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MINISTRY OF SCIENCE AND HIGHER EDUCATION OF THE RUSSIAN FEDERATION

Federal State Autonomous Educational Institution of Higher Education

"Moscow Polytechnic University"

(Moscow Poly)

APPROVE
Vice-President
for International Affairs
/Yu.D. Davydova/
"30" 05 2022

Dean,
Faculty of Economics and Management
/A.V. Nazarenko/
"30" 05 2022

WORKING PROGRAM OF THE DISCIPLINE

"System management of business processes"

Field of study
38.03.02 Management

Educational program (profile)
"Business Process Management"

Qualification (degree)
Bachelor

Form of study
Part-time

Moscow 2022

1. The goals of mastering the discipline

The main goals of mastering the discipline "Systemic business process management" include consideration of the theoretical foundations and practical application of the apparatus of systemic management of the organization's business processes.

The main objectives of mastering the discipline "Systemic business process management" include:

- the formation of a scientific understanding and the development of general theoretical knowledge about business processes in an organization;
- studying methods of modeling and analysis of business processes;
- studying the possibilities of applying in practice modern technologies for assessing and improving business processes;
- obtaining skills in the use of software tools and technologies designed forbusiness process management;
- mastering the skills and abilities of analysis and optimization of production, administrative, information processes;
- the formation of the necessary practical skills for working with modern computer technology and software and the solution of practical problems of describing the business processes of an enterprise with a view to their subsequent automation.

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

The discipline "System Management of Business Processes" is one of the elective disciplines of the part (B1.2.ED) of the bachelor's degree program.

The discipline "Systemic business process management" is interconnected logically and methodically with the following disciplines and practices of the EP:

- Project activity
- Fundamentals of Management
- Business process management
- Economic theory

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

As a result of mastering the discipline, students form the following competence and the following learning outcomes should be achieved as a stage in the formation of the relevant competence:

Competency code	As a result of mastering the educational program, the student must have	List of planned learning outcomes by discipline
UK-1	Able to search, critically	**know:**

	analyze and synthesize information, apply a systematic approach to solve tasks	the basics of managing a project, a technology and product innovation program, or an organizational change program **be able to:** use the principles of effective project management, technology and product innovation program or organizational change program **own:** effective project management methods, technology and product innovation program, or organizational change program

4. Structure and content of the discipline

Part-time education:

The total labor intensity of the discipline is 4 credit units, i.e. 144 academic hours (of which 72 hours are independent work of students).

Sections of the discipline "System Management of Business Processes" are studied in the fourth year.

8th semester: lectures - 36 hours, seminars - 36 hours, form of control - test.

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

The content of the sections of the discipline

Topic 1. Subject and content of the discipline. Basic concepts.

The subject of study. Scientific and technological achievements and scientific and technological innovations: interconnection and interdependence. Innovation (innovation) as an object of management. The essence, difference and interrelation of the concepts "product", "technology", "innovation" ("innovation"), "innovation" ("innovation"), "discovery", "invention", "modification", "innovation process".

Goals and objectives of the discipline. Place and role of discipline in the system of higher professional education. Formation of systemic culture. Relationship with other academic disciplines.

Topic 1. Methodology of the theory of system activity management. Basic concepts, methods and tools of research. The concept of innovation. Classification signs of innovations, innovations and innovative processes and their characteristics.

Topic 3. Theories of innovative development. Economic and socio-philosophical concepts of innovative development. Periodization of social development from the standpoint of the theory of innovation. Scientific and technological eras: driving forces of development and reasons for turnover.

Topic 4. The concept of technological structures. Their changes in the process of development of society. The concept of technological structure. Change of technological patterns by periods of dominance. Characteristics of modern technological structures and

their development. Influence of the technological order on the strategic choice of the development of the organization.

Topic 5. Innovation processes: types, stages, essence, content. Features of product, technological and modifying innovations. Life cycles of innovation Essence and structure of the innovation process. Cyclicity of innovation processes.

Topic 6. Innovation cycles. The concept of life cycle. The main stages of the product life cycle and their characteristics. Characteristics of the stages of innovative development.

Topic 7. National innovation systems National innovation systems and knowledge economy. Basic provisions of the concept of national innovation systems. Goals, objectives and structure of the NIS. Russian and foreign experience in building a research vessel. The main elements of the system system: their role, functions and interaction. Goals, objectives, forms and methods of formation and implementation of the state system policy. Russian legislation on systemic activity. Priority directions of development of science, technology and engineering. Critical technologies. National projects in the field of innovative development. International innovation activity. A system of international organizations promoting innovative and technological development.

Topic8. Infrastructure of system activity. The composition of the components of the infrastructure of system activity. Organizations engaged in information services for systemic activities. Organizational support. Legal protection of system activity. Actual directions of development of the infrastructure of systemic activity.

Topic 9. Organization and management of system activities Commercialization of the results of scientific and technical activities: essence and features at different stages of the life cycle. The essence of diffuse processes and their main directions. Transfer of the results of scientific and technical activities at the level of organizations and states. Protection of intellectual property.

Topic 10. Basic principles of forecasting scientific and technological development. Goals and objectives of forecasting scientific and technological development. Long-term forecasting of economic development. Forecasting and making innovative decisions.

Topic 11. Intra- and inter-company organizational forms of systemic activity. Alliances in the system sphere. Interfirm scientific and technical cooperation. Business incubators. Scientific and technological parks. Technopolises (science cities). Global innovation processes and features of their organization.

Topic 12. Competitiveness: concept, factors, conditions for ensuring The concept of competitiveness. The role of competitiveness in a market economy. The main factors determining the competitiveness of products and technologies. Competitiveness of brands. Brand. Competitiveness of the enterprise and its innovative activity. The strategic importance of innovations in ensuring the competitiveness of the enterprise.

Topic 13. Innovative potential of an enterprise (organization) as the most important factor of competitiveness. Characteristics of the innovative potential of the enterprise (organization). Strategies for innovative development of enterprises and approaches to their formation and implementation.

Topic 14. Management of system activities in an enterprise (in an organization, institution) Features of the regulation of innovation processes at the macro- and micro-

levels of management. Features of the organization of payment and stimulation of labor in systemic activities. Resistance of the personnel of the enterprise to innovations. Conflicts in the process of innovative development. Methods and approaches to overcome resistance to innovation and conflict resolution. Team building and leadership in the implementation of innovative projects and programs for innovative development of enterprises. Marketing in the system sphere.

Topic 15. Designing business processes for system activities. Organization of monitoring of the innovation process. Types of tools used at various stages of the life cycle of an innovative project. Unified information model of the project and CALS-technologies. Instrumental tools for planning and monitoring the progress of an innovative project. Tools for financial analysis and resource management of an innovative project.

Topic 16. Investments in innovation. Risks of system activity. Ways to organize the financing of systemic activities. Forms of financing. Sources of financing and crediting. Indicators of commercial effectiveness of innovation. Uncertainty and risks of system activity. Classification of risks of system activity. Methods of risk analysis. Risk management in system activity.

Topic 17. Management of innovative projects and programs

Project management as the main technology for implementing innovations. The concept of the project. Development of an innovative project and ensuring its implementation. The project as an object of control. Planning and project management based on the process approach. Classification of projects. The structure of the project and its environment. Features of innovative projects. Project life cycle. The main stages and stages of the project. Project implementation team. The key role of the project manager. Interaction between leader and team. Motivation of project participants.

Topic 18. Entrepreneurship in the systemic sphere

Innovative business idea. Innovative proposal. Innovative request. Mechanisms for ensuring communications in the system sphere: exchanges and trading platforms of intellectual resources. Mediation in the system sphere. Venture business. Innovation as a specific commodity. Features of promotion of innovations in the market. Sales forecast for a new product or service. Technical marketing (marketing in the early stages of the innovation life cycle). Features of organizing an advertising campaign and preparing a sales network for the sale of a new product or service. Pricing for new products (services).

5. Educational technologies

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

– lectures;

- preparation for seminars;

– preparation, presentation and discussion of reports at seminars.

The proportion of classes conducted in interactive forms is determined by the main goal of the educational program, the peculiarity of the contingent of students and the content of the discipline"System management of business processes" and in general for the discipline is at least 50% of the classroom.

6. Evaluation tools for current monitoring of progress, intermediate certification based on the results of mastering the discipline and educational and methodological support for independent work of students

In the learning process, the following assessment forms of independent work of students, assessment tools for monitoring progress and intermediate assessments are used:

Evaluative means of monitoring progress include control questions and tasks in the form of blank testing, participation in a business game, and presentation of a report.

When performing current control, it is possible to use test material. Samples of control questions and tasks for conducting current control are given in the appendix. When implementing the undergraduate program, the organization has the right to use e-learning and distance learning technologies.

When teaching people with disabilities, e-learning and distance learning technologies should provide for the possibility of receiving and transmitting information in forms accessible to them.

Samples of questions and tasks for conducting current control are given in the appendix.

6.1. Fund of assessment tools for conducting intermediate certification of students in the discipline (module).

6.1.1. A list of competencies indicating the stages of their formation in the process of mastering the educational program.

As a result of mastering the discipline (module), the following competence is formed:

Competency code	As a result of mastering the educational program, the student must have
UK-1	Able to search, critically analyze and synthesize information, apply a systematic approach to solve tasks

In the process of mastering the educational program, this competence, including their individual components, is formed in stages during the development of disciplines

(modules), practices by students in accordance with the curriculum and calendar schedule of the educational process.

6.1.2. Description of indicators and criteria for assessing competencies formed on the basis of the results of mastering the discipline (module), description of assessment scales

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

OPK-3 -Able to search, critically analyze and synthesize information, apply a systematic approach to solve tasks				
Index	**Evaluation criteria**			
	2	**3**	**four**	**5**
know: Fundamentals of project management, technology and product innovation program, or organizational change program	The student demonstrates a complete absence or insufficient compliance with the following knowledge: Fundamentals of project management, a program for the introduction of technological and product innovations, or an organizational change program	The student demonstrates incomplete compliance with the following knowledge: Fundamentals of project management, a program for the introduction of technological and product innovations, or a program of organizational change. Significant mistakes are made, lack of knowledge is manifested, for a number of indicators, the student experiences significant difficulties in operating knowledge when transferring it to new situations.	The student demonstrates partial compliance with the following knowledge: Fundamentals of project management, a program for introducing technological and product innovations, or a program of organizational change, but minor errors, inaccuracies, and difficulties in analytical operations are allowed.	The student demonstrates full compliance with the following knowledge: Fundamentals of project management, a program for the introduction of technological and product innovations or an organizational change program, freely operates with the acquired knowledge.
be able to: Use the principles of project management, technology and product innovation program, or organizational change program	The student does not know how to or insufficiently use the principles of managing a project, a program for the introduction of technological and product innovations, or an organizational change program	The student demonstrates incomplete compliance with the following skills: Use the principles of project management, a program for the introduction of technological and product innovations, or a program of organizational change. Significant mistakes are made,	The student demonstrates partial compliance with the following skills: Use the principles of managing a project, a program for introducing technological and product innovations, or a program of organizational change. Skills are mastered, but minor errors, inaccuracies,	The student demonstrates full compliance with the following skills: Use the principles of project management, a program for the introduction of technological and product innovations or an organizational change program. Freely operates with acquired skills, applies them in

		lack of skills is manifested, for a number of indicators, the student experiences significant difficulties in operating with skills when transferring them to new situations.	difficulties in analytical operations, transferring skills to new, non-standard situations are allowed.	situations of increased complexity.
own: Methods for effective project management, technology and product innovation program, or organizational change program	The student does not know or insufficiently the Methods of effective project management, the program for the introduction of technological and product innovations or the program of organizational change	The student does not fully master the Methods of effective project management, the program for the introduction of technological and product innovations or the program of organizational changes, significant mistakes are made, there is a lack of skills in a number of indicators, The student experiences significant difficulties in applying skills in new situations.	The student partially owns the Methods of effective project management, the program for the introduction of technological and product innovations or the program of organizational changes, the skills are mastered, but minor errors, inaccuracies, difficulties are made in analytical operations, transferring skills to new, non-standard situations.	The student is fully proficient in the Methods of effective project management, the program for the introduction of technological and product innovations or the program of organizational changes, freely applies the acquired skills in situations of increased complexity.

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

Form of intermediate certification in the third semester: credit.

Intermediate attestation of students in the form of a test is carried out based on the results of the implementation of all types of educational work provided for by the curriculum for a given discipline (module), while taking into account the results of current monitoring of progress during the semester. The assessment of the degree of achievement by students of the planned learning outcomes in the discipline (module) is carried out by the teacher conducting classes in the discipline (module) by the method of expert assessment. According to the results of the intermediate certification, “pass” or “not pass” is set.

Only students who have completed all types of educational work provided for by the work program in the discipline "Systemic Business Process Management" are allowed to the intermediate certification (passed the intermediate control)

Evaluation scale	**Description**
Passed	All types of educational work provided for by the curriculum were completed. The student demonstrates the correspondence of knowledge, skills and abilities given in the tables of indicators, operates with the acquired knowledge, skills, skills, applies them in

	situations of increased complexity. In this case, minor errors, inaccuracies, difficulties in analytical operations, transferring knowledge and skills to new, non-standard situations can be made.
Not credited	One or more types of educational work provided for by the curriculum have not been completed. The student demonstrates incomplete correspondence of knowledge, skills and abilities given in the tables of indicators, significant errors are made, lack of knowledge, skills, skills is manifested in a number of indicators, the student experiences significant difficulties in operating knowledge and skills when transferring them to new situations.

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

7. Educational, methodological and information support of the discipline "System management of business processes"

Main literature:

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

2) Frolov, Yu. V. Strategic management. Formation of strategy and design of business processes: a textbook for universities / Yu. V. Frolov, R. V. Seryshev; edited by Yu. V. Frolov. — 2nd ed., corrected. and additional - Moscow: Yurayt Publishing House, 2022. - 154 p. - (Higher education). - ISBN 978-5-534-09015-4. — Text: electronic // Educational platform Urayt [website]. — URL: https://urait.ru/bcode/491863

Additional literature:

1) Alekseeva M. B. Analysis of system activity: textbook and workshop for universities - 2nd ed., revised. and additional - M: Yurayt Publishing House, 2021. - 337 p. - (Higher education). — ISBN 978-5-534-14499-4. — Text: electronic // Educational platform Urayt [website]. — URL: https://urait.ru/bcode/477752

2) Polyakov N. A. Management of innovative projects: textbook and workshop for universities - M .: Yurayt Publishing House, 2021. - 330 p. - (Higher education). - ISBN 978-5-534-00952-1. — Text: electronic // Educational platform Urayt [website]. — URL: https://urait.ru/bcode/468930

The possibility of using e-learning, distance learning technologies is provided.

eight. Logistics support of discipline.

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

9. Guidelines for students when working on lecture notes during the lecture

Lecture - a systematic, consistent, monologue presentation by the teacher of educational material, as a rule, of a theoretical nature. When preparing a lecture, the teacher is guided by the working program of the discipline. In the course of lectures, it is recommended to take notes, which will later allow you to recall the studied educational material, supplement the content during independent work with literature, and prepare for the exam.

You should also pay attention to categories, formulations that reveal the content of certain phenomena and processes, scientific conclusions and practical recommendations, positive experience in oratory. It is advisable to leave fields in the working notes on which to make notes from the recommended literature, supplementing the material of the lecture heard, as well as emphasizing the particular importance of certain theoretical positions.

Lecture conclusions summarize the teacher's reflections on educational issues. The teacher provides a list of used and recommended sources for studying a particular topic. At the end of the lecture, students have the opportunity to ask questions to the teacher on the topic of the lecture. When lecturing on the discipline, electronic multimedia presentations can be used.

Guidelines for students when working at the seminar

Seminars are implemented in accordance with the working curriculum with consistent study of the topics of the discipline. In preparation for the seminars, the student is recommended to study the basic literature, get acquainted with additional literature, new publications in periodicals: magazines, newspapers, etc. In this case, the recommendations of the teacher and the requirements of the curriculum should be taken into account. It is also recommended to refine your lecture notes by making appropriate entries in it from the literature recommended by the teacher and provided by the curriculum. Abstracts should be prepared for presentations on all educational issues submitted to the seminar.

Since the student's activity in seminars is the subject of monitoring his progress in mastering the course, preparation for seminars requires a responsible attitude. In interactive classes, students should be active.

Guidelines for students on the organization of independent work

Independent work of students is aimed at independent study of a separate topic of the academic discipline. Independent work is mandatory for each student, its volume is determined by the curriculum. During independent work, the student interacts with the recommended materials with the participation of the teacher in the form of consultations. To perform independent work, methodological support is provided. The electronic library system (electronic library) of the university provides the possibility of individual access for each student from any point where there is access to the Internet.

10.Methodological recommendations for the teacher (Guidelines for making presentations)

A presentation (from the English word - presentation) is a set of color slide pictures on a specific topic, which is stored in a special format file with the PP extension. The term "presentation" (sometimes called "slide film") is associated primarily with the information and advertising functions of pictures that are designed for a certain category of viewers (users).

Multimedia computer presentation is:

- dynamic synthesis of text, image, sound;
- the most modern software interface technologies;
- interactive contact of the speaker with the demonstration material;
- mobility and compactness of information carriers and equipment;
- ability to update, supplement and adapt information;
- low cost.

Rules for the design of computer presentations

General Design Rules

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

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

Font design rules:

- Serif fonts are easier to read than sans-serif fonts;
- Capital letters are not recommended for body text.
- Font contrast can be created through: font size, font weight, style, shape, direction, and color.
- Rules for choosing colors.
- The color scheme should consist of no more than two or three colors.
- There are incompatible color combinations.
- Black color has a negative (gloomy) connotation.
- White text on a black background is hard to read (inversion is hard to read).

Presentation design guidelines

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

The presentation involves a combination of information of various types: text, graphics, musical and sound effects, animation and video clips. Therefore, it is necessary to take into account the specifics of combining fragments of information of various types. In addition, the design and demonstration of each of the listed types of information is also subject to certain rules. So, for example, for textual information, the choice of font is important, for graphic information - brightness and color saturation, for their best joint perception, optimal relative position on the slide is necessary.

Consider recommendations for the design and presentation of various types of materials on the screen.

Formatting text information:

- font size: 24-54 pt (headline), 18-36 pt (plain text);
- font color and background color should contrast (the text should be well read), but not hurt the eyes;
- font type: smooth sans-serif font for body text (Arial, Tahoma, Verdana), decorative font can be used for heading if it is legible;
- italics, underlining, bold, capital letters are recommended to be used only for semantic highlighting of a text fragment.

Formatting graphic information:

- drawings, photographs, diagrams are designed to supplement textual information or convey it in a more visual form;
- it is desirable to avoid drawings in the presentation that do not carry a semantic load if they are not part of the style design;
- the color of graphic images should not contrast sharply with the overall style of the slide;
- illustrations are recommended to be accompanied by explanatory text;
- if a graphic image is used as a background, then the text on this background should be well readable.

The content and location of information blocks on the slide:

- there should not be too many information blocks (3-6);
- the recommended size of one information block is no more than 1/2 of the slide size;
- it is desirable to have on the page blocks with different types of information (text, graphs, diagrams, tables, figures) that complement each other;
- keywords in the information block must be highlighted;
- information blocks should be placed horizontally, blocks related in meaning - from left to right;
- the most important information should be placed in the center of the slide;
- the logic of presenting information on slides and in the presentation should correspond to the logic of its presentation.

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

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

The work program was compiled on the basis of the Federal State Educational Standard of Higher Education in the direction of training bachelors on March 38, 02 "Management", approved by order of the Ministry of Education and Science of the Russian Federation of August 12, 2020 No. 970 (Registered in the Ministry of Justice of Russia on August 25, 2020 No. 59449).

The program was made by:
Candidate of Economics, Associate Professor of the Department of Management
/Zyulina V.V. /

The program was approved at a meeting of the department "Management"
August 29, 2022, Protocol No. 1

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

Attachment 1

Structure and content of the discipline
"System Management of Business Processes"
in the direction of preparation 38.03.02 "Management" (bachelor)
educational program "Business Process Management"
Part-time education

Chapter	Semester	A week semester	Types of educational work, including independent student work, and labor intensity in hours					Types of independent work students					Forms of attestation	
			L	F/N	Lab	SRS	DAC	K.R.	K.P.	K/R	T	DC	E	Z
Topic 1. Subject and content of the discipline. Basic concepts	eight	one	2	2		four						+		
Topic 2. Methodology of the theory of system activity management	eight	2	2	2		four						+		
Topic 3. Theories of innovative development	eight	3	2	2		four								
Topic 4. The concept of technological structures	eight	four	2	2		four						+		
Topic 5. Innovation processes: types, stages, essence, content	eight	5	2	2		four						+		
Topic 6. Innovation cycles	eight	6	2	2		four						+		
Topic 7. National innovation systems	eight	7	2	2		four						+		

Topic 8. System activity infrastructure	eight	eight	2	2		four						+		
Topic 9. Organization and management of system activities	eight	9	2	2		four								
Topic 10. Basic principles of forecasting scientific and technological development	eight	ten	2	2		four						+		
Topic 11. Intra- and inter-firm organizational forms of systemic activity	eight	eleven	2	2		four						+		
Topic 12. Competitiveness: concept, factors, conditions for ensuring	eight	12	2	2		four								
Topic 13. Innovative potential of an enterprise (organization) as the most important factor of competitiveness	eight	13	2	2		four						+		
Topic 14. Management of system activities in an enterprise (in an organization, institution)	eight	fourteen	2	2		four						+		
Topic 15. Designing business processes for system activities	eight	fifteen	2	2		four						+		
Topic 16. Investments in innovation. System activity risks	eight	16	2	2		four						+		
Topic 17. Management of innovative projects and programs	eight	17	2	2		four						+		
Topic 18. Entrepreneurship in the systemic sphere	eight	eighteen	2	2		four								

Appraisal Form												one		Z
Total hours per discipline			36	36		72								

Appendix 2 to
work program

MINISTRY OF EDUCATION AND SCIENCE OF THE RUSSIAN FEDERATION

FEDERAL STATE BUDGETARY EDUCATIONAL INSTITUTION OF HIGHER EDUCATION

"MOSCOW POLYTECHNIC UNIVERSITY"

(MOSCOW POLYTECH)

Direction of training: 38.03.02 "Management"

EP (educational program): "Business Process Management"

Form of study: full-time, part-time

Type of professional activity: organizational and managerial, information and analytical, entrepreneurial

Department: "Management"

VALUATION FUND

BY DISCIPLINE

"System Management of Business Processes"

Composition: 1. Passport of the fund of appraisal funds

2. Description of evaluation tools

Compiled by:

Candidate of Economics, Associate Professor Zyulina V.V.

Moscow, 2022

INDICATOR OF THE LEVEL OF FORMATION OF COMPETENCES

Systematic business process management					
GEF VO 38.03.02 "MANAGEMENT"					
In the process of mastering this discipline, the student forms and demonstrates the following **competencies**:					
COMPETENCES		**List of components**	**Competence formation technology**	**Assessment Tool Form****	**Degrees of levels of development of competencies**
INDEX	**FORMULATION**				
UK-1	Able to search, critically analyze and synthesize information, apply a systematic approach to solve tasks	**know:** the basics of managing a project, a technology and product innovation program, or an organizational change program **be able to:** use the principles of effective project management, technology and product innovation program or organizational change program **own:** effective project management methods, technology and product innovation program, or organizational change program	lecture, independent work, seminars	DS, Z	**A basic level of** - is able to analyze, apply skills and functions of competence in training and prepared situations **Enhanced level** -able to analyze, apply the skills and functions of competence in practice and in non-standard situations

Appendix 3
to work program

List of assessment tools by discipline

Systematic business process management

OS number	Name of the evaluation tool	Brief description of the evaluation tool	Presentation of the evaluation tool in the FOS
one	Report, message (DS)	The product of the student's independent work, which is a public performance on the presentation of the results of solving a specific educational, practical, educational, research or scientific topic	Topics of reports, messages
2	Pass (D)	Form of knowledge assessment. In higher education institutions are held during the session	Questions for the test

Questions for offsetby discipline
"System Management of Business Processes"
formation of competencies UK-1

1. The concept and economic essence of innovation.
2. Classification of innovations.
3. Innovation (innovation) as an object of management.
4. Concepts of innovative development.
5. Influence of the technological order on the strategic choice of the development of the organization.
6. Goals, objectives, forms and methods of formation and implementation of the state system policy.
7. The concept of the infrastructure of system activity.
8. Goals and objectives of forecasting scientific and technological development.
9. Features of product, technological and modifying innovations
10. Intra- and inter-company organizational forms of systemic activity
11. The essence and structure of the innovation process.
12. The main stages of the product life cycle and their characteristics.
13. Basic provisions of the concept of national innovation systems.
14. Commercialization of the results of scientific and technical activities: essence and features at different stages of the life cycle.
15. The main factors determining the competitiveness of products and technologies.
16. Innovative potential of an enterprise (organization) as the most important factor of competitiveness.
17. Strategies for innovative development of enterprises and approaches to their formation and implementation.
18. Methods and approaches to overcome resistance to innovation and conflict resolution.
19. Designing business processes of system activity.

20. Team building and leadership in the implementation of innovative projects and programs for innovative development of enterprises.
21. The concept of the project. Development of an innovative project and ensuring its implementation.
22. Features of the regulation of innovation processes at the macro- and micro-levels of management.
23. The concept and definition of a system program as a control object.
24. State and international programs to support systemic activities.
25. Schemes of the organizational structure of project management.
26. Marketing of an innovative project.
27. Innovation as a specific commodity. Features of promotion of innovations in the market.
28. Scientific and technical expertise of innovative projects: directions, forms, methods, tools.
29. Uncertainty and risks in system activity.
30. Tools for financial analysis and resource management of an innovative project

Topics of reports by discipline
"System Management of Business Processes"
(formation of competence PC-4)

one. Goals and objectives of state regulation of systemic activity.

2. Development of the system of state regulation of systemic activity in Russia.

3. Comparative analysis of systems of state regulation of systemic activity in Russia and the USA.

four. Comparative analysis of systems of state regulation of systemic activity in Russia and Japan.

5. Comparative analysis of systems of state regulation of systemic activity in Russia and Germany.

6. Comparative analysis of systems of state regulation of systemic activity in Russia and France.

7. Comparative analysis of systems of state regulation of systemic activity in Russia and Great Britain.

eight. Organizational and economic aspects of the system of state regulation of systemic activity.

9. The main directions and measures to strengthen the influence of the state on the innovative activities of corporations.

10. Government support for corporate innovation programs and projects.

11. State stimulation of financial and credit organizations as investors of innovative enterprises.

12. Features of the system of state regulation of systemic activities in the constituent entities of the Russian Federation.

13. Sectoral features of system activity management in the Russian Federation.

14. Innovative project - as an investment object.

15. Organizational structure of innovation project management.

16. External factors and conditions for the implementation of systemic activities.
17. Improving the methods of financing innovative projects.
18. Bank credit - as a source of financing for innovative projects.
19. Goals and objectives of the regional system policy.
20. Methods for stimulating active systemic activity in the city of Moscow.

Report Evaluation Criteria

No.	Criterion	Grade			
		ex.	choir.	satisfactory	unsatisfactory
one	Report Structure	The report contains semantic parts, balanced in volume	The report contains three semantic parts, unbalanced in volume	One of the semantic parts of the report is missing	The report does not trace the presence of semantic parts
2	Content of the report	The content reflects the essence of the problem under 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	Ownership of the material	The student fully owns the material presented, is oriented in the problem, freely answers questions	The student owns the material presented, is oriented in the problem, finds it difficult to answer some questions	The student is not fluent enough in the material presented, poorly oriented in the problem	The student does not own the material presented, poorly oriented in the problem
four	Relevance to the topic	The presented material is fully consistent with the stated topic.	The material presented contains elements that are not relevant to the topic.	The material presented contains a large number of elements that are not related to the topic.	The material presented is slightly relevant to the topic.