Документ подписан простой электронной подписью
Информация о владельце:
ФИО: Максимов Алексей Борисович
Должность: директор департамента по образовательной политике
Дата подписания: 18.09.2025 18:16:23
Уникальный программный ключ:
8db180d1a3f02ac9e60521a5672742735c18b1d6

**MINISTRY OF SCIENCE AND HIGHER EDUCATION OF THE RUSSIAN FEDERATION**

Federal State Autonomous Educational Institution of Higher Education

**"Moscow Polytechnic University"**

APPROVE
Vice-President
for International Affairs
_____ /Yu.D. Davydova/
"27" февраля 2025

Dean of the Faculty
of Economics and Management
_____ /A.V. Nazarenko/
"27" февраля 2025

# WORKING PROGRAM OF THE DISCIPLINE

# "Modern Organizational Management Structures"

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):**
Candidate of Economic Sciences, Associate Professor,
Associate Professor of the Department
"Management" /L.A.Vatutina/

**Agreed:**
Head of the department
Ph.D., Associate Professor  /E.E. Alenina/

# Content


1. Goals, objectives and planned learning outcomes in the discipline ....4
2. Place of discipline in the structure of the educational program ....9
3. Structure and content of the discipline ....9
   3.1. Types of educational work and labor intensity ....9
   3.2. Thematic plan for studying the discipline ....10
   3.3. Contents of the discipline ....11
   3.4. Topics of seminars/practical and laboratory classes ....12
4. Educational, methodological and information support ....12
   4.1. Main literature ....12
   4.2. additional literature ....12
   4.3. Electronic educational resources ....12
   4.4. Licensed and freely distributed software ....13
   4.5. Modern professional databases and information reference systems ....13
5. Logistics support ....13
6. Guidelines ....14
   6.1. Methodological recommendations for teachers on organizing training ....14
   6.2. Guidelines for students on mastering the discipline ....14
7. Appraisal Fund ....16
   7.1. Methods for monitoring and assessing learning outcomes ....17
   7.2. Scale and criteria for assessing learning outcomes ....21
   7.3. Evaluation tools ....27

# 1. Goals, objectives and planned learning outcomes in the discipline

**Purpose of the discipline** "Modern organizational management structures": development of professional competence of a manager in the field of managing organizations of various organizational and legal forms based on an understanding of the patterns of employee behavior in these social systems.

**Objectives of the discipline**:

- to generate knowledge about the methodological foundations of the development and construction of an organizational management structure;
- develop basic skills related to future professional activities: design, organizational, communication, information, etc.;
- promote awareness of the need to acquire complete knowledge in the field of designing the organizational structure of a company.

Training in the discipline "Modern organizational management structures" is aimed at developing the following competencies in students:

| Code and name of competencies | Indicators of Competency Achievement |
|---|---|
| **PK-1** Able to regulate processes of organizational units or develop administrative regulations for organizational units | **IPK-1.1.**Knows the theory of process management; principles of process classification; methods for structuring processes; basics of operational management; methods of collecting information (observations, data recording, timekeeping, photographs of the working day, interview and questionnaire techniques, analysis of documents and reporting information, studying feedback from stakeholders); methods for designing functional role models; methods for classifying information about the process and the process environment; principles and rules for working with normative and methodological documentation; requirements for the development of process regulations; fundamentals of economics, cost accounting and performance assessment; process modeling notations; methods for increasing the efficiency of processes and administrative regulations; basics of implementing changes; basics of business process modeling; methodological documents and rules for monitoring the compliance of processes or administrative regulations; methods for assessing the reliability of collected information; methods for analyzing the collected information; rules for preparing reports and conclusions based on control results; methods for assessing the effectiveness of processes or administrative regulations. |
| | **IPK-1.2.**Able to analyze information about process boundaries, process requirements, process goals or administrative regulations; analyze areas of responsibility, stakeholders of the process, current regulations, resources, inputs, outputs and indicators of the process or administrative regulations; analyze the composition and sequence of operations that make up a process or administrative regulation; find necessary documents and information about the process or administrative regulations in paper and electronic form in information systems; carry out observations, interviews and questionnaires; aggregate and summarize collected information; carry out classification of processes and objects in the process environment or administrative regulations; identify shortcomings, inconsistencies in the functioning of the process or administrative regulations, formulate and justify proposals for their correction; monitor the compliance of developed documents with regulatory and methodological documentation; evaluate resources needed to improve processes or administrative regulations; communicate, hold working meetings, find consensus; use software to develop process regulations or administrative regulations; develop local regulations in accordance with regulatory and methodological documents; develop process diagrams or administrative regulations; assess the resources needed to implement process regulations or administrative regulations or proposals to improve their efficiency; develop, coordinate and approve action plans, evaluate the achievement of results, develop corrective measures to achieve plans; provide consulting assistance to employees of the organization; select control points that allow you to assess the degree of compliance with regulations and draw up control plans; evaluate the reliability of information obtained during control; analyze indicators of efficiency and effectiveness of processes and administrative regulations; identify deviations from established criteria and indicators of the functioning of processes and administrative |

| | |
|---|---|
| | regulations; calculate the efficiency of processes and administrative regulations; identify potential for improving the efficiency of a process or administrative regulation; formulate and justify proposals to improve the efficiency of processes or administrative regulations; prepare reports and conclusions based on the results of control activities. |
| | **IPK-1.3.**Possesses the skills to determine the goals of the process of a division of an organization or the administrative regulations of a division of an organization; determining the boundaries of the process of a division of an organization or the administrative regulations of a division of an organization; determination of stakeholders, owner and participants in the process of a division of the organization or administrative regulations of the division of the organization; determining the inputs and outputs of the process of a subdivision of an organization or the beginning and result of the implementation of administrative regulations of a subdivision of an organization; clarifying the sequence of work in the process of subdividing an organization or the administrative regulations of a subdivision of an organization; clarification of the resources used, Russian and international legislation, local regulations, reporting documents necessary to carry out the process of a division of an organization or the administrative regulations of a division of an organization; identifying the responsible employees of the unit for each work in the process of subdividing the organization or the administrative regulations of the organization's subdivision; collecting information about the current planning and reporting system for the work process of a division of an organization or the administrative regulations of a division of an organization; collecting information about the progress and results of the process of a division of an organization or the administrative regulations of a division of an organization; registration of the results of information collection; systematization of collected information about the process of subdividing an organization or the administrative regulations of a subdivision of an organization; development of process regulations for a division of an organization or administrative regulations for a division of an organization and regulatory documents (instructions, regulations); development of procedures for monitoring the implementation of the process regulations of an organization's unit or the administrative regulations of an organization's unit; developing proposals to improve the efficiency of the process of a division of an organization or the administrative regulations of a division of an organization; planning measures to put into effect the process regulations of a division of an organization or the administrative regulations of a division of an organization; implementation of the process regulations of a division of an organization or the administrative regulations of a division of an organization; implementation of proposals to improve the efficiency of the process of a division of an organization or the administrative regulations of a division of an organization; assessing the effectiveness of measures to put into effect the process regulations of a division of an organization or the administrative regulations of a division of an organization; determining procedures for monitoring the implementation of the process regulations of an organization's unit or the administrative regulations of an organization's unit; collecting information on the progress and results of the implementation of the process of a division of an organization or the administrative regulations of a division of an organization; analysis of collected information for compliance with criteria,established for control; assessing the effectiveness of the process of a division of an organization or the administrative regulations of a division of an organization; developing recommendations to improve the efficiency of the processes of an organization's unit or administrative regulations of an organization's unit; registration of the results of monitoring the implementation of the process regulations of an organization's unit or the administrative regulations of an organization's unit. |

## 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 |
|---|---|---|
| **PK-1**<br>Able to regulate processes of organizational units or develop administrative regulations for organizational units | **IPK-1.1.**Knows the theory of process management; principles of process classification; methods for structuring processes; basics of operational management; methods of collecting information (observations, data recording, timekeeping, photographs of the working day, interview and questionnaire techniques, analysis of documents and reporting information, studying feedback from stakeholders); methods for designing functional role models; methods for classifying information about the process and the process environment; principles and rules for working with normative and methodological documentation; requirements for the development of process regulations; fundamentals of economics, cost accounting and performance assessment; process modeling notations; methods for increasing the efficiency of processes and administrative regulations; basics of implementing changes; basics of business process modeling; methodological documents and rules for monitoring the compliance of processes or administrative regulations; methods for assessing the reliability of collected information; methods for analyzing the collected information; rules for preparing reports and conclusions based on control results; methods for assessing the effectiveness of processes or administrative regulations. | **Know:**<br>theoretical foundations for building business structures;<br>**Be able to:**<br>create and improve documentation taking into account the rights and interests of shareholders and investors;<br>**Own:**<br>methods of generating documentation necessary for the creation of new business structures by methods of resolving conflict situations |
| | **IPK-1.2.**Able to analyze information about process boundaries, process requirements, process goals or administrative regulations; analyze areas of responsibility, stakeholders of the process, current regulations, resources, inputs, outputs and indicators of the process or administrative regulations; analyze the composition and sequence of operations that make up a process or administrative regulation; find necessary documents and information about the process or administrative regulations in paper and electronic form in information systems; carry out observations, interviews and questionnaires; aggregate and summarize collected information; carry out classification of processes and objects in the process environment or administrative regulations; identify shortcomings, inconsistencies in the functioning of the process or administrative regulations, formulate and justify proposals for their correction; monitor the compliance of developed documents with regulatory and methodological documentation; evaluate resources needed to improve processes or administrative regulations; communicate, hold working meetings, find consensus; use software to develop process regulations or administrative regulations; develop local regulations in accordance with regulatory and methodological documents; develop process diagrams or administrative regulations; assess the resources needed to implement process regulations or administrative regulations or proposals to improve their efficiency; develop, coordinate and approve action plans, evaluate the achievement of results, develop corrective measures to achieve plans; provide consulting assistance to employees of the organization; select control points that allow you to assess the degree of compliance with regulations and draw up control plans; evaluate the | **Know:**<br>the nature of the conflict and methods of its resolution;<br>**Be able to:**<br>analyze process requirements, process goals or administrative regulations;<br>**Own:**<br>skills in determining the boundaries of the process of a division of an organization or the administrative regulations of a division of an organization. |

| | | |
|---|---|---|
| | reliability of information obtained during control; analyze indicators of efficiency and effectiveness of processes and administrative regulations; identify deviations from established criteria and indicators of the functioning of processes and administrative regulations; calculate the efficiency of processes and administrative regulations; identify potential for improving the efficiency of a process or administrative regulation; formulate and justify proposals to improve the efficiency of processes or administrative regulations; prepare reports and conclusions based on the results of control activities. | |
| | **IPK-1.3.**Possesses the skills to determine the goals of the process of a division of an organization or the administrative regulations of a division of an organization; determining the boundaries of the process of a division of an organization or the administrative regulations of a division of an organization; determination of stakeholders, owner and participants in the process of a division of the organization or administrative regulations of the division of the organization; determining the inputs and outputs of the process of a subdivision of an organization or the beginning and result of the implementation of administrative regulations of a subdivision of an organization; clarifying the sequence of work in the process of subdividing an organization or the administrative regulations of a subdivision of an organization; clarification of the resources used, Russian and international legislation, local regulations, reporting documents necessary to carry out the process of a division of an organization or the administrative regulations of a division of an organization; identifying the responsible employees of the unit for each work in the process of subdividing the organization or the administrative regulations of the organization's subdivision; collecting information about the current planning and reporting system for the work process of a division of an organization or the administrative regulations of a division of an organization; collecting information about the progress and results of the process of a division of an organization or the administrative regulations of a division of an organization; registration of the results of information collection; systematization of collected information about the process of subdividing an organization or the administrative regulations of a subdivision of an organization; development of process regulations for a division of an organization or administrative regulations for a division of an organization and regulatory documents (instructions, regulations); development of procedures for monitoring the implementation of the process regulations of an organization's unit or the administrative regulations of an organization's unit; developing proposals to improve the efficiency of the process of a division of an organization or the administrative regulations of a division of an organization; planning measures to put into effect the process regulations of a division of an organization or the administrative regulations of a division of an organization; implementation of the process regulations of a division of an organization or the administrative regulations of a division of an organization; implementation of proposals to improve | **Know:**<br>basic methods for assessing the efficiency of using an organization's resources;<br>**Be able to:**<br>analyze areas of responsibility, stakeholders of the process, current standards, resources, inputs, outputs and indicators of the process or administrative regulations;<br>**Own:**<br>skills in determining the inputs and outputs of the process of a division of an organization or the beginning and result of the implementation of administrative regulations of a division of an organization. |

| | | |
|---|---|---|
| | the efficiency of the process of a division of an organization or the administrative regulations of a division of an organization; assessing the effectiveness of measures to put into effect the process regulations of a division of an organization or the administrative regulations of a division of an organization; determining procedures for monitoring the implementation of the process regulations of an organization's unit or the administrative regulations of an organization's unit; collecting information on the progress and results of the implementation of the process of a division of an organization or the administrative regulations of a division of an organization; analysis of collected information for compliance with criteria,established for control; assessing the effectiveness of the process of a division of an organization or the administrative regulations of a division of an organization; developing recommendations to improve the efficiency of the processes of an organization's unit or administrative regulations of an organization's unit; registration of the results of monitoring the implementation of the process regulations of an organization's unit or the administrative regulations of an organization's unit. | |

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

The discipline "Modern organizational management structures" refers to the part formed by the participants in educational relations of block B1 "Disciplines (modules)" (B.1.2.1).

The discipline "Modern organizational management structures" is interconnected logically, substantively and methodologically with the following EP disciplines:

- "Business Process Management";
- "Organization Life Cycle Management"
- "Digitalization of management processes";
- "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 | |
|---|---|---|---|---|
| | | | 2 | - |
| **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. Organization and organizational structures: mechanisms for managing business processes | 36 | 4 | 4 | - | - | 28 |
| 2. | Topic 2. Organization as a static system. Main determinants of organizational behavior in business processes | 36 | 4 | 4 | - | - | 28 |
| 3. | Topic 3. Organization as a dynamic system. Managing organizational behavior in the context of changes in business processes | 36 | 4 | 4 | - | - | 26 |
| 4. | Topic 4. Organization as a self-organizing system. Processes of self-government and self-development of individuals and groups | 36 | 6 | 6 | - | - | 26 |
| | Total | 144 | 18 | 18 | | | 108 |

## 3.3 Contents of the discipline

**Topic 1. Organization and organizational structures: mechanisms for managing business processes**

History of organizational theory and theory of organizational behavior. Organization as a system. Internal and external environment. Organizational resources. Types and types of organizational systems. Typical organizational structures. Organizational and legal forms of organizational systems. Association of organizations. Laws of the organization. Models of organizational behavior according to J. Newstrom, Yu.B. Krasovsky. The concept of "behavior", models of labor behavior; the concept of "personality", the formation of devotion, loyalty and organizational identity; the concept of "organization", organization as a small, medium, large group.

**Topic 2. Organization as a static system. Main determinants of organizational behavior in business processes**

Organizational structure as a characteristic of a social system. Simple and complex structures. Typical organizational structures and intercomponent connections in an organization. Rules for constructing rational structures. Organizational hierarchy as the basis of organizational behavior. Group norms, group status as determinants of behavior in an organization. Personal and cultural determinants of individual behavior in an organization: values and attitudes. Cultural determinants of organizational behavior. The influence of organizational culture on performance efficiency: V. Sathe's model, T. Peters-R. Waterman's model, T. Parson's model. Organizational behavior and national culture. Parameters of intercultural differences according to E. Hofstede. The influence of national mentality on the organizational behavior of organization personnel. Cross-cultural differences in the business communication system. Problems of cultural adaptation. Organization as a group. Organizational behavior in a group. Behavior of an individual in a group. Group influence

on employee behavior: group effects, group processes, group states. Group dynamics. Situational factors influencing group organizational behavior in business processes.

**Topic 3. Organization as a dynamic system. Managing organizational behavior in the context of changes in business processes**

Organization as a system of processes. Basic, supporting and management processes in the organization. Processes by phases of the organization's life cycle. Processes of organizational change. Current trends in organizational change. Managing organizational behavior in conditions of change. Factors determining organizational changes. Symptoms of organizational change. Stages of the innovation process in an organization. Psychological resistance to innovation: causes, types, forms. Methods for managing resistance to organizational change. Psychological and organizational techniques for neutralizing resistance to innovation in an organization. Methods of overcoming resistance: forced, adaptive, crisis, resistance management.

**Topic 4. Organization as a self-organizing system. Processes of self-government and self-development of individuals and groups**

Organization and self-organization in social systems. Self-organization as a process and as a phenomenon. Self-government in an organization: implementation of special human needs, goals and means of their implementation. Collective self-organization. The problem of spontaneous organizational behavior. Organization and spontaneous mass behavior. Managing crowd behavior. The problem of rumors in an organization, rumor management. Preliminary control. Current control. Final control.

### 3.4 Topics of seminars/practical and laboratory classes

3.4.1. Seminars/practical sessions

*Topic 1. Organization and organizational structures: mechanisms for managing business processes*

*Topic 2. Organization as a static system. Main determinants of organizational behavior in business processes*

*Topic 3. Organization as a dynamic system. Managing organizational behavior in the context of changes in business processes*

*Topic 4. Organization as a self-organizing system. Processes of self-government and self-development of individuals and groups*

## 4. Educational, methodological and information support

### 4.1. Main literature

1. Kuznetsov, Yu. V. Organization theory: textbook and workshop for universities / Yu. V. Kuznetsov, E. V. Melyakova. — 3rd ed., revised. and additional —Moscow: Yurayt Publishing House, 2024. - 351 p. - (Higher education). — ISBN 978-5-534-02949-9. — Text: electronic // Educational platform Urayt [website]. — URL:https://urait.ru/bcode/535655

2. Frolov, Yu. V. Organization theory and organizational behavior. Methodology of organization: textbook for universities / Yu. V. Frolov. — 2nd ed., rev. and additional - Moscow: Yurayt Publishing House, 2024. - 116 p. - (Higher education). — ISBN 978-5-534-09522-7. — Text: electronic // Educational platform Urayt [website]. — URL:https://urait.ru/bcode/538639.

### 4.2. additional literature

1.Getmanova, G.V. Modern organizational structures and management mechanisms: textbook / G.V. Getmanova. - St. Petersburg: IEO SPbUTUiE, 2011. - 159 p. — ISBN 978-5-94047-433-3. — Text: electronic // Lan: electronic library system. — URL:https://e.lanbook.com/book/63991

2. Ivanova, I. A. Management: textbook and workshop for universities / I. A. Ivanova, A. M. Sergeev. - Moscow: Yurayt Publishing House, 2022. - 305 p. - (Higher education). — ISBN 978-5-534-04184-2. — Text: electronic // Educational platform Urayt [website]. — URL:https://urait.ru/bcode/489027

3. Management: textbook for universities / Yu. V. Kuznetsov [etc.]; edited by Yu. V. Kuznetsov. - Moscow: Yurayt Publishing House, 2022. - 448 p. - (Higher education). — ISBN 978-5-534-03372-4. — Text: electronic // Educational platform Urayt [website]. — URL:https://urait.ru/bcode/489310

4.Organizational psychology: textbook and workshop for universities / E. I. Rogov [et al.]; under the general editorship of E. I. Rogov. — 3rd ed., revised. and additional - Moscow: Yurayt Publishing House, 2021. - 509 p. - (Higher education). — ISBN 978-5-534-07328-7. — Text: electronic // Educational platform Urayt [website]. — URL:https://urait.ru/bcode/468669

5. Theory of organization: textbook and workshop for universities / G. R. Latfullin [et al.]; edited by G. R. Latfullin, O. N. Gromova, A. V. Raichenko. — 2nd ed. - Moscow: Yurayt Publishing House, 2022. - 156 p. - (Higher education). — ISBN 978-5-534-01187-6. — Text: electronic // Educational platform Urayt [website]. — URL:https://urait.ru/bcode/489916

6. Mkrtychyan, G. A. Organizational behavior: textbook and workshop for universities / G. A. Mkrtychyan. - Moscow: Yurayt Publishing House, 2021. - 237 p. - (Higher education). — ISBN 978-5-9916-8789-8. — Text: electronic // Educational platform Urayt [website]. — URL:https://urait.ru/bcode/470080

### 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

In order for the presentation to be well received by the audience and not cause negative emotions (subconscious or fully conscious), it is necessary to follow the rules of its design.

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. In addition, 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

| **Modern organizational management structures** | | | | | | |
|---|---|---|---|---|---|---|
| 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:<br>**professional 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** | | | | |
| PK-1 | Able to regulate processes of organizational units or develop administrative regulations for organizational units | **IPK-1.1.**Knows the theory of process management; principles of process classification; methods for structuring processes; basics of operational management; methods of collecting information (observations, data recording, timekeeping, photographs of the working day, interview and questionnaire techniques, analysis of documents and reporting information, studying feedback from stakeholders); methods for designing functional role models; methods for classifying information about the process and the process environment; principles and rules for working with normative and methodological documentation; requirements for the development of process regulations; fundamentals of economics, cost accounting and performance assessment; process modeling notations; methods for increasing the efficiency of processes and administrative regulations; basics of implementing changes; basics of business process modeling; methodological documents and rules for monitoring the compliance of processes or administrative regulations; methods for assessing the reliability of collected information; methods for analyzing the collected information; rules for preparing reports and conclusions based on control results; methods for assessing the effectiveness of processes or administrative regulations. | **Know:**<br>theoretical foundations for building business structures;<br>**Be able to:**<br>create and improve documentation taking into account the rights and interests of shareholders and investors;<br>**Own:**<br>methods of generating documentation necessary for the creation of new business structures by methods of resolving conflict situations | lecture, independent work, seminar classes | D, T, Z | **A basic level of**<br>- has the ability to formulate meaningful and mathematical research problems, choose methods of experimental and computational experiments,<br>**Increased level**<br>–has the ability to systematically analyze, interpret and present research results |
| | | **IPK-1.2.**Able to analyze information about process boundaries, process requirements, process goals or administrative regulations; analyze areas of responsibility, stakeholders of the process, current regulations, resources, inputs, outputs and indicators of the process or administrative regulations; analyze the composition and sequence of operations that make up a process or administrative regulation; find necessary documents | **Know:**<br>the nature of the conflict and methods of its resolution;<br>**Be able to:**<br>analyze process requirements, process goals or administrative regulations; | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | and information about the process or administrative regulations in paper and electronic form in information systems; carry out observations, interviews and questionnaires; aggregate and summarize collected information; carry out classification of processes and objects in the process environment or administrative regulations; identify shortcomings, inconsistencies in the functioning of the process or administrative regulations, formulate and justify proposals for their correction; monitor the compliance of developed documents with regulatory and methodological documentation; evaluate resources needed to improve processes or administrative regulations; communicate, hold working meetings, find consensus; use software to develop process regulations or administrative regulations; develop local regulations in accordance with regulatory and methodological documents; develop process diagrams or administrative regulations; assess the resources needed to implement process regulations or administrative regulations or proposals to improve their efficiency; develop, coordinate and approve action plans, evaluate the achievement of results, develop corrective measures to achieve plans; provide consulting assistance to employees of the organization; select control points that allow you to assess the degree of compliance with regulations and draw up control plans; evaluate the reliability of information obtained during control; analyze indicators of efficiency and effectiveness of processes and administrative regulations; identify deviations from established criteria and indicators of the functioning of processes and administrative regulations; calculate the efficiency of processes and administrative regulations; identify potential for improving the efficiency of a process or administrative regulation; formulate and justify proposals to improve the efficiency of processes or administrative regulations; prepare reports and conclusions based on the results of control activities. | **Own:**<br>skills in determining the boundaries of the process of a division of an organization or the administrative regulations of a division of an organization. | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | **IPK-1.3.**Possesses the skills to determine the goals of the process of a division of an organization or the administrative regulations of a division of an organization; determining the boundaries of the process of a division of an organization or the administrative regulations of a division of an organization; determination of stakeholders, owner and participants in the process of a division of the organization or administrative regulations of the division of the organization; determining the inputs and outputs of the process of a subdivision of an organization or the beginning and result of the implementation of administrative regulations of a subdivision of an organization; clarifying the sequence of work in the process of subdividing an organization or the administrative regulations of a subdivision of an organization; clarification of the resources used, Russian and international legislation, local regulations, reporting documents necessary to carry out the process of a division of an organization or the administrative regulations of a division of an organization; identifying the responsible employees of the unit for each work in the process of subdividing the organization or the administrative regulations of the organization's subdivision; collecting information about the current planning and reporting system for the work process of a division of an organization or the administrative regulations of a division of an organization; collecting information about the progress and results of the process of a division of an organization or the administrative regulations of a division of an organization; registration of the results of information collection; systematization of collected information about the process of subdividing an organization or the administrative regulations of a subdivision of an organization; development of process regulations for a division of an organization or administrative regulations for a division of an organization and regulatory documents (instructions, regulations); development of procedures for monitoring the implementation of the process regulations of an organization's unit or the administrative regulations of an organization's unit; developing proposals to improve the efficiency of the process of a division of an organization or the administrative regulations of a division of an organization; planning measures to put into effect the process regulations of a division of an organization or the administrative regulations of a division of an organization; implementation of the division process regulations | **Know:**<br>basic methods for assessing the efficiency of using an organization's resources;<br>**Be able to:**<br>analyze areas of responsibility, stakeholders of the process, current standards, resources, inputs, outputs and indicators of the process or administrative regulations;<br>**Own:**<br>skills in determining the inputs and outputs of the process of a division of an organization or the beginning and result of the implementation of administrative regulations of a division of an organization. | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | organization or administrative regulations of a division of an organization; determining procedures for monitoring the implementation of the process regulations of an organization's unit or the administrative regulations of an organization's unit; collecting information on the progress and results of the implementation of the process of a division of an organization or the administrative regulations of a division of an organization; analysis of the collected information for compliance with the criteria established for control; assessing the effectiveness of the process of a division of an organization or the administrative regulations of a division of an organization; developing recommendations to improve the efficiency of the processes of an organization's unit or administrative regulations of an organization's unit; registration of the results of monitoring the implementation of the process regulations of an organization's unit or the administrative regulations of an organization's unit. | | | | |

## 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).

**PK-1. Able to regulate processes of organizational units or develop administrative regulations for organizational units**

**IPK-1.1.**Knows the theory of process management; principles of process classification; methods for structuring processes; basics of operational management; methods of collecting information (observations, data recording, timekeeping, photographs of the working day, interview and questionnaire techniques, analysis of documents and reporting information, studying feedback from stakeholders); methods for designing functional role models; methods for classifying information about the process and the process environment; principles and rules for working with normative and methodological documentation; requirements for the development of process regulations; fundamentals of economics, cost accounting and performance assessment; process modeling notations; methods for increasing the efficiency of processes and administrative regulations; basics of implementing changes; basics of business process modeling; methodological documents and rules for monitoring the compliance of processes or administrative regulations; methods for assessing the reliability of collected information; methods for analyzing the collected information; rules for preparing reports and conclusions based on control results; methods for assessing the effectiveness of processes or administrative regulations.

| **Index** | **Evaluation criteria** | | | |
|---|---|---|---|---|
| | **2** | **3** | **4** | **5** |
| **Know** theoretical foundations for building business structures; | The student demonstrates a complete lack of knowledge about the basics of building business structures. | The student demonstrates an incomplete understanding of the basics of building business structures; the student experiences significant difficulties in operating knowledge when transferring it to new situations. | The student demonstrates gaps in knowledge about the basics of building business structures, but minor errors, inaccuracies, and difficulties in analytical operations are allowed. | The student demonstrates developed systematic ideas about the basics of building business structures and freely operates the acquired knowledge. |
| **Be able to** create and improve documentation taking into account the rights and interests of shareholders and investors; | The student has a complete lack of skills to create and improve documentation taking into account respect for rights and interests. | The student has an unsystematic ability to form and improve documentation, taking into account respect for rights and interests. 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 student has certain gaps in the ability to create and improve documentation, taking into account respect for rights and interests. 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 student has developed the ability to create and improve documentation taking into account respect for rights and interests. Fluently operates with acquired skills and applies them in situations of increased complexity. |

| | | | | |
|---|---|---|---|---|
| **Own** methods of generating documentation necessary for the creation of new business structures by methods of resolving conflict situations | The student lacks the skills to create documentation necessary to create new business structures by resolving conflict situations. | The student has a generally successful, but unsystematic application of the documentation skills necessary to create new business structures by resolving conflict situations. 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 student has gaps in the use of documentation generation skills necessary to create new business structures by resolving conflict situations. 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 student has a successful and systematic application of the documentation generation skills necessary to create new business structures by resolving conflict situations. Freely applies acquired skills in situations of increased complexity. |

**PK-1. Able to regulate processes of organizational units or develop administrative regulations for organizational units**

**IPK-1.2.**Able to analyze information about process boundaries, process requirements, process goals or administrative regulations; analyze areas of responsibility, stakeholders of the process, current regulations, resources, inputs, outputs and indicators of the process or administrative regulations; analyze the composition and sequence of operations that make up a process or administrative regulation; find necessary documents and information about the process or administrative regulations in paper and electronic form in information systems; carry out observations, interviews and questionnaires; aggregate and summarize collected information; carry out classification of processes and objects in the process environment or administrative regulations; identify shortcomings, inconsistencies in the functioning of the process or administrative regulations, formulate and justify proposals for their correction; monitor the compliance of developed documents with regulatory and methodological documentation; evaluate resources needed to improve processes or administrative regulations; communicate, hold working meetings, find consensus; use software to develop process regulations or administrative regulations; develop local regulations in accordance with regulatory and methodological documents; develop process diagrams or administrative regulations; assess the resources needed to implement process regulations or administrative regulations or proposals to improve their efficiency; develop, coordinate and approve action plans, evaluate the achievement of results, develop corrective measures to achieve plans; provide consulting assistance to employees of the organization; select control points that allow you to assess the degree of compliance with regulations and draw up control plans; evaluate the reliability of information obtained during control; analyze indicators of efficiency and effectiveness of processes and administrative regulations; identify deviations from established criteria and indicators of the functioning of processes and administrative regulations; calculate the efficiency of processes and administrative regulations; identify potential for improving the efficiency of a process or administrative regulation; formulate and justify proposals to improve the efficiency of processes or administrative regulations; prepare reports and conclusions based on the results of control activities.

| **Index** | **Evaluation criteria** | | | |
|---|---|---|---|---|
| | **2** | **3** | **4** | **5** |
| **Know** the nature of the conflict and methods of its resolution; | The student demonstrates a complete lack of knowledge about the nature of the conflict and methods for resolving it; | The student demonstrates incomplete understanding of the nature of conflict and methods of resolving it; the student experiences significant difficulties in operating knowledge | The student demonstrates gaps in knowledge about the nature of the conflict and methods for resolving it, but minor errors, inaccuracies, and difficulties in analytical operations are allowed. | The student demonstrates formed systematic ideas about the nature of the conflict and methods for resolving it, and freely operates with acquired knowledge. |

| | | | | |
|---|---|---|---|---|
| | | when transferring it to new situations. | | |
| **Be able to** analyze process requirements, process goals or administrative regulations; | The student has a complete lack of skills analyze process requirements, process goals or administrative regulations; | The student has an unsystematic nature of skills analyze process requirements, process goals or administrative regulations. 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 learner has certain skill gaps analyze process requirements, process goals or administrative regulations. 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 student has developed skills analyze process requirements, process goals or administrative regulations. Fluently operates with acquired skills and applies them in situations of increased complexity. |
| **Own** skills in determining the boundaries of the process of a division of an organization or the administrative regulations of a division of an organization. | The learner lacks skills determining the boundaries of the process of a division of an organization or the administrative regulations of a division of an organization. | The learner has generally successful but unsystematic application of skills determining the boundaries of the process of a division of an organization or the administrative regulations of a division of an organization. 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 learner has gaps in the application of skills determining the boundaries of the process of a division of an organization or the administrative regulations of a division of an organization. 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 learner successfully and systematically applies skills determining the boundaries of the process of a division of an organization or the administrative regulations of a division of an organization. Freely applies acquired skills in situations of increased complexity. |

**PK-1. Able to regulate processes of organizational units or develop administrative regulations for organizational units**

**IPK-1.3.**Possesses the skills to determine the goals of the process of a division of an organization or the administrative regulations of a division of an organization; determining the boundaries of the process of a division of an organization or the administrative regulations of a division of an organization; determination of stakeholders, owner and participants in the process of a division of the organization or administrative regulations of the division of the organization; determining the inputs and outputs of the process of a subdivision of an organization or the beginning and result of the implementation of administrative regulations of a subdivision of an organization; clarifying the sequence of work in the process of subdividing an organization or the administrative regulations of a subdivision of an organization; clarification of the resources used, Russian and international legislation, local regulations, reporting documents necessary to carry out the process of a division of an organization or the administrative regulations of a division of an organization; identifying the responsible employees of the unit for each work in the process of subdividing the organization or the administrative regulations of the organization's subdivision; collecting information about the current planning and reporting system for the work process of a division of an

organization or the administrative regulations of a division of an organization; collecting information about the progress and results of the process of a division of an organization or the administrative regulations of a division of an organization; registration of the results of information collection; systematization of collected information about the process of subdividing an organization or the administrative regulations of a subdivision of an organization; development of process regulations for a division of an organization or administrative regulations for a division of an organization and regulatory documents (instructions, regulations); development of procedures for monitoring the implementation of the process regulations of an organization's unit or the administrative regulations of an organization's unit; developing proposals to improve the efficiency of the process of a division of an organization or the administrative regulations of a division of an organization; planning measures to put into effect the process regulations of a division of an organization or the administrative regulations of a division of an organization; implementation of the process regulations of a division of an organization or the administrative regulations of a division of an organization; implementation of proposals to improve the efficiency of the process of a division of an organization or the administrative regulations of a division of an organization; assessing the effectiveness of measures to put into effect the process regulations of a division of an organization or the administrative regulations of a division of an organization; determining procedures for monitoring the implementation of the process regulations of an organization's unit or the administrative regulations of an organization's unit; collecting information on the progress and results of the implementation of the process of a division of an organization or the administrative regulations of a division of an organization; analysis of collected information for compliance with criteria,established for control; assessing the effectiveness of the process of a division of an organization or the administrative regulations of a division of an organization; developing recommendations to improve the efficiency of the processes of an organization's unit or administrative regulations of an organization's unit; registration of the results of monitoring the implementation of the process regulations of an organization's unit or the administrative regulations of an organization's unit.

| **Index** | **Evaluation criteria** | | | |
|---|---|---|---|---|
| | **2** | **3** | **4** | **5** |
| **Know** basic methods for assessing the efficiency of using an organization's resources | The student demonstrates a complete lack of knowledge about the basic methods for assessing the efficiency of using organizational resources | The student demonstrates an incomplete understanding of the basic methods for assessing the efficiency of using an organization's resources, the student experiences significant difficulties in operating knowledge when transferring it to new situations. | The student demonstrates gaps in knowledge about the basic methods for assessing the efficiency of using an organization's resources, but minor errors, inaccuracies, and difficulties in analytical operations are allowed. | The student demonstrates formed systematic ideas about the main methods for assessing the efficiency of using the organization's resources; operates freely with acquired knowledge. |

| | | | | |
|---|---|---|---|---|
| **Be able to** analyze areas of responsibility, stakeholders of the process, current standards, resources, inputs, outputs and indicators of the process or administrative regulations; | The student has a complete lack of skills analyze areas of responsibility, stakeholders of the process, current standards, resources, inputs, outputs and indicators of the process or administrative regulations; | The student has an unsystematic nature of skills analyze areas of responsibility, stakeholders of the process, current standards, resources, inputs, outputs and indicators of the process or administrative regulations. 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 learner has certain skill gaps analyze areas of responsibility, stakeholders of the process, current standards, resources, inputs, outputs and indicators of the process or administrative regulations. 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 student has developed skills analyze areas of responsibility, stakeholders of the process, current standards, resources, inputs, outputs and indicators of the process or administrative regulations. Fluently operates with acquired skills and applies them in situations of increased complexity. |
| **Own** skills in determining the inputs and outputs of the process of a division of an organization or the beginning and result of the implementation of administrative regulations of a division of an organization. | The learner lacks skills determining the inputs and outputs of the process of a subdivision of an organization or the beginning and result of the implementation of administrative regulations of a subdivision of an organization. | The learner has generally successful but unsystematic application of skills determining the inputs and outputs of the process of a subdivision of an organization or the beginning and result of the implementation of administrative regulations of a subdivision of an organization.<br>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 learner has gaps in the application of skills determining the inputs and outputs of the process of a subdivision of an organization or the beginning and result of the implementation of administrative regulations of a subdivision of an organization.<br>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 learner successfully and systematically applies skills determining the inputs and outputs of the process of a subdivision of an organization or the beginning and result of the implementation of administrative regulations of a subdivision of an organization.<br>Freely applies acquired skills in 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 "Modern organizational management structures" 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 "Modern organizational management structures"

| OS No. | Name of the assessment tool | Brief description of the evaluation tool | Performance assessment tool in FOS |
|---|---|---|---|
| 1 | Report, message (DS) | Product independent work student, representing a public speech by 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 (G) | A set of test questions for the exam, allowing you to record the compliance of the student's answers | Test questions for testing |

7.3.1. Current control

**Topics of reports**
**in the discipline "Modern organizational management structures"**
**(formation of competence PC-1)**

1. Comparative analysis of development models and life cycle of an organization.
2. Justification of ways to simultaneously use the laws of functioning and development of business processes in the work of a manager.
3. Ways to overcome pathologies in the structure of an organization.
4. Ways to overcome pathologies in organizational relations of an enterprise.
5. Ways to overcome pathologies in management decisions.
6. Measures to overcome resistance to organizational change.
7. A rational list of activities along the axes of the “transformation triangle” of the process of transformation in the organization.
8. A rational list of activities carried out in the organization while following the “route map” of the transformation process.
9. A rational list of activities carried out in the organization in fulfilling the “natural laws” of the transformation process.
10. Justification of the advantages and disadvantages of K. Levin's organizational change management model.
11. Justification of the advantages and disadvantages of L. Greiner's organizational change management model.
12. Justification of the advantages and disadvantages of B. Hinings' model of organizational change management.
13. Justification of the advantages and disadvantages of Theory E and Theory O of organizational change management.
14. Justification of the advantages and disadvantages of the business transformation model of F. Guillard and J. Kelly.
15. Justification of the advantages and disadvantages of the change curve model J. Duck.
16. An organizational mechanism for introducing the principles of business process reengineering into the activities of an enterprise.
17. Organizational mechanism for implementing a benchmarking project at an enterprise.
18. Organizational mechanism for implementing the Six Sigma concept at an enterprise.
19. Activity, behavior, work, organizational behavior.
20. Private property is the main resource factor of human activity.
21. Contradictions and conflicts as the substantive essence of organizational behavior in business processes.

## 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.

**Test tasks**
**in the discipline "Modern organizational management structures"**
**(formation of competence PC-1)**

1. Analysis of the organization's potential allows you to evaluate (choose the correct answer):
   A) "threats" and "opportunities" of the external environment;
   B) Does the organization have the internal capabilities to ensure the level of its aspirations;
   B) image of the organization;
   D) other.

2. The effectiveness of the organizational management structure is influenced by (choose the correct answer):
   A) the feasibility of distributing functions, defining powers and responsibilities at various levels of the hierarchy;
   B) the appropriateness of relationships and interactions between elements of the organizational structure;
   C) management policies and methods of regulating the behavior of people in the organization;
   D) all together.

3. Organizational science considers a triune organization:
   a) personnel, production, management;
   b) planning, control, motivation;
   c) things, people, ideas;
   d) attraction, processing of resources, production of products.

4. The subject of organization theory does not include:
   a) connections and relationships between the structural components of an integral object;
   b) organizational processes and actions during the formation, development and destruction of organizational systems;
   c) organization and self-organization of social systems; d) principles of functioning of organizational systems.

5. Creation of various forms of organic inside the mechanical structure
   A) contributes to (exclude the wrong answer):
   B) maintaining controllability;

B) ensuring maneuverability;
D) increases the ability to renew;
D) contributes to the centralization of the management mechanism.

6. The authors who made the main contribution to the development of classical organization theory include:
a) Frederick Winslow Taylor;
b) Frank Gilbreath;
c) Henri Fayol;
d) Max Weber;
e) Peter Drucker;
f) Douglas McGregor;
g) Frederick Herzberg.

7. During what period were the principles of organization formulated, the criteria for the formation of organizational structures, and research on the theory of organization began to be carried out on a systematic basis:
a) from 1900–1920;
b) from 1920–1940;
c) from 1940–1960

8. The first scientific approach to the analysis of organizations and the process of managing them is attributed to:
a) Harrington Emerson - "Twelve Principles of Efficiency";
b) Frederick W. Taylor - "Principles of Scientific Management";
c) Henri Fayol – "General and practical management";
d) Bogdanov A.A. – "Tektology. General organizational science";
e) Luther Gulik - "Notes on the Theory of Organization"
f) Peter Drucker - "The Practice of Management."

9. Which scientists have given a holistic view of organizational science, formulated its basic principles and patterns, and explained the mechanism of their manifestation:
a) F. Taylor;
b) A.A. Bogdanov;
c) A. Fayol;
d) M. Weber;
e) L. Bertalanffy;
e) G. Simon.

10. The author of the "bureaucratic" model of organization is:
a) F. Taylor;
b) A. Fayol;
c) M. Weber;

d) G. Simon;
e) D. North.

11. Boundaries of the organization (exclude the wrong answer):

A) are determined by the composition of organizational elements in their interrelation and interaction;

B) are determined not only by the composition of organizational elements, but also by those elements of the external environment that fall within the sphere of interests of the organization and whose behavior it can influence;

C) do not coincide with established organizational boundaries and depend on the organization's potential.

12. A set of elements representing an autonomous area within a system is called:
a) subgroup;
b) subsystem;
c) a subset.

13. The characteristic features of the organization are:
a) complexity;
b) departmentalization;
c) formalization;
d) coordination;
e) the ratio of centralization and decentralization;
f) socialization;
g) horizontal connections.

14. In accordance with the main classification, systems are distinguished into:
a) technical;
b) political;
c) legal;
d) biological;
e) social.

15. What systems are characterized by the obligatory presence of a person in a set of interconnected elements?
a) technical;
b) automatic;
c) automated;
d) biological;
e) social.

16. What are the main systemic properties of an organization?
a) self-organization;

b) ingression;
c) conjugation;
d) integrity;
e) emergence.

17. The principles of constructing mechanical structures do not include:
A) the principle of unity of leadership;
B) the principle of delegation of authority from top to bottom;
C) the principle of precise outside intervention in the powers of the group;
D) the principle of the existence of precise boundaries between linear functional management.

18. Define the relationship between the concepts of "dependence" and "law":
a) the first concept is broader than the second;
b) the second concept is broader than the first;
c) the concepts are identical.

19. The most correct statement is:
a) dependence is a pattern;
b) a pattern is a dependence;
c) dependence is a law;
d) law represents dependence.

20. Laws that represent subjective dependencies are called:
a) laws for organizations;
b) laws of the organization;
c) laws of organization theory.

21. Processes in organizational systems proceed in accordance with:
a) general organizational laws;
b) private organizational principles and laws;
c) general organizational principles;
d) specific laws and principles.

22. A formal organization is ... (exclude the wrong answer):
A) a planned structure of functions, powers and responsibilities,
ensuring interaction between its elements to achieve the goal;
B) a system of relationships between members of the organization, based on group values, tenets of faith, traditions;
C) a system of relationships between elements of an organization that are pre-designed and predetermined in nature.

23. The static state of the organization implies:

a) curtailment of the organization’s activities;
b) stability of the organization’s main indicators over time;
c) the process of developing a new market sector;
d) business strategy.

24. The principles of organizational statics determine:
a) rules for constructing structures;
b) general rules for the formation of organizational processes;
c) general rules for the functioning of organizations;
d) system-forming connections and relationships between elements;
e) rules for the progressive development of the organization.

25. The form of dynamic existence of an organization is:
a) evolution;
b) process;
c) ingression;
d) biregulation.

26. The most correct judgments are:
a) the manifestation of stochastic processes does not imply a strict and unambiguous connection with the state of certain factors;
b) stochastic processes are natural;
c) controlled processes are natural;
d) steady-state processes are more stochastic than transitional ones;
e) deterministic processes are not unregulated.

27. Social processes are different:
a) significant latency;
b) high stochasticity;
c) high controllability;
d) low controllability;
e) strict determinism.

28. The type of structure configuration, which is a closed decentralized configuration, is:
a) “wheel”;
b) “star”;
c) “ring”;
d) “chain”;
d) “cellular”.

29. The formation of functionally homogeneous units that do not have specialization is typical for:

a) divisional structures;
b) linear structures;
c) functional structures;
d) project structures.

30. The high complexity of matrix structures is determined by:

a) multiplicity and heterogeneity of connections;
b) high degree of decentralization;
c) polycentricity;
d) mixed departmentalization;
e) a large number of separate structural divisions.

31. Which organizational management structure is characterized by independent decision-making and coordination of the work of autonomous working groups:

a) design;
b) matrix;
c) divisional;
d) headquarters;
e) brigade;
e) network.

32. Closed configurations include

a) “all-channel”;
b) “fan”;
c) “wheel”;
d) “chain”;
d) “cellular”.

33. The high importance of line management and the weakness of functional management are characteristic of:

a) linear-functional structures;
b) divisional structures;
c) headquarters structures;
d) matrix structures;
e) functional structures.

**Answers:**

| | |
|---|---|
| #1 (1 point) | A |
| #2 (1 b.) | b |

| | |
|---|---|
| #3 (1 b.) | A |
| #4 (1 b.) | a |
| #5 (1 b.) | G |
| #6 (1 b.) | d |
| #7 (1 b.) | A |
| #8 (1 b.) | b |
| #9 (1 b.) | V |
| #10 (1 b.) | b |
| #11 (1 b.) | d |
| #12 (1 b.) | b |
| #13 (1 b.) | A |
| #14 (1 b.) | b |
| #15 (1 b.) | G |
| #16 (1 b.) | G |
| #17 (1 b.) | A |
| #18 (1 b.) | b |
| #19 (1 b.) | a |
| #20 (1 b.) | V |
| #21 (1 b.) | V |
| #22 (1 b.) | G |

**Test Evaluation Criteria**

score 5 (excellent) – 95% correct answers;
score 4 (good) – 80 – 94% correct answers;
score 3 (satisfactory) – 60 – 79% correct answers;
rating 2 (unsatisfactory) – less than 60% correct answers.

7.3.2. Interim certification

**Questions to prepare for the test**
**in the discipline "Modern organizational management structures"**
**(formation of competence PC-1)**

1. Modern organizational structures: development, formation.

2. The relationship of organization theory with other sciences: give examples, characterize.

3. Organization as a process and as a phenomenon: characteristics, examples.

4. The concept of “system”: definition, examples, types and types of systems.

5. Basic concepts of organization theory: list, characterize.

6. The place, role, significance and functions of the discipline Organization Theory and Organizational Behavior in the system of economic sciences.

7. Definition of organization and basic concepts of organization theory.

8. Classical organization theory in the works of L. Gilbreth

9. Classical organization theory in the works of F.U. Taylor, A. Fayol,

10. Organization as a process: essence, regulation, examples.

11. Organization as a phenomenon: essence, regulation, types, examples.

12. Composition and types of organizational relationships: characterize, give examples.

13. Contents and functions of organizational relations: list, characterize, give examples.

14. The systems approach as a management method: the formation of a systems approach, the dynamics of the formation of systems theory.

15. A system as a set of interconnected operating elements.

16. Signs of the system: list and characterize.

17. Properties of the system: list and characterize.

18. Technical, biological and social (public) subsystems of society: reveal the essence, give examples.

19. Classification of systems: list and characterize.

20. Features of social systems: list, characterize, give examples.

21. How the static and dynamic state of an organization is determined: justify it, give examples.

22. Linear and ring diagrams of organizational relationships: schematic representation, characteristics, examples.

23. Wheel-shaped and star-shaped diagrams of organizational relationships: schematic representation, characteristics, examples.

24. Hierarchical diagram of organizational relationships: schematic representation, characteristics, examples.

25. Staff diagram of organizational relations: schematic representation, characteristics, examples.

26. Matrix diagram of organizational relationships: schematic representation, characteristics, examples.

27. Features of organizational relationships in human-machine systems: schematic representation, characteristics, examples.

28. Internal environment of the organization: characteristics, examples.
29. External environment of the organization: characteristics, examples.

30. The management structure of the organization and the principles of its formation.
31. Formation of hierarchical and bureaucratic management structures. Examples.
32. Formation of organic (adaptive) management structures. Examples.
33. Linear organizational structure: formation, principles, effectiveness, advantages, disadvantages.
34. Linear-functional organizational structure: formation, principles, efficiency, advantages, disadvantages.
35. Line-staff organizational structure: formation, principles, effectiveness, advantages, disadvantages.
36. Divisional organizational structure: formation, principles, effectiveness, advantages, disadvantages.
37. Matrix organizational structure: formation, principles, effectiveness, advantages, disadvantages.
38. Social organization: characteristics, types, significance in economics. Examples.
39. Classification of social organizations by legal status.
40. Economic organization: characteristics, types, significance in economics. Examples.
41. Classification of economic organizations. Examples.
42. List and characterize the main individual organizational forms of companies.
43. List and characterize the main group organizational forms of companies.
44. Communication: definition, basic theories of communication. The essence and tasks of a manager in the field of communication.
45. Communication process: characteristics, structure, diagram.
46. Types of communications in an organization: list, characterize.
47. Communication networks: definition, types (for each type - a diagram).
48. Communication styles: list, characterize, give examples. Factors influencing the effectiveness of communications.
49. Law: concept, essence, types, examples.
50. Regularities and dependencies in organizations: essence, characteristics, examples.
51. Social laws: features, types, examples.
52. The law of self-preservation: formulation, the influence of external and internal factors on the law of self-preservation.
53. Levels of self-preservation: list, characterize, indicate the range of values of the self-preservation parameter.
54. The law of synergy: formulation, three variants of the law.

55. What determines the potential of an organization? How does the potential of component resources affect the overall potential of the organization?

56. List the signs of achieving positive synergy in an organization.

57. The law of development: formulation, three options for the operation of the law.

58. The law of information-orderliness: formulation, three options for the operation of the law.

59. The role of information in management activities. Examples.

60. The law of unity of analysis and synthesis: formulation, three options for the operation of the law.

61. The law of composition and proportionality: formulation, three options for the operation of the law.

62. Ensuring harmony in production activities.

63. Specific laws of social organization: features, nature of manifestation and action.

64. Principles of static organization: list, characterize, give examples.

65. Principles of dynamic organization: list, characterize, give examples.

66. Composition and content of the principles of self-government.

67. Self-organization in an organization: types, elements and effectiveness.

68. Organizational behavior as a scientific discipline. Goals and objectives of the theory of organizational behavior

69. Organizational behavior as a subject of study, management and development

70. The concept of “behavior” in modern social science

71. Organizational behavior as a type of social behavior

72. Types of organizational behavior

73. Basic problems of organizational command

74. Approaches to the study of organizational behavior

75. Features of organizational behavior

76. Organization, goals of the organization

77. Social structure of the organization

78. Formal and informal organization structures

79. Personality in the organization

80. Opportunities and goals of the individual in the organization

81. Expectations of the individual in the organization

82. Groups: concepts, classification, stages of development in business processes

83. Group behavior

84. Group cohesion as an indicator of team performance

85. Symptoms of group pressure

86. Informal groups in the organization