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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"

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"27" февраля 2025

Dean of the Faculty
of Economics and Management
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"27" февраля 2025

WORKING PROGRAM OF THE DISCIPLINE

"Managing subject-object relations in business processes"

Field of study
38.03.02 Management

Educational program (profile)
"Business Process Management"

Qualification (degree)
Bachelor

Form of study
Part-time

Moscow 2025

Developer(s):

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Associate Professor of the Department
"Management" /L.A.Vatutina/

Agreed:
Head of the department "Management"
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1. Goals, objectives and planned learning outcomes in the discipline

Purpose of the discipline "Managing subject-object relations in business processes": developing in students a sufficient amount of theoretical knowledge and practical skills in developing, making and organizing the implementation of management decisions aimed at ensuring the uninterrupted operation of the production system, establishing basic production processes, ensuring the management of the production enterprise and corporations with all the necessary theoretical information.

Objectives of the discipline:

- to master the structure and content, construction and analysis of the concept of "business process", the need for its rational organization;
- introduce the defining principles of building business processes in corporations, their features and application possibilities;
- teach modern approaches to managing the activities of corporations;
- provide students with fundamental knowledge in the field of business process theory, allowing them to successfully master the training profile "Management of Innovative Business Processes".

Training in the discipline "Management of subject-object relations in business processes" is aimed at developing the following competencies in students:

Code and name of competencies	Indicators of Competency Achievement
UK-3 Able to carry out social interaction and realize his role in a team	IUK-3.1. Determines his role in the team based on the strategy of cooperation to achieve the goal, taking into account the behavioral characteristics and interests of other team members
	IUK-3.2. Plans and analyzes the consequences of personal actions, adequately evaluates the ideas and proposals of other participants to achieve the set goal in team work
	IUK-3.3. Exchanges information, knowledge and experience with team members, observing established norms and rules of social interaction, and bears personal responsibility for his contribution to the result of team work

List of planned learning outcomes for the discipline (module), correlated with the planned mastery results

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

Code and name of competencies	Indicators of Competency Achievement	List of planned learning outcomes in the discipline

UK-3 Able to carry out social interaction and realize his role in a team	IUK-3.1. Determines his role in the team based on the strategy of cooperation to achieve the goal, taking into account the behavioral characteristics and interests of other team members	**Know:** the essence of organizational development; **Be able to:** develop corporate strategy; **Own:** skills in developing organizational development and change programs.
	IUK-3.2. Plans and analyzes the consequences of personal actions, adequately evaluates the ideas and proposals of other participants to achieve the set goal in team work	**Know:** software methods for managing business processes in corporations; **Be able to:** develop organizational development and change programs; **Own:** skills in developing a corporate business process management system.
	IUK-3.3. Exchanges information, knowledge and experience with team members, observing established norms and rules of social interaction, and bears personal responsibility for his contribution to the result of team work	**Know:** the essence of corporate strategies; **Be able to:** implement organization development programs within the framework of corporate strategy; **Own:** skills to ensure the implementation of organizational development programs and management of corporate business processes.

2. Place of discipline in the structure of the educational program

The discipline “Management of subject-object relations in business processes” refers to the part formed by participants in educational relations of block B1 “Disciplines (modules)” (B.1.2.06).

The discipline “Management of subject-object relations in business processes” is interconnected logically, substantively and methodologically with the following EP disciplines:

- "Business Process Management";
- "Organization Life Cycle Management"
- "Cross-cultural management";
- "Organizational Change Management";
- "Project management".

3. Structure and content of the discipline

The total labor intensity of the discipline is 4 credit units (144 hours).

3.1 Types of educational work and labor intensity
(according to forms of study)

3.1.1. Part-time education

No.	Type of educational work	Number of hours	Semesters	
			4	-
1	**Auditory lessons**	**36**	**36**	-
	Including:			-
1.1	Lectures	18	18	-
1.2	Seminars/practical sessions	18	18	-
1.3	Laboratory exercises	-	-	-
2	**Independent work**	**108**	**108**	-
3	**Interim certification**	**-**	**-**	-
	Test/differential test/exam	**exam**	**exam**	-
	Total	**144**	**144**	-

3.2 Thematic plan for studying the discipline
(according to forms of study)

3.2.1. Part-time education

	Sections/topics disciplines	Labor intensity, hour					
		Total	Classroom work				Independent work
			Lecture	Seminars/practical sessions	Laboratory exercises	Practical training	
1.	Topic 1. The essence of the business process, its subjects and objects	28	4	4	-	-	22
2.	Topic 2. Complex business processes for production support	28	2	2	-	-	22
3.	Topic 3. Business processes of development, product sales, marketing	29	4	4	-	-	22
4.	Topic 4. Subject-object management of business processes	29	4	4	-	-	22
5.	Topic 5. Process commands and methods of their management	thirty	4	4	-	-	20
	Total	144	18	18			108

3.3 Contents of the discipline

Topic 1. The essence of the business process, its subjects and objects

The essence of a business process, the product life cycle, the formation of business processes of an organization from the business processes of divisions, “volume” business processes, the formation of responsibility matrices for business processes. Basic economic business processes of the organization, marketing management, project management, risk management, financial management, social business processes, network of organization processes

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Topic 2. Complex business processes to support production.

Material support for production, stages of the process of acquiring materials, methods for planning material support for production, the process of organizing tool facilities, the process of organizing repair facilities, the process of organizing energy management, the process of organizing transport facilities, the process of organizing warehouse facilities, the process of ensuring product quality, a new set of international quality standards ISO 9000.

Topic 3. Business processes of development, product sales, marketing

Objectives of marketing business processes in a company, the basic principle of marketing, marketing tools, stages of the process of creating a new product, the process of setting the price of a product, the process of distribution and promotion of a product.

Topic 4. Subject-object management of business processes

Functions of the organization management process, stages of the system of performance indicators of processes and organizations, the enterprise management process as an object and subject of management, the main functions of enterprise management.

Topic 5. Process commands and methods of their management.

Structural approach. Process approach. Process teams and their formation. Positioning of business processes in corporate architecture. Components of enterprise architecture. Models for increasing the economic efficiency of corporations. Development of a corporate business process management system. Corporation: Business Process Management Languages BPML.

3.4 Topics of seminars/practical and laboratory classes

3.4.1. Seminars/practical sessions

Topic 1. The essence of the business process, its subjects and objects
Topic 2. Complex business processes to support production.
Topic 3. Business processes of development, product sales, marketing
Topic 4. Subject-object management of business processes
Topic 5. Process commands and methods of their management.

4. Educational, methodological and information support

4.1. Main literature

1. Gromov, A. I. Business process management: modernmethods: monograph / A. I. Gromov, A. Fleishman, V. Schmidt; edited by A. I. Gromov. - Moscow: Yurayt Publishing House, 2024. - 367 p. — (Current monographs). — ISBN 978-5-534-03094-5. — Text: electronic // Educational platform Urayt [website]. — URL:https://urait.ru/bcode/536127

2. Nadtochiy Yu. B. Team building. Workshop: textbook - M.: Dashkov i K, 2022. - 108 p. — ISBN 978-5-394-04656-8. — Text: electronic // Lan: electronic library system. — URL:https://e.lanbook.com/book/228827

4.2. Additional literature

1. Gromov, A. I. Business process management: modern methods: monograph / A. I. Gromov, A.Fleischman, W. Schmidt; edited by A. I. Gromov. - Moscow: Yurayt Publishing House, 2023. - 367 p. — (Current monographs). — ISBN 978-5-534-03094-5. — Text: electronic // Educational platform Urayt [website]. — URL:https://urait.ru/bcode/511132.

2. Dolganova, O. I. Modeling 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, 2022. - 289 p. - (Higher education). — ISBN 978-5-534-00866-1. — Text: electronic // Educational platform Urayt [website]. — URL:https://urait.ru/bcode/489496

3. Kamennova, M. S. Modeling business processes: textbook and workshop for universities / M. S. Kamennova, V. V. Krokhin, I. V. Mashkov. - Moscow: Yurayt Publishing House, 2023. - 534 p. - (Higher education). — ISBN 978-5-534-16695-8. — Text: electronic // Educational platform Urayt [website]. — URL:https://urait.ru/bcode/531540

4. Kravchenko A. V. Modeling business processes: textbook - N.: NSTU, 2020. - 136 p. — ISBN 978-5-7782-4159-6. — Text: electronic // Lan: electronic library system. — URL:https://e.lanbook.com/book/152364

4.3. Electronic educational resources

An electronic educational resource on the discipline is under development.

4.4. Licensed and freely distributed software.

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

4.5. Modern professional databases and information reference systems

1. http://www.gov.ruServer of government authorities of the Russian Federation.
2. http://www.mos.ruOfficial server of the Moscow Government.
3. http://www.minfin.ruMinistry of Finance of the Russian Federation.
4. http://www.garant.ruGARANT Legislation with comments.
5. http://www.gks.ruFederal State Statistics Service.
6. http://www.rg.ruRussian newspaper.
7. http://www.prime-tass.ruPRIME-TASS Economic Information Agency.
8. http://www.rbc.ruRBC (RosBusinessConsulting).
9. http://www.businesspress.ruBusiness press.
10. http://www.ereport.ruWorld economy.
11. http://uisrussia.msu.ruUniversity information system of Russia.
12. http://www.forecast.ruTsMAKP (Center for Macroeconomic Analysis and Short-Term Forecasting).
13. http://www.cfin.ruCorporate management.
14. http://www.fin-izdat.ruPublishing house "Finance and Credit"
15. http://economist.com.ruThe Economist magazine.
16. http://www.vopreco.ruJournal "Economic Issues".
17. http://www.mevriz.ruMagazine "Management in Russia and Abroad"
18. http://systems-analysis.ru/Laboratory of Systems Analysis
19. https://gtmarket.ru/concepts/7111System analysis
20. http://minpromtorg.gov.ru/Ministry of Industry and Trade of the Russian Federation.
21. http://www.rg.ruRussian newspaper.

5. Logistics support

Auditoriums for lectures and seminars of the general fund: educational tables with benches, a blackboard, a portable multimedia complex (projector, projection screen, laptop). Teacher's workplace: table, chair.

6. Guidelines

6.1 Methodological recommendations for teachers on organizing training

Current control (carried out by the lecturer and teacher): correctness of answers to questions on the topics covered; assessment of existing opinions and approaches to solving specific problems; essay preparation; intermediate testing in individual sections of the discipline.

1. When performing routine monitoring, it is possible to use test material. Samples of control questions and tasks for conducting ongoing monitoring are given in the appendix. When implementing a bachelor's degree program, an organization has the right to use e-learning and distance learning technologies. All materials are posted in the Moscow Polytechnic Library.
2. When training people with disabilities, e-learning and distance educational technologies must provide for the possibility of receiving and transmitting information in forms accessible to them.

6.2 Guidelines for students on mastering the discipline

A lecture is a systematic, consistent, monologue presentation by a teacher of educational material, usually of a theoretical nature. When preparing a lecture, the teacher is guided by the work program of the discipline. During lectures, it is recommended to take notes, which will allow you to later recall the studied educational material and supplement the content when working independently with literature.

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 margins in your working notes in which to make notes from the recommended literature, supplementing the material of the lecture you listened to, as well as emphasizing the special importance of certain theoretical positions.

Conclusions from the lecture summarize the teacher’s thoughts on educational issues. The teacher provides a list of used and recommended sources for studying a specific topic. At the end of the lecture, students have the opportunity to ask questions to the teacher about the topic of the lecture. When delivering lectures on the discipline, electronic multimedia presentations can be used.

Methodological instructions for students when working at the seminar.

Seminars are implemented in accordance with the working curriculum with sequential study of the topics of the discipline. In preparation for the seminars, the student is recommended to study the basic literature, familiarize himself with additional literature, new publications in periodicals: magazines, newspapers, etc. In this case, you should take into account the recommendations of the teacher and the requirements of the curriculum. It is also recommended to finalize your lecture notes by making appropriate notes from the literature recommended by the teacher and provided for by the curriculum. Abstracts should be prepared for presentations on all educational issues brought up for the seminar.

Since the student’s activity in seminar classes is the subject of monitoring his progress in mastering the course, preparation for seminar classes requires a responsible attitude. During interactive classes, students must be active.

Guidelines for students on organizing 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. When working independently, the student interacts with the recommended materials with the participation of the teacher in the form of consultations. 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.

If there are students with disabilities, they will be provided with printed and (or) electronic educational resources in forms adapted to their health limitations.

Guidelines for making presentations.

A presentation (from the English word - presentation) is a set of color pictures-slides 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, which 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 between the speaker and the demonstration material;
- mobility and compactness of information media and equipment;
- ability to update, supplement and adapt information;
- low cost.

Rules for designing computer presentations

General Design Rules

Many designers claim that there are no laws or rules in design. There are tips, tricks, tricks. Design, like any kind of creativity, art, like any way of some people communicating with others, like a language, like a thought, will bypass any rules and laws.

However, there are certain guidelines that should be followed, at least for novice designers, until they feel the strength and confidence to create their own rules and guidelines.

Font design rules:

- Serif fonts are easier to read than sans serif fonts;
- It is not recommended to use capital letters 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

A presentation involves a combination of information of various types: text, graphics, music and sound effects, animation and video clips. Therefore, it is necessary to take into account the specifics of combining pieces of information of different types. The design and display of each of the listed types of information is also subject to certain rules. So, for example, the choice of font is important for textual information, brightness and color saturation are important for graphic information, and optimal relative position on the slide is necessary for the best possible perception of them together.

Let's consider recommendations for the design and presentation of various types of materials on the screen.

Formatting text information:

- font size: 24–54 points (heading), 18–36 points (plain text);
- the font color and the background color should contrast (the text should be easy to read), but not hurt the eyes;
- font type: for the main text a smooth sans-serif font (Arial, Tahoma, Verdana), for the title you can use a decorative font if it is easy to read;
- Italics, underlining, bold font, and capital letters are recommended to be used only for semantic highlighting of a text fragment.

Design of graphic information:

- drawings, photographs, diagrams are designed to supplement textual information or convey it in a more visual form;
- It is advisable to avoid drawings in the presentation that do not carry a semantic load, if they are not part of the style;
- the color of the graphic images should not sharply contrast 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 clearly readable.

Contents and arrangement 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 the size of the slide;
- It is desirable to have blocks with different types of information on the page (text, graphs, diagrams, tables, pictures) that complement each other;
- Key words in the information block must be highlighted;
- It is better to place information blocks 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 a presentation must correspond to the logic of its presentation.

In addition to the correct arrangement of text blocks, we must not forget about their content - the text. Under no circumstances should it contain spelling errors. You should also take into account the general rules of text formatting.

After creating a presentation and its design, you need to rehearse its presentation and your speech, check how the presentation as a whole will look (on a computer screen or projection screen), how quickly and adequately it is perceived from different places in the audience, under different lighting, noise, in an environment as close as possible to real performance conditions.

7. Appraisal Fund

7.1 Methods for monitoring and assessing learning outcomes

INDICATOR OF COMPETENCY DEVELOPMENT LEVEL

Managing subject-object relationships in business processes						
Federal State Educational Standard of Higher Education 38.03.02 "Management" EP "Business Process Management"						
In the process of mastering this discipline, the student forms and demonstrates the following: **universal competencies**:						
COMPETENCIES			**Planned learning outcomes for the discipline**	**Technology for developing competencies**	**Form of assessment tool****	**Degrees of levels of mastering competencies**
INDEX	**FORMULATION**	**Code and name of the competency achievement indicator**				
UK-3	Able to carry out social interaction and realize his role in a team	IUK-3.1. Determines his role in the team based on the strategy of cooperation to achieve the goal, taking into account the behavioral characteristics and interests of other team members	**Know:** the essence of organizational development; **Be able to:** develop corporate strategy; **Own:** skills in developing organizational development and change programs.	lecture, independent work, seminar classes	D, T, Z	**A basic level of** - is able to use the basics of economic knowledge in various fields of activity in standard educational situations **Increased level** -is able to use the basics of economic knowledge in various fields of activity based on the analysis of economic literature sources

		IUK-3.2. Plans and analyzes the consequences of personal actions, adequately evaluates the ideas and proposals of other participants to achieve the set goal in team work	**Know:** software methods for managing business processes in corporations; **Be able to:** develop organizational development and change programs; **Own:** skills in developing a corporate business process management system.			
		IUK-3.3. Exchanges information, knowledge and experience with team members, observing established norms and rules of social interaction, and bears personal responsibility for his contribution to the result of team work	**Know:** the essence of corporate strategies; **Be able to:** implement organization development programs within the framework of corporate strategy; **Own:** skills to ensure the implementation of organizational development programs and management of corporate business processes.			

7.2 Scale and criteria for assessing learning outcomes

In the process of mastering the educational program, competencies, including their individual components, are formed step by step as students master disciplines (modules) and practices in accordance with the curriculum and calendar schedule of the educational process.

An indicator for assessing competencies at various stages of their formation is the achievement by students of the planned learning outcomes in the discipline (module).

UK-3 Ability to interact socially and realize one's role in a team.
IUC-3.1. Determines his role in the team based on the strategy of cooperation to achieve the goal, taking into account the behavioral characteristics and interests of other team members

Index	Evaluation criteria			
	2	**3**	**4**	**5**
Know -the essence of organizational development;	The student demonstrates a complete lack of knowledge about the essence of organizational development.	The student demonstrates an incomplete understanding of the essence of organizational development; the student experiences significant difficulties in operating knowledge when transferring it to new situations.	The student demonstrates gaps in knowledge about the essence of organizational development, but minor errors, inaccuracies, and difficulties in analytical operations are allowed.	The student demonstrates formed systematic ideas about the essence of organizational development and freely operates with the acquired knowledge.
Be able to develop corporate strategy;	The teacher has a complete lack of skills to develop a corporate strategy.	The teacher has an unsystematic ability to develop corporate strategy. Significant mistakes are made, insufficient skills are manifested, according to a number of indicators, the student experiences significant difficulties in operating skills when transferring	The teacher has certain gaps in the ability to develop corporate strategy. The skills have been mastered, but minor errors, inaccuracies, and difficulties are allowed during analytical operations and transfer of skills to new, non-standard situations.	The teacher has developed the ability to develop a corporate strategy. Fluently operates with acquired skills and applies them in situations of increased complexity.

		them to new situations.		
Own skills in developing organizational development and change programs.	The teacher has no skillsskills in developing organizational development and change programs.	The trainee has a generally successful but unsystematic application of development skillsorganizational development and change programs. Significant mistakes are made, insufficient proficiency in skills is manifested in a number of indicators, the student experiences significant difficulties when applying skills in new situations.	The teacher has gaps in the application of skillsdeveloping organizational development and change programs. The skills have been mastered, but minor errors, inaccuracies, and difficulties are allowed during analytical operations and transfer of skills to new, non-standard situations.	The teacher has successfully and systematically appliedskills in developing organizational development and change programs. . Freely applies acquired skills in situations of increased complexity.

UK-3 Ability to interact socially and realize one's role in a team.
IUC-3.2. Plans and analyzes the consequences of personal actions, adequately evaluates the ideas and proposals of other participants to achieve the set goal in team work

Index	**Evaluation criteria**			
	2	**3**	**4**	**5**
Know software methods for managing business processes in corporations;	The student demonstrates a complete lack of knowledge about software methods for managing business processes in corporations;	The student demonstrates incomplete understanding of software methods of managing business processes in corporations; the student experiences significant difficulties in operating knowledge when transferring it to new situations.	The student demonstrates gaps in knowledge about software methods for managing business processes in corporations, but minor errors, inaccuracies, and difficulties during analytical operations are allowed.	The student demonstrates formed systematic ideas about software methods for managing business processes in corporations, operates freely with acquired knowledge.

Be able to develop organizational development and change programs;	The teacher has a complete lack of skills develop organizational development and change programs;	The teacher has an unsystematic nature of skills develop organizational development and change programs. Significant mistakes are made, insufficient skills are manifested, according to a number of indicators, the student experiences significant difficulties in operating skills when transferring them to new situations.	The teacher has certain skill gaps develop organizational development and change programs. The skills have been mastered, but minor errors, inaccuracies, and difficulties are allowed during analytical operations and transfer of skills to new, non-standard situations.	The teacher has developed skills develop organizational development and change programs. Fluently operates with acquired skills and applies them in situations of increased complexity.
Own skills in developing a corporate business process management system.	The teacher has no skills development of a corporate business process management system.	The trainer has generally successful but unsystematic use of skills in developing a corporate business process management system. Significant mistakes are made, insufficient proficiency in skills is manifested in a number of indicators, the student experiences significant difficulties when applying skills in new situations.	The teacher has gaps in the application of skills development of a corporate business process management system. The skills have been mastered, but minor errors, inaccuracies, and difficulties are allowed during analytical operations and transfer of skills to new, non-standard situations.	The teacher has successfully and systematically applied skills in developing a corporate business process management system. Freely applies acquired skills in situations of increased complexity.

UK-3 Ability to interact socially and realize one's role in a team. IUC-3.3. Exchanges information, knowledge and experience with team members, observing established norms and rules of social interaction, and bears personal responsibility for his contribution to the result of team work	
Index	**Evaluation criteria**

	2	3	4	5
Know the essence of corporate strategies;	The student demonstrates a complete lack of knowledge about essence of corporate strategies;	The student demonstrates incomplete understanding of the essence of corporate strategies, the student experiences significant difficulties in operating knowledge when transferring it to new situations.	The student demonstrates gaps in knowledge about software methods for managing business processes in corporations, but minor errors, inaccuracies, and difficulties during analytical operations are allowed.	The student demonstrates formed systematic ideas about the essence of corporate strategies; operates freely with acquired knowledge.
Be able to implement organization development programs within the framework of corporate strategy;	The trainer has a complete lack of skills to implement organizational development programs within the framework of the corporate strategy;	The teacher has unsystematic skills to implement organizational development programs within the framework of corporate strategy. Significant mistakes are made, insufficient skills are manifested, according to a number of indicators, the student experiences significant difficulties in operating skills when transferring them to new situations.	The teacher has certain gaps in the ability to implement organizational development programs within the framework of corporate strategy. The skills have been mastered, but minor errors, inaccuracies, and difficulties are allowed during analytical operations and transfer of skills to new, non-standard situations.	The teacher has developed the ability to implement organizational development programs within the framework of corporate strategy. Fluently operates with acquired skills and applies them in situations of increased complexity.
Own skills to ensure the implementation of organizational development programs and management of corporate	The trainer lacks the skills to ensure the implementation of organizational development programs and management of corporate business processes.	The trainee has a generally successful, but unsystematic application of skills to ensure the implementation of organizational development programs and management of corporate business processes. Significant mistakes are made, insufficient proficiency in skills is	The teacher has gaps in the application of skills to ensure the implementation of organizational development programs and management of corporate business processes. The skills have been mastered, but minor errors, inaccuracies,	The trainee has the successful and systematic application of skills to ensure the implementation of organizational development programs and management of corporate business processes. Freely applies acquired skills in

business processes.		manifested in a number of indicators, the student experiences significant difficulties when applying skills in new situations.	and difficulties are allowed during analytical operations and transfer of skills to new, non-standard situations.	situations of increased complexity.

Interim certification form: test.

The final certification of students in the form of a test is carried out based on the results of completing all types of academic work provided for by the curriculum for a given discipline (module), while taking into account the results of ongoing monitoring of progress during the semester. Assessment of the degree to which students have achieved the planned learning outcomes in the discipline (module) is carried out by the teacher leading classes in the discipline (module) using the method of expert assessment. Based on the results of the intermediate certification for the discipline (module), a grade of "pass" or "fail" is assigned.

Only students who have completed all types of academic work provided for by the work program in the discipline "Management of subject-object relations in business processes" are allowed to take the final certification.

Grading scale	**Description**
Passed	All types of educational work provided for by the curriculum have been completed. The student demonstrates compliance of knowledge, abilities, and skills with those given in the tables of indicators, operates with acquired knowledge, abilities, skills, and applies them in situations of increased complexity. In this case, minor errors, inaccuracies, and difficulties during analytical operations and the transfer of knowledge and skills to new, non-standard situations may be made.
Not accepted	One or more types of educational work provided for by the curriculum have not been completed. The student demonstrates incomplete compliance of knowledge, abilities, skills with those given in the tables of indicators, significant mistakes are made, a lack of knowledge, abilities, skills is manifested in a number of indicators,

	the student experiences significant difficulties in operating knowledge and skills when transferring them to new situations.

7.3. Evaluation toolsby discipline "Management of subject-object relationships in business processes"

OS No.	Name of the assessment tool	Brief description of the evaluation tool	Performance assessment tool in FOS
1	Report, message (DS)	A product of a student's independent work, which is a public speech presenting the results obtained in solving a specific educational, practical, educational, research or scientific topic	Topics of reports, messages
2	Test (T)	A system of standardized tasks that allows you to automate the procedure for measuring the level of knowledge and skills of a student.	Test task fund
3.	Test (E)	A set of test questions for the test, allowing you to record the compliance of the student's answers with a specific	Test questions for testing

7.3.1. Current control

Topics of reports in the discipline "Management of subject-object relations in business processes" (formation of the competence of UK-3)

1. Business Process Modeling
2. Foreign experience in business process management
3. Business process reengineering
4. Business Process Optimization
5. Functional roles of business process participants
6. The role of the manager in isolating business processes and reengineering them
7. Marketing processes of the organization, characteristics, basic provisions
8. Business model development and creativity mechanisms
9. The importance of business modeling for modern enterprises
10. Social business processes of the organization

Report evaluation criteria

No.	Criterion	Grade			
		Great	**Fine**	**satisfaction**	**unsatisfactory**
1	Structure of the report	The report contains semantic parts balanced in volume	The report contains three semantic parts, unbalanced in volume	One of the semantic parts is missing from the report	The report does not show the presence of semantic parts
2	Contents of the report	The content reflects the essence of the problem under consideration and the main results obtained	The content does not fully reflect the essence of the problem under consideration or the main results obtained	The content does not fully reflect the essence of the problem under consideration and the main results obtained	The content does not reflect the essence of the problem under consideration or the main results obtained
3	Mastery of the material	The student has complete command of the material presented, is problem oriented, and answers questions freely	The student knows the material presented, is oriented in the problem, finds it difficult to answer some questions	The student is not fluent enough in the material being presented and is poorly oriented in the problem	The student does not know the material being presented and has poor understanding of the problem
4	Matching theme	The presented material fully corresponds to the stated topic	The presented material 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

Criteria for assessing knowledge when performing practical work and seminars in the discipline

Rating "5" -awarded if the student gives correct formulations, precise definitions of basic concepts, demonstrates a complete understanding of the material and can justify his answer, and correctly answers additional questions from the teacher.

Rating "4" -awarded if the student meets the same requirements, but makes isolated mistakes or inaccuracies, which he corrects after the teacher's comments.

Rating "3" -awarded if the student knows and understands the main provisions of this topic, but makes inaccuracies in the formulation of basic concepts, and does not present the material consistently enough.

Rating "2" -awarded if the student reveals significant gaps in knowledge of the basic material, makes mistakes in the formulation of concepts that distort their meaning, and was unable to answer clarifying and additional questions.

7.3.2. Interim certification

Questions to prepare for the test
in the discipline "Management of subject-object relations in business processes"
(formation of the competence of UK-3)

1. Study of the role of subjectivity, subject structure in the management of business processes of an enterprise
2. The influence of process management on the competitiveness of an enterprise.
3. Concepts and essence of process, process approach, process management.
4. Goals and organization of statistical process control.
5. Procedure for conducting Pareto analysis.
6. Sampling and acceptance control.
7. Process maps and their creation.
8. Structural analysis of processes.
9. Methodology for general description and functional modeling of business processes.
10. "Flat" and "volumetric" process models.
11. Rules for identifying processes, their classification, size, number.
12. Stage of process measurement, standardization and motivation, characteristics and description
13. Coordination of inputs and outputs between processes.
14. Development of a target business process system for an enterprise ("How it should be").
15. Organization of supplier selection in the supply management system.
16. System of strategic goals and indicators of business processes.
17. Implementation of strategic and process management systems.
18. Preparing for process modeling.
19. Development of a holistic process structure.
20. Modeling order.
21. Analysis of the actual situation and determination of criteria for evaluating models.
22. The procedure for forming a process-oriented organization
23. Strategy for implementing process management.
24. Marketing of the process management implementation project.
25. Process performance management.
26. Procedure for continuous process management.
27. Distribution of responsibility for processes.
28. Features of assessing information systems in process management.

29.Advantages of the process approach.
30.Limitations of using process management.
31.Business process reengineering.
32.Construct a procedure for generating graphical diagrams of business processes.
33.Give basic recommendations for describing a business process.
34.The place of the stage of developing an organization's strategy in the process approach.
35.Description of network diagrams and Gantt charts in the process management of an organization.
36.System of transfer of functions in the process
37.Risks and compensation measures of the project, characteristics, description.
38.Corporation: Business Process Management Languages BPML
39.Process decomposition.
40.Functions of the process management system.

Test tasks
in the discipline "Management of subject-object relations in business processes"
(formation of the competence of UK-3)

1. Works that are interconnected and collectively achieve the set goal of any system or structure - this is the definition of a business process:
~ ISO 9000:2000
= M. Hammera, D. Champi
= PMBOOK
= is not a business process definition

2. The volume of resources loaded into a business process is characterized by a process element:
~ entrance
= exit
= level
= operation
3. The owner of a business process is a person who:
= is the user of the process results
~ is responsible for the output of the process
= controls the execution of a specific operation
= loads resources into the process

4. A business process client is a person who:
~ is the user of the process results
= responsible for process output
= controls the execution of a specific operation

= loads resources into the process

5. A business process performs a technical service for another production department in that organization. In this case, the business process client is: {
= strategic
= operational
~ internal
= external

6. Define the concept of “business process function”:
= this is the amount of resources loaded into the process
~ this is the purpose of each subject or process operation performed to achieve goals
= this is the result of his work, expressed quantitatively
= this is the dependence of the process on adjacent processes

7. At the production plant, workpieces are processed on lathes. This operation applies to the processes:
~ basic
= auxiliary
= serving
= logistics

8.Making management decisions, as well as the connection of the process with higher-level processes belongs to the category of business processes:
~ strategic
= operational
= main
= auxiliary

9.Scheduled repairs of high-tech equipment belong to the categories of business processes:
= basic
= auxiliary
~ serving
= logistics

10. Describe the content of the input situation of the business process:
= costs
~ material resources
= feedback variables
= results of process controlling

11.What is the name of a group of process elements that directly processes resources into a useful result?:
= strategic apex
~ operating core
= input process
= output process

12. In a business system organized according to the “impulse-response” principle, the immediate reaction is: {
= process stop
= being in the process of marriage
= change in input situation
~ output process

13. In the absence of regulation in the form of managerial influence, disturbing variables affect the business process: {
= positive
~ destructive
= developing
= neutral

14. Data saved in the form of statistics about the reaction of process operations to the loading of resources into them is called:
= disturbing variables
~ feedback variables
= result variables
= management variables

15.Management variables are implemented in the business process in the form:
= volume of loaded resources
~ plans, release programs
= financial costs of the process
= controlling data

16. The final result of the functioning of the business process is functionally dependent on the following factors:
~ Input, feedback, management influence
= Output, controlling, management influence
= strategic apex, feedback, exit
= operating core, input, feedback

17.The formulation of the law of synergy in the development of business processes sounds like:
= elements of the process individually produce more than the process as a whole
~ elements of the process individually produce less than the process as a whole
= all process elements can be aggregated
= the result of processes is the totality of its individual elements

18. The value of the process self-preservation level was -40 units. What needs to be done about the process?
= nothing, the process is in a state of development
~ making decisions on process reorganization
= the process is in artificial, preferential conditions
= process should be terminated immediately

19.In the process, the production line was radically modernized. After 1.5 months, the results of the process began to show a significant sales volume. This is the action of the process control law:
= law of synergy
= law of self-preservation
~ law of development (principle of inertia)
= law of development (principle of elasticity)

20. The organization of independent operations of business processes in the same period of time is an expression of the principle of rational organization of the process:
= performance principle
~ principle of parallelism
= principle of proportionality
= principle of continuity

21.A business process has 7 operations. Duration of each operation: 2 – 2.2 – 1.9 – 2 -17 – 2 – 2.1. Operation number 5 violates the following principle of process organization:
= performance principle
= principle of parallelism
~ principle of proportionality
= principle of continuity

22. The value of the straightness coefficient was 0.3. This means that this business process...
= overall, completely balanced
= requires organization of parallel movement of product
~ has backtracking and intersections with other processes

= has over-expended resources

23.Every 10 minutes, a business process releases 1 unit. standard service. This is the result of implementing the principle of rational process organization:
= direct flow principle
= principle of parallelism
= principle of proportionality
~ principle of rhythm

24. For this process, deviations for operations were recorded: Operation 1: - 0.29; Operation 2: + 1; Operation 3: + 0.33; Operation 4: + 0.5; Operation 5: 0. Can we assume that the principle of proportionality for the process is met?
= fully complied with
~ not observed
= here is a violation of the parallelism principle
= process is not direct flow

25.Due to equipment repairs, there was downtime between operations 1 and 2 of the process, lasting 15 minutes. In this case, the following business process parameters were affected:
= parallelism
= proportionality
= quality
~ continuity

26. Selecting the output process that will be most effective in a given market situation in an organization is an example of a specific process strategy:
~ product strategy
= process organization strategy
= process maintenance strategy
= process quality strategy

27. To meet market needs and ensure compliance of the process with norms and standards, the following strategy is usually used:
~ product strategy
= process organization strategy
= process maintenance strategy
= process quality strategy

28. The process organization strategy implies the following actions:
= specific performers of the business process
= principal amount of business process financing
= sources of supply of resources for a business process

~ method of production or sale of the selected product

29. The formation of a diagram-structure of the designed business process relates to the management level:
~ strategic
= operational
= tactical
= synergistic

30. When organizing business processes, the ability to organize the delivery of raw materials and materials immediately at the time of the start of the operation allows management tactics:
= aggregate planning tactics
~ “just in time” tactics
= inventory management tactics
= production scheduling tactics

31. The organization provided massive technical services to legal entity clients. After a change in the economic situation and a decrease in demand, it was decided to reduce the volume of sales of services. This is typical for process management tactics:
= inventory management tactics
= part in time tactics
~ tactics for calculating the need for product components
= production scheduling tactics

32. The tactics for drawing up production schedules are:
~ regulation of the productivity of operations and business process performers
= regulation of process control subjects
= organizing the process over time
= organizing the process in space

33. According to the concept of G. Mintzberg, the structure of business processes can be defined as:
~ A set of ways to divide a process into separate tasks
= Total cost of process resources
= The set of process performers and their synergy
= The sum of the output and the output of an individual process
34.Name those responsible for the strategic allocation of resources within business processes:
~ strategic apex
= operating kernel
= technostructure

= midline

35. Implementation of the tasks adopted in the business plan at the strategic level is the main function for:
= strategic apex
~ operating core
= technostructure
= midline

36. Determine the range of functions that should be performed on the middle line of business process management:
= make strategic decisions and allocate shared resources
= communicates with external stakeholders for the process
~ distribute tasks among workers of the production core for individual operations
= fulfill the provisions of the strategic business plan

37. Characterize the sequence of subjects, according to the concept of G. Mintzberg:
= midline – operating core – technostructure
~ strategic apex – midline – operational core
= strategic apex – technostructure – operating core
= technostructure – strategic apex – production core

38. Information specialists have launched a new system for recording the execution of individual business process operations with two-way feedback. At this moment they performed the functions:
= strategic apex
= midline
~ technostructures
= operating kernel

39. The functioning of a business process is associated with the transfer of documents to another site. The delivery of documents is carried out by the organization's couriers. For this business process they play the role of:
= strategic apex
= midline
~ support staff
= technostructure

40. What do the subjects of the business process that are part of the technostructure at the lower level of the process do?
~ draw up schedules, perform methodological and time analysis of operators' work, control = quality

= develop systems for strategic planning and control over the implementation of goals
= monitors the completion of tasks and motivates performers
= distribute the resources necessary to support the business process

41. The “business process productivity” parameter measures the activities of the following entities:
= strategic apex
~ production core
= support staff
= midline

42. Define the concept of “process self-control”:
= this is the ability of process subjects to automatically select activity goals
= this is the ability of process subjects to independently allocate resources within their operations
~ this is the ability of process subjects to independently control their operations and identify errors and defects
= this is the ability of the subjects of the process to independently organize the process in time and space
43.What do transaction costs include in the self-management of business processes?:
= passing mandatory certification
~ R&D of the process and the product it produces
= testing and assessing the competence of labor resources
= business process controlling

44. The criterion for assessing the share of self-organization for the selected process was 0.3. What can be said about the self-control of the process?:
= process self-control is high
~ self-control of the process is low
= this indicator does not fully characterize the self-control of the process
= self-control of the process at an average level

45. An increase in the share of transaction costs in the total volume of process costs is characterized by:
~ self-control of the process increases
= self-control of the process is reduced
= process self-control remains unchanged
= this indicator does not allow assessing the level of self-control of the process.

Test evaluation criteria

Score in points	% completed	Traditional assessment
12-15	90-100	Great
8-11	75-89	Fine
5-7	50-74	Satisfactorily
0-4	0-49	Unsatisfactory