**Government of the Russian Federation**

**Federal State Autonomous Educational Institution of Higher Professional Education**
**National Research University**
**Higher School of Economics**

Faculty of Social Sciences

# **Course Syllabus** "Project Management"

for "Bachelor in Public Administration" curriculum (area of study code 38.03.04)

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Approved at the Department of Project Management meeting «___»_____ 2019

Head of the Department _____ Valery M. Anshin

Dean of the Faculty of Business and Management _____ Nikolay B. Filinov

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# 1 Course summary

Permanent organizations, same as temporary organizations created for a single task, during their activity undergo through some changes. Various types of changes require different management approaches, which was multiply highlighted by the research scientists specializing in management.

The literature on change management is focused on projects and programs as the way of targeted organization complex changes. Within the framework of PMG research paradigm, theoretical conclusions should be built on evidence analysis: the changes can be classified both depending on potential and analyzed companies' need in changes, and specific set of factors affecting the project success for each of analyzed companies.

# 2 Area of Application and Regulatory References

This Course Program establishes minimum requirements for skills and knowledge of the stu-dent and determines the content and the forms of educational activities and reporting.

The Course Program is designed for lectures, teaching assistants and Bachelor Program stu-dents 38.03.04 "Public Administration", "Bachelor in Public Administration" curriculum, Course "Project Management".

The Course Program has been developed in accordance with:

- National curriculum standard FGROS-3;
- Education Program 38.03.04 «Public Administration»;
- University Academic Plan of the Education Program "Public Administration" (approved in year 2018).

# 3 Course Goals

The main goal of the present course is to form necessary amount of basic and applied knowledge and practical skills required for successful project management.

# 4 Learning Outcomes

The student will be capable of:

a. initiating, planning, executing and controlling all the processes within the whole project scope;
b. applying the Method of Earned Value (EV/BCWP);
c. modifying the project network;
a. using the principle of consistency and other socio-psychological techniques;
b. applying qualitative and quantitative methods of risks evaluation;
c. translating project conflicts in a constructive way ("healthy competition");
d. implementing manipulations in the framework of project management approach;
e. managing the "people side" of risks and change;
f. implementing the Critical Chain method.

The Course develops the following competencies:

| Competencies | NC/NRU-HSE Code | Descriptors - the learning outcomes (the indicators of achievement) | Teaching methods that contribute to the development of a competence |
|---|---|---|---|
| Ability to design the organizational structure and allocate power and responsibility on the basis of their delegation | ПК-2 | Capable of designing the organizational structure and allocating power and responsibility on the basis of their delegation | Completion of the task, involving students designing the organizational structure and allocating power and responsibility on the basis of their delegation |

| Competencies | NC/NRU-HSE Code | Descriptors - the learning outcomes (the indicators of achievement) | Teaching methods that contribute to the development of a competence |
|---|---|---|---|
| Ability to use basic theories of motivation, leadership, and power to accomplish management tasks. | ПК-4 | Capable of using basic theories of motivation, leadership, and power to accomplish management tasks. | Practical situations analysis and business games at seminars in which the student uses the socio-psychological techniques to manage the project team in a game situation. Transactional analysis practice at seminars. |
| Ability to organize and manage teamwork on the basis of the knowledge in the sphere of group dynamics and development | ПК-5 | Capable of organizing and managing teamwork on the basis of the knowledge in the sphere of group dynamics and development | Practical situations analysis and business games at seminars in which the student uses the socio-psychological techniques to manage the project team in a game situation. Transactional analysis practice at seminars. |
| Ability to resolve different conflict situations | ПК-6 | Capable of resolving different conflict situations | Practical situations analysis and business games at seminars in which the student uses the socio-psychological techniques to manage the project team in a game situation. Transactional analysis practice at seminars. |
| Ability to analyze and design group, interpersonal and organizational communications. | ПК-7 | Capable of analyzing and designing group, interpersonal and organizational communications. | Practical situations analysis and business games at seminars in which the student uses the socio-psychological techniques to manage the project team in a game situation. Transactional analysis practice at seminars. |
| Ability to participate in the program of organizational change, ability to overcome local resistance to change. | ПК-17 | Capable of participating in the program of organizational change, capable of overcoming local resistance to change. | Practical situations analysis and business games at seminars in which the student uses the socio-psychological techniques to manage the project team in a game situation. Transactional analysis practice at seminars. |

## 5 Course Plan

| | | | | | |
|---|---|---|---|---|---|
| **1** | **Introduction** | **90** | **10** | **8** | **72** |
| 1.1 | The concept of project management | 15 | 2 | 1 | 12 |

| | | | | | |
|---|---|---|---|---|---|
| 1.2 | Expertise areas in project management | 14 | 1 | 1 | 12 |
| 1.3 | Project life cycle | 14 | 1 | 1 | 12 |
| 1.4 | Stakeholders and organizational structures of projects | 16 | 2 | 2 | 12 |
| 1.5 | Project management processes | 16 | 2 | 2 | 12 |
| 1.6 | Project integration management | 15 | 2 | 1 | 12 |
| **2.** | **Knowledge areas in project management** | **100** | **6** | **12** | **82** |
| 2.1 | Project scope management | 20 | 2 | 2 | 16 |
| 2.2 | Project human resource management | 17 | 1 | 2 | 14 |
| 2.3 | Project cost management | 15 | 1 | 2 | 12 |
| 2.4 | Project time management | 20 | 2 | 2 | 16 |
| 2.5 | Project risk management | 14 | - | 2 | 12 |
| 2.6 | Project communication management | 14 | - | 2 | 12 |
| **TOTAL FOR THE COURSE:** | | **190** | **16** | **20** | **154** |

# 6 Course Content

**Part 1. Introduction.**

**Topic 1.1 The concept of project management.**

What is a project? The relationships among portfolios, programs, and projects. What is project management? Relationships among portfolio management, program management, project management, and organizational project management. Program management. Portfolio management. Projects and strategic planning. Relationship between project management, operations management, and organizational strategy. Operations and project management. Organizations and project management.

**Topic 1.2 Expertise areas in project management**

The standards and professional organizations in Project management. Project Management Body of Knowledge (PMBOK PMI). A Guidebook of Project and Program Management for Enterprise Innovation (P2M). PRojects IN Controlled Environments. Interpersonal skills of a project manager. Project environment – internal and external.

**Topic 1.3 Project life cycle**

Project phases. Characteristics of the project life cycle. Types of the project life cycle. The main phases of project – initiation, planning, execution, closing. The overall structure of the project life cycle. Variations and examples of the project life cycle. Interrelationship between the project life cycle, the project product and the organization. The purpose of milestones in the project. Project structures. Principles of structural decomposition of the project. Rules and approaches for constructing structures of the project.

**Topic 1.4 Stakeholders and organizational structures of projects**

Project stakeholders and governance. Project management office. Responsibilities and competencies of the project manager. Composition of project teams. Organizational influences on project management. Organizational cultures and styles. Organizational communications. Organizational structures – projectized, matrix, functional.

**Topic 1.5 Project management processes.**

Organizational process assets. Enterprise environmental factors. Processes in project management. Examples of processes in project management. The main and supporting processes in project management. Initiation, planning, execution, control and closure of the project. The main problem to be solved at different stages of project management.

**Topic 1.6 Project integration management.**

The definition of the objectives and strategies of the project. Key aspects reflected in the description of the project objectives. Identification and assessment of the goals and strategies of the project. Project Charter. Develop Project Charter: inputs. Develop Project Charter: tools and techniques. Develop Project Charter: outputs. Develop Project Management Plan: inputs. Develop Project Management Plan: tools and techniques. Develop Project Management Plan: outputs. Perform integrated change control: inputs. Perform integrated change control: tools and techniques. Perform integrated change control: outputs. Close project or phase: inputs. Close project or phase: tools and techniques. Close project or phase: outputs. Monitor and control project work.

**Reading list**

Required:

1. Milosevic D.Z. Project Management ToolBox: Tools and Techniques for the Practicing Project Manager, Wiley, 2003. – 600 p.
2. Управление проектами: фундаментальный курс [Текст] : учебник / А. В. Алешин, В. М. Аньшин, К. А. Багратиони и др. ; под ред. В. М. Аньшина, О. Н. Ильиной ; Нац. исслед. ун-т «Высшая школа экономики». – М. : Изд. дом Высшей школы экономики, 2013. – 620, [4] с. – (Учебники Высшей школы экономики). — 2000 экз. — ISBN 978-5-7598-0868-8 (в пер.).

Optional:

3. A Guide to The Project Management Body of Knowledge. – PMI, 2017.
4. Gareis R. Changes of organizations by projects // International Journal of Project Management, - 2010, pp.314-327
5. Hagen M., Sunyoung P. Ambiguity acceptance as a Function of Project Mangement: A New Critical Success Factor // Project Management Journal, April 2013
6. Hornstein H. The integration of project management and organizational change management is now a necessity // International Journal of Project Management, - august 2014, pp. 291-298
7. Myungweon C. Employees' attitudes towards organizational change: a literature review // Human Resource Management, august 2011, - vol. 50, №4, pp. 479-500

**Part 2. Knowledge areas in project management**

**Topic 2.1 Project scope management.**

Plan scope management: tools and techniques. Define scope. Work breakdown structure (WBS). WBS dictionary. Work packages. Expert judgment. Product scope description. Acceptance criteria. Deliverable. Project exclusion. Constraints. Change requests.

**Topic 2.2 Project human resource management.**

Organizational breakdown structure (OBS). Matrix of responsibility. Permanent or parental organization. Tuckman's model. Plan human resource management. Acquire project team. Develop project team. Manage project team. M. Belbin model. Group think.

**Topic 2.3 Project cost management.**

Plan cost management. Estimate costs. Determine budget. Control costs. Earned value tool. Cost variance. Schedule variance. Cost performance index. Schedule performance index. Planned value/budgeted cost of work scheduled. Actual cost/actual cost of work performed. Earned value/budgeted cost of work performed.

**Topic 2.4 Project time management.**

Plan schedule management. Define activities. Sequence activities. Estimate activity resources. Estimate activity durations. Develop schedule. Control schedule. Activity on Arrow Diagramming – Arrow Diagramming Method. Activity on Node – Precedence Diagramming Method. Network Diagram. The basic rules in the development of project networks. Gantt chart. Direct analysis (forward scheduling). Return analysis (backward scheduling). Critical chain and Critical path. Program (Project) Evaluation and Review Technique.

**Topic 2.5 Project risk management.**

Plan risk management. Identify risks. Perform qualitative risk analysis. Risk matrix. Perform quantitative risk analysis. Plan risk responses. Control risks. Sensitivity analysis. Disadvantages of sensitivity analysis. Scenario analysis. Disadvantages of scenario analysis. Decision tree analysis. Disadvantages of decision tree analysis. Simulation modeling. Disadvantages of simulation modeling. Probability analysis. Expert analysis. Analogue method.

**Topic 2.6 Project communication management.**

Project communications management. Factors affecting the communication within the project. Virtual project team. Optimizing team communication. Individual needs. Hierarchy of needs. Conditions for effective learning. Developing and rewarding people. Being prepared, proactive and reflective. Finding greatness in people. Syntones and conflictogenes. Drivers of engagement.

**Reading list**

Required:

1. Milosevic D.Z. Project Management ToolBox: Tools and Techniques for the Practicing Project Manager, Wiley, 2003. – 600 p.
2. Управление проектами: фундаментальный курс [Текст] : учебник / А. В. Алешин, В. М. Аньшин, К. А. Багратиони и др. ; под ред. В. М. Аньшина, О. Н. Ильиной ; Нац. исслед. ун-т «Высшая школа экономики». – М. : Изд. дом Высшей школы экономики, 2013. – 620, [4] с. – (Учебники Высшей школы экономики). — 2000 экз. — ISBN 978-5-7598-0868-8 (в пер.).

Optional:

3. A Guide to The Project Management Body of Knowledge. – PMI, 2017.
4. Dragan Z. Milosevic, Peerasit Patanakul & Sabin Srivannaboon. Case Studies in Project, Program and Organizational Project Management, 2010.. John Wiley & Sons, Inc.
5. "Critical Chain" Eliyahu M. Goldratt The North River Press Publishing Corporation, Great Barrington, MA, 1997.
6. Nicholson, N, Soane, E, Fenton-O'Creevy, M, Willman, P. (2005)/ Personality and domain specific risk taking // Journal of Risk ResearchVol. 8 (2). P. 157–176.

# 7 Methods of Instruction

a. Participation in group and individual discussions during lectures and seminars
b. Preparation of reports and presentations on the course topics by means of reviewing the articles in foreign scientific journals
c. In-depth study of potential team members' behavior patterns at the lectures and communication skills practice at seminars.
d. Business games and analysis of practical situations at seminars in which the student uses the socio-psychological techniques to manage the project team in a game situation and allocates powers and responsibility among his colleagues e.t.c.

# 8 Educational technologies

## 8.1 Grading Procedures

| Type of testing | Form of testing | Deadlines | Parameters |
|---|---|---|---|
| Current | Reports and presentations | Every seminar | Project |
| | Discussion | Every seminar | Level of activity |
| | Test | Every lecture | Test, 15 min |
| Final | Exam | Last week of the course | Test, 80 min |

## 8.2 Grading Criteria

Evaluation of all forms of monitoring is set on a 10-point scale. The minimum amount of the printed version of the report is at least5 pages. In assessing the tutor is guided by the following criteria:

- project goal compliance with the SMART requirements;
- Project Charter, project structures and tasks compliance with the established project goal;
- substantive content of the lower levels of project structures decomposition compliance with aggregated level;
- that the content of the work is in accord with the selected topic;
- compliance with the requirements of the design, including title page, as well as spelling, punctuation and style errors;
- clarity and consistency of presentation, depth analysis of the situation;
- deadline;
- conclusions and reasoning of decisions, including the network diagram;
- introduction and conclusion, which reflect changes in the system of "before the proposed solutions" in "after the proposed solutions".

Given the above basic criteria for evaluation of homework and home assignment the teacher evaluates it on a 10-point scale.

| Grading Table | | | |
|---|---|---|---|
| **ECTS Grades** | | **10-points scale** | **Criteria** |
| A+ | Excellent | 10 | This grade can be given for the oral presentation in class only when the report includes the elements of the studied material, analysis of at least 6 other scientific sources and endeavor to make practical application of the new knowledge acquired (peer reviewed journals' article analysis is welcomed).<br>This grade can be given only when work is consistent with all the requirements and the highest rating for all criteria. |
| A | Very good | 9 | This grade can be given for the oral presentation in class only when the report includes the elements of the studied material and analysis of at least 6 other scientific sources (peer reviewed journals' article analysis is welcomed).<br>This grade can be given only under the condition of all compliance requirements and high scores for all criteria. |
| A- | Very good | 8 | This grade can be given for the oral presentation in class only when the report includes the elements of the studied material and analysis of at least 4 other scientific sources (peer reviewed journals' article analysis is welcomed).<br>This grade can be given only under the condition of all compliance requirements and high scores for all criteria. |
| B+ | Good | 7 | This grade can be given for the oral presentation in class and analysis of at least 6 other scientific sources (reading of the prepared report is acceptable; peer reviewed journals' article analysis is welcomed) with oral reflection on the report presented.<br>This grade can be given only under the condition of full compliance with six of seven criteria. |
| B- | Good | 6 | This grade can be given for the oral presentation in class and analysis of at least 6 other scientific sources (reading of the prepared report is acceptable; peer reviewed journals' article analysis is welcomed) or this grade can be given for the oral presentation in class when the report includes the elements of the studied material (reading of the prepared report is unacceptable).<br>This grade can be given only under the condition of full compliance with six of seven criteria. |
| C+ | Satisfactory | 5 | This grade can be given for the oral presentation in class and analysis of at least 2 other scientific sources (reading of the prepared report is acceptable; peer reviewed journals' article analysis is welcomed). |

| | | | |
|---|---|---|---|
| | | | This grade can be given only with the full compliance of analytical review five of seven criteria requirements. |
| C- | Satisfactory | 4 | This grade can be given for the oral presentation in class when the report includes the elements of the studied material (reading the prepared report is acceptable).<br>This grade can be given only with the full compliance of analytical review three of seven criteria requirements. |
| F | Fail | 3 | The work does not meet the requirements for most of the |
| F | Fail | 2 | |
| F | Fail | 1 | |
| F | Fail | 0 | The work is not provided or the work is plagiarized. Author's contribution to the work is less than 80% (see Regulations of use of the "Anti-plagiarism" for the collection and verification of written learning activities at the State University - Higher School of Economics (approved by the Academic Council of the State University - Higher School of Economics (Minutes of 20.03.2009, № 56))). |

**Home assignment**

Homework assignment consists in preparation of projects and network diagrams and, also, reports and presentations on the course topics (chosen by the student or offered by the lecturer) by means of reviewing the articles in foreign scientific journals and participation in group and individual discussions during lectures and seminars

### 8.3 Test

Total time of test completion: 80 min.

The test consists of 4 parts: the total assignments number: 40.

Part 1 comprises 25 assignments of enclosed type with a single correct variant of answer, where each correct answer is being graded with 1 point.

Part 2 comprises 7 assignments of enclosed type with 1-3 correct variants of answers, where each assignment with all correct variants selected is being graded with 1 point.

Part 3 comprises 3 assignments with short prescribed answers, 2 of which devoted to estimating relationships and 1 intended for estimating right succession, and each completely correct completed assignment is being graded with 1 point.

Part 4 comprises 2 assignments of open type, for each of them 4 points may be achieved given the correct answer.

Answer sheet must be used for answers recording

**Test Matrix:**

| Topics | Competencies | Descriptors |
|---|---|---|
| **Introduction** | | |
| The concept of project management | ПК-48 | РБ 5.1; СД 5.2 |
| Expertise areas in project management | ОК-9 | РБ 1.1 |
| Project life cycle | ПК-48 | РБ 5.1; СД 5.2 |
| Stakeholders and organizational structures of projects | ПК-5, ПК-6 | РБ 3.1; 3.2; СД 3.4; 3.5 |
| Project management processes | ПК-3 | РБ 2.1;СД 2.2 |
| Project integration management | ОК-9 | РБ 1.1; СД 1.2 |
| **Knowledge areas in project management** | | |
| Project scope management | ПК-48 | РБ 5.1; СД 5.2 |
| Project human resource management | ПК-5, ПК-6; ПК-12 | РБ 3.1; 3.2; 3.3; СД 3.4; 3.5; 3.6 |
| Project cost management | ПК-23, ПК-44 | РБ 4.1; СД 4.2; 4.3 |
| Project time management | ПК-3 | РБ 2.1; СД 2.2 |
| Project risk management | ПК-3 | РБ 2.1; СД 2.2 |
| Project communications management | ОК-9 | РБ 1.1; СД 1.2 |

**Examples of the test assignments**

**Part 1**

***Each assignment in Part 1 is provided with several answers. Choose one correct answer from the list of offered variants and tick its number in the answer sheet.***

**1.** What limitation is typical for sensitivity analysis, scenarios analysis, decision-tree analysis and simulation modeling?

1) single-factor type of model
2) dependence on presumptions embedded into the model
3) dependence on risks discreteness
4) limited amount of scenarios to be subject to consideration

**2.** Finalize the statement using the following endings. "Project goals should be…"

1) rather of general than of specific type
2) formulated without regard to limitations imposed to them by resources
3) realistic and achievable
4) by and large complex

**Part 2**

***Each assignment in Part 2 is provided with several answers. Tick the numbers of all correct answers offered in the answer sheet***

**1.** Which of the factors listed below refer to indications of project activities?
1) Vertical communication between employees predominates
2) Horizontal communication between employees predominates
3) Cooperation principle is used
4) Command principle is used

**2.** Finalize the statement using the following endings. If the project adds company value, we can-say with certainty that
1) EVA (economic value added) is positive
2) WACC (weighted average cost of capital) may not be taken as discount rate
3) this project is innovation
4) Return on invested capital exceeds weighted average cost of capital

## Part 3

***The answers for assignments of Part 3 are digits, words or several words (not above 5), or sequence of digit-sand/ or block capital letters marked down in answer sheet***

**1.** Individuals and entities directly involved into the project, or those whose interests may be concerned in the course of project implementation, are_____ of the project.

**2.** In the scope of various functional areas of project management discipline different tools and methods are used. Set up a correspondence:

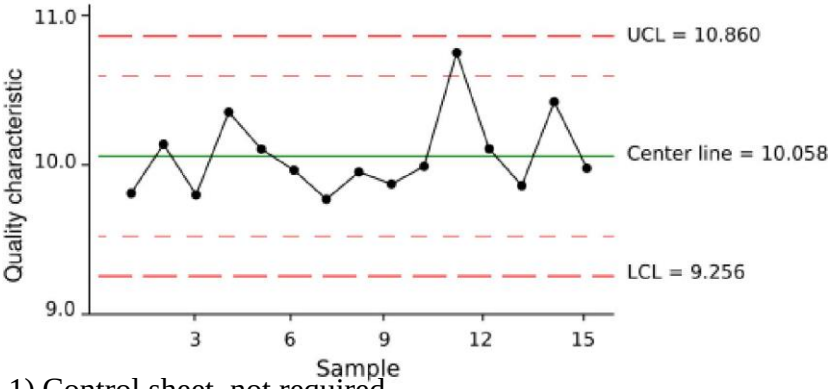
| Project management functional area | Method |
|---|---|
| 1. Quality management | A. Scenarios analysis |
| 2. Cost management | B. Shewhart control charts |
| | C. Decision-tree analysis |
| | D.Earned value technique |
| | E.Transaction analysis |
| | F.Sensitivity analysis |
| | G. Probability and impact matrices |
| | H. Brainstorming |

Place for answer recording*:* _____
*Sample of answer recording (1A2B)*

## Part 4

***Each answer for assignments in Part 4 directly gives 4 points***

**1** One of the quality management tools is represented in figure. What too list his; are any measures on- quality management for this product needed to be taken? Substantiate your answer with maximum of details.




1) Control sheet, not required.
2) Control sheet, required.
3) Six Sigma method,not required.
4) Six Sigma method, required.
5) She whart control charts, not required.
6) She whart control charts, required.
7) 5 or more consecutive points are not located on the same side from the midline
8) 8 or more consecutive points are not located on the same side from the midline
9) 6 or more consecutive points are not located on the same side from the midline
10) more than 7 point do not increase and decrease monotonically
11) More than 6 point do not increase and decrease monotonically
12) 7 or more consecutive points are not located on the same side from the midline
13) points fall beyond the boundaries
14) 4 points are located on the same side from the midline.
15) points 1, 2, 6 and 10 fall beyond the boundaries of tolerance spread of quality factor
16) answers 6 and 14 are correct
17) answers 5, 9 and 11 are correct

18) answers 5, 11 and 12 are correct
19) answers 3, 11 and 13 are correct
20) answers 1, 11 and 12 are correct
21) answers 1, 7 and 10 are correct
22) answers 4, 14 are correct.

# 9 Guidelines for Knowledge Assessment

The Diploma Certificate contains the final grade for the course, which is calculated using the following formula:

$$A_{Final} = 0,2 \cdot A_{discussion} + 0,2 \cdot A_{tests} + 0,3 \cdot A_{project} + 0,3 \cdot A_{Exam}$$

Where $A_{Discussion}$ stands for the report (the presentation of the project), participation in the discussion during the class, cases; $A_{tests}$ stands for the grades for the tests during the class; $A_{project}$ stands for the grades for the project charter, the work breakdown structure, the organizational breakdown structure, the responsibility assignment matrix, the project schedule, the project processes; $A_{Exam}$ stands for the grade for the final test. Rounding of all grades if performed in compliance with arithmetic rules.

# 10 Reading List

## 10.1 Basic textbook

Управление проектами: фундаментальный курс [Текст ] : учебник / А. В. Алешин , В. М. Аньшин, К. А. Багратиони и др. ; под ред. В. М. Аньшина, О. Н. Ильиной ; Нац . исслед. ун- т «Высшая школа экономики». – М. : Изд . дом Высшей школы экономики, 2013. – 620, [4] с. – (Учебники Высшей школы экономики). — 2000 экз. — ISBN 978-5-7598-0868-8 (в пер.).

## 10.2 Required

1. Milosevic D.Z. Project Management ToolBox: Tools and Techniques for the Practicing Project Manager, Wiley, 2003. – 600 p.
2. Управление проектами: фундаментальный курс [Текст] : учебник / А. В. Алешин, В. М. Аньшин, К. А. Багратиони и др. ; под ред. В. М. Аньшина, О. Н. Ильиной ; Нац. исслед. ун-т «Высшая школа экономики». – М. : Изд. дом Высшей школы экономики, 2013. – 620, [4] с. – (Учебники Высшей школы экономики). – 2000 экз. – ISBN 978-5-7598-0868-8 (в пер.).

## 10.3 Additional Reading

1. A Guide to The Project Management Body of Knowledge. – PMI, 2017.
2. Dragan Z. Milosevic, Peerasit Patanakul & Sabin Srivannaboon. Case Studies in Project, Program and Organizational Project Management, 2010.. John Wiley & Sons, Inc.
3. "Critical Chain" Eliyahu M. Goldratt The North River Press Publishing Corporation, Great Barrington, MA, 1997.

3. Gareis R. Changes of organizations by projects // International Journal of Project Management, - 2010, pp.314-327
4. Hagen M., Sunyoung P. Ambiguity acceptance as a Function of Project Mangement: A New Critical Success Factor // Project Management Journal, April 2013
5. Hornstein H. The integration of project management and organizational change management is now a necessity // International Journal of Project Management, - august 2014, pp. 291-298
6. Myungweon C. Employees' attitudes towards organizational change: a literature review // Human Resource Management, august 2011, - vol. 50, №4, pp. 479-500
7. Nicholson, N, Soane, E, Fenton-O'Creevy, M, Willman, P. (2005)/ Personality and domain specific risk taking // Journal of Risk ResearchVol. 8 (2). P. 157–176.

## 11 Material and technical support for the Course

Computer (laptop) and LCD projector are required at lectures and seminars

## 12 Academic Honesty Policy

12.1 Each student is required to obey the rules of academic honesty policy of the Higher School of Economics. For this discipline allowed joint work of students on the following tasks: Business games and analysis of practical situations at seminars in which the student uses the socio-psychological techniques to manage the project team in a game situation and allocates powers and responsibility among his colleagues.

12.2 The University encourages students to work together in order to discuss the information and knowledge acquired during lectures and seminars. Student can provide or receive "consulting" help from their fellow students. However, such cooperation in no way implies plagiarizing another student's work or any part of it whether in the form of an e-mail, e-mail attachment, computer floppy disk or printed text on paper. In the case of plagiarizing or "cheating" both stu-dents receive the failing grade ("0") for that task. For violation of the rules of the University stu-dent can receive a failing grade for the entire course in the discipline, as well as incur other dis-ciplinary action.

12.3 During the exam, each student performs the task independently. During the exam any talk or dis-cussion, comparison of assignments, "cheating" or any other interaction with the other students is prohibited. Violation of these rules leads to failure in the exam and for the entire course, as well as to other disciplinary actions.

## 13 Providing conditions for students with disabilities

Higher School of Economics is committed to providing students with disabilities equal opportunities for education based on the principles of availability. The tutor creates all the conditions that may be necessary for the education of students with disabilities. Requests of students with disabilities for providing educational conditions are accepted within three weeks from the beginning of the semester (except in emergencies). Students can leave a request for their need for appropriate learning conditions at the faculty's office of the head of studies.