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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

"Managing subject-object relations in business processes"

Field of study
38.03.02 Management

Educational program (profile)
"Business Process Management"

Qualification (degree)
Bachelor

Form of study
Part-time

Moscow 2022

1. Goals and objectives of the discipline.

Target discipline "Management of subject-object relations in business processes": the formation of a sufficient amount of theoretical knowledge and practical skills for students to develop, adopt and organize the implementation of management decisions aimed at ensuring the smooth operation of the production system, establishing basic production processes, ensuring the management of a manufacturing enterprise and corporations all the necessary theoretical information.

Tasks discipline "Management of subject-object relations in business processes": Learn the structure and content, construction and analysis of the concept of "business process", the need for its rational organization. To acquaint with the defining fundamentals of building business processes in corporations, their features and possibilities of application. To teach modern approaches to the management of corporations. To provide students with fundamental knowledge in the field of business process theory, allowing them to successfully master the training profile "Management of innovative business processes".

2. The place of discipline in the structure of the EP.

The discipline "Management of subject-object relations in business processes" refers to the disciplines of part B.1.2.06 - the part formed by the participants in educational relations, the direction of training bachelors 38.03.02 "Management".

In its turn discipline "Management of subject-object relations in business processes" is the basis for studying such disciplines, so that the bachelor masters the basics of process management, modeling and analysis and optimization of business processes, familiarizes himself with modern tool systems for modeling and analyzing organization processes.

The discipline "Management of subject-object relations in business processes" is interconnected logically and methodically with the following disciplines of the EP:

- "Business Process Management";
- "Managing the life cycle of an organization"
- "Cross-cultural management";
- "Management of organizational changes";
- "Project management"
- "Management of distributed communities".

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

Competency code	As a result of mastering the educational program, the	Code and name of the indicator of achievement of competence	List of planned learning outcomes by discipline

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

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 126 hours are independent work of students).

Sections of the discipline "Management of subject-object relations in business processes" are studied in the second year of undergraduate studies.

Fourth semester:lectures - 8 hours, seminars - 10 hours, form of control - test.

The content of the sections of the discipline.

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

The essence of the business process, the life cycle of products, the formation of business processes of the organization from the business processes of divisions, "volumetric" business processes, the formation of responsibility matrices for business processes. Key economic business processes of an organization, marketing management, project management, risk management, financial management, social business processes, organization process network

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Topic 2. Integrated business processes to ensure production.

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

Topic 3. Business processes of development, sales, marketing

Tasks of marketing business processes in a company, the basic principle of marketing, marketing tools, stages of the process of creating a new product, the process of setting the price of a product, the process of distributing and promoting a product.

Topic 4. Subject-object management of business processes

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

Topic 5. Process commands and methods of their management.

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

Independent work

Independent work of students is carried out in the form of studying theoretical and practice-oriented economic sources of literature, developing practical skills for solving problems in the discipline

Section of discipline	Amount of independent work in hours	
	full-time	part-time

Topic 1. The essence of the business process, its subjects and objects	twenty	25
Topic 2. Integrated business processes to ensure production	ten	25
Topic 3. Business processes of development, sales, marketing	twenty	25
Topic 4. Subject-object management of business processes	twenty	25
Topic 5. Process commands and methods for their management	twenty	26
TOTAL	90	126

5. Educational technologies.

The methodology for teaching the discipline "Management of subject-object relations in 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 forms of conducting group, individual, classroom classes in combination with extracurricular work in order to form and develop the professional skills of students:

- preparation, solution and presentation of independent work (tasks) at seminars.

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

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

- Student reports

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

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

As a result of mastering the discipline (module), the following competencies are formed:

Competency code	As a result of mastering the educational program, the student must have
UK-3	Able to carry out social interaction and realize their role in the team

In the process of mastering the educational program, these competencies, including their individual components, are 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 evaluating competencies formed based on 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).

UK-3 Ability to interact socially and fulfill their role in a team. IUK-3.1. Determines his role in the team, based on the strategy of cooperation to achieve the goal, taking into account the behavior and interests of other team members				
Index	**Evaluation criteria**			
	2	**3**	**four**	**5**
Know -essence of organizational development;	The student demonstrates a complete lack of knowledge about the essence of organizational development.	The student demonstrates incomplete ideas about the essence of organizational development, the student experiences significant difficulties in operating knowledge when transferring it to new situations.	The student demonstrates gaps in knowledge about the essence of organizational development, but minor errors, inaccuracies, and difficulties in analytical operations are allowed.	The student demonstrates the formed systematic ideas about the essence of organizational development and freely operates with the acquired knowledge.
Be able to develop corporate strategy;	The trainee has a complete lack of skills to develop a corporate strategy.	The teacher has a non-systematic nature of the ability to develop a corporate strategy. Significant mistakes are made, lack of skills is manifested, for a number of indicators, the student experiences significant difficulties in operating with skills when transferring them to new situations.	The trainee has certain gaps in the ability to develop a corporate strategy. Skills are mastered, but minor errors, inaccuracies, difficulties in analytical operations, transferring skills to new, non-standard situations are allowed.	The trainee has a well-formed ability to develop a corporate strategy. Freely operates with acquired skills, applies them in situations of increased complexity.

Own skills in developing programs for organizational development and change.	Trainer lacks skillsskills in developing programs for organizational development and change.	Trainer has generally successful but inconsistent application of development skillsorganizational development and change programs. 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.	Trainer has skill application gapsdeveloping programs for organizational development and change. Skills are mastered, but minor mistakes, inaccuracies, difficulties in analytical operations, transferring skills to new, non-standard situations are allowed.	The trainer has a successful and systematic applicationskill s in developing programs for organizational development and change. . Freely applies acquired skills in situations of increased complexity.

UK-3 Ability to interact socially and fulfill their role in a team. IUK-3.2. Plans and analyzes the consequences of personal actions, adequately evaluates the ideas and proposals of other participants to achieve the goal in teamwork				
Index	**Evaluation criteria**			
	2	**3**	**four**	**5**
Know software methods of business process management in corporations;	The student demonstrates a complete lack of knowledge about software methods for managing business processes in corporations;	The student demonstrates incomplete understanding of the software methods of business process management in corporations; the student experiences significant difficulties in operating knowledge when transferring it to new situations.	The student demonstrates gaps in knowledge about software methods for managing business processes in corporations, but minor errors, inaccuracies, and difficulties in analytical operations are allowed.	The student demonstrates the formed systematic ideas about the software methods of business process management in corporations, freely operates with the acquired knowledge.
Be able to develop programs for organizational development and change;	The trainee has a complete lack of skills to develop programs for organizational development and change;	The teacher has a non-systematic nature of the ability to develop programs for organizational development and change. Significant mistakes are made,	The teacher has certain gaps in the ability to develop programs for organizational development and change. Skills are mastered, but minor errors, inaccuracies,	The teacher has a developed ability to develop programs for organizational development and change.

		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.	Freely operates with acquired skills, applies them in situations of increased complexity.
Own skillsdevelopment of a corporate business process management system.	The trainee lacks the skills to develop a corporate business process management system.	Trainer has generally successful but inconsistent applicationskillsdevelopment of a corporate business process management system. 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 trainer has gaps in applying the skills to develop a corporate business process management system. Skills are mastered, but minor mistakes, inaccuracies, difficulties in analytical operations, transferring skills to new, non-standard situations are allowed.	The trainer has a successful and systematic applicationskillsdevelopment of a corporate business process management system.Freely applies acquired skills in situations of increased complexity.

UK-3 Ability to interact socially and fulfill their role in a team.
IUK-3.3. Carries out the exchange of information, knowledge and experience with team members, observing the established norms and rules of social interaction, is personally responsible for his contribution to the result of team work

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

Be able to implementprograms for the development of the organization within the framework of the corporate strategy;	The teacher has a complete lack of skillsimplementprograms for the development of the organization within the framework of the corporate strategy;	The teacher has a non-systematic nature of skillsimplementprograms for the development of the organization within the framework of the corporate strategy. Significant mistakes are made, lack of skills is manifested, for a number of indicators, the student experiences significant difficulties in operating with skills when transferring them to new situations.	The teacher has certain skill gapsimplementprograms for the development of the organization within the framework of the corporate strategy. Skills are mastered, but minor errors, inaccuracies, difficulties in analytical operations, transferring skills to new, non-standard situations are allowed.	The teacher has developed skillsimplementprograms for the development of the organization within the framework of the corporate strategy. Freely operates with acquired skills, applies them in situations of increased complexity.
Own skills to ensure the implementation of programs for organizational development and management of corporate business processes.	Trainer lacks skillsensuring the implementation of programs for organizational development and management of corporate business processes.	Trainer has generally successful but inconsistent applicationskills to ensure the implementation of programs for organizational development and management of corporate business processes. 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 training application gapsskills to ensure the implementation of programs for organizational development and management of corporate business processes. Skills are mastered, but minor mistakes, inaccuracies, difficulties in analytical operations, transferring skills to new, non-standard situations are allowed.	The trainer has a successful and systematic applicationskills to ensure the implementation of programs for organizational development and management of corporate business processes. Freely applies acquired skills in situations of increased complexity.

Form of intermediate attestation: test.

Intermediate attestation of students in the form of a test is carried out based on the results of the implementation of all types of educational work provided for by the curriculum for this discipline, while taking into account the results of ongoing monitoring of progress during the semester. The assessment of the degree of achievement by students of the planned learning outcomes in the discipline is carried

out by the teacher conducting classes in the discipline, by the method of expert assessment. Based on the results of the intermediate attestation in the discipline, the mark "passed" or "not passed" is set.

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

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

7. Educational-methodical and information support of the discipline.

Main literature:

1. Kirillina Yu.V., Gantz I.S., Pavlovich T.V. Business process management: guidelines - M.: RTU MIREA, 2021. - 53 p. — Text: electronic // Doe: electronic library system. - url:https://e.lanbook.com/book/218696
2. Nadtochy Yu. B. Team building. Workshop: study guide - M .: Dashkov and K, 2022. - 108 p. - ISBN 978-5-394-04656-8. — Text: electronic // Doe: electronic library system. - url:https://e.lanbook.com/book/228827

Additional literature:

1. Dolganova, O. I., Vinogradova E. V., Lobanova A. M. Modeling of business processes: textbook and workshop for universities; edited by O. I. Dolganova. - Moscow: Yurayt Publishing House, 2022. - 289 p. - (Higher education). - ISBN 978-5-534-00866-1. — Text: electronic // Educational platform Urayt [website]. — URL: https://urait.ru/bcode/489496
2. Kravchenko A. V. Modeling of business processes: textbook - N .: NSTU, 2020. - 136 p. - ISBN 978-5-7782-4159-6. — Text: electronic // Doe: electronic library system. - url:https://e.lanbook.com/book/152364
3. Lyubimov E. V. Management of enterprise business processes: textbook - Vl .: VGUES, 2018. - 48 p. - ISBN 978-5-9736-0531-5. — Text: electronic // Doe: electronic library system. - url:https://e.lanbook.com/book/161417
4. Trushkova, A.Yu. Management. Applied aspects: textbook / A.Yu. Trushkov. - 3rd ed. - Moscow: FLINTA, 2017. - 134 p. — ISBN 978-5-9765-3404-9. - Text: electronic // Electronic library system "Lan": [website]. - url:https://e.lanbook.com/book/97146

c) software and Internet resources:

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

- http://www.gov.ruServer of state authorities of the Russian Federation.
- http://www.mos.ruOfficial server of the Government of Moscow.
- http://www.garant.ruGUARANTOR Legislation with comments.
- http://www.gks.ruFederal State Statistics Service.
- http://www.rg.ruRussian newspaper.
- http://www.rbc.ruRBC (RosBusinessConsulting).
- http://www.businesspress.ruBusiness press.
- http://uisrussia.msu.ruUniversity Information System of Russia.
- http://www.mevriz.ruJournal "Management in Russia and abroad"
- http://minpromtorg.gov.ru/Ministry of Industry and Trade of the Russian Federation.

8. Logistics support of discipline.

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 in the course "Management of subject-object relations in business processes" 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 38.03.02 - "Management",

approved by order of the Ministry of Education and Science of the Russian Federation No. 970 dated August 12, 2020 (Registered with the Ministry of Justice of Russia on August 25, 2020 N 59449).

The program was compiled by: /Mazur V.V./
Art. teacher of the department "Management"



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

Department head
Candidate of Economics, Associate Professor
/E.E. Alenina/



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

Structure and content of the discipline
"Management of subject-object relations in business processes"
in the direction of preparation 38.03.02 "Management" (bachelor's degree)
Educational program: "Business Process Management"
Part-time education

Chapter	Semester	Semester week	Types of educational work, including independent work of students and labor intensity in hours					Types of independent work of students					Forms of attestation	
			L	F/N	Lab	SRS	DAC	K.R.	RZZ	T	Report	K/r	E	Z
Topic 1. The essence of the business process, its subjects and objects	four	1-2	one	2		25								+
Topic 2. Integrated business processes to ensure production	four	3-4	one	2		25								+
Topic 3. Business processes of development, sales, marketing	four	5-6	2	2		25								+
Topic 4. Subject-object management of business processes	four	7-10	2	2		25								+
Topic 5. Process commands and methods for their management	four	11-12	2	2		26								+

Total			eight	ten		126				+	+			+

Appendix 1 to
work program

MINISTRY OF SCIENCE AND HIGHER EDUCATION OF THE RUSSIAN FEDERATION
FEDERAL STATE AUTONOMOUS EDUCATIONAL INSTITUTION OF HIGHER EDUCATION
"MOSCOW POLYTECHNIC UNIVERSITY"
(MOSCOW POLYTECH)

Direction of training: 38.03.02 "Management"
EP (profile): "Business Process Management"
Full-time form of education

Type of professional activity:
Settlement and economic,
Analytical, research,
organizational and managerial

Department: Management

VALUATION FUND

BY DISCIPLINE

Managing subject-object relations in business processes

Composition: 1. Passport of the fund of appraisal funds
2. Description of evaluation tools:
topics of reports, questions for the exam
Compiled by:
Mazur V.V.

Moscow, 2022

Attachment 1
to work program

INDICATOR OF THE LEVEL OF FORMATION OF COMPETENCES

Managing subject-object relations in business processes						
GEF VO 38.03.02 "Management" **OP**"Business Process Management"						
In the process of mastering this discipline, the student forms and demonstrates the following **universal competencies**:						
COMPETENCES			**List of components**	**Competence formation technology**	**Assessment Tool Form****	**Degrees of levels of development of competencies**
INDEX	**FORMULATION**					
UK-3	Able to carry out social interaction and realize their role in the team	IUK-3.1. Determines his role in the team, based on the strategy of cooperation to achieve the goal, taking into account the behavior and interests of other team members	**Know:**essence of organizational development; **Be able to:**develop corporate strategy; **Own:**skills in developing programs for organizational development and change.	lecture, independent work, seminars	D, T, Z	**A basic level of** - is able to use the basics of economic knowledge in various fields of activity in standard learning situations **Enhanced level** -is able to use the basics of economic knowledge in various fields of activity based on the analysis of economic literature sources

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

application 2
to work program

List of evaluation tools for the discipline "Management of subject-object relations in business processes"

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)	Product independent work student, which is a public performance on the presentation of the results of the solution of a certain educational and practical, educational and research or scientific Topics	Topics of reports, Posts
2	Test (T)	A system of standardized tasks that allows automatethe procedure for measuring the level of knowledge and skills of the student.	Fund of test tasks
3.	offset (Uh)	A set of control questions for the test, allowing you to fix the correspondence of the student's answers to a specific	Control questions for the test

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

1. Influence of process management on the competitiveness of an enterprise.
2. Concepts and essence of the process, process approach, process management.
3. Goals and organization of statistical process control.
4. Pareto analysis procedure.
5. Selective and acceptance control.
6. Process maps and their creation.
7. Structural analysis of processes.
8. Methodology of general description and functional modeling of business processes.
9. "Flat" and "volumetric" models of processes.
10. Process allocation rules, their classification, size, number.
11. Stage of process measurement, regulation and motivation, characteristics and description
12. Coordination of inputs and outputs between processes.

13. Development of a target system of business processes for the enterprise ("As it should be").
14. Organization of supplier selection in the supply chain management system.
15. System of strategic goals and indicators of business processes.
16. Implementation of strategic and process management systems.
17. Preparation for process modeling.
18. Development of a holistic process structure.
19. Modeling order.
20. Analysis of the actual situation and determination of criteria for evaluating models.
21. The procedure for the formation of a process-oriented organization
22. Process management implementation strategy.
23. Marketing of the process management implementation project.
24. Process performance management.
25. Procedure for continuous process management.
26. Distribution of responsibility for processes.
27. Features of evaluation of information systems in process management.
28. Advantages of the process approach.
29. Restrictions on the use of process management.
30. Reengineering of business processes.
31. Build the order of formation of graphic schemes of business processes.
32. Give basic recommendations for describing the business process.
33. The place of the stage of development of the organization's strategy in the process approach.
34. Description of network charts and Gantt charts in the process management of an organization.
35. Transition system in progress
36. Risks and compensation measures of the project, characteristics, description.
37. Corporation: BPML business process languages
38. Decomposition of processes.
39. Functions of the process management system.
40. Business process management.

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

1. Business Process Modeling
2. Foreign experience in business process management
3. Business process reengineering
4. Business process optimization
5. Functional roles of business process participants

6. The role of the manager in the selection of business processes and their reengineering
7. Marketing processes of the organization, characteristics, main provisions
8. Development of business models and mechanisms of creativity
9. The Importance of Business Modeling for Modern Enterprises
10. Social business processes of the organization

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

Rating "5" -is set if the student gives the correct wording, precise definitions of the main concepts, reveals a complete understanding of the material and can justify his answer, correctly answers the additional questions of the teacher.

Rating "4" -exhibited if the student meets the same requirements, but makes single mistakes, inaccuracies, which he corrects after the teacher's remark.

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

Grade "2" -exhibited if the student discovers significant gaps in the knowledge of the main material, makes mistakes in the formulation of concepts that distort their meaning, could not answer clarifying and additional questions.

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

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

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

4. A business process client is a person who:

~ is the user of the process results
= responsible for process output
= controls the execution of a particular operation
= loads resources into the process

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

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

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

8. The adoption of managerial decisions, as well as the connection of the process with processes of a higher level, belongs to the category of business processes:
~ strategic
= operational
= main
= auxiliary

9.Scheduled repair of high-tech equipment belongs to the categories of business processes:
= basic
= auxiliary
~ serving
= logistic

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

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

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

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

14. Data stored in the form of statistics on the reaction of process operations to the loading of resources into them are called:
= disturbing variables
~ feedback variables
= resulting variables
= management variables

15. Management variables are implemented in the business process in the form of:
= amount of downloaded resources
~ plans, release programs
= financial cost of the process
= Controlling data

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

17. The wording of the law of synergy in the development of business processes sounds like:

= elements of the process individually contribute more than the process as a whole
~ elements of the process individually give less than the process as a whole
= all process elements can be aggregated
= the result of the processes is the totality of its individual elements

18. The value of the level of self-preservation of the process was -40 units. What needs to be done with the process?
= nothing, the process is in development
~ making a decision on the reorganization of processes
= the process is in artificial, favorable conditions
= should kill the process immediately

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

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

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

22. The value of the direct flow coefficient was 0.3. This means that this business process…
= overall, fully balanced
= requires the organization of a parallel movement of the product
~ has return moves and intersections with other processes
= has resource overrun

23. Every 10 minutes, a business process releases 1 unit. typical service. This is the result of the implementation of the principle of rational organization of the process:

= direct flow principle
= principle of parallelism
= principle of proportionality
~ the principle of rhythm

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

25. Due to the repair of equipment, between operations 1 and 2, a simple process arose, lasting 15 minutes. The following business process parameters were affected:
= parallelism
= proportionality
= quality
~ continuity

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

27. To meet market needs and build process compliance with norms and standards, the following strategy is generally applied:
~ product strategy
= process organization strategy
= process maintenance strategy
= process quality strategy

28. The process organization strategy implies the following actions:
= specific executors of the business process
= principal amount of business process funding
= resource supply sources for the business process
~ method of production or sale of the selected product

29. The formation of the scheme-structure of the designed business process refers to the management level:
~ strategic
= operational

= tactical
= synergistic

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

31. The Organization provided bulk technical services to corporate clients. After the change in the economic situation and the decrease in demand, it was decided to reduce the volume of sales of services. This is typical for process management tactics:
= inventory management tactics
= "just in time" tactics (part in time)
~ tactics for calculating the need for product components
= production scheduling tactics

32. The tactic of scheduling production is to:
~ regulation of the performance of operations and performers of the business process
= regulation of process control subjects
= process organization in time
= process organization in space

33. According to the concept of G. Mintzberg, the structure of business processes can be defined as:
~ A set of ways to divide the process into separate tasks
= Aggregate of process resource costs
= The set of process performers and their synergy
= Aggregate of output and output of a single process
34. Name those responsible for the strategic allocation of resources within business processes:
~ strategic apex
= operating core
= technostructure
= median line

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

= median line

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

37. Describe the sequence of subjects, according to the concept of G. Mintzberg:
= median line - operating core - technostructure
~ strategic apex - median line - operating core
= strategic apex – technostructure – operational core
= technostructure - strategic apex - production core

38. Informatization specialists launched a new system for recording the performance of individual business process operations with two-way feedback. At this point, they performed the functions:
= strategic apex
= midline
~ technostructures
= operating core

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

40. What are the subjects of the business process involved in the technostructure at the lower level of the process?
~ draw up schedules, performing a methodological and temporal analysis of the work of operators, control = quality
= develop systems for strategic planning and control over the implementation of goals
= control the execution of tasks and motivate performers
= allocate the resources needed to support the business process

41. The parameter "performance of the business process" measures the activities of the following entities:
= strategic apex
~ production core

= support staff
= median line

42. Define the concept of "process self-management":
= this is the ability of the subjects of the process to automatically choose the goals of the activity
= this is the ability of process subjects to allocate resources independently within their operations
~ this is the ability of the subjects of the process to independently control their operations and identify errors and marriage
= this is the ability of the subjects of the process to independently organize the process in time and space
43. What do transaction costs include in the self-management of business processes?:
= passing mandatory certification
~ R&D of the process and the product it produces
= testing and assessing the competence of labor resources
= business process controlling
44. The criterion for assessing the share of self-organization for the selected process was 0.3. What can be said about the self-management of the process?:
= process self-management is high
~ self-management of the process is low
= this indicator does not fully characterize the self-management of the process
= self-management of the process at an average level
45. An increase in the share of transaction costs in the total volume of process costs characterizes:
~ self-management of the process increases
= self-management of the process is reduced
= process self-management remains unchanged
= this indicator does not allow assessing the level of self-management of the process.