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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

"Business Process Management"

Field of study
38.03.02 Management

Educational program (profile)
"Business Process Management"

Qualification (degree)
Bachelor

Form of study
Part-time

Moscow 2022

1. The goals of mastering the discipline.

The discipline "Business Process Management" is intended to present the modern concept of managing a firm (enterprise) operating in difficult economic conditions.

The main goals of mastering the discipline "Business Process Management" include:

- introduction to students about the problems and prospects for the effective organization of production and operational processes,

- to form theoretical knowledge and practical skills on the basic principles of production (operational) management in order to increase the competitiveness of the enterprise

To the main tasksmastering the discipline "Business Process Management" should include:

- definition of types of operating activities and significant relationships between them;
- consideration of modern problems of operations management based on the study of the foundations of the formation and functioning of the operating system of the organization;
- study of the stages of the life cycle of operating systems, highlighting the characteristic features of each stage and determining the main approaches to solving their inherent operational problems;
- study of the motives for the creation and conditions for the selection of a new product based on modern strategic approaches;
- acquisition of practical skills in developing the process of creating a new product in an organization, including skills in the formation of service plans for organizations engaged in the service sector;
- consideration of the theoretical foundations of building production processes and determining the possibilities of using specific process strategies based on the most influencing factors;
- mastering the skills of designing production processes using modern tools for planning the production flow and on the basis of studying the conditions for choosing the method of providing services;
- determination of directions for improving the operational activities of modern organizations.

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

The discipline "Business Process Management" is one of the compulsory disciplines of the cycle (B1.1) of the bachelor's degree program.

The discipline "Business Process Management" is interconnected logically and content-methodically with the following disciplines and practices of the EP:

In the base part (B1.1):

-Introduction to project activities

In the part formed by the participants in educational relations (B.1.2):

-Organization Lifecycle Management

- Project activity

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

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

Cipher	Name	Code and name of the indicator of achievement of competence
OPK-4	Able to identify and evaluate new market opportunities, develop business plans for the creation and development of new activities and organizations	IOPK-4.1. Knows methods for identifying and evaluating new market opportunities, developing business plans for creating and developing new areas of activity for organizations. IOPK-4.2. Able to identify and evaluate new market opportunities, develop business plans for the creation and development of new areas of activity of organizations. IOPK-4.3. Possesses the skills and methods to identify and evaluate new market opportunities, develop business plans for the creation and development of new areas of activity of organizations.

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 72 hours are independent work of students).

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

The structure and content of the discipline "Business Process Management" by terms and types of work are reflected in Appendix 1.

The content of the sections of the discipline.

Topic 1 "Basic approaches to optimizing business processes."

Business processes. Basic definitions. Classification of business processes. Fundamentals of business process management. Business process management cycle DMAIC, DMADV. Basic approaches to optimizing business processes.

Topic 2 "Modeling of business processes".

Modeling of business processes. Goals and objectives of business process modeling. Universal goals for describing business processes. Text description of business processes. Tabular description of business processes. Tabular description of business processes. Graphic description of business processes. Basic methodologies for modeling business processes. Data Flow Diagram (DFD). WFD methodology.

Topic 3 "IDEF Methodologies".

SADT methodology. Functional and object models. Methodologies of the IDEF group. IDEF0 methodology. Parent and child charts. IDEF3 methodology. Decomposition of processes within methodologiesIDEF.

Topic 4. ARIS methodology.

ARIS modeling methodology. Basic elements of models in ARIS. Organizational charts and functional models in ARIS. Advantages and disadvantages of the ARIS model. Basic models of ARIS. Graphic elements of ARIS schemes.

Topic 5. "The concept of BPM business process management."

BPM business process management concept. The essence and basic concepts of the concept of BPM. The main goals of the concept. Scope of the concept. BPM principles. Advantages and disadvantages of BPMN. Application of the BPM concept. BPMN 2.0 notation. Notation elements.

Topic 6 "Methods of business process analysis".

Methods of business process analysis. Types of business process analysis. Process continuity analysis. Analysis of the resource support of the process. Analysis of compliance with the requirements for the implementation of the process. SWOT analysis. Analysis of the results of monitoring the implementation of the process. Analysis of simulation results.

Topic 7 "Basic approaches to optimizing business processes."

Basic approaches to optimizing business processes. Continuous incremental improvement of business processes. A radical approach to changing business processes. Advantages and disadvantages of approaches. Process optimization as an integral part of the work. vertical compression. horizontal compression. Increasing process flexibility. Reducing redundant business processes. Overcoming resistance to the implementation of an optimized business process. Ways to overcome resistance to change.

Topic 8 "Risk Analysis of Business Processes".

Methods for risk analysis of business processes. The concept of uncertainty and risk of a business process. Building a business process risk matrix. Measures to manage the risks of business processes. Evasion methods. compensation methods. Localization methods. Dissipation methods.

Topic 9 "System of indicators for managing the effectiveness of business processes"

The concept of company performance management. Functional cost analysis. Balanced scorecards. Components of a balanced scorecard. Process-oriented planning. KPIs. Company performance management cycle. Internal business processes and KPI system.

5. Educational technologies.

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

– preparation, presentation and discussion of reports at seminars;

– discussion of the case-task;

- organization and conduct of current control of students' knowledge in the form of blank testing.

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:

Samples of test tasks,case-task, topics of reports, questions for the test are given in Appendix 2.

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 posted in the LMS of the Moscow Poly (https://online.mospolytech.ru/course/view.php?id=9920).

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 competencies are formed:

Competency Code	As a result of mastering the educational program, the student must have
OPK-4	Able to identify and evaluate new market opportunities, develop business plans for the creation and development of new activities and organizations

In the process of mastering the educational program, these competencies, including their individual components, are formed in stages in the course of mastering 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 competency assessment at various stages of their formation is the achievement by students of the planned learning outcomes in the discipline (module).

OPK-4 Able to identify and evaluate new market opportunities, develop business plans for the creation and development of new activities and organizations				
IOPK-4.1. Knows methods for identifying and evaluating new market opportunities, developing business plans for creating and developing new areas of activity for organizations.	The student demonstrates the complete absence or insufficient compliance of the following knowledge: methods for identifying and evaluating new market opportunities, developing business plans for creating and developing new areas of activity for organizations.	The student demonstrates incomplete compliance with the following knowledge: methods for identifying and evaluating new market opportunities, developing business plans for creating and developing new areas of activity for organizations. Significant mistakes are made, lack of knowledge is manifested, for a number of indicators, the student experiences significant difficulties in operating knowledge when	The student demonstrates partial compliance with the following knowledge: methods for identifying and evaluating new market opportunities, developing business plans for the creation and development of new areas of activity of organizations, but minor errors, inaccuracies, and difficulties in analytical operations are allowed.	The student demonstrates full compliance with the following knowledge: methods for identifying and evaluating new market opportunities, developing business plans for the creation and development of new areas of activity of organizations, freely operates with acquired knowledge.

		transferring it to new situations.		
IOPK-4.2. Able to identify and evaluate new market opportunities, develop business plans for the creation and development of new areas of activity of organizations.	The student is not able or insufficiently able to identify and evaluate new market opportunities, develop business plans for the creation and development of new areas of activity of organizations	The student demonstrates incomplete compliance with the following skills: identify and evaluate new market opportunities, develop business plans for the creation and development of new areas of activity of organizations. Significant mistakes are made, lack of skills is manifested, for a number of indicators, the student experiences significant difficulties in operating with skills when transferring them to new situations.	The student demonstrates partial compliance with the following skills: identify and evaluate new market opportunities, develop business plans for the creation and development of new areas of activity of organizations. Skills are mastered, but minor errors, inaccuracies, difficulties in analytical operations, transferring skills to new, non-standard situations are allowed.	The student demonstrates full compliance with the following skills: identify and evaluate new market opportunities, develop business plans for the creation and development of new areas of activity of organizations. Freely operates with acquired skills, applies them in situations of increased complexity.
IOPK-4.3. Possesses the skills and methods to identify and evaluate new market opportunities, develop business plans for the creation and development of new areas of activity of organizations.	The student does not possess or insufficiently possesses the skills and methods to identify and evaluate new market opportunities, develop business plans for the creation and development of new areas of activity of organizations	The student has the skills and methods to identify and evaluate new market opportunities, develop business plans for the creation and development of new areas of activity of organizations in an incomplete volume, significant mistakes are made, there is a lack of skills in a number of indicators, The student experiences significant difficulties in applying skills in new situations.	The student partially owns the skills and methods of identifying and evaluating new market opportunities, developing business plans for the creation and development of new areas of activity of organizations; skills are mastered, but minor errors, inaccuracies, difficulties in analytical operations, transferring skills to new, non-standard situations are allowed.	The student has the skills and methods to identify and evaluate new market opportunities, develop business plans for the creation and development of new areas of activity of organizations, freely apply the acquired skills in situations of increased complexity.

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

Form of intermediate certification: exam.

Intermediate certification of students in the form of an exam is carried out based on the results of all types of educational work provided for by the curriculum for a given discipline (module), while taking into account the results of current monitoring of progress during the semester.
Only students who have completed all types of educational work provided for by the work program for the discipline (tests, reports) are allowed to intermediate certification.

Evaluation scale	Description
Excellent	All types of educational work provided for by the curriculum were completed. The student demonstrates the correspondence of knowledge, skills and abilities to the indicators given in the tables, according to the evaluation criterion "5".
Good	All types of educational work provided for by the curriculum were completed. The student demonstrates the correspondence of knowledge, skills and abilities to the indicators given in the tables according to the evaluation criterion "4"
Satisfactorily	All types of educational work provided for by the curriculum were completed. The student demonstrates the compliance of knowledge, skills and abilities with the assessment criterion "3"
unsatisfactory	One or more types of educational work provided for by the curriculum have not been completed. The student demonstrates incomplete compliance of knowledge, skills and abilities with the threshold level - according to the evaluation criterion "2"

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

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

a) basic literature:

1) Dolganova, O. I. Modeling of business processes: textbook and workshop for universities / O. I. Dolganova, E. V. Vinogradova, A. M. Lobanova; edited by O. I. Dolganova. - Moscow: Yurayt Publishing House, 2021. - 289 p. - (Higher education). - ISBN 978-5-534-00866-1. — Text: electronic // Educational platform Urayt [website]. — URL: https://urait.ru/bcode/468913

2) Frolov, Yu. V. Strategic management. Formation of strategy and design of business processes: a textbook for universities / Yu. V. Frolov, R. V. Seryshev; edited by Yu. V. Frolov. — 2nd ed., corrected. and additional - Moscow: Yurayt

Publishing House, 2022. - 154 p. - (Higher education). - ISBN 978-5-534-09015-4. — Text: electronic // Educational platform Urayt [website]. - url:https://urait.ru/bcode/491863

b) additional literature:

1) Vorontsovsky, A. V. Risk management: textbook and workshop for universities / A. V. Vorontsovsky. - 2nd ed. - Moscow: Yurayt Publishing House, 2022. - 485 p. - (Higher education). - ISBN 978-5-534-12206-0. — Text: electronic // Educational platform Urayt [website]. - url:https://urait.ru/bcode/489580

2) Kamennova, M.S. Modeling of business processes. At 2 pm Part 1: textbook and workshop for universities / M. S. Kamennova, V. V. Krokhin, I. V. Mashkov. - Moscow: Yurayt Publishing House, 2022. - 282 p. - (Higher education). - ISBN 978-5-534-05048-6. — Text: electronic // Educational platform Urayt [website]. - url:https://urait.ru/bcode/489260

3) Kamennova, M.S. Modeling of business processes. At 2 pm Part 2: textbook and workshop for universities / M. S. Kamennova, V. V. Krokhin, I. V. Mashkov. - Moscow: Yurayt Publishing House, 2022. - 228 p. - (Higher education). - ISBN 978-5-534-09385-8. — Text: electronic // Educational platform Urayt [website]. - url:

4) Kuptsova, E. V. Business planning: textbook and workshop for universities / E. V. Kuptsova, A. A. Stepanov. - Moscow: Yurayt Publishing House, 2022. - 435 p. - (Higher education). - ISBN 978-5-9916-8377-7. — Text: electronic // Educational platform Urayt [website]. - url:https://urait.ru/bcode/489327

in)software and Internet resources:

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

eight. 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 program is compiled in accordance with the Federal State Educational Standard of Higher Education in the field of studybachelors 38.03.02 "Management".

The program was made by:

senior lecturer of the department "Management" /Mazur V.V./

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 of business processes of the organization" in the direction of training 38.03.02 "Management" (bachelor) Part-time education

n/n	Chapter	Semester	A week semester	Types of educational work, including independent student work, and labor intensity in hours					Types of independent work students					Forms of attestation	
				L	F/N	lab	SRS	DAC	K.R.	K.P.	DC	T	K-Z	E	W
1	Topic 1 "Basic approaches to optimizing business processes"	2	1-2	4	4		8								
2	Topic 2 "Modeling of business processes".	2	3-4	4	4		8				+				
3	Topic 3 "IDEF Methodologies".	2	5-6	4	4		8								
4	Topic 4. ARIS methodology.	2	7-8	4	4		8				+				
5	Topic 5. "The concept of BPM business process management."	2	9-10	4	4		8								
6	Topic 6 "Methods of business process analysis".	2	11-12	4	4		8								
7	Topic 7 "Basic approaches to optimizing business processes."	2	13-14	4	4		8								
8	Topic 8 "Risk Analysis of Business Processes".	2	15-16	4	4		8				+				
9	Topic 9 "System of indicators for managing the effectiveness of business processes"	2	17-18	4	4		8								
	Appraisal form										1	1		E	
	Total hours per discipline			36	36		72								

Full-time education

Annex to work program

MINISTRY OF EDUCATION AND SCIENCE OF THE RUSSIAN FEDERATION

FEDERAL STATE AUTONOMOUS EDUCATIONAL INSTITUTION OF HIGHER EDUCATION

"MOSCOW POLYTECHNIC UNIVERSITY"
(MOSCOW POLYTECH)

Direction of preparation:
38.03.02 Management

Educational program:
"Business Process Management"

Full-time form of education,

Type of professional activity: organizational and managerial

Department: "Management"

VALUATION FUND

BY DISCIPLINE

Organization business process management

Composition: 1. Passport of the fund of appraisal funds

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

Compiled by:

Art. teacher, Mazur V.V.

Moscow, 2022

Table 1

INDICATOR OF THE LEVEL OF FORMATION OF COMPETENCES

Organization business process management					
GEF VO 38.03.02 "Management"					
In the process of mastering this discipline, the student forms and demonstrates the following **general professional competencies**:					
COMPETENCES		**List of components**	**Competence formation technology**	**Assessment Tool Form****	**Degrees of levels of development of competencies**
INDEX	**FORMULATION**				
OPK-4	Able to identify and evaluate new market opportunities, develop business plans for the creation and development of new activities and organizations	IOPK-4.1. Knows methods for identifying and evaluating new market opportunities, developing business plans for creating and developing new areas of activity for organizations. IOPK-4.2. Able to identify and evaluate new market opportunities, develop business plans for the creation and development of new areas of activity of organizations. IOPK-4.3. Owns the skills and methods of identifying and evaluating new market opportunities, developing business plans for creation and development new directions of activity of organizations.	lecture, independent work, seminars	DS, T, exam	A basic level of - has the skills to work with models for predicting the probability of bankruptcy at the enterprise. Enhanced level - has the skills to work with methods of analysis and modeling of business processes. The student is able to apply these skills in new non-standard situations (when analyzing emerging risks).

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

Annex 2
to work program

The list of evaluation tools for the discipline Management of business processes of the organization

OS number	Name of the evaluation tool	Brief description of the evaluation tool	Presentation of the evaluation tool in the FOS
2	Test (T)	A system of standardized tasks that allows automatethe procedure for measuring the level of knowledge and skills of the student.	Fund of test tasks
3	Report, message (DS)	Product independent work student, which is a public performance on the presentation of the results of the solution	Topics of reports, messages
4	Exam (Uh)	The final form of knowledge assessment. In higher education institutions are held during the session.	Questions for the exam

QUESTIONS FOR THE EXAM
in the discipline "Business Process Management"
(formation of the competence of OPK-4)

1. Process-target approach in management and its features.
2. Basic terms and concepts of a business process: process client, process owner, process input and output.
3. Business process entities and their roles in process management.
4. The concept and laws of development of business processes: the law of synergy.
5. The concept and laws of development of business processes: the law of development and its principles.
6. The main levels of the business process: strategic level, process level and operations level. Functions of subjects at these levels.
7. System approach in process management. Business system as a set of business processes.
8. Input and output process, output and output situation in the system process model.
9. The main indicators of the quality of the business process.
10. Key indicators and units of measurement of business processes.
11. Process efficiency, process productivity and process quality.
12. Principles of rational organization of processes: parallelism, proportionality, direct flow, rhythm.
13. Design and calculation of processes of process parameters: operation, operating cycle.
14. Role distribution within the process. Subject-object relations in a business process.
15. Basic approaches to optimizing business processes.
16. Types of description of business processes: vertical and horizontal description of processes.
17. Description and modeling of a business process - BPMN notation.
18. Description and modeling of a business process - IDEF notation.
19. SADT methodology as a basis for the formation of IDEF0 notations.
20. Description and modeling of a business process - IDEF3 notation.
21. Description and modeling of a business process - ARIZ notation.

22. Description and modeling of a business process - DFD notation.
23. Description and modeling of a business processGein-Sarson notation and Jordan-de Marco notation.
24. Description and modeling of a business process - WFD notation.
25. A group of BPM notations as a basis for modeling business process operations.
26. Building a Gantt chart with links in business process planning.
27. Business process control. Key indicators of business process control.
28. Is it an organizational set of interrelated actions that, when owned, provide valuable results for the client?
29. What is the name of the employee of the company who manages the course of the business process and is responsible for its result and efficiency?
30. Several sequentially performed operations, after the implementation of which the performer exercises conscious control?
31. A formalized description that reflects the actual or proposed activities of the enterprise?
32. What are the names of the business processes obtained at the initial stages of the process of describing the company's activities?
33. Business processes that were obtained at the last stages of the process of describing the company's activities and are an integral part of the top-level processes?
34. Several sequentially performed actions carried out by a specific performer?
35. What includes the sequence of actions that must be performed to build models, that is, the modeling procedure and the applied notation?
36. A standard that is a data flow diagram that is used to describe top-level business processes?
37. A workflow diagram that is used to describe lower-level Business Processes?
38. Business process management system that came to Russia from the West, where does this element have a name?
39. What is the name of the approach focused, first of all, not on the organizational structure of the enterprise, but on business processes, the ultimate goals of which are the creation of products or services that are of value to external or internal consumers?

40. What are the names of processes that are not in direct contact with the product and are intended for the normal functioning of the main processes?
41. The fundamental difference of which approach from others is the focus on the result and the optimal way to achieve it?
42. If this is a one-time work of many performers for a long time (i.e., each new task is performed by many employees, each time according to newly formulated rules and algorithms)?
43. Processes to ensure that downstream processes consistently meet their targets/measures?
44. What is the name of the organizational structure, implying the minimization of levels in the management hierarchy?
45. What is the name of a variation of the linear organizational structure, in which there are positions and divisions that support managerial decision-making?
46. What organizational structure has the ability to quickly respond and adapt to changes in the external environment, innovation and the accumulation of unique competencies?
47. Relationships of equal levels of management, which are in the nature of coordination?
48. What criteria are used in practice to select priority business processes?
49. How many steps are there in evaluating the importance of business processes?
50. The company must decompose it into strategic goals. What are the eight most important of all the stated goals called?
51. What barriers can be encountered in the way of making changes in assessing the possibility of making changes in a business process?
52. Methods for optimizing business processes?
53. The relevance of business process management
54. Benefits of process management
55. Conditions for applying the process approach
56. Stages of business process management
57. Problems of implementing process management
58. Methods for collecting information when describing business processes
59. Basic Information Collection Methods

60. Information requirements for business processes
61. Technologies for analysis and optimization of business processes
62. Selection of priority business processes for optimization
63. Development of goals and key indicators for improving business processes
64. Basic methods of analysis and optimization of business processes
65. Technologies of analysis and optimization of the organizational structure.
66. Building Horizontal Interactions
67. Methods for optimizing horizontal interactions in the organizational structure
68. Building vertical interactions
69. Optimizing human interactions
70. Building interactions with the external environment
71. Regulation of business processes and organizational structure. Control and increase their efficiency
72. The role and purpose of regulatory documents
73. Process and structural regulations
74. Building an effective regulatory system in the company

An example of a test task in the discipline "Management of business processes of an organization"
(in GIFT format for uploading to LMS)
(formation of the competence of OPK-4)

```
// question: 3053822 name: Topic 1
::Topic 1::A set of interrelated and interacting activities that transform inputs into outputs is\:{
        ~business process
        = process
        ~subprocess
}


// question: 3053823 name: Topic 1
:: Topic 1:: A structured set of activities, including various entities of an enterprise, designed and organized to achieve a given goal, this\:{
        ~business process
        ~process
        =subprocess
}


// question: 3053824 name: Topic 1
```

::Topic 1::A structural element of a business process that provides value to the consumer is\:{
	~resource
	~function
	=subprocess
}

// question: 3053825 name: Topic 1
::Topic 1::Resources that are both input and output, since they acquire use value in the process of implementation, these are\:{
	=transformable resources
	~process users
	~process suppliers
}

// question: 3053826 name: Topic 1
::Topic 1::Consumers of the results of the process, these are\:{
	~transformable resources
	= process users
	~process suppliers
}

// question: 3053827 name: Topic 1
::Topic 1::A subject that provides resources (inputs) to a business process is\:{
	~transformable resources
	~process users
	= process providers
}

// question: 3053828 name: Topic 1
::Topic 1::Business processes implemented within functional areas and, as a rule, unique within these areas are\:{
	=intrafunctional business processes
	~ cross-functional business processes
	~ business processes that exist in any functional area
}

// question: 3053829 name: Topic 1
::Topic 1::Business processes implemented by the coordinated work of various departments of the company are\:{
	~intrafunctional business processes
	= cross-functional business processes
	~ business processes that exist in any functional area
}

// question: 3053830 name: Topic 1

::Topic 1::Business processes associated with the main functions of management\: planning, motivation, organization and control, these are\:{
~intrafunctional business processes
~ cross-functional business processes
= business processes that exist in any functional area
}

// question: 3053831 name: Topic 1
::Topic 1::What business processes result in the creation of products and/or services to be sold and profit?{
= core business processes
~auxiliary business processes
~develop business processes
}

// question: 3053832 name: Topic 1
::Topic 1::What business processes, as a rule, do not bring profit, but are necessary costs for the smooth flow of all other processes in the company?{
~main business processes
= supporting business processes
~develop business processes
}

// question: 3053833 name: Topic 1
::Topic 1::Which processes aim to make the organization profitable in the long run?{
~main business processes
~auxiliary business processes
= business development processes
}

Criteria for evaluation:
Excellent - from 90% to 100% correct answers;
Good - from 75% to 90% correct answers;
Satisfactory - from 55% to 75% of correct answers;
Unsatisfactory - less than 55% of correct answers.

Approximate topics of reports on the discipline "Business Process Management"
formation of the competence of OPK-4

1) Process approach in practice: problems of implementation.
2) Process approach: positive trends.
3) Importance of implementing a process approach to management
4) Detailing schemes of value chains.
5) Features of constructing schemes of value chains.

6) Advantages and disadvantages of the methodology for constructing value chain schemes.
7) Analysis of value chains and business reorganization of companies
8) Optimization of the company's business model.
9) Ensuring effective cross-functional interaction between departments.
10) Regulation and standardization of activities in the form of processes.
11) Development of a system of indicators for process management.
12) Basic principles of building a system of processes.
13) Methodology for building a business process system
14) Methodology for developing a system of indicators.
15) Information and communication support of the system of indicators
16) Regulation of processes at various levels of management.
17) Process regulation methodology.
18) Regulation of company management processes.
19) Regulation of the activities of structural divisions.
20) Delegation of powers.
21) Regulation and improvement of processes.
22) Analysis of the process in relation to the given requirements.
23) Process management outsourcing.
24) Process execution analysis.
25) Changing the process execution technology, process resources, process inputs.
26) Business process as a workflow.
27) Theoretical foundations for constructing work flow diagrams.
28) Various forms of presentation of workflow diagrams.
29) Simple workflow diagrams.
30) Combining a diagram with a table to describe workflows.
31) Best Practices for Workflow Charts
32) Collection, processing, accumulation and transfer of knowledge about processes.
33) Obstacles to effective knowledge sharing and ways to overcome them.

Report Evaluation Criteria

No.	Criterion	Grade			
		ex.	choir.	satisfactory	unsatisfactory
one	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
fo ur	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.