

MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE

**SIMON KUZNETS KHARKIV NATIONAL UNIVERSITY
OF ECONOMICS**

Syllabus
of the academic discipline
"BUSINESS PROCESS MANAGEMENT"
for students of speciality
8.18010016 "Business Administration"
of all forms of study

Харків. Вид. ХНЕУ ім. С. Кузнеця, 2014

Затверджено на засіданні кафедри менеджменту та бізнесу.
Протокол № 1 від 27.08.2013 р.

Compiled by: Т. Леpeуко
А. Kotlyk

S98 Syllabus of the academic discipline "Business Process Management" for students of speciality 8.18010016 "Business Administration" of all forms of study / compiled by Т. Леpeуко, А. Kotlyk. – Kh. : Publishing House of S. Kuznets KhNUE, 2014. – 30 p. (English)

A thematic plan of the academic discipline with its content by modules and themes is presented. Plans of lectures and laboratory studies, material to consolidate knowledge (questions and tasks for self-study, questions for self-assessment), a system of assessing students' knowledge and a bibliography are given.

Recommended for students of speciality 8.18010016 "Business Administration".

Наведено тематичний план навчальної дисципліни та її зміст за модулями й темами. Подано плани лекцій і лабораторних занять, матеріал для закріплення знань (питання та завдання для самостійного опрацювання, запитання для самоконтролю), порядок оцінювання знань студентів, перелік рекомендованої літератури.

Рекомендовано для студентів спеціальності "Бізнес-адміністрування".

Introduction

Improvement of Ukrainian economy is impossible without a major restructuring of the principles and mechanisms of management. Modern management theory and practice have proved that management systems focused on business process management are far more efficient than functionally oriented management systems.

The purpose of academic discipline "Business Process Management" is to provide theoretical knowledge and form applied skills of using the principles, techniques and tools of business process management.

To achieve the purpose the following tasks are to be fulfilled:

obtaining holistic understanding of the nature of the concepts "business process", "process approach to the management of the company", "business process management", as well as their features, approaches to the reorganization and improvement of management systems, key components of the business process improvement;

obtaining practical skills in identifying company business processes, choosing appropriate notations and tools for business process modeling, developing business process models and providing comprehensive description of business processes;

obtaining skills of applying business process models to the company activity;

developing practical skills in specifying key performance indicators for the company business processes, analyzing business processes of a company and figuring out the root causes of its problems;

developing practical skills in choosing the methods and means for improving business processes.

The subject of the academic discipline "Business Process Management" is the theoretical concepts of business process management, methods and tools of modeling, implementation, control and improvement of business processes of a company.

The structure of the academic discipline "Business Process Management"

Academic discipline: Master's degree training	Subject area, speciality, educational and qualification level	Characteristics of the academic discipline
The number of credits corresponding to ECTS is 5, including: contents modules make 2; self-study	Subject area: 1801 "Specific categories"	Optional. Academic year: 1. Semester: 1
Hours for topics: total make 180; By modules: module 1 makes 101 hours; module 2 makes 79 hours	Code and name of the speciality: 8.18010016 "Business Administration"	Lectures (theoretical training) make 18 hours. Laboratory studies make 34 hours. Self-study makes 128 hours
Weeks of teaching of the academic discipline: 17. Hours per week make 3	Educational and qualification level: Master	Assessment: test

1. Qualification requirements for students

Before starting to study the academic discipline "Business Process Management", the students must take all the general scientific, humanitarian and special subjects of educational level "Bachelor", in particular, "Informatics", "Information Management Systems", "Management", "Marketing", "Operational Management", "Controlling".

During training, students receive the necessary knowledge at lectures and laboratory studies. Also, self-study is of great importance in the process of knowledge consolidation. These kinds of activities are developed in accordance with the credit-modular system of training.

As a result of the study, the students should master the following competencies (Table 2).

**Professional competencies on the academic discipline
"Business Process Management"**

Functions	Types of professional tasks	Professional competencies required to complete the task. Educational level Master
1	2	3
1. Organizational	1.1. Implementing a process approach to company management	<p>1.1.1. The ability to make grounded decisions about appropriate implementation of the process approach to management, basing on the analysis of activity of individual units of an enterprise.</p> <p>1.1.2. The ability to choose and master an approach to the implementation of business process management at the enterprise considering the specificity of the enterprise activity and basing on the analysis of activity of its individual parts.</p> <p>1.1.3. The ability to introduce modern concepts of management based on the process approach, basing on the world-leading experience</p>
	1.2. Description of enterprise business processes	<p>1.2.1. The ability to create a team for describing business processes considering the complexity of the enterprise business model, including proficiency of the staff.</p> <p>1.2.2. The ability to develop its value chain basing on the analysis of customer value of the company products/services.</p> <p>1.2.3. The ability to define business process borders.</p> <p>1.2.4. The ability to provide a description of a business process by textual, tabular and graphical methods.</p> <p>1.2.5. The ability to perform business process modeling, using the appropriate CASE-technology.</p> <p>1.2.6. The ability to create business process regulations</p>
	1.3. Business process improvement	<p>1.3.1. The ability to justify an approach to improving each business process based on the strategic significance and the degree of non-compliance of existing business process with the reference model.</p> <p>1.3.2. The ability to create conditions for continuous improvement of business processes at the enterprise.</p> <p>1.3.3. The ability to implement "breakthrough" techniques to improve business processes</p>

Continuation of Table 2

1	2	3
		1.3.4. The ability to identify ways of implementing a new business process based on the existing one and the need for investments, personnel training and so on
1. Control	2.1. The control of business process performance and procedure of the process improvement	2.1.1. The ability to control the business process performance 2.1.2. The ability to control the procedure and results of the business process improvement
2. Informational and analytical (diagnostic)	3.1. Analysis of business process performance	3.1.1. The ability to determine a list of indicators for measuring the performance of the business process considering the specifics of the company, as well as specifics of a business process. 3.1.2. Determine methods of measuring and calculating certain indicators of the business process. 3.1.3. The ability to establish normative values for performance indicators of the business process based on the results of the benchmarking and the study of customer requirements 3.1.4. The ability to calculate business process performance indicators. 3.1.5. The ability to identify shortcomings in the business process performance and reserves to increase it
	3.2. Choosing business processes for improvement	3.2.1. The ability to define faulty processes or processes that do not meet the future client requirements basing on the performance analysis
	3.3. Definition of the sequence of business processes improvement	3.3.1. The ability to determine the key success factors for the company basing on the strategy of the company and analysis of customer requirements. 3.3.2. The ability to evaluate the importance of certain key success factors for the company. 3.3.3. The ability to rank business processes in order to determine the order of their improvement / reengineering basing on the importance of certain key success factors for the enterprise and comparison of business processes and key success factors

Table 2 (the end)

1	3
3. Communications	<p>4.1. The ability to organize working sessions with performers of business processes to create process models and identify problems in their performance.</p> <p>4.2. The ability to develop the project of implementation of the process approach to management together with the project manager.</p> <p>4.3. The ability to receive target indicators of the enterprise activity from top management in order to develop KPIs for business processes.</p> <p>4.4. The ability to initiate regular communications with the performers and owners of business processes in order to obtain information on current performance indicators of business processes.</p> <p>4.5. The ability to establish communications with working groups of business processes in order to develop and implement mechanism for continuous improvement of business processes</p>
4. Autonomy and responsibility	<p>5.1. The ability to develop a business process models.</p> <p>5.2. The ability to analyze a business process model and develop recommendations for its improvement.</p> <p>5.3. The ability to develop a list of key performance indicators of the business process and establish their planned and actual values.</p> <p>5.4. The ability to establish procedures for measuring key performance indicators of business processes.</p> <p>5.5. The ability to develop business process regulations and job descriptions for its performers.</p> <p>5.6. The ability to plan and participate in the implementation of procedures to improve business processes.</p> <p>5.7. The ability to develop methodological support of the introduction and application of the process approach to management.</p> <p>5.8. The ability to manage the implementation and realization of the process approach to management</p>

The discipline syllabus was developed in accordance with industry standards for higher education based on educational and vocational training programs for Master's degree.

2. The thematic plan of the academic discipline

From the very beginning of studying the discipline, each student should be familiarized with the syllabus as a form of the discipline and training, and with its structure, content and scope of each of the training modules, as well as all kinds of training and evaluation methods.

The educational process in accordance with the syllabus of the discipline is carried out in the following forms: lectures and laboratory studies, students' self-study, control measures.

Students learn the discipline through consistent and thorough elaboration of the training modules. A training module is a separate unit of the discipline, which logically combines several elements of the academic discipline in terms of content and relationships.

The thematic plan of the academic discipline "Business Process Management" consists of two modules. The structure of the test credit of the academic discipline is given in Table 3.

Table 3

The structure of the test credit of the academic discipline

No.	Topic	Number of training hours		
		Lectures	Laboratory studies	Self-study
Module 1. Theoretical foundations of business process management (10 weeks)				
1	The essence of the process approach to enterprise management	1	4	6
2	Fundamentals of the business process management of the enterprise	1		7
3	Business process modeling	2	4	14
4	Implementing the process approach to enterprise management	2	4	15
5	Measurement and analysis of business processes	2	4	15
6	Business process improvement	2	4	14
	Total	10	20	71
Module 2. Methods and tools of the company business process management (7 weeks)				
7	Balanced Scorecard as a means of combining strategy and business processes	2	4	14
8	Business reengineering at the enterprise	2	4	16
9	Cost management of business processes	2	4	18
10	Information technologies in business process management	2	2	9
	Total	8	14	57
Total by the discipline		18	34	128

3. The contents of the academic discipline according to modules and themes

Module 1. Theoretical basis of the business process management

Topic 1. The essence of the process approach to enterprise management

Main challenges of modern business. Evolution of organizational structures. Disadvantages of functional management. The chain of value creation. The essence and basic concepts of the process approach to enterprise management.

Topic 2. Fundamentals of the business processes management of the enterprise

A business process as an object of management. Components of the business process. Types of processes. The feasibility of the process management implementation at an enterprise. Goals and objectives of the business process management. The cycle of the business process management.

Topic 3. Business process modeling

Identifying business processes. Describing methods of business processes. Types and components of models. Models "As-Is" and "To-Be". Structural analysis and design of business processes. Decomposition of business processes. A block-chart of a business process. A relationship map.

Topic 4. Implementing the process approach to enterprise management

Approaches to the implementation of the process management at an enterprise. The organizational structure under process approach. Planning and organizing measures for process management implementation. A team for process management implementation. Business process regulations. Continuous management of processes.

Topic 5. Measurement and analysis of business processes

Critical success factors. Evaluation of strategic significance of business processes and priority of their improvement. The procedure of business process measuring. Key performance indicators (KPI). Criteria and performance indicators of business processes. Analysis of business processes. Tools for analysis of business processes.

Topic 6. Business process improvement

Basic approaches to business processes improvement. Continuous improvement. Deming's quality principles. Shewhart-Deming cycle. Key concepts of continuous improvement of business processes. Kaizen concept, its advantages and disadvantages. "Six Sigma" method. "Breakthrough" improvement of business processes. The concept of business process reengineering (BPR).

Module 2. Methods and tools of company business processes management

Topic 7. A Balanced Scorecard as a means of combining strategy and business processes

The traditional system of management control. The role of intangible assets in ensuring an enterprise success. The essence of the Balanced Scorecard (BSC). Alternative approaches to the balanced assessment and the enterprise management. Architecture of the BSC. Stages of the BSC implementation. Advantages and disadvantages, main outcomes of the BSC implementation. Criteria of successful BSC implementation at an enterprise.

Topic 8. Business reengineering at the enterprise

Features of Business process reengineering (BPR). Main goals and methods of business reengineering. Basic principles of BPR. Tasks of BPR at an enterprise. The sequence of the reengineering procedure. Approaches to carrying out BPR. Typical outcomes, advantages and disadvantages of BPR.

Topic 9. Cost management of business processes

Traditional approaches to production cost calculation and their disadvantages. Basic notions of the activity-based costing (ABC). The essence of the ABC method. The procedure of the ABC. Activity-based management as an approach to cost management of business processes.

Topic 10. Information technologies in business processes management

The concept and essence of CASE-technologies. Review of methodologies of business process modeling. IDEF methodology family. ARIS methodology. Business Process Model and Notation (BPMN). Workflow. Software for business process modeling and business process reengineering.

4. Plans of lectures

Module 1. Theoretical foundations of business process management

Topic 1. The essence of the process approach to enterprise management

- 1.1. Main challenges of modern business and disadvantages of functional management.
- 1.2. The chain of value creation.
- 1.3. The essence and the basic notions of the management process approach.

Bibliography: [3; 5; 8; 9; 13; 17; 19].

Topic 2. Fundamentals of business processes management of the enterprise

- 2.1. A business process as an object of management.
- 2.2. The essence, aims and objectives of the business process management.
- 2.3. The cycle of the business process management.

Bibliography: [3; 5; 9; 13; 17; 19; 23].

Topic 3. Business process modeling

- 3.1. Identification of business processes.
- 3.2. Modeling of business processes, types and components of models.
- 3.3. Applying reference models of business processes.

Bibliography: [2; 4; 10; 18; 21; 22; 26; 29; 30; 31].

Topic 4. Applying the process approach to enterprise management

- 4.1. Planning and organizing measures for the process management implementation.
- 4.2. Business process documenting.
- 4.3. Continuous management of processes.

Bibliography: [3; 5; 9; 13; 17; 19].

Topic 5. Measurement and analysis of business processes

- 5.1. Evaluation of strategic significance of business a process.
- 5.2. The procedure of business process evaluation.
- 5.3. Key performance indicators (KPI) for business processes evaluation.

Bibliography: [5; 11; 12; 13; 15].

Topic 6. Business process improvement

- 6.1 Continuous improvement of business processes.
- 6.2 "Breakthrough" improvement of business processes.
- 6.3 The concept of business process reengineering.

Bibliography: [3; 5; 6; 7; 11; 13; 14; 17; 20; 23; 28].

Module 2. Methods and tools of the company business processes management

Topic 7. A balanced Scorecard as a means of combining strategy and business processes

- 7.1. A finance-oriented system of management control.
- 7.2. The essence and architecture of the Balanced Scorecard.
- 7.3. Implementation of Balanced Scorecard in the company.

Bibliography: [1; 12; 15; 26; 28].

Topic 8. Business reengineering at the enterprise

- 8.1. Objectives, principles and methods of business process reengineering (BPR) at an enterprise.
- 8.2. The procedure of BPR.
- 8.3. Typical outcomes, advantages and disadvantages of BPR.

Bibliography: [3; 6; 7; 9; 17; 20; 23].

Topic 9. Cost management for business processes

- 9.1 The essence of the activity-based costing (ABC).
- 9.2 The procedure of the ABC analysis.
- 9.3 The approach to cost management of business processes (ABM).

Bibliography: [3; 11; 17].

Topic 10. Information technologies in the business process management

- 10.1. The notion and essence of CASE technologies.
- 10.2 An overview of methodologies for business processes modeling.
- 10.3 Software for business processes management.

Bibliography: [5; 10; 16; 18; 21; 22; 24; 26; 27; 29].

5. Plans of laboratory studies

A laboratory study is a form of instruction, in which the teacher organizes a detailed study of certain principles of the discipline, forming competencies and skills of its practical application through individual performance of various tasks. Conducting practical lessons bases on the previously prepared methodological materials, i.e. a set of tasks of different complexity to be solved by students in class.

A laboratory class includes a preliminary control of knowledge and skills of students, formulation of the general problem by the teacher and discussing it in collaboration with students; doing tasks with further discussion, solving control tasks, checking and evaluation.

Module 1. Theoretical foundations of the business process management

1. Laboratory task "Development of the business process model by means of functional modeling (using IDEF0 notation)" (4 hrs).

Bibliography: [2; 4; 10;18; 21; 24; 25; 31].

2. Laboratory task "Development of the business process model with IDEF3 notation" (2 hrs).

Bibliography: [2; 4; 10; 18; 21; 24; 31].

3. Laboratory task "Development of Data Flow Diagrams" (2 hrs).

Bibliography: [2; 4; 10; 21; 24; 26].

4. Laboratory task "Development of the business process model in ARIS eEPC notation" (2 hrs).

Bibliography: [5; 10; 22; 29].

5. Laboratory task "Development of the business process model using BPMN" (2 hrs).

Bibliography: [10; 30].

6. Laboratory task "Development of the performance tree for a business process" (2 hrs).

Bibliography: [5; 11; 12; 22; 25; 29].

7. Laboratory task "Analysis of the business process performance" (2 hrs).

Bibliography: [5; 11; 12; 22; 25; 29].

8. Laboratory task "Business process improvement" (4 hrs).

Bibliography: [4; 10; 19; 21; 22; 29; 31].

Module 2. Methods and tools of company's business processes management

9. Laboratory task "A Balanced Scorecard development" (2 hrs).

Bibliography: [1; 12; 15; 22; 29].

10. Laboratory task "KPI calculation" (2 hrs).

Bibliography: [5; 11; 12; 22; 25; 29].

11. Laboratory task "Business process reengineering" (4 hrs).

Bibliography: [4; 5; 7; 11; 13; 14; 22; 29; 30; 31].

12. Laboratory task "Cost management for business processes" (4 hrs).

Bibliography: [3; 11; 17].

13. Laboratory task "CASE technology selection" (2 hrs).

Bibliography: [4; 10; 21; 22; 24; 26; 29; 30; 31].

6. Self-study

An essential element of successful mastering the material of the course is the self-study of students based on domestic and foreign special economic literature and statistical data.

The main types of self-study suggested for students are:

1. Learning the lecture material.
2. Research on the recommended literature.
3. Study of key terms and concepts on the topics of the discipline.
4. Preparation for laboratory studies, work in small groups, testing.
5. Testing each student's individual knowledge via questions for self-assessment.

6. Presentation of the individual project on creating a model of the existing business process and its improvement using the standards IDEF0 and eEPC.

Themes for self-study

1. The origination of the notion "business process".
2. Objectives of the business process execution.
3. Characteristics of business processes.
4. Classification of reengineering models.
5. Sequence of business process modeling.
6. The degree of feasibility of business process reengineering.
7. The role of a manager in identification of business processes and their reengineering.
8. Reengineering of business systems.
9. Stages of reengineering implementation.
10. Advantages and disadvantages of reengineering.
11. Participants of reengineering and their functions.
12. Reasons for restructuring of the management system.
13. Restructuring of the management system in a crisis situation.
14. Restructuring of the management system in a stable situation.
15. Information systems supporting business process reengineering.
16. Features of reengineering of management systems at Ukrainian enterprises.
17. Reengineering of customer service processes.
18. Methods of reengineering.
19. Activity of consulting firms in business process reengineering.
20. Process management of structural reengineering at industrial enterprises of Ukraine.
21. Reengineering and business performance.
22. Implementation of modern systems of enterprise management.
23. The modern concept of information systems development.

7. Questions for self-assessment

1. List main challenges of modern businesses and describe their influence on the activity of enterprises.
2. Describe the main paradigms of an enterprise competitiveness.

3. Describe the most common types of organizational structures.
4. Identify disadvantages of the functional management structure.
5. Explain the essence of a value chain.
6. Give a definition of a business process.
7. Describe the process management approach.
8. Explain the essence of the notion "a network of the enterprise business processes".
9. Identify and describe the main components of the business process.
10. What place do performance indicators occupy in the scheme of management of the business process?
11. Describe the main types of business processes.
12. Give the classifications of inputs, outputs, clients of the business process.
13. Give examples of business processes.
14. What is the essence of the business process management? Is this type of management specific?
15. Describe the goals and objectives of the business process management. Compare them with the principles of production management.
16. Describe the difference between the coordination mechanisms in carrying out related activities under functional and process management.
17. Why is business process management cyclic? Describe each stage of the cycle of the business process management.
18. Compare the approaches to identifying business processes.
19. What steps does the procedure of identifying business processes involve?
20. Describe the approaches to documenting and describing business processes.
21. Describe approaches to describing a business process.
22. Give a definition of the business process model.
23. Describe the process of business process specification.
24. Describe the tools for describing business processes.
25. How can you build referential business process models and what are the reasons for their application?
26. Analyze the SCOR-model. Is it universal? Does it cover all the critical points of business processes on the way to success?
27. List the main approaches to process management implementation.
28. Describe the cross-functional problem-solving approach.

29. Describe the approach to describing and management of business processes.
30. Describe the approach to creation of the process management structure.
31. Identify members of a team for describing business process and their functions.
32. Define the essence and structure of business process regulations.
33. List and explain the principles of business processes regimentation.
34. Define the reasons for business processes regimentation.
35. Give and describe quality requirements for information models which are used under the continuous business process management.
36. Define the essence of the critical success factors of an enterprise in a market.
37. Describe the types of critical success factors.
38. Describe the main approaches to key business processes identification.
39. Describe the algorithm of evaluating the significance of business processes basing on CSF (critical success factors).
40. List the principles of business process evaluation.
41. Give examples of performance indicators of business processes.
42. What is the difference between "soft" and "hard" indicators? Give examples.
43. List the quality principles of Deming and describe the basic conditions for applying them.
44. Describe the cycle of continuous improvement process (Shewhart-Deming cycle).
45. Describe the main approaches to business processes improvement.
46. Identify the advantages and disadvantages of continuous improvement of business processes.
47. Give a description of the FAST approach to business process improvement.
48. Give a description of business process benchmarking.
49. Give a description of the approach to business process improvement by reengineering.
50. Identify the essence of the concept of continuous improvement "Kaizen".

51. Identify the essence of the "Six Sigma" method and describe its cycle.
52. Give a definition of the business process reengineering. Why do you think the authors of the business process reengineering concept have changed the emphasis in the definition?
53. Analyze the existing approaches to evaluating an enterprise performance. What are the advantages and disadvantages of finance-oriented approach?
54. What is the essence and purpose of the Balanced Scorecard?
55. Why do you think the system proposed by Norton and Kaplan is called a "balanced" one?
56. Describe the basic elements of the Balanced Scorecard architecture.
57. Can the list of aspects (perspectives) of the Balanced Scorecard proposed by the authors of the concept be recommended to any enterprise (organization, institution)? Explain why.
58. Describe the alternative concepts of Balanced Scorecards.
59. Describe the algorithm of the Balanced Scorecard constructing.
60. What requirements is it necessary to consider while developing a system of indicators for evaluation of an enterprise performance?
61. Identify benefits and shortcomings for an enterprise after implementation of the Balanced Scorecard.
62. Identify the essence of BPR, determine its specific features as an approach to the business process improvement.
63. Identify the main aims and methods of BPR.
64. Describe situations where BPR applying is advisable.
65. What are the basic principles of BPR?
66. Describe the main tasks of business processes reengineering at an enterprise.
67. Describe the stages of the BPR procedure.
68. Describe the main approaches to the BPR implementation.
69. What are the typical outcomes of the BPR?
70. In what situations do you think it is better to apply business process outsourcing rather than reengineering?
71. What problem is solved by the ABC-analysis?
72. Describe the prerequisites for applying the ABC-analysis.
73. Identify the essence of the ABC-analysis.

74. Give definitions of basic notions of the ABC-analysis. What is the difference between resource and operation drivers?
75. Describe each stage of the ABC-analysis.
76. What are the advantages and disadvantages of applying the ABC-analysis?
77. What elements does the process-oriented model of cost management include besides the ABC? What is the essence of this model?
78. What issues is the ABM concept focused on?
79. Identify the essence of CASE-technologies.
80. List and describe the most common CASE-technologies for business process modeling and management.
81. Describe the basic IDEF family notations.
82. Describe the methodology of functional modeling IDEF0.
83. Explain the basic notions of the IDEF0 methodology.
84. What are the main strengths and weaknesses of certain outcomes of description and business process analysis?
85. Give recommendations for applying certain outcomes of the business process description and analysis due to the typical tasks.

8. Individual and consulting work

Individual and consulting work is advisory work performed according to the schedule in the form of: individual lessons, consultations, checking of individual tasks, checking and defending of tasks for current control.

The forms of individual and advisory work are:

a) theoretical material:

consulting: individual (question – answer);

group (considering typical examples – cases);

b) practical material:

individual and group counseling;

c) a comprehensive assessment of the syllabus material:

individual presentation of works.

9. Methods of enhancing the learning process

In order to enhance the learning process of the discipline such technologies are used:

- **Mini-lectures** providing educational material in a short period of time and characterized by large capacity, complexity of logical constructions, images, proofs and generalizations (topics 2, 3, 7).
- **Work in small groups** enabling students to structure practical studies and seminars in the form and content; creating opportunities for participation of each student in the class work; ensuring the formation of personal skills and experience in social interaction (laboratory tasks 8, 9, 11).
- **Brainstorming** which is a method for solving urgent problems, when students are offered to express as many ideas for discussion as possible in a very limited amount of time with their further selection (laboratory tasks 9, 11).
- **Case method** implying the analysis of specific situations, imitating the actual professional practice through consideration of operational, managerial and other situations, complex cases of conflict, problem situations, incidents in the process of learning the material (laboratory tasks 1 – 5, 8, 9, 11).
- **Presentations** which mean speaking to an audience to represent certain advances, group work results, reports on individual tasks, instructions, demonstrations of new products and services (laboratory task 9, individual task in business process modeling and improvement).
- **Didactic Games** simulating decision-making in a variety of situations according to the rules that have already been developed or that are generated by participants. The process is realized by students through independent problem-solving in a situation when the knowledge available is not enough and students have to get new information by themselves or seek new links in the material that has already been gained (laboratory tasks 9, 11).
- **Banks of visual support** that help to enhance the creative perception of the content of the academic discipline by using visual aids (all lectures).

10. The system of current and final assessment of students' knowledge

The system of evaluation of knowledge and skills of students takes into account all kinds of activities, which according to the program of the discipline "Business Process Management" includes lectures, laboratory classes, independent work and individual tasks completion.

Control measures include the current and final assessment.

Inspection and testing of students may be conducted in the following forms:

1. Assessment of students' knowledge during laboratory studies and lectures.
2. Current testing control.
3. Presentation of results of the individual task.

For each task or other form of testing a maximum grade is specified. Grades for different tasks and other forms of testing are added, so the maximum accumulated grade in the academic discipline can be 100, but the discipline is considered to be completed if the total grade is not less than 60.

10.1. Current assessment of full-time students' knowledge

Current control is carried out during lectures and laboratory classes and aims to test the level of preparedness of students to perform a particular job. The objects of this control are:

- a) The regularity, activity and effectiveness of work during the semester in the process of studying the syllabus material of the discipline, attendance;
- b) tasks for self-study;
- c) the level of implementation of control tasks.

10.1.1. Control of systematic fulfillment of independent training tasks and activity during lectures and laboratory studies

Evaluating students' knowledge during lectures and laboratory studies is aimed at checking the level of preparedness of students for specific work.

In evaluating the laboratory tasks attention is also paid to quality, independence and timeliness of the completed tasks, defense (according to the schedule of the educational process). If any of the requirements are not carried out, the mark might be lowered at the discretion of the teacher.

The efficiency of self-study is also considered.

The evaluation is conducted on a 100-point scale according to the technological chart and the following criteria:

- 1) the degree of learning the theoretical and methodological issues;
- 2) the degree of mastering the facts of the academic discipline;
- 3) the use of recommended books, as well as modern literature on the issues;
- 4) the ability to combine theory with practice when considering the simulated situations, solving problems, carrying out calculations while performing tasks designed for self-study, and tasks, to be done in the classroom;
- 5) logic, structure and style of the presentation made in writing or orally, the ability to justify their position, to summarize the available information and draw conclusions.

10.1.2. Criteria for evaluating the individual research project (presentation)

The individual research project (presentation) is evaluated according to the following criteria:

- individual preparation;
- logics of the constructed models of the business process;
- the use of quantitative information and reflection of practical experience;
- the availability of specific proposals to improve the business process, their rationality;
- quality of design.

10.2. Current control of full-time students' knowledge (final testing for part-time students)

The current control of full-time students is conducted through control tests by theoretical and practical aspects separately. The test evaluates the students' knowledge of theoretical and practical issues of the academic discipline. The current control is carried out twice per semester for the theoretical and twice for the practical part .

The theoretical test task contains two open questions involving free

answers. Questions for the current control are selected from the general list of issues (Section 6). They cover key topics that are studied in the academic discipline "Business Process Management".

The practical test task consists of one assignment. An example of the task of current testing control is described below.

A practical task example

Create a model of "A car dealer customer inquiry processing" business process in the eEPC notation, according to the following description.

On receiving a customer request a sales employee opens the customer inquiry. Then the sales employee configures the product using the product data.

Having configured the car, the sales employee determines the car basic price (using the product data) and then he/she determines surcharges/discounts (using the customer terms), while the export manager determines the taxes.

After the surcharges/discounts and taxes have been determined, the sales employee performs export control. Export can be either forbidden (in this case the deal terminates) or permitted (in this case export control is performed).

Upon completion of the export control, the sales employee processes the documents (as a result, a request is created). Then the sales employee creates an offer for the customer and sends it.

Final control for part-time students is conducted and evaluated by two components: practical and theoretical. The examination card of the test consists of two theoretical questions and one practical task. The answer to every theoretical question is evaluated on a 25-point scale, the laboratory task is assessed on a 50-point scale.

An example of a part-time student examination card is given below.

An examination card example

Ministry of Education and Science of Ukraine
Simon Kuznetz Kharkiv National University of Economics
The academic discipline "**Business process management**"

Examination card

Task 1 (diagnostic), 25 p.

The essence of a business process and business process management.

Task 2 (diagnostic), 25 p.

Which barriers should be broken according to E. Deming principles? Explain why it is necessary.

Task 3 (heuristic), 50 p.

Create a structural model for the business process "**Diagnostics and repair of a car**" in the IDEF0 standard.

The order of execution of the business process "Diagnostics and repair of the car."

A faulty car comes for a diagnostics. It is diagnosed basing on the work order and in accordance with the Guide to the car repair and maintenance. The diagnostics is performed by the staff with the necessary equipment. The diagnosed vehicle and the work order are sent to the repair unit. The repaired car is delivered to the customer.

The car repair is performed with the necessary parts in accordance with the Guide to the car repair and maintenance. The repair is performed by the staff with the necessary equipment. The repaired car is passed on to the diagnostics. The work order is passed for closing.

The work order is closed by the staff with the necessary equipment on the basis of accounting rules. The closed work order is transferred to the external business process.

For each of the tasks a maximal grade is specified. Each task is assessed separately.

For the assessment of theoretical and practical tasks the following criteria are applied:

- If the task is completed successfully, with complete explanation of the way of solution based on both the default and, if necessary, a self-developed algorithm, conclusions and recommendations are grounded, it is assessed by the maximal grade specified for the task.

- If the task contains minor errors that do not affect the final result, specific elements of the solution are not defined or defined inaccurately, conclusions are not fully formulated, the grade is reduced by up to 30 %.

- If the task is solved, but the solution contains significant errors that affect the further solution, conclusions are not formulated, the grade is reduced by 30 % – 60 %.

- If the task is not solved, but there are some correct elements of decision, the grade is reduced by 60 % – 100 %.

Grades for all the tasks in the tests are to be summarized and rounded, so the total grade for the element of the current assessment is calculated.

The cumulative rating system of assessment is represented in Table 4.

Table 4

The cumulative rating system of assessment

Topics		Lectures	Laboratory studies	Homework	Presentation	Current testing control	Total
Module 1	Topic 1. The essence of the process approach to enterprise management	0.5	1	1			2.5
	Topic 2. Fundamentals of business processes management of the enterprise	0.5	1	1			2.5
	Topic 3. Business process modeling	1	2	2			5
	Topic 4. Implementing the process approach to enterprise management	1	3	3		10	17
	Topic 5. Measurement and analysis of business processes	1	2	2		10	15
	Topic 6. Business process improvement	1	2	2			5
Module 2	Topic 7. A Balanced Scorecard as a means of combining strategy and business processes	1	2	2			5
	Topic 8. Business reengineering at the enterprise	1	2	2			5
	Topic 9. Cost management for business processes	1	2	2		20	25

Topic 10. Information technologies in the business process management	1	1	1	15		18
Total	9	18	18	15	40	100

The summarized assessment of the students' knowledge of the academic discipline "Business Process Management" is calculated as a sum of all the evaluation results of all types of control.

The total grade is transferred into the system of ECTS according to the Method of transferring the success grades of students' knowledge used in KhNUE to the system of assessment on the ECTS scale (Table 5).

Table 5

Transference of University Characteristics of Students' Progress into the System of ECTS

ECTS assessment scale	Kharkiv National University of Economics assessment scale	Assessment on the national scale
A	90 – 100	excellent
B	82 – 89	good
C	74 – 81	
D	64 – 73	satisfactory
E	60 – 63	
FX	35 – 59	unsatisfactory (reassessment is required)
F	1 – 34	unsatisfactory (repeated learning of the discipline is required)

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EDUCATIONAL EDITION
Syllabus
of the academic discipline
"BUSINESS PROCESS MANAGEMENT"
for students of speciality 8.18010016 "Business Administration"
of all forms of study

Compiled by: **T. Lepeyko**
A. Kotlyk

Editorial director **T. Lepeyko**

Editor **Z. Zobova**
Proof-reader **Z. Zobova**

НАВЧАЛЬНЕ ВИДАННЯ
Робоча програма
навчальної дисципліни
"УПРАВЛІННЯ БІЗНЕС-ПРОЦЕСАМИ"
для студентів спеціальності 8.18010016 "Бізнес-адміністрування"
всіх форм навчання
(англ. мовою)

Укладачі: **Лепейко** Тетяна Іванівна
Котлик Андрій Валерійович

Відповідальний за випуск **Лепейко Т. І.**

Редактор **Зобова З. В.**
Коректор **Зобова З. В.**

План 2014 р. Поз. № 62 ЕВ. Обсяг 30 стор.

Видавець і виготівник – видавництво ХНЕУ ім. С. Кузнеця, 61166, м. Харків, пр. Леніна, 9а

Свідоцтво про внесення до Державного реєстру суб'єктів видавничої справи

Дк № 481 від 13.06.2001 р.

