

NATIONAL UNIVERSITY OF LIFE AND ENVIRONMENTAL SCIENCES OF UKRAINE

Department of Management named after Prof. J. S. Zavadskyi


«CONFIRMED»
Dean of the Faculty of Economics

Anatolii DIBROVA
« 30 » Травня 2023

“APPROVED”
at the meeting of Department of
Management named after Prof.
J. S. Zavadskyi
Protocol № 8 dated «22» May
Head of Department

Tetiana BALANOVSKA

“REVIEWED”
Program Coordinator “Analytical,
Accounting and Legal Supply of Business”

Inna LAZARYSHINA

PROGRAM OF THE COURSE «MANAGEMENT»

Specialization 071 Accounting and Taxation

Educational Program “Analytical, Accounting and Legal supply of Business”

Faculty (Institute) of Economics

Developer: the Associate Professor of the Department of Management named after
Prof. J. S. Zavadskyi, PhD of Economic Sciences, Associate Professor
Drahnieva N. I.

1. Description of the course «Management»

Field of knowledge, specialization, educational program, educational degree		
Educational and qualification level	Bachelor	
Specialty	071 Accounting and Taxation	
Educational-professional program	Analytical, accounting and legal supply of business	
Characteristics of the course		
View	normative	
Total number of hours	120	
Number of credits ECTS	4	
Number semantic modules	2	
Course project (work) (if available in curriculum)	-	
Form of control	Exam	
Descriptions of the course for full-time and distance learning		
	full-time education	correspondence form of training
Year of preparation	2	-
Semester	3	-
Lectures	30 hrs.	-
Practical works	30 hrs.	-
Laboratory classes	-	-
Independent work	60 hrs.	-
Individual tasks	-	-
Number of weekly hours for full-time students: classroom	4 hrs.	

2. The purpose, objectives, and competencies of the course «Management»

The purpose of studying the academic discipline is to form modern managerial thinking and a system of special knowledge in the field of management, to understand the conceptual foundations of system management of organizations; to acquire skills in the analysis of the internal and external environment, make adequate management decisions.

The task of studying the discipline is the theoretical training of students on the following issues: the essence of the basic concepts and categories of management; principles and functions of management; systems of management methods; content of processes and management technologies; basics of planning, organization, motivation, and control of activities; making managerial decisions; information support of the management process; leadership and leadership; management efficiency.

Having studied the course "Management", the applicant of higher education, in accordance with the Educational-professional Program "Accounting and Taxation", acquires the following competencies:

Acquisition of competencies:

Integral competence (IC): The Ability to solve complex specialized tasks and practical problems in the field of accounting, control, auditing, analysis and taxation in the process of professional activity on the basis of accounting and legal support that involves the application of economic theories and methods science and is characterized by complexity and uncertainty conditions.

general competencies (GC):

GC 1. The ability to learn and be ready to learn and application of acquired knowledge.

GC 2. Ability to analyze and synthesize as a toolkit identifying problems and making decisions to solve them based on logical arguments and verified facts.

GC 3. Ability to work independently and in a team taking into account the requirements of professional discipline, planning and time management.

GC 4. Appreciation and respect for diversity and multiculturalism.

GC 5. Ability to act on the basis of ethical considerations (motives).

GC 6. The ability to be critical and self-critical.

GC 7. Ability to think flexibly and competently application of acquired knowledge in professional activity.

GC 8. Ability to communicate in national and foreign languages both orally and in writing.

GC 9. Skills of using modern information and communication technologies.

GC 10. Skills of performing safe activities, aspirations to the preservation of the environment.

GC 11. Ability to present the results of the conducted of research

GC 12. The ability to act socially responsibly and consciously.

GC 13. The ability to conduct research on the appropriate levels

GC 14. Ability to exercise one's rights and obligations as a member society, to realize the values of civic (free) democratic society, supremacy rights, rights and freedoms of a person and a citizen in Ukraine.

GC 15. The ability to preserve and multiply moral, cultural, scientific values and achievements of society on based on the understanding of history and patterns of development subject area, its place in the general system of knowledge about nature and society and in the development of society, technology and technologies, lead a healthy lifestyle.

3. The program and structure of the course

«Management»

CONTENT MODULE 1. THEORETICAL FOUNDATIONS OF MANAGEMENT

Theme lectures 1. Organization as an object of management

The typology of organizations. Classification of organizations by features, classification management principles; classification by functional features; classification on the basis of the implementation of public functions; classification on the basis of defining the target. The internal environment of the organization. Variables within the organization (internal factors): objectives, tasks, structure, technology, people. The culture and image of the organization as its internal factors. The relationship of internal factors. Research methods internal environment: analytical methods; expert methods; linear programming; dynamic programming; diagnosis (rapid diagnosis, thorough diagnostics); internal monitoring (moment observation, constant observation). The external environment of the organization. The microenvironment (environmental factors direct influence): partners; competitors; central and local authorities; the surrounding population; natural conditions. Macro - (external environmental factors indirect impacts): international developments and the environment; the state of the economy; socio-cultural factors; political circumstances; the development of science and technology; right; social and public factors. Research methods in the external environment (external monitoring: external monitoring; target observation; informal search; formal search. The relationship of factors external and internal environment of the organization.

Theme lectures 2. Fundamentals of management

The concept and process of management. The importance of management in studying organizational structures and systems. The characteristic features of management and its different dimensions. The various levels and functions of management. Modern management thoughts. History of management. Robert Owen, Charles Babbage, Henry Ford, Mary P. Follett, Peter Drucker, Henry Towne, Frederick W. Taylor, The Gilbreths, Max Weber, Henry Fayol, Chester Barnard, Abraham Maslow, Douglas McGregor, and other management researchers. Definition of management. Management hierarchy. Vertical and horizontal dimensions. Types of organizations. Managerial education. Individual contributors, supervisory, middle and top-level managers. The management processes. Managerial roles and work methods. Key managerial skills and performance. The concepts of efficiency and effectiveness. External and internal environments. Social responsibility and ethics in modern management. Introducing core management functions.

Theme lectures 3. Decision Making and conflict management

Management by objectives (MBO). The structure of the MBO process. Strengths and weaknesses of MBO. The concept and process of Strategic Management. Strategy formulation and strategy implementation. Decision tree. Competitive and absolute advantages. Levels of strategy. Environmental and Organizational Assessments.

SWOT analysis. Porter's Five Competitive Forces Model. BCG (Boston Consulting Group) Growth-Share Matrix.

Theme lectures 4. Leadership and power

Leadership. Sources of leader power. Leader behaviors: autocratic, democratic, liberal. The Managerial Grid (by Robert A. Blake and Jane S. Mouton). Fielder's Leadership theories (contingency model). Situational Leadership Theory (Paul Hersey and Kenneth H. Blanchard). Normative Leadership Model (Victor H. Vroom and Philip W. Yetton). Path-Goal Theory (Robert J. House and colleagues).

CONTENT MODULE 2. Management functions

Theme lectures 5. Planning as a function of management

The planning process. Major components of planning. Organizational mission, mission statement, goal, plan. Main components of a mission statement. The nature of organizational goals. Levels of goals. Hierarchy of goals. Benefits of goals. Goal commitment. Strategic, tactical, and operational plans. Single-Use and Standing plans. Time horizons of goals and plans.

Theme lectures 6. Organizing as a function of management

The basic elements of organizational structure. Organization charts, job design. Chain of command. Alternative work schedules. Methods of vertical and horizontal coordination. Formalization. Types of departmentalization. A span of management. Levels in the hierarchy: tall structure and flat structure. Downsizing and Restructuring. Delegation of responsibility. Line and Staff Positions. Line and functional authorities. Slack resources. Information systems. Lateral Relations. Assessing alternative structures. Functional, Divisional, Hybrid, and Matrix Structures. Contingency factors: technology, size, environment. The concept of human resource management. Human resource planning, staffing, development, evaluation, compensation.

Theme lectures 7. Motivation as a function of management

The nature of motivation. Needs, Motivation, and Satisfaction. Needs Theories. Hierarchy of Needs Theory (Abraham Maslow). ERG Theory (Clayton Alderfer). Two-Factor Theory (Frederick Herzberg). Acquired-Needs Theory (David C. McClelland).

Cognitive Theories. Expectancy Theory (Victor H. Vroom). Equity Theory (J. Stacy Adams). Goal-Setting Theory (Edwin A. Locke and Gary P. Latham). Approaches to managing for productivity and quality. Theories "X" and "Y" (Douglas McGregor). Reinforcement Theory and Social Learning Theory. Motivation and Compensation. Types of stimulus. Individual and Group Motivation.

Theme lectures 8. Controlling as a function of management

Controlling as a Management Process. Subject and Object in Controlling. Role of Controls and Levels of Control. Steps in the Control Process. Types of Control. Managerial Control Styles. Assessing Control Systems. Major Control Systems. Financial Control. Financial Statements, Financial Audits. Budgetary Control. Types of Budgets, The Budgetary Process. Quality Control. Inventory Control. HACCP, ISO

systems. Strategic Implications of Quality. Quality Assurance Institutions. The Nature of Information Systems and their importance in the controlling process. Information Needs by Managerial Level. Characteristics of Useful Information. Impacts of Information Technology on Organizations. Operations Management and Controlling Function. The Operations Management Process. Operations Strategy. Developing and Implementing Operating Systems.

Theme lectures 9. Management efficiency

The concept of management efficiency. Management efficiency. Organizational principles of effective management. Organizational efficiency of management. Economic efficiency of management. Social efficiency of management.

Structure of the course «Management»

Names of semantic modules and themes	Amount of hours											
	Daily form						Correspondence form					
	total	including					total	including				
		1	p	lab	ind	i.w.		1	p	lab	ind	i.w.
1	2	3	4	5	6	7	8	9	10	11	12	13
CONTENT MODULE 2. THE GENERAL THEORY OF MANAGEMENT												
1. Organizations as an object of management	15	4	4		7							
2. Fundamentals of management	15	4	4		7							
3. Decision Making and conflict management	16	4	4		8							
4. Leadership and power	16	4	4		8							
Total for semantic module 2	62	16	16		30							
CONTENT MODULE 2. MANAGEMENT FUNCTIONS												
5. Planning as a function of management	14	4	4		6							
6. Organizing as a function of management	10	2	2		6							
7. Motivation as a function of management	14	4	4		6							
8. Controlling as a function of management	10	2	2		6							
9. Management efficiency	10	2	2		6							
Total for semantic module 2	58	14	14		30							
Total hours	120	30	30		60							

4. Topics of seminars

are not provided the curriculum

№	Title of topic	Number of hours
1		
2		
...		

5. Topics of practical lessons

№	Title of topic	Number of hours
1	Organizations as an object of management	4
2	Fundamentals of management	4
3	Decision Making and conflict management	4
4	Leadership and power	4
5	Planning as a function of management	4
6	Organizing as a function of management	2
7	Motivation as a function of management	4
8	Controlling as a function of management	2
9	Management effectiveness	2
		30

6. Topics of laboratory lessons

are not provided the curriculum

№	Title of topic	Number of hours
1		
2		
...		

7. Independent work topics

№	Topic title	Number of hours
1	Organizations as an object of management	7
2	Fundamentals of management	7
3	Decision Making and conflict management	8
4	Leadership and power	8
5	Planning as a function of management	6
6	Organizing as a function of management	6
7	Motivation as a function of management	6
8	Controlling as a function of management	6
9	Management effectiveness	6
	Total hours	60

8. Samples of control questions, tests for assessing the level of knowledge acquisition by students.

Control questions, sets of tests to determine the level of knowledge acquisition by students.

1. The meaning of the concept of "organization".
2. What are the general features of the organization?

3. Explain the content of the main features of the organization according to the relevant criteria (types of resources, subsystems of the environment, management, level of management, the direction of relationships)
4. What factors belong to the internal environment of the organization?
5. What factors belong to the auxiliary external environment of the organization?
6. What factors belong to the mega- (main) external environment of the organization?
7. What methods are used to implement forms of environmental uncertainty management (adaptation to existing elements of the environment, favorable impact on the environment, changing the scope of activities)?
8. Explain the essence of the main approaches to understanding the concept of "Management" (components of management).
9. Discover the essence of the main categories of the course "Management".
10. What is management as a system?
11. What is management as a science?
12. Who is a manager?
13. What are types of management skills?
14. The concept of "ideal bureaucracy": the essence, advantages and disadvantages, the founders.
15. Describe the basic models of organizations.
16. Ten main roles (according to G. Minzberg), which are performed by managers in the organization.
17. What qualities should a modern manager have?
18. Steps of management according to the concept of F. Taylor.
19. Explain the principles of H. Fayol.
20. What does the School of Human Relations characterize for?
21. What is the concept of "7-S"?
22. What is the main aim of the organizational culture theory?
23. What does the principle "Scalar chain" mean?
24. Stages of development of scientific management.
25. Define the concept of "communication".
26. Communications and their classification
27. Discover the essence of the main types of information.
28. Stages of the communication process.
29. What are tactics, policy, and procedures.
30. What are the types of plans?
31. What are the main planning principles?
32. What are the Planning methods?
33. How is the Tree of Goals built?
34. What is an organizational function?
35. What are the main components of the organizational process? Explain each

of them.

36. Explain the content of basic and specific functions of management.
37. What are the advantages of linear organizational structure?
38. What is a functional organizational structure?
39. What is a divisional organizational structure?
40. What ideas underlie A. Maslow's theory of the hierarchy of needs?
41. In what sequence are human needs met according to the theory of ERG K. Alderfer?
42. What new ideas about the theoretical foundations of motivation were proposed by D. McClelland in the theory of acquired needs?
43. What is the contribution of F. Herzberg to the development of the theory of motivation?
44. What process theories of motivation do you know?
45. What are the main principles of expectations V. Vroom's theory?
46. Control, stages of control.
47. Types of control over their classification features.
48. Describe the types of control over the object and place of implementation in the organization.
49. Explain the advantages and disadvantages of the main methods of measuring the actual performance of work in the control process.
50. Define the category of "leadership".
51. What is Management efficiency?
52. What economic indicators of management efficiency do you know?
53. What are ways to increase the effectiveness of management in the organization?

Tests to determine the level of knowledge acquisition by students

Question 1. The object of science "Management" is:

- a. socio-economic organizations;
- b. organizational experience;
- c. organizational relationships and processes.

Question 2. Describe Maslow's Hierarchy of Needs

- a. Self – Actualization – meaningful work which expresses the inner self of the employee
- b. Esteem – promotions, contests, high-performance evaluations
- c. Belongingness and Love – friends at work
- d. Safety and security – met through job security (i.e. union protection, tenure, etc)
- e. Physiological needs – met by having a job (i.e. food, shelter, air, and water)

Question 3. Weber's bureaucratic approach:

- a. Structure
- b. Specialization
- c. Predictability and stability
- d. Rationality
- e. Democracy

Question 4. What systems include abstract?

- a. chemical;
- b. organisms;
- c. hypothesis;
- d. population;
- e. theory;
- f. social;
- g. logic.

Question 5. Stages of development organizations do not include:

- a. birth;
- b. decline;
- c. aging;
- d. youth.

Question 6. The five basic elements of culture in organizations include:

- a. Assumptions
- b. Values
- c. Behavioral norms
- d. Behavioral patterns
- e. Artifacts

Question 7. Who is not an administrative management theorist?

- a. Henri Fayol;
- b. Max Weber;
- c. James Mooney;
- d. Luther Gulick

Question 8. Who is one of the founding fathers of modern bureaucratic theory?

- a. Woodrow Wilson;
- b. Adam Smith;
- c. Max Weber;
- d. Karl Marx.

Question 9. A classical approach that claims decisions about organization and job design should be based on precise, scientific procedures.

- a. Rule of law;
- b. Service technology role;

- c. Strategy and structure changes;
- d. Scientific management

Question 10. A system that must interact with the environment to survive.

- a. Organizational ecosystem
- b. Normative forces
- c. Closed system
- d. Open system

Question 11. The essence and evolution of organization theory

Question 12. Analysis of factors internal and external environment of an organization

9. Teaching methods

Teaching methods are ways of joint activities and communication between teachers and graduates, providing positive motivation to learn, mastering the system of professional knowledge, skills and abilities, forming a scientific worldview, development of cognitive forces, culture of mental work of future professionals.

The following teaching methods are used during the educational process:

Depending on the source of knowledge: verbal (explanation, conversation, discussion, dialogue); visual (demonstration, illustration); practical (problem solving, business games).

By the nature of cognitive activity: explanatory-visual problem statement; partial search and research methods.

By place in educational activities:

- methods of organization and implementation of educational activities that combine verbal, visual and practical methods; reproductive and problem-searching; methods of educational work under the guidance of a teacher and methods of independent work of higher education students;
- methods of stimulating and motivating educational work, including cognitive games, educational discussions, role situations;
- methods of control and self-control over educational activities: methods of oral, written control; individual and frontal, thematic and systematic control.

In the process of teaching the discipline to intensify the educational and cognitive activities of higher education seekers provides for the use of the following educational technologies:

- work in small groups allows to structure practical seminars on the form and content, creates opportunities for participation of each student in higher education in the work on the topic of the lesson, provides the formation of personal qualities and experience of social communication;
- *seminars-discussions* involve the exchange of views and views of participants on this topic, as well as develop thinking, help to form views and beliefs, the ability to formulate opinions and express them, learn to evaluate other people's suggestions, critically approach their own views;
- *brainstorming* - a method of solving urgent problems, the essence of which is to express as many ideas in a limited period of time, discuss and select them;

- *case method* - a method of analysis of specific situations, which allows to bring the learning process closer to the real practical activities of specialists and involves consideration of industrial, managerial and other situations, complex conflicts, problematic situations, incidents in the study of educational material;

- *presentations* - speeches to the audience, used to present certain achievements, results of the group, a report on the implementation of individual tasks, briefings, demonstrations;

- *didactic games* - a method of imitation (imitation, reflection) of managerial decisions in various situations according to the rules already developed or formed by the participants, is implemented through independent solution of higher education students, given the lack of necessary knowledge when there is a need to master new content or look for new connections in already learned material;

- *banks of visual support* help to intensify the creative perception of the content of the discipline with the help of clarity.

9. Forms of assessment

The main forms of training during the study of the discipline "Management" are lectures, seminars (practical) classes, consultations, independent work of higher education.

According to the above forms of organization of training, the forms of control of mastering the program are: self-control, writing modular tests, essays, individual practical tasks and exams for the period of study of the discipline.

The control measures carried out at the university determine the compliance of the level of knowledge, skills and abilities acquired by students with the requirements of normative documents on higher education and ensure timely adjustment of the educational process.

According to the "Regulations on examinations and assessments at the National University of Life and Environment Science of Ukraine", approved by the Academic Council of the National University of Life and Environment Science of Ukraine on April 26, 2023, protocol No. 10, the types of knowledge control of higher education students are current control, intermediate and final attestation. Ongoing control is carried out during practical, laboratory and seminar classes and aims to check the level of readiness of higher education students to perform specific work.

Intermediate certification is carried out after studying the program material of each content module. The teaching material of the disciplines taught during one semester - autumn or spring, is divided by lecturers into two or three content modules.

Intermediate attestation should determine the level of knowledge of higher education students from the program material of the content module (rating assessment from the content module), obtained during all types of classes and independent work.

Forms and methods of intermediate certification, mastering the program material of the content module are developed by the lecturer of the discipline and approved by the department in the form of testing, written tests, colloquium, experimental results, which can be evaluated numerically, calculation or calculation work, etc.

The mastering of the content material of the content module by a higher education student is considered successful if his / her rating is not less than 60 points on a 100-point scale.

The level of knowledge of higher education students obtained through non-formal education programs (Article 8, paragraph 3 of the Law of Ukraine "On Education") must be confirmed by relevant documents (eg, learning English - certificates B1 and above; training courses BAS (Business Automation Software)) - SAB certificate (union of business automators); training on the courses of the Cisco Network Academy–Cisco industry certificate; training on the training of appraisers on expert monetary valuation of land - qualification certificate, etc.).

The presence of supporting documents is the basis for enrollment in a separate laboratory work, topic of lecture or practical lesson, content module or all educational material of the discipline, if the program of non-formal education corresponds to the work program of the discipline.

The decision on enrollment of knowledge acquired in non-formal education programs is made by the lecturer of the discipline together with the head of the department.

Enrollment in all academic material of the discipline does not exempt the applicant from higher education from taking the exam in this discipline.

The rating of the applicant for higher education in educational work is rounded to an integer.

The academic work rating may be affected by the additional work rating and the penalty rating.

The rating for additional work is added to the rating for training and may not exceed 20 points. It is determined by the lecturer and is provided to higher education students by the decision of the department for work that is not provided for in the curriculum, but contributes to improving their knowledge of the discipline.

The maximum number of points (20) is given to the applicant for higher education for:

- receiving a diploma of the first degree of the winner of the student scientific conference of the educational-scientific institute or faculty (college) in the corresponding discipline;
- receiving the diploma of the winner (I, II or III place) of the II stage of the All-Ukrainian Student Olympiad in the discipline or specialty (direction of training) in the current academic year;
- receiving a diploma (I, II or III degree) of the winner of the All-Ukrainian competition of student research papers in the relevant discipline in the current academic year;
- authorship (co-authorship) in the submitted application for an invention or received a patent of Ukraine in the relevant discipline;
- authorship (co-authorship) in a published scientific article in the relevant discipline;
- production of a personal training stand, model, device, appliance; development of a computer program (provided that this is used in the educational process in the teaching of the discipline).

Penalty rating does not exceed 5 points and is deducted from the rating of educational work. It is determined by the lecturer and is introduced by the decision of the department for students of higher education who untimely mastered the materials of content modules, did not follow the work schedule, missed classes and more.

Final certification includes semester and state certification of applicants for higher education.

Semester certification is conducted in the form of a semester exam or semester test in a particular discipline.

Semester exam (hereinafter - the exam) - is a form of final certification of mastering higher education theoretical and practical material in the discipline for the semester.

Semester test (hereinafter - test) is a form of final certification, which consists in assessing the mastering of higher education theoretical and practical material (performed certain types of work in practical, seminar or laboratory classes and during independent work) in the discipline for the semester.

Differentiated test is a form of certification that allows you to assess the implementation and mastery of higher education program training or industrial practice, preparation and defence of course work (project).

Applicants for higher education are required to take exams and tests in accordance with the requirements of the working curriculum within the timeframe provided by the schedule of the educational process. The content of exams and tests is determined by the working curricula of disciplines.

10. Distribution of grades received by students

The assessment of the knowledge of a higher education student takes place on a 100-point scale and is translated into national assessments according to the table. 1 "Regulations on examinations and credits at the National University of Life and Environment Science of Ukraine", approved by the Academic Council of the National University of Life and Environment Science of Ukraine on April 26, 2023, protocol No. 10. according to the table. 1.

Rating of the applicant of higher education, points	Evaluation results on national exams, tests
	Exam
90-100	excellent
74-89	good
60-73	satisfactorily
0-59	fail

For determination of the rating of the student (listener) from mastering to the discipline R_{course} (100 points) obtained ranking in certification (30 points) added to the rating of student (listener) for Academic work R_{ed} (70 points): $R_{\text{course}} = R_{\text{ed}} + R_{\text{at}}$

11. Educational and methodological support

eLearning course, located on the academic portal <https://elearn.nubip.edu.ua/course/view.php?id=2160>

12. Recommended sources of information

Main

1. Principles of management. 2019. URL: <https://d3bxy9euw4e147.cloudfront.net/oscms-prodcms/media/documents/PrinciplesofManagement-OP.pdf>
2. Karam Pal Management Concepts and Organizational Behaviour. URL: <http://www.ddegjust.ac.in/studymaterial/mcom/mc-101.pdf>
3. Coleman Patterson Management Briefs Management and Leadership Theory Made Simple. 2010.
4. Peter F. Drucker The Effective Executive: The Definitive Guide to Getting the Right Things Done. Harper Business; Revised edition. 2006. 208 p.
5. Dorling Kindersley Essential Manager: Leadership. 2015.
6. James Burrow, Brad Kleindl, Kenneth Everard Business principles and management. Thomson. 2018. 736 p.

Additional

1. John Maxwell The 21 Irrefutable Laws of Leadership: Follow Them and People Will Follow You. 2007. 338 p.
2. Daniel Goleman Leadership: The Power of Emotional Intelligence. 2011. 78 p.
3. Балановська Т.І., Михайліченко М.В., Троян А.В. Сучасні технології управління персоналом: навчальний посібник. Київ: ФОП Ямчинський О.В., 2020. 466 с.
4. Федоренко В. Г. Основи менеджменту Київ. Алерта. 2017. 420 с.
5. Скібіцька Л.І. Менеджмент: навчальний посібник. Київ. ЦУЛ. 2017. 416 с.
6. Скібіцька Л. І. Тайм – менеджмент. Київ. Кондор, 2019. 528 с.
7. A Study of Business Process Reengineering by Kevin Lam. URL: http://www.doc.ic.ac.uk/~nd/surprise_95/journal/vol2/tmkl/article2.html
8. An Introductory Guide by Peter Carter URL: <http://www.teamtechnology.co.uk/business-process-reengineering.html>.
9. Gilbreth L.M. The psychology of management. The Macmillan Company. 1921. URL: <https://www.gutenberg.org/files/16256/16256-h/16256-h.htm>.