Документ подписан простой электронной подписью
Информация о владельце:
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Должность: директор департамента по образовательной политике
Дата подписания: 13.04.2026 15:03:37
Уникальный программный ключ:
8db180d1a3f02ac9e60521a5672742735c18b1d6

MINISTRY OF SCIENCE AND HIGHER EDUCATION OF THE RUSSIAN FEDERATION

Federal State Autonomous Educational Institution of Higher Education

"Moscow Polytechnic University"

(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

"Tools of Business Process Management"

Field of study
38.03.02 Management

Educational program (profile)
"Business Process Management"

Qualification (degree)
Bachelor

Form of study
Part-time

Moscow 2022

1. The goals of mastering the discipline

The purpose of mastering the discipline "Tools of Business Process Management" is to form students' holistic systemic understanding of the essence of various organization management tools, organizational development management models, as well as skills and abilities in the field of assessing the effectiveness of organization management.

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

–to give knowledge of the basic tools of organization management;

–to teach how to apply business process management tools in practice;

–analyze the performance and effectiveness of the organization's management.

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

The discipline "Business process management tools" refers to the disciplines of the part formed by the participants in the educational relations of block B1.2.15. It is related to the following disciplines:

- "Management in industries and areas of activity";
- "Perspective Management".

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 competencies and the following learning outcomes should be achieved as a stage in the formation of the relevant competency:

Cipher	Name	professional standard	OTF

PK-2	Able to design and implement cross-functional processes of an organization	07.007 "Process management specialist"	Design and implementation of cross-functional processes of the organization or administrative procedures of the organization

Competency code	**As a result of mastering the educational program, the student must have**	**Code and name of the indicator of achievement of competence**	**List of planned learning outcomes by discipline**
PK-2	Able to design and implement cross-functional processes of an organization	**IPK-2.1.**Knows methods of designing functional role models; methods of structural decomposition of cross-functional processes and administrative regulations; principles and methods for measuring and analyzing performance indicators of cross-functional processes and administrative regulations; principles and methods for translating the organization's goals into indicators of cross-functional processes and administrative regulations; methods and techniques of process optimization; principles and rules for working with documents and with regulatory and methodological documentation; specialized software for process control; basics of operational management; fundamentals of economics, cost accounting and performance evaluation; theory of process management; principles of integration of corporate information systems; basics of project management; principles and methods of change management;	**Know:** on the basic principles of the functioning of the organization; **Be able to:** identify new market opportunities and implement the formation of new business models; **Own:** skills to use the basic principles of the functioning of the organization.
		IPK-2.2. Able to aggregate, structure and generalize information; develop local regulations in the field of managing cross-functional processes; use specialized software for process management; control the compliance of the developed documents with regulatory and methodological documentation; measure the effectiveness of a cross-functional process or administrative procedure; identify the potential for improving the efficiency of a cross-functional process or administrative procedure; formulate and justify proposals to improve the efficiency of cross-functional	**Know:** about the main toolsorganization management; **Be able to:** apply new product development methods; **Own:** skills to identify new market opportunities and

		processes or administrative regulations; communicate, hold workshops, find consensus; evaluate the resources needed to improve a cross-functional process or administrative procedure; evaluate the risks of the chosen decisions; develop requirements for integration with corporate information systems; prepare and conduct presentations; develop and present action plans, evaluate the achievement of results, develop corrective actions to achieve plans; manage change implementation projects; plan and conduct staff training; evaluate the actual effectiveness of the implementation or improvement project.	form new business models.
		IPK-2.3. Has the skills to systematize the collected information about the cross-functional process of the organization or the administrative regulations of the organization; documenting the cross-functional process of the organization or developing the administrative regulations of the organization in accordance with the requirements of regulatory and methodological documentation; development of an executable cross-functional process of the organization or administrative regulations of the organization using specialized software for process management; development of control points that allow assessing the degree of implementation of the regulations, and methods for measuring the performance indicators of the organization's cross-functional process or the organization's administrative regulations; development of proposals to improve the efficiency of the cross-functional process of the organization or the administrative regulations of the organization; registration of the results of the development or refinement of the cross-functional process of the organization or the administrative regulations of the organization; planning the implementation of a cross-functional process of the organization or the administrative regulations of the organization or its improvement; implementation of a cross-functional process of the organization or administrative regulations of the organization or its improvement; evaluating the effectiveness of the implementation of a cross-functional process of the organization	**Know:** basic methods for assessing the effectiveness of the use of organization resources; **Be able to:** collect, process and analyze information about the competitive environment; **Own:** skills in applying the collection, processing and analysis of information about the competitive environment.

		or the administrative regulations of the organization or its improvement; instructing personnel on the implemented or improved cross-functional process of the organization or the administrative regulations of the organization. registration of the results of the development or refinement of the cross-functional process of the organization or the administrative regulations of the organization; planning the implementation of a cross-functional process of the organization or the administrative regulations of the organization or its improvement; implementation of a cross-functional process of the organization or administrative regulations of the organization or its improvement; evaluating the effectiveness of the implementation of a cross-functional process of the organization or the administrative regulations of the organization or its improvement; instructing personnel on the implemented or improved cross-functional process of the organization or the administrative regulations of the organization. registration of the results of the development or refinement of the cross-functional process of the organization or the administrative regulations of the organization; planning the implementation of a cross-functional process of the organization or the administrative regulations of the organization or its improvement; implementation of a cross-functional process of the organization or administrative regulations of the organization or its improvement; evaluating the effectiveness of the implementation of a cross-functional process of the organization or the administrative regulations of the organization or its improvement; instructing personnel on the implemented or improved cross-functional process of the organization or the administrative regulations of the organization. planning the implementation of a cross-functional process of the organization or the administrative regulations of the organization or its improvement; implementation of a cross-functional process of the organization or administrative regulations of the organization or its improvement; evaluating the effectiveness of the implementation of a cross-functional process of the organization or the administrative regulations of the	

		organization or its improvement; instructing personnel on the implemented or improved cross-functional process of the organization or the administrative regulations of the organization. planning the implementation of a cross-functional process of the organization or the administrative regulations of the organization or its improvement; implementation of a cross-functional process of the organization or administrative regulations of the organization or its improvement; evaluating the effectiveness of the implementation of a cross-functional process of the organization or the administrative regulations of the organization or its improvement; instructing personnel on the implemented or improved cross-functional process of the organization or the administrative regulations of the organization. evaluating the effectiveness of the implementation of a cross-functional process of the organization or the administrative regulations of the organization or its improvement; instructing personnel on the implemented or improved cross-functional process of the organization or the administrative regulations of the organization. evaluating the effectiveness of the implementation of a cross-functional process of the organization or the administrative regulations of the organization or its improvement; instructing personnel on the implemented or improved cross-functional process of the organization or the administrative regulations of the organization.	

4. Structure and content of the discipline.

Part-time education

The total labor intensity of the discipline is 5 credit units, i.e. 180 academic hours of which 108 hours are students' independent work. The discipline is studied in the 4th year.

Seventh semester: lectures - 36 hours, seminars and practical classes - 36 hours control form - exam.

The structure and content of the discipline "Business process management tools» by terms and types of work are reflected in the appendix.

The content of the sections of the discipline

Topic 1. Applied management tools

The concept and principles of management. Control functions. Implementation of management functions in practice. Management tools. Graph by G. Gantt. Visualization of the goal tree. Shell/DPM Matrix. MCC Matrix. Matrix HoferSchendel. Ansoff matrix. Matrix "Price-quality". Competitiveness polygon. Three-dimensional matrices. Formation of organizational structures of management.

Topic 2. Methods of making managerial decisions

The concept and types of management decisions. Stages and methods of making managerial decisions, optimization of managerial decisions, goal tree, decision tree, heuristic methods of decision making. Mind map method, W. Disney method, focal object method, decision making under uncertainty. Topological methods, scenario methods, expert methods, criterion methods, hierarchical methods, psychological methods.

Topic 3. Risk management tools in management

The concept and types of risks. Analysis and assessment of project risks, the impact of risks on the activities of the organization, the calculation of professional risks, risk prevention methods. Ways to measure risk. Risk assessment methods: mathematical modeling, statistical, expert. Models, methodology and organization of the process of developing a management decision under risk. Risk management technologies and its main tools. Risk management strategies in the enterprise.

Topic 4. Making managerial decisions under conditions of uncertainty

The concept of uncertainty in management. The difference between uncertainty and risk. Determination of the probabilities of changes in the internal and external environment, mathematical expectation and dispersion of the occurrence of events, assessment of the degree of variation of events. Decision matrix. Wald criterion (maximin criterion), maximax criterion, Hurwitz criterion (optimism-pessimism criterion or alpha criterion), Savage criterion (loss criterion from minimax).

Topic 5. Qualitative and quantitative methods for the development and adoption of managerial decisions

The main stages of the process of development and adoption of managerial decisions. The place of management decisions in the management process. The importance of making informed decisions to ensure successful professional activity. Correlation and correlation analysis, linear programming problems, building predictive models and foresight. Models of network planning and management. Discussion methods (commission method, trial method, brainstorming method and its modifications, six hats method, etc.), their advantages and disadvantages. Expert methods (nominal group method, ranking method, pair comparison method, expert classification method, Delphi method, etc.), their advantages and disadvantages. Features of the process of making a rational decision in a multi-criteria environment. The concept of Pareto optimality. Value functions. Methods and rules for choosing a solution in a multi-criteria environment (the rule of guaranteed advantages and disadvantages, the main characteristic, proximity to the ideal). Evaluation and measurement of the quality of management decisions. The effectiveness of management decisions. Features of making managerial decisions in various areas of professional activity.

Topic 6. Management decision support system

Prospects and main directions of development of decision support systems, their role in the management of the organization. Information-analytical systems. Decision making process. Formal and informal decision-making methods (mathematical and computer modeling, basic optimization methods and operations research, expert evaluation methods, artificial intelligence methods and expert systems): problem setting and

computational methods, advantages and disadvantages, opportunities and scope. Analysis of the methods of situational modeling and scenario calculations. Combination of formal and informal approach in man-machine decision-making procedures. The role of the decision maker (DM) in the formulation of tasks for the selection and implementation of variant synthesis procedures Methods of simulation modeling,

Topic 7. Modeling of management processes

The role of modeling in the study of phenomena and processes. Classification of modeling methods. Signs of classification. Basic principles and stages of modeling. The concept of the subject area of modeling. System approach in process modeling. Modeling in management. Mathematical models used in the development and adoption of managerial decisions: simulation, econometric, reliability assessments. The essence of the structural approach to modeling processes. The main provisions of the structural approach to modeling. Petri diagrams. Methodology of structural analysis and design SADT. A family of IDEF modeling methodologies. Functional model of the system. The concept of a functional block. Graphical representation of the model.

Topic 8. Modeling of organizational systems.

The concept of organizational systems. Goals, features, effective areas of organizational systems modeling. Types of organizational systems. Classification of problems of management of organizational systems. The concept and classification of organizational mechanisms in organizational systems. Graphic and visual models, Zachman model, logical models. Analytical and simulation models. Combined (analytical and simulation) models. Methods for machine implementation of models. Basic concepts of the theory of system modeling. Continuous-stochastic models (Q - schemes). Network models (N - schemes). Generalized (combined) models (A - schemes).

Topic 9. Foresight tools

Foresight definition. The history of the term. Building predictive models, mathematical forecasting, network graphs and their optimization. The concept of "critical technologies". "Foresight Fleet" in the Russian Federation. The concept of "Road maps". Foresight research technology: a combination of "product" (forecasts, scenarios, priorities) and "process" (establishing links between all stakeholders). Triangle of foresight methods.

Rhombus of foresight methods. Stages of foresight research. Foresight formation rules. Foresight horizon. Foresight focus. Foresight varieties.

5. Educational technologies

Methods of teaching the discipline "Business process management tools» and the implementation of a competence-based approach in the presentation and perception of the material involves 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:

- oral questioning;
- report (message)

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

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

- oral questioning;
- report (message).

Sample questions for an oral survey, topics of reports for current control, questions for credits, questions for the exam are given in the appendix.

When performing current control, it is possible to use test material.Samples of control questions and tasks for conducting current control are given in the appendix. When implementing the undergraduate program, the organization has the right to use e-learning and distance learning technologies. All materials are placed in the LMS of the Moscow Poly (https://online.mospolytech.ru/).

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

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

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

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

Competency code	As a result of mastering the educational program, the student must have
PC-2	Able to design and implement cross-functional processes of an organization

In the process of mastering the educational program, these competencies, including their individual components, are formed in stages in the course of mastering disciplines by students in accordance with the curriculum and calendar schedule of the educational process.

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

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

PC-2. Able to design and implement cross-functional processes of an organization

IPK-2.1. Knows methods of designing functional role models; methods of structural decomposition of cross-functional processes and administrative regulations; principles and methods for measuring and analyzing performance indicators of cross-functional processes and administrative regulations; principles and methods for translating the organization's goals into indicators of cross-functional processes and administrative regulations; methods and techniques of process optimization; principles and rules for working with documents and with regulatory and methodological documentation; specialized software for process control; basics of operational management; fundamentals of economics, cost accounting and performance evaluation; theory of process management; principles of integration of corporate information systems; basics of project management; principles and methods of change management;

Index	Evaluation criteria			
	2	**3**	**four**	**5**
know: on the basic principles of the functioning of the organization	The student demonstrates the complete absence or insufficient compliance of the following knowledge: about the basic principles of the	The student demonstrates incomplete compliance with the following knowledge: on the basic principles of the functioning of the organization.	The student demonstrates partial compliance with the following knowledge: about the basic principles of the functioning of the	The student demonstrates full compliance with the following knowledge: about the basic

	functioning of the organization	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.	organization, but minor errors, inaccuracies, and difficulties in analytical operations are allowed.	principles of the functioning of the organization Freely operates with the acquired knowledge.
be able to: identify new market opportunities and implement the formation of new business models;	The student does not know how or insufficiently knows how to: identify new market opportunities and carry out the formation of new business models;	The student demonstrates incomplete compliance with the following skills: identify new market opportunities and implement the formation of new business models; the student experiences significant difficulties in operating skills when transferring them to new situations.	The student demonstrates partial compliance with the following skills: to identify new market opportunities and to carry out the formation of new business models, but minor errors, inaccuracies, difficulties in analytical operations, transferring skills to new, non-standard situations are allowed.	The student demonstrates full compliance with the following skills: identify new market opportunities and implement the formation of new business models. Freely operates with acquired skills, applies them in situations of increased complexity.
own: skills to use the basic principles of the functioning of the organization.	The student does not possess or insufficiently possesses the skills to use the basic principles of the functioning of the organization.	The student partially owns the knowledge and certain skills of using the basic principles of the functioning of the organization. The learner experiences significant difficulties in applying skills in new situations.	The student has knowledge and certain skills in using the basic principles of the functioning of the organization, but minor errors, inaccuracies, difficulties in analytical operations, transferring skills to new, non-standard situations are allowed.	The student fully owns the skills of using the basic principles of the functioning of the organization. skills to use the basic principles of the functioning of the organization, freely applies the acquired skills in situations of increased complexity.
IPK-2.2. Able to aggregate, structure and generalize information; develop local regulations in the field of managing cross-functional processes; use specialized software for process management; control the compliance of the developed documents with regulatory and methodological documentation; measure the effectiveness of a cross-functional process or administrative procedure; identify the potential for improving the efficiency of a cross-functional process or administrative procedure; formulate and justify proposals to improve the efficiency of cross-functional processes or administrative regulations; communicate, hold workshops, find consensus; evaluate the resources needed to improve a cross-functional process or administrative procedure; evaluate the risks of the chosen decisions; develop requirements for integration with corporate information systems; prepare and conduct presentations; develop and present action plans, evaluate the achievement of results, develop corrective actions to achieve plans; manage change implementation projects; plan and conduct staff training; evaluate the actual effectiveness of the implementation or improvement project.				
know: about the main tools of organization management;	The student demonstrates the complete absence or insufficient compliance of the following knowledge:about the main tools of	The student demonstrates incomplete compliance with the following knowledge: about the main tools of organization management.Significant errors are made, lack of	The student demonstrates partial compliance with the following knowledge:about the main tools of organization management, but minor	The student demonstrates full compliance with the following knowledge:about the main tools of organization

	organization management;	knowledge on a number of characteristics is manifested, the student experiences significant difficulties in operating knowledge when transferring it to new situations.	errors, inaccuracies, difficulties in analytical operations are allowed.	management;freel y operates with acquired knowledge in new, more complex conditions.
be able to: apply new product development methods;	The student does not know how or insufficiently knows how to apply the methods of developing new types of products;	The student demonstrates incomplete compliance with the following skills: apply new product development methods.Significant mistakes are made, lack of skills is manifested, for a number of indicators, the student experiences significant difficulties in operating with skills when transferring them to new situations.	The student demonstrates partial compliance with the following skills: apply methods for developing new types of products; Skills are mastered, but minor errors, inaccuracies, difficulties in analytical operations, transferring skills to new, non-standard situations are allowed.	The student shows full compliance with the following skills: apply new product development methods. Freely operates with acquired skills, applies them in situations of increased complexity.
own: skills to identify new market opportunities and form new business models.	The student does not know or does not know enoughskills to identify new market opportunities and form new business models.	The student owns:skills to identify new market opportunities and form new business models. Significant errors are made, skills are lacking in a number of aspects. The learner experiences significant difficulties in applying skills in new situations.	The student partially ownsskills to identify new market opportunities and form new business models. skills are mastered, but minor errors, inaccuracies, difficulties in analytical operations, transferring skills to new, non-standard situations are allowed.	The student is fully proficientidentifyi ng new market opportunities and shaping new business models. FROMfreely applies the acquired skills of making current and strategic decisions at all levels of management in situations of increased complexity.
IPK-2.3. Has the skills to systematize the collected information about the cross-functional process of the organization or the administrative regulations of the organization; documenting the cross-functional process of the organization or developing the administrative regulations of the organization in accordance with the requirements of regulatory and methodological documentation; development of an executable cross-functional process of the organization or administrative regulations of the organization using specialized software for process management; development of control points that allow assessing the degree of implementation of the regulations, and methods for measuring the performance indicators of the organization's cross-functional process or the organization's administrative regulations; development of proposals to improve the efficiency of the cross-functional process of the organization or the administrative regulations of the organization; registration of the results of the development or refinement of the cross-functional process of the organization or the administrative regulations of the organization; planning the implementation of a cross-functional process of the organization or the administrative regulations of the organization or its improvement; implementation of a cross-functional process of the organization or administrative regulations of the organization or its improvement; evaluating the effectiveness of the implementation of a cross-functional process of the organization or the administrative regulations of the organization or its improvement;				

instructing personnel on the implemented or improved cross-functional process of the organization or the administrative regulations of the organization. registration of the results of the development or refinement of the cross-functional process of the organization or the administrative regulations of the organization; planning the implementation of a cross-functional process of the organization or the administrative regulations of the organization or its improvement; implementation of a cross-functional process of the organization or administrative regulations of the organization or its improvement; evaluating the effectiveness of the implementation of a cross-functional process of the organization or the administrative regulations of the organization or its improvement; instructing personnel on the implemented or improved cross-functional process of the organization or the administrative regulations of the organization. registration of the results of the development or refinement of the cross-functional process of the organization or the administrative regulations of the organization; planning the implementation of a cross-functional process of the organization or the administrative regulations of the organization or its improvement; implementation of a cross-functional process of the organization or administrative regulations of the organization or its improvement; evaluating the effectiveness of the implementation of a cross-functional process of the organization or the administrative regulations of the organization or its improvement; instructing personnel on the implemented or improved cross-functional process of the organization or the administrative regulations of the organization. planning the implementation of a cross-functional process of the organization or the administrative regulations of the organization or its improvement; implementation of a cross-functional process of the organization or administrative regulations of the organization or its improvement; evaluating the effectiveness of the implementation of a cross-functional process of the organization or the administrative regulations of the organization or its improvement; instructing personnel on the implemented or improved cross-functional process of the organization or the administrative regulations of the organization. planning the implementation of a cross-functional process of the organization or the administrative regulations of the organization or its improvement; implementation of a cross-functional process of the organization or administrative regulations of the organization or its improvement; evaluating the effectiveness of the implementation of a cross-functional process of the organization or the administrative regulations of the organization or its improvement; instructing personnel on the implemented or improved cross-functional process of the organization or the administrative regulations of the organization. evaluating the effectiveness of the implementation of a cross-functional process of the organization or the administrative regulations of the organization or its improvement; instructing personnel on the implemented or improved cross-functional process of the organization or the administrative regulations of the organization. evaluating the effectiveness of the implementation of a cross-functional process of the organization or the administrative regulations of the organization or its improvement; instructing personnel on the implemented or improved cross-functional process of the organization or the administrative regulations of the organization.				
know: basic methods for assessing the effectiveness of the use of organization resources;	The student demonstrates the complete absence or insufficient compliance of the following knowledge: types of basic methods for assessing the effectiveness of the use of organization resources;	The student demonstrates incomplete compliance with the following knowledge: main methods for assessing the effectiveness of the use of organization resources. Significant errors are made, lack of knowledge on a number of characteristics is manifested, the student experiences significant difficulties in operating knowledge when transferring it to new situations.	The student demonstrates partial compliance with the following knowledge: the main methods for assessing the effectiveness of the use of organization resources, but minor errors, inaccuracies, and difficulties in analytical operations are allowed.	The student demonstrates full compliance with the following knowledge: the main methods for assessing the effectiveness of the use of organization resources; freely operates with acquired knowledge in new, more complex conditions.
be able to: collect, process and analyze information about the competitive environment;	The student does not know how or insufficiently knows how to collect, process and analyze information about the competitive environment;	The student demonstrates incomplete compliance with the following skills: collect, process and analyze information about the competitive environment. Significant mistakes are made, lack of skills is manifested, for a number of indicators, the student experiences significant	The student demonstrates partial compliance with the following skills: to collect, process and analyze information about the competitive environment. Skills are mastered, but minor errors, inaccuracies, difficulties in analytical operations, transferring	The student shows full compliance with the following skills: collect, process and analyze information about the competitive environment. Freely operates with acquired

		difficulties in operating with skills when transferring them to new situations.	skills to new, non-standard situations are allowed.	skills, applies them in situations of increased complexity.
own: skills in applying the collection, processing and analysis of information about the competitive environment.	The student does not possess or insufficiently possesses the skills to apply the collection, processing and analysis of information about the competitive environment.	The student owns: the skills of applying the collection, processing and analysis of information about the competitive environment. Significant errors are made, skills are lacking in a number of aspects. The learner experiences significant difficulties in applying skills in new situations.	The student partially owns the skills of applying the collection, processing and analysis of information about the competitive environment, the skills are mastered, but minor errors, inaccuracies, difficulties in analytical operations, transferring skills to new, non-standard situations are allowed.	The student fully owns the skills of applying the collection, processing and analysis of information about the competitive environment, freely applies the acquired skills of making current and strategic decisions at all levels of management in situations of increased complexity.

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

Full-time education

Form of intermediate certification: exam.

Intermediate certification of students in the form of an exam is carried out based on the results of all types of educational work provided for by the curriculum for a given discipline (module), while taking into account the results of current monitoring of progress during the semester. 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. Based on the results of the intermediate attestation for the discipline (module), the mark "excellent", "good", "satisfactory" or "unsatisfactory" is given.

Only students who have completed all types of educational work provided for by the work program (oral survey, report) are allowed to intermediate certification.

Scale evaluation	Description
Excellent	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.
Good	All types of educational work provided for by the curriculum were completed. The student demonstrates incomplete, correct correspondence of knowledge, skills, and abilities given in the tables of indicators, or if 2-3 minor errors were made at the same time.
Satisfactorily	All types of educational work provided for by the curriculum were completed. The student demonstrates the conformity of knowledge, which covers the main, most important part of the material, but at the same time one significant error or inaccuracy was made.
unsatisfactory	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, the lack of knowledge, skills and abilities is manifested in a number of indicators, the student experiences significant difficulties in operating knowledge and skills when transferring them to new situations.

Part-time education

Form of intermediate certification: exam.

Intermediate certification of students in the form of an exam is carried out based on the results of all types of educational work provided for by the curriculum for a given discipline (module), while taking into account the results of current monitoring of progress during the semester. 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. Based on the results of the intermediate attestation for the discipline (module), the mark "excellent", "good", "satisfactory" or "unsatisfactory" is given.

Only students who have completed all types of educational work provided for by the work program (oral survey, report) are allowed to intermediate certification.

Evaluation scale	Description

Excellent	All types of educational work provided for by the curriculum were completed. The student demonstrates the correspondence of knowledge, skills and abilities 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.
Good	All types of educational work provided for by the curriculum were completed. The student demonstrates incomplete, correct correspondence of knowledge, skills, and abilities given in the tables of indicators, or if 2-3 minor errors were made at the same time.
Satisfactorily	All types of educational work provided for by the curriculum were completed. The student demonstrates the conformity of knowledge, which covers the main, most important part of the material, but at the same time one significant error or inaccuracy was made.
Unsatisfactory	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, the lack of knowledge, skills and abilities 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 annex 1 to the work program.

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

a) basic literature:

1. Fundamentals of management: textbook / E.E. Averchenkova, A.S. Sazonova, A.V. Averchenkov [i dr.]. - Moscow: FLINTA, 2019. - 168 p. - ISBN 978-5-9765-4213-6. - Text: electronic // Electronic library system "Lan": [website]. - url:https://e.lanbook.com/book/125502

2. Maslikhina, V.Yu. Management decision-making methods: study guide / V.Yu. Maslihin. - Yoshkar-Ola: PSTU, 2016. - 228 p. - ISBN 978-5-8158-1688-6. - Text: electronic // Electronic library system "Lan": [website]. - url:https://e.lanbook.com/book/92421

3. Dolgov, A.I. Strategic management: textbook / A.I. Dolgov, E.A. Prokopenko. - 4th ed., erased. - Moscow: FLINTA, 2016. - 280 p. - ISBN 978-5-9765-0146-1. - Text: electronic // Electronic library system "Lan": [website]. - url:https://e.lanbook.com/book/85874

b) additional literature:

one. Head, A.G. Sales management: textbook / A.G. Head. —Moscow: Dashkov i K, 2017. - 280 p. — ISBN 978-5-394-01975-3. - Text: electronic // Electronic library system "Lan": [website]. - url:https://e.lanbook.com/book/93527

2. Kotler, F. Strategic management according to Kotler: Best practices and methods / F. Kotler, R. Berger, N. Bickhoff; edited by N. Narcissova; translation from English by I. Matveeva. - 3rd ed. - Moscow: Alpina Publisher, 2017. - 132 p. - ISBN 978-5-9614-5582-3. - Text: electronic // Electronic library system "Lan": [website]. - url:https://e.lanbook.com/book/101069

3. Kuznetsov, I.N. Sales management: textbook / I.N. Kuznetsov. - 3rd ed. - Moscow: Dashkov i K, 2016. - 492 p. - ISBN 978-5-394-02640-9. - Text: electronic // Electronic library system "Lan": [website]. - URL: https://e.lanbook.com/book/70592

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:

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.

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 keep a summary, which will later allow you to recall the studied educational material, to supplement the content during independent work with literature.

You should also pay attention to categories, formulations that reveal the content of certain phenomena and processes, scientific conclusions and practical recommendations, positive experience in oratory. It is advisable to leave 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.

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. 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. Guidelines 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 up of:

The program was made by:

Head of the Department "Management"
Candidate of Economics, Associate Professor / Alenina E.E./

The program was approved at a meeting of the Department of Management

August 29, 2022, Protocol No. 1

Head of the department "Management"
Associate Professor, Ph.D. / E.E. Alenina /

The structure and content of the discipline "Business process management tools» in the direction of preparation 38.03.02 "Management" Educational program: "Business process management",

part-time education

No. n/n	Chapter	Semester	A week semester	Types of educational work, including independent student work, and labor intensity in hours					Types of independent work of students					Forms of attestation	
				L	F/N	Lab	SRS	DAC	K.R.	UO	To	T	DC	E	Z
	Fourth year in college														
one	Topic 1. Applied management tools	7	one	four	four		ten			+			+		
2	Topic 2. Methods of making managerial decisions	7	one		four		ten			+			+		
3	Topic 3. Risk management tools in management	7	one	four	four		ten			+			+		
four	Topic 4. Making managerial decisions under conditions of uncertainty	7	2	four	four		ten			+			+		
5	Topic 5. Qualitative and quantitative methods for the development and adoption of managerial decisions	7	2	four	four		ten			+			+		
6	Topic 6. Management decision support system	7	2	four	four		ten			+			+		
7	Topic 7. Modeling of management processes	7	3	four	four		ten			+			+		
eight	Topic 8. Modeling organizational systems	7	3	four	four		ten			+			+		
9	Topic 9. Foresight tools	7	3	four	four		ten			+			+		

	Appraisal Form			r						one			one	E		
	Total hours per discipline in semester 8			36	36		108									

Appendix 2 to
work program

MINISTRY OF SCIENCE AND HIGHER EDUCATION
RUSSIAN FEDERATION
Federal State Autonomous Educational Institution
higher education
"MOSCOW POLYTECHNICAL UNIVERSITY"
/ MOSCOW POLYTECH /

Direction of training: 38.03.02 "Management"

EP (Educational Programme): Business Process Management

Type of professional activity: organizational and managerial

Form of study: full-time, part-time

Department: "Management"

VALUATION FUND

BY DISCIPLINE

"Business process management tools»

Composition: 1. Passport of the fund of appraisal funds
2. Description of evaluation tools:

questions for oral survey, topics of reports, questions for credit, questions for the exam

Compiled by:

head of the department, Ph.D., Assoc. Alenina E.E.

Moscow, 2022

INDICATOR OF THE LEVEL OF FORMATION OF COMPETENCES

Business process management tools Direction of training: 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**
IN DEX	**FORMULATION**					
PC-2	Able to design and implement cross-functional processes of an organization	**IPK-2.1.**Knows methods of designing functional role models; methods of structural decomposition of cross-functional processes and administrative regulations; principles and methods for measuring and analyzing performance indicators of cross-functional processes and administrative regulations; principles and methods for translating the organization's goals into indicators of cross-functional processes and administrative regulations; methods and techniques of process optimization; principles and rules for working with documents and with regulatory and methodological documentation; specialized software for process control; basics of operational management; fundamentals of economics, cost accounting and performance evaluation; theory of process management; principles of integration of corporate information systems; basics of project management; principles and methods of change management;	**Know:**on the basic principles of the functioning of the organization; **Be able to:**identify new market opportunities and implement the formation of new business models; **Own:**skills to use the basic principles of the functioning of the organization.	lecture, independent work, seminars	UO, test, exam	A basic level of - knowledge of basic management tools Enhanced level - ability and skills to assess the effectiveness of the use of management tools
		IPK-2.2. Able to aggregate, structure and generalize information; develop local regulations in the field of managing cross-functional processes; use specialized software for process management; control the compliance of the developed documents with regulatory and methodological documentation; measure the effectiveness of a cross-functional process or administrative procedure; identify the potential for improving the efficiency of a cross-functional process or administrative procedure; formulate and justify proposals to improve the efficiency of cross-functional processes or administrative regulations; communicate, hold workshops, find consensus; evaluate the resources needed to improve a cross-functional process or administrative procedure;	**Know:**about the main tools of organization management; **know how to apply**methods for developing new types of products; **Own:**skills to identify new market opportunities and form new business models.			

		IPK-2.3. Has the skills to systematize the collected information about the cross-functional process of the organization or the administrative regulations of the organization; documenting the cross-functional process of the organization or developing the administrative regulations of the organization in accordance with the requirements of regulatory and methodological documentation; development of an executable cross-functional process of the organization or administrative regulations of the organization using specialized software for process management; development of control points that allow assessing the degree of implementation of the regulations, and methods for measuring the performance indicators of the organization's cross-functional process or the organization's administrative regulations; development of proposals to improve the efficiency of the cross-functional process of the organization or the administrative regulations of the organization; registration of the results of the development or refinement of the cross-functional process of the organization or the administrative regulations of the organization; planning the implementation of a cross-functional process of the organization or the administrative regulations of the organization or its improvement; implementation of a cross-functional process of the organization or administrative regulations of the organization or its improvement; evaluating the effectiveness of the implementation of a cross-functional process of the organization or the administrative regulations of the organization or its improvement; instructing personnel on the implemented or improved cross-functional process of the organization or the administrative regulations of the organization. registration of the results of the development or refinement of the cross-functional process of the organization or the administrative regulations of the organization; planning the implementation of a cross-functional process of the organization or the administrative regulations of the organization or its improvement; implementation of a cross-functional process of the organization or administrative regulations of the organization or its improvement; evaluating the effectiveness of the implementation of a cross-functional process of the organization or the administrative regulations of the organization or its improvement; instructing personnel on the implemented or improved cross-functional process of the organization or the administrative regulations of the	**Know:** basic methods for assessing the effectiveness of the use of organization resources; **Be able to:** collect, process and analyze information about the competitive environment; **Own:** skills in applying the collection, processing and analysis of information about the competitive environment.			

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

Appendix 3
to work program

The list of evaluation tools for the discipline "Business process management tools»

OS number	Name of the evaluation tool	Brief description of the evaluation tool	Presentation of the evaluation tool in the FOS
one	Oral interview interview, (UO)	A means of control, organized as a special conversation between a teacher and a student on topics related to the discipline being studied, and designed to clarify the amount of knowledge of the student in a particular section, topic, problem, etc.	Questions about topics / sections of the discipline
2	Report, message (DS)	Product independent work student, which is a public performance on the presentation of the results of solving a specific educational and practical, educational and research or scientific topic	Topics of reports, messages
four	Exam	The final form of knowledge assessment. In higher education institutions are held during examination sessions.	Questions for the exam

Questions for the exam
by discipline "Business process management tools»
Formation of competence PC-2

1. Manager: his place and role in the organization, features of managerial work.
2. Organizational communications.
3. Self-organization and self-management
4. Concepts of G. Mintzberg and I. Ansoff
5. Concept of strategic groups
6. Structure and basic models of strategy theory
7. Characteristics of the process of making managerial decisions: social conditioning.
8. The concept of "management problem", "management decision".
9. The main areas of managerial decision-making.
10. Uncertainty: concept and types.
11. Uncertainty and risk.
12. Production risks, their classification and characteristics.
13. Financial risks, their classification and characteristics.

14. Commercial risks, their classification and characteristics.
15. Goals and objectives of market research.
16. The feasibility of conducting marketing research for business development.
17. Stages and sequence of marketing research.
18. Modeling as a method of scientific knowledge.
19. Concept of process, control system, resource.
20. System and process approach to management.
21. Varieties of Forsyth. Brief characteristics.
22. Foresight - as a basis for the study of development prospects
23. Foresight as a basis for making strategic decisions
24. Means and forms of management design tools.
25. The structure of the design process. Stages of management design.
26. Manager: his place and role in the organization, features of managerial work.
27. Organizational communications.
28. Self-organization and self-management
29. Concepts of G. Mintzberg and I. Ansoff
30. Concept of strategic groups
31. Structure and basic models of strategy theory
32. Characteristics of the process of making managerial decisions: social conditioning.
33. The concept of "management problem", "management decision".
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41. The feasibility of conducting marketing research for business development.
42. Stages and sequence of marketing research.
43. Modeling as a method of scientific knowledge.
44. Concept of process, control system, resource.
45. System and process approach to management.
46. Varieties of Forsyth. Brief characteristics.
47. Foresight - as a basis for the study of development prospects
48. Foresight as a basis for making strategic decisions
49. Means and forms of management design tools.
50. The structure of the design process. Stages of management design.
51. Communications in management and their role. Types of management information.

52. Internal variables of the organization: goals, objectives, structure, technology, personnel.

53. Delegation of authority and its role in the activities of organizations.

54. Planning as the main function of management: definition, types, stages of the planning process.

55. Organizational change management.

56. Control functions.

57. Competitive strategies according to M. Porter

58. Methods and models of strategic diagnostics

59. Basic methods of situational analysis of the internal environment (cost chain analysis; strategic cost analysis; SWOT analysis)

60. Problems of choosing criteria in making managerial decisions.

61. The process of coordination, adoption and approval of a management decision.

62. Comparative characteristics of modern standard processes for making managerial decisions.

63. Criteria for determining optimality under uncertainty (Laplace criterion, Wald criterion, expectation criterion).

64. Criteria for determining optimality under uncertainty (savage criterion,Hurwitz criterion, expectation criterion).

65. Risk assessment and choice of management decisions.

66. Quantitative methods for collecting and processing marketing information.

67. Research of competitiveness of production of the enterprise.

68. Collection of information for making management decisions on pricing.

69. Assessment of the accuracy and reliability of the simulation results.

70. Relative accuracy of the estimate.

71. Algorithmization of system models.

72. Development and machine implementation of management systems models

73. Foresight Research Technology

74. Foresight's Method Triangle. Rhombus of Foresight methods.

75. Stages of foresight research. Foresight formation rules.

76. Communications in management and their role. Types of management information.

77. Internal variables of the organization: goals, objectives, structure, technology, personnel.

78. Delegation of authority and its role in the activities of organizations.

79. Planning as the main function of management: definition, types, stages of the planning process.

80. Organizational change management.

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95. Relative accuracy of the estimate.
96. Algorithmization of system models.
97. Development and machine implementation of management systems models
98. Foresight Research Technology
99. Foresight's Method Triangle. Rhombus of Foresight methods.
100. Stages of foresight research. Foresight formation rules

Exam ticket form

1. Question assessing competencePC-2.
2.Competency QuestionPC-2

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

Faculty of Economics and Management
Department of "Management"
Discipline: Business process management tools
Direction of training: 38.03.02 "Management"

EXAMINATION TICKET No. 1.

1. Means and forms of management design tools.
2. Criteria for determining optimality under uncertainty

Approved at the meeting of the department "29" August 2022, protocol No. 1.

Head Department of "Management" _____ /Alenina E.E./

List of questions fororal interview / interview

by discipline "Business process management tools» (formation of competence PC-2)

1. Situational approach to management.
2. System approach to management.
3. Types of planning, the essence of strategic planning
4. Mission concept. Essence and purpose
5. Goals and objectives of the organization. "Tree of Goals"
6. The external environment of the organization: characteristics, impact.
7. Analysis of the external environment of the organization: factors of indirect influence (PEST-analysis)
8. Analysis of the external environment of the organization: factors of direct impact (competitive analysis)
9. Analysis of the internal environment of the organization.
10. Identification of the strengths and weaknesses of the organization, threats and opportunities (SWOT analysis, SNW analysis)

11. Strategic positioning of the company in relation to product life cycles (Arthur Little matrix).Strengths and weaknesses of the matrixArthur Little.

12. Strategic positioning of the company in relation to the life cycles of industries (the Hofer-Schendel matrix).Strengths and weaknesses of the matrixHofer-Shandel.

13. Strategic analysis of the prospects for the company's market position using the BCG matrix.

14. Strategic analysis of the company's market position prospects using McKinsey matrices.

15. Shell's Directed Policy Portfolio Matrix and its main strategic options.

16. Corporate (basic) strategies of the company.

17. Competitive (business) strategies of the organization.

18. Role (innovative-behavioral) strategies of the company.

19. Production functional strategiescompanies.

20. The role and functions of decisions in the management process.

21. Typology and classification of management decisions.

22. Situational and behavioral factors influencing the development of managerial decisions.

23. Information support of decisions and information security.

24. Information support of director's decisions.

25. Influence of traditions and specifics of the enterprise on the development of management decisions.

26. The role of the human factor in the process of developing a management decision.

27. Risk as an inevitable factor of entrepreneurial activity

28. Risk as a probabilistic category

29. The essence of risk and its main features

30. Risk inconsistency and its manifestation

31. Alternative risk and its essence

32. Uncertainty as a specific feature of risk

33. The main sources of threats and their classification

34. Objective risk factors a and their classification

35. Subjective risk factors and their classification

36. The concept, types and scope of expert methods for obtaining and evaluating marketing information.

37. Focus group as a tool for collecting primary data.

38. Projection methods for collecting primary data.

39. Observation as a tool for collecting primary data.

40. Depth interview as a tool for collecting primary data.

41. Survey methods.

42. The procedure and rules for the development of questionnaires.

43. Questionnaire. Questionnaire project. Questionnaire development and testing. Question wording options.

44. Questioning as a tool for collecting primary data.

45. Measurement and scaling. Main types of scales.
46. Basic models of organizational structures.
47. General model of the management hierarchy.
48. Statement of the problem of stimulation.
49. Features of modeling basic incentive mechanisms.
50. Features of modeling incentive mechanisms in multi-element systems.
51. Classification of problems of management of organizational systems.
52. Explain the connection between the concepts of system, model, goal, criterion, restrictions, optimal solution.
53. Features of the choice of solutions under uncertainty on specific examples.
54. Scope of Foresight (SCOPE).
55. Development of proposals for the participants of the Foresight study.
56. Information support of Foresight research.
57. Organizational support of Foresight.
58. Possible roles in the Foresight organization.
59. Purposes of application and tools of the Delphi survey in Foresight programs
60. The need to carry out studies of cultural and social aspects by the Delphi method

Criteria for assessing the oral survey (interview)

The grade "excellent" is given to the student if the student is oriented in the theoretical material; has an idea of the main approaches to the material presented; knows the definitions of the main theoretical concepts of the topic being presented, knows how to apply theoretical information to analyze practical material, basically demonstrates a willingness to apply theoretical knowledge in practice and mastering most of the indicators of formed competencies.

The grade "good" is given to the student if the student is oriented in the theoretical material; has an idea about the main approaches to the material presented, but finds it difficult to answer some questions; knows the definitions of the main theoretical concepts of the topic being presented, but does not fully reflect the essence of the problem under consideration, basically knows how to apply theoretical information to analyze practical material, basically demonstrates a willingness to apply theoretical knowledge in practice and mastering most of the indicators of formed competencies.

The grade "satisfactory" is given to the student if insufficient knowledge of the theoretical material, the basic concepts of the topic being presented is shown, not always with the correct and necessary use of special terms, concepts and categories; the analysis of the practical material was fuzzy.

An "unsatisfactory" grade is given in cases where the conditions for a "satisfactory" grade are not met.

Topics of reports / messages on the discipline "Business process management tools»

(formation of competencePC-2)

1. Time Management of Modern Managers (Time Management)
2. Organizational forms of management.
3. Management efficiency.
4. Formal and informal management.
5. Processes of differentiation and integration in the management system.
6. Diversification of production and development of management.
7. Strategy and tactics of management: social, economic and organizational development.
8. The essence of strategic management
9. Essence of tactical management.
10. The essence of operational management
11. Stimulation of demand and promotion of goods on the market.
12. Development of the vision and mission of the organization
13. Development of a system of strategic goals
14. SMART - the principle in setting goals
15. Methodology of a systematic approach in strategic management
16. Basic concepts of strategic management
17. Organization as an object of strategic management
18. External factors of strategic management
19. Analysis of the external environment of the organization
20. Analysis of the situation in the industry
21. Structure and characteristics of the internal environment of the organization
22. Analysis of the internal environment of the organization
23. Analysis of the environment as the initial stage of strategic management
24. The structure and characteristics of the external environment of the organization
25. The main differences between strategic and operational management

26. Modern trends in the use of information technology in the process of developing a management decision.

27. Software tools for automating the elements of creative activity.

28. Technology for the development of management decisions.

29. Building the structure of the problem field and structuring the causes.

30. Problems affecting the quality of managerial decisions.

31. Democratization of the processes of development of managerial decisions.

32. Organization and effectiveness of the use of expert assessments.

33. Intellectual activity in the development of management decisions.

34. Modern methods for calculating the effectiveness of management decisions.

35. Features of the development of management decisions in small enterprises.

36. Organization of the implementation of the decisions made.

37. Risk management and its basic principles

38. Basic rules of risk management

39. Non-formalized risk minimization methods

40. Modern requirements for risk management

41. Purpose, content, goals and objectives of marketing research

42. Marketing Information System

43. Sequence and stages of marketing research

44. Types of Marketing Research

45. Marketing Information Gathering Process

46. Marketing for evaluating the effectiveness of using the potential of an enterprise

47. Construction of conceptual models and their formalization.

48. Algorithmization of system models and their machine implementation.

49. Applied models of information management.

50. Statement of problems of management in organizational systems.

51. Modeling of resource allocation mechanisms in organizational systems.

52. Modeling the mechanisms of internal prices in organizational systems.

53. Modeling of expertise mechanisms in organizational systems.

54. Basic model of contract theory.

55. Modeling competitive mechanisms in organizational systems

56. Modeling of mechanisms for information support of processes in an organization.

57. Modeling of complex systems.

58. Planning of computational experiments.

59. Scenarios as a mechanism for the formation of an adaptive strategy and adaptive policy

60. The difference between the scenario approach and other Foresight methods

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.