



Australian School of Business

Information Systems, Technology & Management

Never Stand Still

Australian School of Business

INFS3604 BUSINESS PROCESS MANAGEMENT

Course Outline Semester 1, 2013

Part A: Course-Specific Information

Please consult Part B for key information on ASB policies (including those on plagiarism and special consideration), student responsibilities and student support services.

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PART A: COURSE-SPECIFIC INFORMATION

1 STAFF CONTACT DETAILS

Lecturer-in-charge: Associate Professor John D'Ambra
Room: Q2088
Phone No: 9385 4854
Email: j.dambra@unsw.edu.au
Consultation Times: TBA

2 COURSE DETAILS

2.1 Teaching Times and Locations

Lectures start in Week 1(to Week 12): The Time and Location is:

Wed 15-17 (ChemSc M11)

Tutorials start in Week 2 (to Week 13). The Groups and Times are:

Wed 13 (w2-4,5-13, Quad Lab 1

Wed 14 (w2-4,5-13, Quad Lab 1

Wed 17 (w2-4,5-13, Quad Lab 1

2.2 Units of Credit

The course is worth 6 units of credit.

This course is taught in parallel to both undergraduate and postgraduate students.

2.3 Summary of Course

This course looks at ways in which business processes can be analysed, redesigned, and improved. A business process is a set of activities that jointly realise a business goal in an organisational and technical environment. These processes take place in a single organisation but may need to interact with processes in other organisations. Business process management (BPM) is concerned with the concepts, methods, and techniques that support the design, administration, configuration, enactment, and analysis of business processes. BPM is concerned with the explicit representation of processes – once they are defined, processes can be analysed, improved, and enacted. Software in the form of business process management systems can be used to coordinate business process activities.

By taking this course you will be able to understand business process from a general management perspective, and learn tools, analytical frameworks and general principles for managing business processes. The course will incorporate a laboratory component using BPM software.

2.4 Course Aims and Relationship to Other Courses

The aim of this course is to introduce you to methodologies and techniques of business process modelling. A main objective is to increase your awareness of the concepts and foundations of business process modelling and the potential to improve

the efficiency and effectiveness of organisations by using business process modelling techniques.

This course is a third year course in the BIS, BCom (Information Systems), BCom/BIS and BIS Co-op. The prerequisite for this course is INFS1602 or enrolment in a software engineering program. Process management is concerned with the management of business processes that produce tangible goods or intangible services. The goal of this unit is provide students with a background to the fundamental and emerging issues surrounding Business Process Management, to clarify how various fields of study contribute to the implementation of BPM programs, and to enable students to participate in BPM projects.

2.5 Student Learning Outcomes

The Course Learning Outcomes are what you should be able to DO by the end of this course if you participate fully in learning activities and successfully complete the assessment items.

1. Synthesise the principles of organisational strategy and process design.
2. Explain the role of IT in BPM.
3. Document processes using a process mapping tool using BPMN.
4. Analyse the performance of existing processes and identify process improvement.
5. Propose business solutions in written and verbal forms for process innovation and redesign projects.
6. Create a BPM implementation strategy and implementation plan for an organization.

The Learning Outcomes in this course also help you to achieve some of the overall Program Learning Goals and Outcomes for all undergraduate coursework students in the ASB. Program Learning Goals are what we want you to BE or HAVE by the time you successfully complete your degree (e.g. 'be an effective team player'). You demonstrate this by achieving specific Program Learning Outcomes – what you are able to DO by the end of your degree (e.g. 'participate collaboratively and responsibly in teams').

ASB Undergraduate Program Learning Goals and Outcomes

1. Knowledge: Our graduates will have in-depth disciplinary knowledge applicable in local and global contexts.

You should be able to select and apply disciplinary knowledge to business situations in a local and global environment.

2. Critical thinking and problem solving: Our graduates will be critical thinkers and effective problem solvers.

You should be able to identify and research issues in business situations, analyse the issues, and propose appropriate and well-justified solutions.

3. Communication: Our graduates will be effective professional communicators.

You should be able to:

- a. Prepare written documents that are clear and concise, using appropriate style and presentation for the intended audience, purpose and context, and
- b. Prepare and deliver oral presentations that are clear, focused, well-structured, and delivered in a professional manner.

4. Teamwork: Our graduates will be effective team participants.

You should be able to participate collaboratively and responsibly in teams, and reflect on your own teamwork, and on the team's processes and ability to achieve outcomes.

5. Ethical, social and environmental responsibility: Our graduates will have a sound awareness of the ethical, social, cultural and environmental implications of business practice.

You should be able to:

- a. Identify and assess ethical, environmental and/or sustainability considerations in business decision-making and practice, and
- b. Identify social and cultural implications of business situations.

The following table shows how your Course Learning Outcomes relate to the overall Program Learning Goals and Outcomes, and indicates where these are assessed (they may also be developed in tutorials and other activities):

Program Learning Goals and Outcomes		Course Learning Outcomes	Course Assessment Item
<i>This course helps you to achieve the following learning goals for all ASB undergraduate students:</i>		<i>On successful completion of the course, you should be able to:</i>	<i>This learning outcome will be assessed in the following items:</i>
1	Knowledge	<p>Synthesise the principles of organisational strategy and process design.</p> <p>Explain the role of IT in BPM.</p> <p>Propose business solutions in written and verbal forms for process innovation and process redesign projects.</p> <p>Document processes using a process mapping tool using the BPMN.</p>	Assignment 1; team assignment; examination
2	Critical thinking and problem solving	<p>Document processes using a process mapping tool using the BPMN.</p> <p>Analyse the performance of existing processes and identify process improvement.</p> <p>Create a BPM implementation strategy and implementation plan for an organization.</p>	Lab exercises; individual and team assignment; examination
3a	Written communication	<p>Propose business solutions in written and verbal forms for process innovation and process redesign projects.</p> <p>Create a BPM implementation strategy and implementation plan for an organization.</p>	Assignment 1; team assignment; examination

3b	Oral communication	Propose business solutions in written and verbal forms for process innovation and process redesign projects.	Presentations
4	Teamwork	Propose business solutions in written and verbal forms for process innovation and process redesign projects. Analyse the performance of existing processes and identify process improvement. Create a BPM implementation strategy and implementation plan for an organization.	team assignment
5a.	Ethical, environmental and sustainability responsibility	Not specifically addressed in this course	
5b.	Social and cultural awareness	Not specifically addressed in this course.	

3 LEARNING AND TEACHING ACTIVITIES

3.1 Approach to Learning and Teaching in the Course

The content of the unit is delivered through lectures, tutorials, laboratories and the UNSW Blackboard site. Lectures cover theoretical principles and practical aspects of the unit, and practical sessions provide an opportunity to solve practical exercises, based on the current week's lecture.

The unit emphasises a 'hands-on' approach to learning through the illustration of new concepts through worked examples and demonstrations. The concepts introduced are presented in business scenarios. You will work on the case studies in the tutorials. You are encouraged to work in groups.

3.2 Learning Activities and Teaching Strategies

To achieve the objectives of the course the concepts, principles and theoretical approaches outlined in the weekly lectures are reinforced by the practical component of the course. The vehicle for the practical component is a series of tutorial/laboratory exercises where skills in BPM will be learnt and applied to a series of problems. The lecture material will be directly related to the practical component of the course.

4 ASSESSMENT

4.1 Formal Requirements

- Attendance at tutorial/laboratories is compulsory. The roll will be taken in each lab. Students are reminded that they are required to attend 80% of all classes or a failure in the course will be recorded.
- Any of the results of the assessment tasks may be scaled to a mean of 60%.
- All components of assessment must be completed at a satisfactory level (normally a minimum mark of 45%). If this level of performance is not achieved in any component a UF will be awarded.
- Team members are expected to work in a harmonious and professional manner.
- Peer assessment will be used to weight marks for individual students. Individual marks are private and will not be disclosed under any circumstances to team members.
- This subject will be assessed in accordance with the School's assessment policies that can be found at: www.sistm.unsw.edu.au.

4.2 Assessment Details

Assessment Task	Weighting	Length	Due Date
Individual assignment	10	1000 words	Week 4 March 27
Mid-semester quiz	10		Week 6 April 17
Team assignment	20	TBA	TBA
tut/lab exercises	10	NA	NA
Final Exam	50	2 hours	University Exam Period
Total	100%		

4.2.1 Assessment Task 1 – Individual report

Due: Week 4
Word limit: 1000 (excluding references)

Submit a research report demonstrating your understanding of Business Process Mapping and Notation.

4.2.2 Assessment Task 2 – Team Project

A case study where, as a member of a team, you will be required to:

- Document processes using a process mapping tool using BPMN.
- Analyse the performance of existing processes and identify process improvement
- Create a BPM implementation strategy and implementation plan for an organization.

4.3 Assessment Format

Details of the format of each assessed component and the submission procedure will be published on the subject's Web site prior to submission deadline. Teams are also encouraged to discuss the format of assessable components during consultations with the Unit Coordinator.

4.4 Assignment Submission Procedure

Details of the format of each assessed component and the submission procedure will be published on the subject's Web site prior to submission deadline. Teams are also encouraged to discuss the format of assessable components during consultations with the Unit Coordinator.

4.5 Late Submission

The late submission of assignments carries a penalty of 10% of the maximum marks for that assignment per day of lateness (including weekends and public holidays), unless an extension of time has been granted. An extension of time to complete an assignment may be granted by the course co-ordinator in case of misadventure or illness. Applications for an extension of time should be made to the course co-ordinator by email or in person. You will be required to substantiate your application with appropriate documentary evidence such as medical certificates, accident reports etc. Please note that work commitments and computer failures are grounds for an extension.

Quality Assurance

The ASB is actively monitoring student learning and quality of the student experience in all its programs. A random selection of completed assessment tasks may be used for quality assurance, such as to determine the extent to which program learning goals are being achieved. The information is required for accreditation purposes, and aggregated findings will be used to inform changes aimed at improving the quality of ASB programs. All material used for such processes will be treated as confidential and will not be related to course grades.

5 Course resources

The textbook for this course is:

Sharp A. and McDermott P. 2009. *Workflow Modeling : Tools for process improvement and application Development* 2nd edition. Artech House, Boston | London. ISBN: 13: 978 1 59693 192 3.

The following websites are also useful sources:

<http://lms-blackboard.telt.unsw.edu.au/webapps/portal/frameset.jsp>

www.Bpminstitute.org

<http://bpt.hpi.uni-potsdam.de/BPMAcademicInitiative/>

6 COURSE EVALUATION AND DEVELOPMENT

Each year feedback is sought from students and other stakeholders about the courses offered in the School and continual improvements are made based on this feedback. UNSW's Course and Teaching Evaluation and Improvement (CATEI) Process is one of the ways in which student evaluative feedback is gathered. In this course, we will seek your feedback through the end of semester CATEI evaluation and through informal feedback to the course coordinator throughout the semester. The evaluations and feedback is taken into account in all course revisions.

7 COURSE SCHEDULE

Week	Lecture Topic	References	Other Activities/ Assessment
Week 1 6 March	Unit introduction What is BPM? The evolution of BPM	Sharp and McDermott chapters 1, 2 Hammer 1990 Davenport and Short 1990	
Week 2 13 March	The enterprise view	Handouts	
Week 3 20 March	What is a business process?	Sharp and McDermott Chapter 3	
Week 4 27 March	Process discovery; Process scoping	Sharp and McDermott chapters 4, 5 (pp.118 – 136), 6	Assignment 1 due
Mid-semester break			
Week 5 10 April	Why processes can "break"!	Sharp and McDermott chapter 7	
Week 6 17 April	Swimlane diagrams	Sharp and McDermott chapters 8, 9 & 10	Mid-semester quiz
Week 7 24 April	Modelling and assessing the As-Is process	Sharp and McDermott chapters 11 (pp. 281 – 297) & 12	
Week 8 1 May	The To-Be process	Sharp and McDermott chapter 13	
Week 9 8 May	Managing Processes	Hand out (Harmon 11)	
Week 10 15 May	Lean	Handouts	
Week 11 22 May	Six sigma	Harmon Chapter 12	
Week 12 29 May	BPM Technology	Harmon 15, 16	Assignment 2 due
Week 13 5 June	NO LECTURES		