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ФИО: Ястребов Олег Александрович  
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**Federal State Autonomous Educational Institution of Higher Education  
«Peoples' Friendship University of Russia named after Patrice Lumumba»  
(RUDN University)**

**Higher School of Management**

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(name of the main educational unit-developer of the basic higher education programme)

## **COURSE SYLLABUS**

### **Transforming cultural change in a digital company**

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(name of discipline/module)

#### **Recommended by the Didactic Council for the Education Field of:**

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38.04.01 «ECONOMICS»

(code and name of the area of training/specialty)

#### **The study of the discipline is conducted as part of the professional programme of higher education:**

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«Compliance control in the activities of organizations»

(name (profile/specialization) of the basic higher education programme)

## 1. COURSE GOAL(S)

*The goal* of the training course “**Transformation of cultural changes in a digital company**” is to develop students’ knowledge of the theoretical and methodological foundations of strategic management, develop practical skills in strategic analysis and strategic decision-making in a modern market economy.

The main objectives of the course are:

- mastering the theoretical and methodological foundations of strategic management;
- formation of practical skills of modern strategic management, including strategic planning;
- expanding knowledge and skills in making strategic decisions, critical thinking, based on modern mathematical methods and scientific approaches to management in conditions of incomplete information and constant changes in the external environment;
- formation of communication competencies that allow you to effectively interact with interested counterparties, develop a strategy and find alternative options in conditions of uncertainty;
- improving the experience of management activities based on classical models and tools of strategic management in relation to various conditions of the organization’s activities;
- mastery of the methodology for developing innovative development programmes (IDP) for knowledge-intensive corporations;
- development of creative thinking in relation to the world experience of strategic management with the aim of rational use of its positive aspects in modern conditions, taking into account national specifics.

## 2. REQUIREMENTS FOR LEARNING OUTCOMES

Mastering the discipline “Transformation of cultural changes in a digital company” is aimed at developing in students the following competencies (parts of competencies):

*Table 2.1. The list of competencies acquired by students in the course of the discipline (outcomes of the discipline)*

<b>Competence Code</b>	<b>Competence Descriptor</b>	<b>Competence Formation Indicators</b> (within this discipline)
GC-1	Able to search, critically analyze problem situations based on a systematic approach, and develop an action strategy	GC-1.1. Analyzes the task, highlighting its basic components; GC-1.2. Identifies and ranks the information required to solve a given problem; GC-1.3. Searches for information to solve a given problem using various types of requests; GC-1.4. Offers options for solving a problem, analyzes the possible consequences of their use; GC -1.5. Analyzes ways to solve problems of ideological, moral and personal nature based on the use of basic philosophical ideas and categories in

		their historical development and socio-cultural context
GC-2	Able to manage a project at all stages of its life cycle	GC-2.1. Formulates a problem whose solution is directly related to achieving the project goal; GC-2.2. Determines the connections between the assigned tasks and the expected results of their solution; GC-2.3. Within the framework of the assigned tasks, determines the available resources and limitations, the current legal norms; GC-2.4. Analyzes the project implementation schedule as a whole and selects the optimal way to solve the assigned tasks, based on current legal norms and available resources and limitations; GC-2.5 Monitors the progress of the project, adjusts the schedule in accordance with the control results.
GC-4	Able to apply modern communication technologies in the state language of the Russian Federation and a foreign language for academic and professional interaction	GC-4.1. Selects a style of business communication, depending on the language of communication, the purpose and conditions of the partnership; GC-4.2. Adapts speech, communication style and body language to interaction situations; GC-4.3. Searches for the necessary information to solve standard communication problems in Russian and foreign languages; GC-4.4. Conducts business correspondence in Russian and foreign languages, taking into account the stylistic features of official and informal letters and sociocultural differences in the format of correspondence; GC-4.5. Uses dialogue for cooperation in academic communication, taking into account the personality of the interlocutors, their communicative speech strategy and tactics, and the degree of formality of the situation; GC-4.6. Forms and argues his/her own assessment of the main ideas of the participants in the dialogue (discussion) in accordance with the needs of joint activities.
PC-4	Able to develop and generate reporting documents on the operation of the internal control system of an economic entity	PC-4.1 Able to assess the possible consequences of changes in the accounting policies of an economic entity, including their impact on its future activities

### 3. COURSE IN HIGHER EDUCATION PROGRAMME STRUCTURE

The discipline “Transformation of cultural changes in a digital company” refers to the compulsory part/part formed by participants in educational relations of block B1 of the main higher education programme.

Table No. 3.1 shows the previous and subsequent disciplines aimed at developing the competencies of the discipline in accordance with the matrix of competencies of the basic higher education programme (BP HE).

As part of the BP HE, students also master other disciplines and/or practices that contribute to achieving the planned results of mastering the discipline “Transformation of cultural changes in a digital company”.

Table 3.1. The list of the higher education programme components that contribute to the achievement of the expected learning outcomes as the disciplines result

Competence Code	Competence Descriptor	Previous Disciplines/Modules, internships*	Subsequent Disciplines/Modules, internships*
GC-1	Able to search, critically analyze problem situations based on a systematic approach, and develop an action strategy	Digital technologies in the control system	
GC-2	Able to manage a project at all stages of its life cycle	Digital technologies in the control system	
GC-4	Able to apply modern communication technologies in the state language of the Russian Federation and a foreign language for academic and professional interaction	Digital technologies in the control system	
PC-4	Professional competencies (type of professional activity)	Econometrics (advanced course)	

#### 4. COURSE WORKLOAD AND ACADEMIC ACTIVITIES

The total workload of the discipline “Transformation of cultural changes in a digital company” is 3 credit units.

*Table 4.1. Types of academic work by periods of mastering the main programme of higher education for full-time education*

Type of educational work	Total hours	Semesters			
		2/3			
Including:	27	27			
Lectures (L)	-	-		-	-
Including:	9	9			
Practical exercises (PE)	18	18			

Seminars (S)					
Laboratory work (LW)					
Test work, protection of calculation work (CW)	6	6			
<i>Independent work of students, academic hours</i>	63	63			
Including:		-		-	-
Calculation and graphic works	12	12			
Abstract					
<i>Other types of independent work</i>	35	35			
<i>Control (exam/test with assessment), academic hours</i>	18	18			
<b>Total workload (academic hours)</b>	108	108			
<i>Total workload (credit units).</i>	3	3			

## 5. COURSE CONTENT

*Table 5.1. Contents of the discipline (module) by type of academic work*

Name of the discipline section	Contents of the section (topic)	Type of educational work*	Name of the discipline section
1	Section 1. Targets for the transformation of cultural changes	Topic 1. Targets for the transformation of cultural changes	L, S
2	Section 2. Continuing Education	Topic 2. Continuous learning	L, S
3	Section 3. Formation of corporate culture	Topic 3. Formation of corporate culture	L, S
4	Section 4. Formation of a communicative culture	Topic 4. Formation of a communicative culture	L, S

**L – lectures**

**S- seminar classes**

## 6. CLASSROOM EQUIPMENT AND TECHNOLOGY SUPPORT REQUIREMENTS

*Table 6.1. Equipment and technological support of the discipline*

Classroom type	Equipment of the Classroom	Specialized educational/laboratory equipment, software and materials for mastering the discipline (if necessary)
Lecture Hall	An auditorium for conducting lecture-type classes, equipped with a set of specialized furniture; board (screen) and technical means of multimedia presentations.	21 workstations: system unit P4 C2D/3160 MHz MB/ 320 GB/DVD±RW/ LCD monitor 19"+ 1 projector
Laboratory	An auditorium for conducting laboratory work, individual consultations, ongoing monitoring and intermediate certification,	21 workstations: Celeron system unit /2600 MHz/1280 MB/ 40 GB/DVD ROM/ LCD

<b>Classroom type</b>	<b>Equipment of the Classroom</b>	<b>Specialized educational/laboratory equipment, software and materials for mastering the discipline (if necessary)</b>
	equipped with a set of specialized furniture and equipment.	monitor 17"+ 1 projector + WiFi access point
Colloquium	An auditorium for conducting seminar-type classes, group and individual consultations, ongoing monitoring and intermediate certification, equipped with a set of specialized furniture and technical means for multimedia presentations.	21 workstations: system unit P4 C2D/3160 MHz MB/ 320 GB/DVD±RW/ LCD monitor 19"+ 1 projector
Computer Class	Computer class for conducting classes, group and individual consultations, ongoing monitoring and intermediate certification, equipped with personal computers (in the amount of ____pcs.), a whiteboard (screen) and technical means for multimedia presentations.	21 workstations: Celeron system unit /2600 MHz/1280 MB/ 40 GB/DVD ROM/ LCD monitor 17"+ 1 projector + WiFi access point
Autonomous Work of Students	An auditorium for independent work by students (can be used for seminars and consultations), equipped with a set of specialized furniture and computers with access to the electronic information and educational system.	Classroom No. 420

## **7. RESOURCES RECOMMENDED FOR COURSE STUDY**

### *Main Readings:*

1. Strategic Management by Frank Rothaermel

### *Additional Readings:*

Strategic Management: Concepts and Cases: Competitiveness and Globalization Michael A. Hitt, R. Duane Ireland, et al.

### *Resources of the information and telecommunications network "Internet":*

#### **Information support for discipline**

a) software

Microsoft Office, Mentor

b) databases, information, reference and search systems

1. RUDN Library website – Access mode: <http://lib.rudn.ru/> - from RUDN desktop computers
2. University Library ONLINE – Access mode: <http://www.biblioclub.ru/>
3. LexisNexis. – Access mode: <http://www.lexisnexis.com/hottopics/Inacademic/>
4. Book collections of the SPRINGER publishing house. – Access mode: [www.springerlink.com](http://www.springerlink.com)

5. RUDN University Bulletin – Access mode: <http://www.elibrary.ru/defaultx.asp>
6. Columbia International Affairs Online (CIAO) – Access mode: <http://www.ciaonet.org/>
7. Universal Databases East View. - Access mode: <http://online.ebiblioteka.ru/>
8. Full-text collection of Russian scientific journals –eLibrary.ru – Access mode: <http://elibrary.ru/defaultx.asp?>
9. Electronic library of the Grebennikov Publishing House». Grebennikon. – Access mode: <http://grebennikon.ru/>
10. International portal of electronic newspapers on socio-political topics. Library PressDisplay – Access mode: <http://library.pressdisplay.com>
11. Directories - sectoral and regional databases. Polpred.com. – Access mode: <http://www.polpred.com/>
12. On-line access to magazines. Information database on all branches of science and electronic delivery of documents. SwetsWise. – Access mode: <https://www.swetswise.com>
13. University of Chicago Press Journals: American Journal of Education. Comparative Education Review. – Access mode: <http://www.journals.uchicago.edu/action/showJournals?type=byAlphabet>
14. Books from Alpina Publishers. Current business literature. – Access mode: [http://www.alpinabook.ru/books/online\\_biblioteka.php](http://www.alpinabook.ru/books/online_biblioteka.php)
15. Electronic library of literature on Russian history BIBLIOPHIKA – Access mode: <http://www.bibliophika.ru/>
16. Electronic library of dissertations of the RSL – Access mode: <http://diss.rsl.ru/>
17. Search engines: Яндекс (yandex.ru), Google (google.ru)

[www.minfin.ru](http://www.minfin.ru) – website of the Ministry of Finance of the Russian Federation.

- [www.cbr.ru](http://www.cbr.ru) – website of the Bank of Russia

- [www.interfax.ru](http://www.interfax.ru) – Interfax website

- [www.kommersant.ru](http://www.kommersant.ru) – Kommersant website

- [www.rbc.ru](http://www.rbc.ru) – RosBusinessConsulting website

- [www.vedomosti.ru](http://www.vedomosti.ru) – Vedomosti website

- [www.Int-comp.org/careers/a-career-in-compliance/](http://www.Int-comp.org/careers/a-career-in-compliance/) – website of the International Compliance Association

*Educational and methodological materials for independent work of students when mastering a discipline/module\*:*

1. Course of lectures on the discipline “Transforming cultural change in a digital company”

2. Educational and methodological materials for students’ independent work are posted in accordance with the current procedure on the discipline page in the Telecommunication Educational Information System

## 8. ASSESSMENT TOOLKIT AND GRADING SYSTEM\* FOR EVALUATION OF STUDENTS' COMPETENCES LEVEL UPON COURSE COMPLETION

The implementation of the course includes interactive lectures, practical classes (seminars) using multimedia equipment, preparation of independent creative works and their subsequent presentations, testing, group discussions on the topics of the course, and modern knowledge control technologies.

While studying the discipline, the student must listen to a course of lectures, complete the number of seminars provided for in the work programme, independently study some of the course topics and confirm his/her knowledge during control events.

The student's job at the lecture is to understand the fundamentals of the discipline, briefly take notes on the material, and clarify issues that cause difficulties. Lecture notes are the basic teaching material along with the textbooks recommended in the main reading list.

The main part of the lecture material is taught using multimedia, which facilitates the perception and memorization of the material. Presentations are available for downloading from the PFUR website and can be freely used by students for educational purposes.

The student is required to master all the topics provided for in the curriculum of the discipline. Certain topics and training issues are submitted for independent study. The student studies the recommended literature and briefly outlines the material, and clarifies the most complex issues that require clarification during consultations. The same should be done with sections of the course that were missed due to various circumstances.

For an in-depth study of the issue, the student must familiarize himself with the literature from the additional list and specialized websites on the Internet. It is also recommended that students communicate on professional community forums.

Students independently study educational, scientific and periodical literature. They have the opportunity to discuss what they have read with teachers of the discipline during scheduled consultations, with other students at seminars, as well as at lectures, asking clarifying questions to the lecturer.

Control of independent work is carried out by the leading teacher. Depending on the teaching methodology, the following forms of ongoing monitoring can be used: a short oral or written survey before the start of classes, tests, tests, written homework, essays, etc.

Certification of students in the course "Transformation of cultural changes in a digital company" is carried out using a point-rating system:

The maximum number of points is 100.

Number of credits – 4.

The maximum number of points for completing each type of work:

1. survey – 20 points
2. fulfillment of homework – 20 points
3. work in class – 20 points
4. report – 10 points
5. intermediate CD – 10 points
6. final CD – 20 points;

An *unsatisfactory* grade is given on the form F(2); FX(2+).

The F(2) grade is given if the student scores less than 30 points, the FX(2+) grade is 31-50 points. The FX(2+) grade provides an opportunity to retake the exam or test.

A *satisfactory* grade is given on Form E(3); D(3+). A grade of E(3) is given if the student scores between 51 and 60 points. Grade D(3+) – subject to 61-68 points.

The grade «**good**» is given in Form C(4) provided that the student scores 69-85 points.

The **excellent** grade is on Form B(5); A(5+). A grade of B(5) is assigned if the student scores 86-94 points and indicates that all required course requirements have been met. Grade A(5+) - 95-100 points is given not only if all requirements are met, but also with the obligatory manifestation of a creative attitude to the subject, the ability to find original answers not contained in textbooks, the ability to work with sources contained in additional literature course, the ability to combine the knowledge gained in this course with knowledge of other disciplines.

Point-rating system	Traditional assessments of the Russian Federation	Ratings ECTS
95 – 100	Excellent – 5	A (5+)
86 – 94		B (5)
69 – 85	Good – 4	C (4)
61 – 68	Satisfactory – 3	D (3+)
51 – 60		E (3)
31 – 50	Unsatisfactory – 2	FX (2+)
0 – 30		F (2)
51 - 100	Passed	Passed

Discipline Transformation of cultural changes in a digital company\_\_\_\_\_

(name of the discipline)

EXAMINATION TICKET No. 1

1. Targets for the transformation of cultural changes.
2. Continuous learning.

Compiled by \_\_\_\_\_ **A.A. Ostrovskaya**  
(signature)

« \_\_ » \_\_\_\_\_ 2024 .

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Discipline Transformation of cultural changes in a digital company\_\_\_\_\_

(name of the discipline)

EXAMINATION TICKET No. 2

1. Formation of corporate culture
2. Formation of a communicative culture

Compiled by \_\_\_\_\_ **A.A. Ostrovskaya**  
(signature)

« \_\_ » \_\_\_\_\_ 2024 .

**Criteria for assessing answers to exam questions:**

The answer to the exam paper is scored from 0 to 30 points:

Response Evaluation Criteria	Points		
	The answer does not meet the criterion	The answer partially meets the criterion	The answer fully meets the criterion
The data table for constructing the BCG matrix is completely filled out	0	6	10
Based on the calculated data, the matrix was correctly visualized in graphical form	0	3	5
Based on the results of constructing the BCG matrix, business development strategies are reasonably indicated	0	3	5
Based on the results of a general analysis of the situation and initial data, reasonable proposals for the development of the enterprise were given	0	6	10

**Approximate list of assessment tools**

N	Name of the assessment tool	Brief description of the evaluation tool	Presentation of the assessment tool in the fund
<i>Classroom work</i>			
1	Survey	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 determine the amount of knowledge of the student in a certain section, topic, problem, etc.	Questions on topics/sections of the discipline
2	Test	A system of standardized tasks that allows you to automate the procedure for measuring the level of knowledge and skills of a student.	Database of test tasks
4	Test	A control tool organized as a classroom lesson in which students must independently demonstrate their mastery of the educational material of the topic, section or sections of the discipline.	Questions on topics/sections of the discipline

6.	Round table, discussion, controversy, disputation, debate (work in class)	Assessment tools that allow students to be included in the process of discussing a controversial issue or problem and assess their ability to argue their own point of view.	List of discussion topics for holding a round table, discussion, controversy, disputation, debate
8.	Essay	A tool that allows you to assess the student's ability to express in writing the essence of the problem posed, independently analyze this problem using the concepts and analytical tools of the relevant discipline, and draw conclusions that generalize the author's position on the problem posed.	Essay topic
9.	Presentation (defense) of a project/report/abstract/message*	A means of monitoring students' abilities to present the results of the work done to the audience	Topics of projects/reports/
11	Exam	Evaluation of a student's work during a semester (a year, the entire period of study, etc.) is intended to identify the level, strength and systematicity of the theoretical and practical knowledge acquired by him, the acquisition of independent work skills, the development of creative thinking, the ability to synthesize acquired knowledge and apply them in solving practical problems. tasks.	Examples of tasks/questions, example of an exam paper
13	Case problem	A problem task in which the student is asked to comprehend a real professionally oriented situation necessary to solve a given problem.	Tasks for solving a case problem
<i>Independent work</i>			
2	Course work/course project	A type of independent written work aimed at the creative development of general professional and specialized professional disciplines (modules) and the development of relevant professional competencies.	Course assignment topics
8	Doing homework	There are tasks and assignments: a) reproductive level, allowing to evaluate and diagnose knowledge of factual material (basic concepts, algorithms, facts) and the ability to correctly use special terms and concepts, recognition of objects of study within a certain section of the discipline; b) reconstructive level, allowing to evaluate and diagnose the ability to synthesize, analyze, generalize factual and theoretical material with the formulation of specific	A set of multi-level tasks and assignments

	<p>conclusions, establishing cause-and-effect relationships;</p> <p>c) creative level, allowing to evaluate and diagnose skills, integrate knowledge of various fields, and argue one's own point of view.</p>	
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**DEVELOPERS:**

**Head of the Department of  
Compliance and Controlling**



**J. Ragulina**

Position, educational department

Signature

name and surname

**HEAD OF EDUCATIONAL DEPARTMENT:**

**Head of the Department of  
Compliance and Controlling»**



**J. Ragulina**

Name, educational department

Signature

name and surname

**HEAD OF HIGHER EDUCATION PROGRAMME:**

**Head of the Department of  
Compliance and Controlling»**



**J. Ragulina**

Position, educational department

Signature

name and surname