 questions (10 points) in module 2, the maximum score for a question is 1 point.

- 1 point - a complete, detailed answer is given to the question posed, the ability to distinguish essential and non-essential features, cause-effect relationships is shown. The answer is clearly structured, logical, stated in terms of science. Finished conclusions and generalizations on the issue. Comprehensive answers to clarifying questions.
- 0,75 points - a complete, detailed answer is given to the question posed, the ability to distinguish significant and non-essential features, cause-effect relationships is shown. The answer is clearly structured, logical, stated in terms of science. However, minor errors or shortcomings were made, corrected by the student with the help of "leading" questions of the teacher.
- 0,5 points - a complete but not consistent answer is given to the question posed, but the ability to identify significant and non-essential signs and cause-effect relationships is shown. The answer is logical and stated in terms of science. 1-2 errors can be made in determining the basic concepts that the student finds it difficult to fix on his own.
- 0,25 points - given an insufficiently complete and insufficiently detailed answer. The logic and sequence of presentation have violations. Errors were made in the disclosure of concepts and in the use of terms. The student is not able to independently identify significant and non-essential features and cause-effect relationships. A student can specify generalized knowledge by proving their basic principles using examples only with the help of a teacher. Speech design requires amendments, corrections.
- 0 points - No answers were received on the basic questions of the colloquium.

Credit

The total points in the discipline are formed by current control + midterm control. 100 points are the maximum number of points that a student in the discipline can get is.

- the mark is credit to the student, if during the semester the student scored a minimum number of points equal to 60 points;
- the score "not credit" is given to the student who scored less than 60 points.

COURSE LITERATURE (RECOMMENDED OR REQUIRED)

1. Motozhanets A. A. Focus on your Master Studies in Economics and Management: a manual in English for undergraduates in economic areas of study: a manual / A.A. Motozhanets, A. Yu. Polenova; Ministry of Science and Higher Education of the Russian Federation; Federal State Autonomous Educational Institution of Higher Education "Southern Federal University"; Institute of



Philology, Journalism and Intercultural Communication - Rostov-on-Don | Taganrog: Publishing House of the Southern Federal University, 2018. - 137 p. [http://biblioclub.ru/index.php?page=book & id = 561195](http://biblioclub.ru/index.php?page=book&id=561195)

2. Nikitaeva A. Yu. Project management: a training manual / A.Yu. Nick Itaev; Ministry of Science and Higher Education of the Russian Federation; Federal State Autonomous Educational Institution of Higher Education "Southern Federal University" - Rostov-on-Don | Taganrog: Publishing House of the Southern Federal University a, 2018. - 189 p. [http://biblioclub.ru/index.php?page=book & id = 499893](http://biblioclub.ru/index.php?page=book&id=499893)

3. Levushkina S. V. Project management: a textbook for universities / S.V. Levushkina - Stavropol: Stavropol State Agrarian University, 2017 .-- 204 p. [http://biblioclub.ru/index.php?page=book & id = 484988](http://biblioclub.ru/index.php?page=book&id=484988)

4. Blinov A. O. Change management: textbook / A.O. Blinov, N.V. Ugryumova - 2nd ed., Sr. - Moscow: Dashkov and Co. °, 2020 .-- 304 p. <http://biblioclub.ru/index.php?page=book&id=573215>

5. Buchaev G. A. Project management: lecture course: study guide / G.A. Buchaev - Makhachkala: DGUNH, 2017 .-- 104 p. [http://biblioclub.ru/index.php?page=book & id = 473822](http://biblioclub.ru/index.php?page=book&id=473822)

6. Guryanova I. A. Management of university venture projects based on the concept of controlling / I.A. Guryanova - Moscow: MIRBIS | Pen, 2016 .-- 101 p. [http://biblioclub.ru/index.php?page=book & id = 445858](http://biblioclub.ru/index.php?page=book&id=445858)

7. Rybalova E. A. Project management: a training manual / E.A. Fishing ova - Tomsk: Faculty of Distance Learning TUSUR, 2015. - 206 p. [http://biblioclub.ru/index.php?page=book & id = 480900](http://biblioclub.ru/index.php?page=book&id=480900)

8. Project management using Microsoft Project / TS. Vasyuchkova - 2nd ed., Rev. - Moscow: National Open University INTUIT, 2016. - 148 p. [http://biblioclub.ru/index.php?page=book & id = 429881](http://biblioclub.ru/index.php?page=book&id=429881)