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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

"Management and evaluation of the effectiveness of business processes"

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 work program for the discipline "Management and evaluation of the effectiveness of business processes" was developed in accordance with the requirements of the Federal State Educational Standard of Higher Education, a competency-based approach implemented in the higher education system.

The main goals of mastering the discipline "Management and evaluation of the effectiveness of business processes" include: the formation of a holistic systemic understanding of the essence of various types of effectiveness of the organization's management, the main approaches to assessing the effectiveness, the main directions for improving the efficiency of the organization, the models of organizational development management, as well as skills and abilities in the field of assessing the effectiveness of the organization's management.

To the main tasksmastering the discipline "Management and evaluation of the effectiveness of business processes" should include:

- to give knowledge of the theoretical foundations for assessing the effectiveness of the organization's management;
- to teach how to apply methods for analyzing the effectiveness of the organization's management;
- determine the main ways to improve the rule-making activities;
- apply in practice various types of performance evaluations;
- use in their activities measures to improve the quality of regulations;
- analyze the performance and effectiveness of the organization's management.

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

The discipline "Management and evaluation of the effectiveness of business processes" refers to elective disciplines (B1.2.ED.3.2) of the bachelor's degree program.

The discipline "Management and evaluation of the effectiveness of business processes" is interconnected logically and content-methodologically with the following disciplines and practices of the EP:

In terms of elective disciplines (B1.3):

- Management in industries and fields of activity
- Small business management;
- Perspective management;
- Management in high-tech industries.

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 "Management and evaluation of the effectiveness of business processes", students form the following competence and the

following learning outcomes should be achieved as a stage in the formation of relevant competencies:

Code and name competencies	Code and content of the indicator of achievement of competence
PK-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 108 hours are independent work of students).

Sections of the discipline "Management and evaluation of the effectiveness of business processes" are studied in the fourth year.

Seventh semester: lectures - 18 hours, seminars - 18 hours, form of control - test.

The content of the sections of the discipline.

Topic 1. The essence of the concept of "business process". Approaches to business process management

The essence of the concept of "business process". Stages of business process management. Business process relationships. Approaches to business process management.

Topic 2. Classification of business processes

Basic business processes. Supporting business processes. Business processes management. List of business processes management. Characteristics of business processes.

Topic 3. Efficiency: essence and criteria.

Analysis of private economic efficiency, socio-economic efficiency of the organization's management.

Indicators of successful activity of the organization.

Seminar 1. Productivity indicators: enterprise profit, unit price, labor productivity, staff turnover, wages, social costs, investments in technology upgrades, losses in crisis situations (determining the organization's resistance to changes in sales markets.

Seminar 2. Evaluation of the effectiveness of organizations based on the correlation of productivity indicators and invested resources at different stages of the technological cycle.

Topic 4. Analysis of the control system.

Principles, methods and essence of the analysis of the control system.

Features of the analysis of the organizational structure of management, elements of the management system and the management process.

Seminar 3. Theoretical and methodological foundations of control systems research.

Seminar 4. Research of functions, structures and management processes.

Topic 5. Evaluation of management effectiveness.

Targeted, systemic, multi-parametric approach. Types of evaluation.

Seminar 5. Labor efficiency of a managerial worker. The efficiency of the work of the administrative apparatus, its individual bodies and divisions. The effectiveness of the management process; efficiency of the control system.

Topic 6. Efficiency of public administration.

Efficiency of state power and public service. Efficiency of state policy and programs. Results-Based Management in the Public Sector: Opportunities and Limitations.

Seminar 6. Measuring the effectiveness of public administration. State management of the economy and social sphere Topic 13.1. State management of the economy. Public administration of the social sphere

Topic 7. The effectiveness of the rule-making activities of the state.

Measures to improve the quality of new and existing regulations.

Seminar 7. Criteria for evaluating normative acts: general, sectoral and private. Financial and economic performance indicators of regulations.

Topic 8. Organizational development: management effectiveness and system of methods.

Methods for improving the efficiency of the organization's management. Methods of organizational development.

Seminar 8. Main stages of development and implementation of an organizational development program

Topic 9. Main levels of intervention and methods of organizational development.

Theoretical and methodological provisions and practical recommendations for the application of organizational development methods that are adequate for the current situation in the organization.

Seminar 9. Classical approach to understanding the concept of organizational development. Comparison of Russian and foreign approaches to the concept of organizational development.

5. Educational technologies

The methodology for teaching the discipline "Management and Evaluation of the Efficiency of Business Processes" 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:

– preparation, presentation, discussion and defense of reports at seminars.

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:

– reports on topics by discipline;

– control questions and tasks in the form of an oral survey of students to control the development of discipline sections by students.

Samplestopics of reports and control questions are given in the appendix.

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.

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 competence is formed:

Code and name competencies	Code and content of the indicator of achievement of competence
PK-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

In the process of mastering the educational program, this competence, including its individual components, is formed in stages during the development of disciplines 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 competence assessment at various stages of its formation is the achievement by students of the planned learning outcomes in the discipline.

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 of risk management; organization planning methods; methods and techniques for	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; conflict theory; methods, techniques, processes and tools for requirements management; theory	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 and tools for requirements management; theory of risk management; organization planning	The student demonstrates partial compliance with the following knowledge: About 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	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 organization; methods for evaluating the effectiveness of decisions.

determining indicators for assessing the current or desired state of the organization; methods for evaluating the effectiveness of decisions.	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.	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.	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	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; develop indicators and assess the state of the organization; evaluate the business feasibility of implementing the solution in terms of the	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 organization to change in accordance with the chosen solution; develop indicators and assess the state of the organization; evaluate the business feasibility	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 organization to change in accordance with the chosen solution; develop indicators and assess the state of the organization; evaluate	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 changes in accordance with the chosen solution; assess the readiness of the organization to change in accordance with the	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 organization to change in accordance with the chosen solution; develop indicators and assess the state of the organization; evaluate the business

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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;	The student does not know or does not have enough owns 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	The student does not have enough 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	The student partially owns 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	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

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.	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	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	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	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

Scales for assessing the results of intermediate certification and their description

Form of intermediate attestation: test.

Intermediate attestation of students in the form of a test is carried out based on the results of the implementation 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 certification for the discipline (module), the grade "passed" or "failed" is given.

Only students who have completed all types of educational work provided for by the work program in the discipline "Management and evaluation of the effectiveness of business processes" (made presentations) are allowed to the intermediate certification

Evaluation scale	Description
Passed	All types of educational work provided for by the curriculum were completed. 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.
Not credited	One or more types of educational work provided for by the curriculum have not been completed. 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 for a number of indicators is manifested, the student experiences significant difficulties in operating knowledge and skills when transferring them to new situations.

The evaluation funds are presented in annex 2 to the work program.

7. Educational, methodological and information support

a) basic literature:

1. Kasyanenko T. G. Economic evaluation of investments: textbook and workshop - M .: Yurayt Publishing House, 2020. - 559 p. - ISBN 978-5-9916-3089-4. — Text: electronic // Educational platform Urayt [website]. — URL: https://urait.ru/bcode/425890

b) additional literature:

1. Staroverova K. O. Management. Management efficiency: textbook for universities / K. O. Staroverova. — 2nd ed., corrected. and additional - M .: Yurayt Publishing House, 2021. - 269 p. - ISBN 978-5-534-09017-8. — Text: electronic // Educational platform Urayt [website]. — URL: https://urait.ru/bcode/471203

2. Management: a textbook for universities / under the general editorship of A. L. Gaponenko. - M .: Yurayt Publishing House, 2021. - 398 p. - (ISBN 978-5-534-03650-3. - Text: electronic // Educational platform Urayt [website]. - URL: https://urait.ru/bcode/468731

c) software and Internet resources:

- Office applications, Microsoft Office 2013 (or lower) - Microsoft Open License.License No. 61984042

8.Logistics support of discipline.

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

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.Methodological recommendations 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 38.03.02 "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:

Head of the Department "Management"
Candidate of Economics, Associate Professor / Alenina E.E. /

Candidate of Economics, Associate Professor of the Department of Management

/Grankina V.L. /

The program was approved at a meeting of the department "Management"
April 04, 2022, Protocol No. 12

Head of the Department "Management"
PhD., Associate Professor / Alenina E.E.

Attachment 1

The structure and content of the discipline "Management and evaluation of the effectiveness of business processes" in the direction of training 38.03.02"Management" (bachelor) Part-time form

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	DC	K/p	E	Z
one	TOPIC1. The essence of the concept of "business process". Approaches to business process management	6	1.2	2	2		12								
2	TOPIC 2. Classification of business processes	6	3.4	2	2		12								
3	TOPIC 3. Efficiency: essence and criteria.	6	5.6	2	2		12					+			
four	TOPIC 4. Analysis of the management system	6	7.8	2	2		12					+			
5	TOPIC 5. Evaluation of management effectiveness	6	9.10	2	2		12					+			
6	TOPIC 6. Efficiency of public administration	6	11.12	2	2		12					+			
7	TOPIC 7. The effectiveness of the rule-making activities of the state	6	13.14	2	2		12					+ +			
eight	TOPIC 8. Organizational development: management effectiveness and system of methods	6	15.16	2	2		12					+			
9	TOPIC 9. Main levels of intervention and methods of organizational development	6	17.18	2	2		12					+ +			
	Appraisal Form											1			Z

	Total hours per discipline	144		18	18		108								

Annex to
work program

MINISTRY OF SCIENCE AND HIGHER EDUCATION

RUSSIAN FEDERATION

Federal State Autonomous Educational Institution

higher education

"MOSCOW POLYTECHNICAL UNIVERSITY"

/Moscow Polytech/

Direction of training: 38.03.02 "Management"
EP (educational program): "Business Process Management"
Form of study: part-time
Type of professional activity: organizational and managerial/

Department: "Management"

VALUATION FUND

BY DISCIPLINE

"Management and evaluation of the effectiveness of business processes"

Composition: 1. Passport of the fund of appraisal funds

2. Description of evaluation tools:
topics of reports, questions for the test

Compiled by:

head of the department Candidate of Economics, Assoc.prof. Alenina E.E.

Associate Professor, Ph.D. Grankina V.L.

Moscow, 2022

Table 1

INDICATOR OF THE LEVEL OF FORMATION OF COMPETENCES

Management and evaluation of the effectiveness of business processes					
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**				

PK-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,	**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. 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	lecture, independent work, seminars		**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		**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

Annex 2
to work program

The list of evaluation tools for the discipline Management and evaluation of the effectiveness of business processes

OS number	Name of the evaluation tool	Brief description of the evaluation tool	Presentation of the evaluation tool in the FOS
1	Report, message (DS)	Product independent work student, which is a public performance on the presentation of the results of the solution of a certain educational and practical, educational and research or scientificTopics	Topics of reports, messages
2	credit	The final form of knowledge assessment. In higher education institutions are held during the session.	Questions for the test

Questions for the test in the discipline "Management and evaluation of the effectiveness of business processes" (formation of competence PK-4)

1. Efficiency: general principles, concepts and types.
2. Criteria for the effectiveness of the organization: different approaches.
3. The essence of the analysis of the control system.
4. Methods of analysis of the control system.
5. Principles of analysis of the control system.
6. Essence and types of efficiency assessment.
7. Public Administration Efficiency: Problems, General Approaches and Ways to Improve.
8. State price programs and services.
9. Analysis and evaluation of public policy.
10. The effectiveness of the rule-making activities of the state.
11. "Bureaucratic delays" in society, ways to reduce them.
12. Continuing professional education and management effectiveness in organizations.
13. With changes in the organization, in which case it is necessary to use: the use of power, reasonable calculations, retraining of specialists.

14. Why does the use of external-internal consultants cause problems in organizations?
15. What reduces the effectiveness of the organization more - violations in behavior or in processes?
16. What factors should be taken into account as constraints when drawing up an organizational development program?
17. Theory of organizational development.
18. Total quality management.
19. Efficiency: general principles, concepts and types.
20. Methods for assessing effectiveness.
21. Analysis of the effectiveness of the public service system.
22. Efficiency of activity of administrative bodies.
23. Criteria for the effectiveness of the organization: different approaches.
24. The essence of the analysis of the control system.
25. Methods of analysis of the control system.
26. Principles of analysis of the control system.
27. Analysis of the organizational structure of management.
28. Analysis of the elements of the control system and the control process.
29. Essence and types of efficiency assessment.
30. Methods for assessing effectiveness.
31. Efficiency of activity of administrative bodies.
32. Public Administration Efficiency: Problems, General Approaches and Ways to Improve.
33. Analysis of the effectiveness of the public service system.
34. State price programs and services.
35. Analysis and evaluation of public policy.
36. The effectiveness of the rule-making activities of the state.
37. Development of new standards of state regulation: a qualitative aspect.
38. Analysis, evaluation and revision of existing regulations. National regulatory system.
39. Management efficiency in organizations and organizational development.
40. The main forms of influence on organizational changes.
41. Organizational development management model.
42. Analysis and evaluation of the effectiveness of public administration: world experience.
43. The human factor in the context of public administration efficiency.
44. Organizational development and the non-formal sphere of organizations.
45. Reasons for rethinking the role and place of power structures at all levels. The effectiveness of the public service?
46. The development and implementation of government decisions should contribute to the achievement of public administration goals in an efficient, transparent and responsible manner. Explain this expression.

47. Method "public message - comment". Is it effective in improving the quality of regulations?
48. The complex nature of the results of public administration.
49. Actual aspects of improving the efficiency of public administration.
50. Analysis of the control system.
51. The effectiveness of public administration.
52. Development of new standards of state regulation: a qualitative aspect.
53. Analysis, evaluation and revision of existing regulations. National regulatory system.
54. Management efficiency in organizations and organizational development.
55. Analysis of the organizational structure of management.
56. Analysis of the elements of the control system and the control process.
57. Management by objectives as the most effective method of organizational development.
58. Results-Based Management in the Public Sector.
59. General social efficiency of public administration.
60. Criteria of social efficiency of public administration.
61. Managing Public Policy Change: The Innovation Process.
62. Control and monitoring in public administration.
63. Evaluation and modification of public policy.
64. Analysis and evaluation of state programs.
65. Efficiency and quality of public administration.
66. The essence of the concepts of reengineering.
67. Analysis and risk management.
68. Analysis and choice of alternatives in the implementation of public administration.
69. Management of public policy changes: reforming, the essence of integration in management.
70. Information support of management.
71. The role of organizational management structures.

Topics of reports on the discipline "Management and evaluation of the effectiveness of business processes"
(formation of competence PK-4)

1. Evaluation of management effectiveness and professionalism
2. Results Based Management: Analysis and Evaluation
3. Change Management: Innovation
4. Regulatory Reform in Russia: Analysis and Evaluation of Effectiveness
5. Analysis and evaluation of the effectiveness of government decisions
6. Efficiency of public administration in the region

7. Multidimensionality and dynamism of management effectiveness assessment
8. Public Service Efficiency: Analysis and Evaluation
9. Risk analysis and management
10. Analysis and evaluation of government programs
11. The effectiveness of the rule-making activities of the state
12. Organizational development and the problem of bureaucracy
14. Management effectiveness and multidimensional intervention
15. Structural changes and management efficiency
16. Total Quality Management: Analysis and Evaluation
17. Public Sector Performance Management
18. Evaluation of management effectiveness and strategic behavior
19. Mechanistic management model and organization efficiency
20. Decentralization of management: analysis and evaluation of effectiveness
21. Target approach in management: performance evaluation
22. Factors of change in organizations: analysis and evaluation of effectiveness
23. Power Structures and Management Efficiency
24. Informal organization environment and management efficiency
25. Intervention Effectiveness and Organizational Development
26. Socio-economic efficiency: analysis and evaluation
27. Management efficiency criteria
28. Productivity and efficiency of public administration
29. Trust, Interoperability and Efficiency
30. Performance evaluation and command and control approach
31. Control and monitoring in the organization
32. Management information support
33. The essence of integration in management
34. Efficiency and quality of public administration
35. The effectiveness of the State Duma
36. Methods of organizational development

Report Evaluation Criteria

No.	Criterion	Grade			
		ex.	choir.	satisfactory	unsatisfactory
1	Report Structure	The report contains semantic parts, balanced in volume	The report contains three semantic parts, unbalanced in volume	One of the semantic parts of the report is missing	The report does not trace the presence of semantic parts
2	Content of the report	The content reflects the essence of the problem under	The content does not fully reflect the essence of the	The content does not fully reflect the essence of the	The content does not reflect the essence of the

		consideration and the main results obtained.	problem under consideration or the main results obtained.	problem under consideration and the main results obtained.	problem under consideration or the main results obtained.
3	Ownership of the material	The student fully owns the material presented, is oriented in the problem, freely answers questions	The student owns the material presented, is oriented in the problem, finds it difficult to answer some questions	The student is not fluent enough in the material presented, poorly oriented in the problem	The student does not own the material presented, poorly oriented in the problem
4	Relevance to the topic	The presented material is fully consistent with the stated topic.	The material presented contains elements that are not relevant to the topic.	The material presented contains a large number of elements that are not related to the topic.	The material presented is slightly relevant to the topic.