BUSADMIN K725
Business Process Management
Fall 2022 Course Outline

Information Systems
DeGroote School of Business
McMaster University

COURSE OBJECTIVE

- This course enables students to learn about the methodologies used business process management and related information technologies in support of process innovation. Students learn about the state-of-the-art techniques used in support of business process redesign. These techniques, learned through hands-on practice with SAP ERP, SAP Business ByDesign and ARIS design and simulation software, for efficient and effective use of information technology in business operations.

INSTRUCTOR AND CONTACT INFORMATION

Section 1: Tuesday 7:00-10:00pm Class Location: RJC 263	
Instructor: **Dr. Ali R. Montazemi**	TA: Fatemeh Navazi
montazem@mcmaster.ca	navazif@mcmaster.ca
Office: DSB 422	
Office Hours: before class	
Tel: (905) 525-9140 x27434	

Course Website: http://avenue.mcmaster.ca

COURSE ELEMENTS

Credit Value:	3	Team skills:	Yes	IT skills:	Yes	Global:	Yes
Avenue:	Yes	Verbal skills:	Yes	Numeracy:	No	Political:	No
Participation:	Yes	Written skills:	Yes	Innovation:	Yes	Social:	Yes
Evidence-based:	Yes	Experiential:	No	Final Exam:	Yes	Guest speakers:	Yes

COURSE DESCRIPTION

In the face of intense competition and other business pressures on organizations, quality initiatives and continuous, incremental process improvement, though still essential, will no longer be sufficient. Radical levels of change require powerful information technology tools to facilitate the

fundamental redesign of work. This course is taught through the case-method, readings, lectures, videos, workshops and a number of hands-on use of software including SAP, and ARIS.

This course is designed as a "Flipped-Classroom": Students learn fundamental knowledge prior to class through an online component, and in-class becomes an interactive learning environment with the instructor guiding students as they apply and engage with the content.

LEARNING OUTCOMES

Upon completion of this course, students will be able to complete the following key tasks:
- Assess companies' e-business requirements and strategies
- Begin leading effective innovation and organizational business process renewal
- Integrate business strategies with the e-business to create value for the organization.
- Manage information and knowledge processes successfully
- Manage the process of organizing for value strategical

REQUIRED COURSE MATERIALS AND READINGS

Book 1: Association of Business Process Management Professionals, 2019, "Guide to the Business Process Management Body of Knowledge (BPM CBOK® 4). You can download it free by becoming the member of the association. The student annual membership is US$50. See http://www.abpmp.org/?page=Join_ABPMP	US$50
Book 2: Steven De Haes and Wim Van Grembergen, 2015. "Enterprise Governance of Information Technology: Achieving Strategic Alignment and Value," **Second Edition**, New York, USA: Springer (Download from Mac eLibrary). http://link.springer.com.libaccess.lib.mcmaster.ca/book/10.1007%2F978-3-319-14547-1	$Free $Free
Webinars: You can download them free by becoming the member of the association.	$Free
OPTIONAL COURSE MATERIALS AND READINGS	
• Clayton et al., 2016, "Competing against luck: the story of innovation and customer choice". • IT Governance Using COBIT and Val IT: http://www.isaca.org/Knowledge-Center/Academia/Pages/IT-Governance-Using-COBIT-and-Val-IT.aspx • Process Excellence Network www.processexcellencenetwork.com • **SAP Community Network http://scn.sap.com** • **ISACA student membership www.isaca.org/students**	

EVALUATION

Learning in this course results primarily from in-class discussion and participation of comprehensive business cases. The balance of the learning results from the lectures on BPM and IT Governance concepts, from related readings, and from researching your presentations, cases, hands-on assignments, and simulation decisions. All work will be evaluated on an individual basis except in certain cases (e.g., class participation write up) where group work is expected. Missed tests/exams will receive a grade of zero unless the student has submitted and been approved for a Notification of Absence. Late assignments will be penalized 1% for each day they are late. Your final grade will be calculated as follows:

Components and Weights

COMPONENT		%
Webinars Analysis	(Group)	10
Class Participation	Write up of your understanding about the materials (webinar and case study presentations as well as lecture/discussion) (Weekly - each 2 %) (Group)	20
Case Study Analysis	(Group)	10
Assignment 1	ARIS Process Modeling (Individual)	5
Assignment 2	SAP ByDesign Inventory and Procurement Management (Individual)	4
Assignment 3	SAP ByDesign Material Requirement Planning (Individual)	4
Assignment 4	SAP ByDesign Sales Force (Individual)	4
Assignment 5	SAP ByDesign Human Resources and Service Management (Individual)	4
Assignment 6	SAP Artificial Intelligence (Individual)	4
Quiz	Multiple-choice/True-False questions covering the chapter materials and class discussion.	15
Final Case Study	Group case analyses in class	20
Total		100

Grade Conversion

At the end of the course your overall percentage grade will be converted to your letter grade in accordance with the following conversion scheme:

LETTER GRADE	PERCENT	POINTS
A+	90-100	12
A	85-89	11
A-	80-84	10
B+	75-79	9
B	70-74	8
B-	60-69	7
F	00-59	0

PARTICIPATION: Class participation is highly encouraged. A primary learning vehicle for this class is discussions between students regarding the martials covered in each class. Your group write up must be well grounded based on the materials covered in that class (i.e., **you must show that you have understood the martials covered**). Assessment of participation is done weekly for each class. Submit your group write up to the pertinent **Avenue drop-box before the end of class for grading. Group members who are absent at the time of write up (i.e., missed class) receive zero for that class participation.**

WEBINAR ANALYSIS: You are expected to reflect on your course reading materials in analyzing the assigned webinar. The assigned webinar analysis is a group work. As such, **ALL group members** should be involved in preparing the presentation and preparation of pertinent materials. To assess such participation, questions will be asked in class from individuals for grading. **Submit your PowerPoint presentation materials to the pertinent Avenue drop-box per schedule of deadlines in order to be considered for grading.** Otherwise, your group receive no grade. **Furthermore, to receive grade, each group member should be present in class and be able to defend his/her analyses and/or pertinent questions asked. The presentation should be limited to 40 minutes.** Group members who are absent at the time of presentation receive zero. The grading structure is as follows:
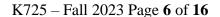
Rubric for analyses and presentation of the Webinar (group presentation but the grade for each group member can vary depending his/her performance during the presentation)

Total weight: 10% = 100 points

Example of grade calculation: Assuming that the performance was 3,3,3,3,3. The grade would be 20(3/4)+10(3/4)+20(3/4)+30(3/4)+ 30(3/4)= 75 (i.e., 7.5/10)

Analytic Rubric:
- **Critical Thinking Skills: 20 points**
  - **4:** Exceptional: Demonstrates exceptional ability to analyze, synthesize, and evaluate information from multiple sources to draw well-supported conclusions.
  - **3:** Good: Demonstrates good ability to analyze, synthesize, and evaluate information from multiple sources to draw mostly well-supported conclusions.
  - **2:** Some: Demonstrates some ability to analyze, synthesize, and evaluate information from multiple sources but may not draw well-supported conclusions.
  - **1:** Limited: Demonstrates limited ability to analyze, synthesize, or evaluate information from multiple sources and does not draw well-supported conclusions.
- **PowerPoint Presentation: 10 points**
  - **4:** Exceptional: Presentation is clear, well-organized, engaging, and effectively communicates all main points.
  - **3:** Good: Presentation is mostly clear, well-organized, engaging, and effectively communicates most main points.

- o **2:** Some: Presentation is somewhat clear and organized but may not be engaging or effectively communicate all main points.
  - o **1:** Limited: Presentation is unclear, disorganized, not engaging, and does not effectively communicate main points.
- **Response to Questions: 20 points**
  - o **4:** Exceptional: Responds confidently and thoughtfully to questions. Demonstrates a deep understanding of the subject matter.
  - o **3:** Good: Responds confidently to questions. Demonstrates a good understanding of the subject matter.
  - o **2:** Some: Responds to questions but may not demonstrate a deep understanding of the subject matter.
  - o **1:** Limited: Struggles to respond to questions. Does not demonstrate a good understanding of the subject matter.
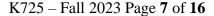- **Use of Assigned Course Materials: 30 points**
  - o **4:** Exceptional: Effectively incorporates assigned course materials into BPM Webinar analysis and PowerPoint presentation. Demonstrates a deep understanding of the course materials and their relevance to the assignment.
  - o **3:** Good: Mostly effectively incorporates assigned course materials into BPM Webinar analysis and PowerPoint presentation. Demonstrates a good understanding of the course materials and their relevance to the assignment.
  - o **2:** Some: Somewhat effectively incorporates assigned course materials into BPM Webinar analysis and PowerPoint presentation. Demonstrates some understanding of the course materials and their relevance to the assignment.
  - o **1:** Limited: Does not effectively incorporate assigned course materials into BPM Webinar analysis or PowerPoint presentation. Does not demonstrate a good understanding of the course materials or their relevance to the assignment.
- **Use of External Resources: 20 Points**
  - o **4:** Exceptional: Effectively incorporates external resources such as MS Edge into BPM Webinar analysis and PowerPoint presentation. Demonstrates a deep understanding of how these resources can support their analysis.
  - o **3:** Good: Mostly effectively incorporates external resources such as MS Edge into BPM Webinar analysis and PowerPoint presentation. Demonstrates a good understanding of how these resources can support their analysis.
  - o **2:** Some: Somewhat effectively incorporates external resources such as MS Edge into BPM Webinar analysis or PowerPoint presentation. Demonstrates some understanding of how these resources can support their analysis.
  - o **1:** Limited: Does not effectively incorporate external resources such as MS Edge into BPM Webinar analysis or PowerPoint presentation. Does not demonstrate a good understanding of how these resources can support their analysis.

The following webinars/papers can be accessed from ABPMP website (https://www.abpmp.org/page/webinar_presentation):

1. Group A: Business Analysis, The Evolving Role of Process Professionals (April 21, 2021)

2. Group B: Simulation Modeling (March 24, 2016)
3. Group C: Making Change Sustainable: The People Variable in Change (April 19, 2017)
4. Group D: Process-led Digital Transformation – Rapid and reliable (March 21, 2021)

5. Group E: Measuring Business Processes (August 19, 2020)

6. Group F: Best Practices in BPM (March 25, 2020)

7. Group G: Did You Forget Your Customers? Then Forget Business Transformation! (February 12, 2020)

8. Group H: The Future of BPM (January 21, 2021)

CASE STUDY ANALYSIS: You are expected to reflect on your course reading materials in analyzing the case studies. The case studies are group work. As such, **ALL group members** should be involved in preparing the analyses of the cases. To assess such participation, questions will be asked in class related to the course from individuals for grading. **Submit your PowerPoint presentation materials to the pertinent Avenue drop-box per schedule of deadlines (Tuesday 11:00 am) in order to be considered for grading.** Otherwise your group receive no grade. **Furthermore, to receive grade, each group member should be present in class and be able to defend his/her analyses. The presentation should be limited to 40 minutes.** Group members who are absent at the time of presentation receive zero.

❖ **Assess the case in terms of**:
  o What was the issue/problem?
  o How did they go about resolving the problem? Analyze it based on the course materials covered.
  o Based on the materials covered in the course, is there anything that they could have done better?
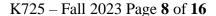 o The presentation should be limited to 40 minutes.

Rubric for analyses and presentation of the Case Study (group presentation but the grade for each group member can vary depending his/her performance during the presentation)

Total weight: 10% = 100 points
Example of grade calculation: Assuming that the performance was 3,4,3,3,3. The grade would be 20(3/4)+10(4/4)+20(3/4)+30(3/4)+ 30(3/4)= 77.5 (i.e., 7.75/10)

Analytic Rubric:
  ❖ **Critical Thinking Skills: 20 points**
      o **4:** Exceptional: Demonstrates exceptional ability to analyze, synthesize, and evaluate information from multiple sources to draw well-supported conclusions.

- **3:** Good: Demonstrates good ability to analyze, synthesize, and evaluate information from multiple sources to draw mostly well-supported conclusions.
- **2:** Some: Demonstrates some ability to analyze, synthesize, and evaluate information from multiple sources but may not draw well-supported conclusions.
- **1:** Limited: Demonstrates limited ability to analyze, synthesize, or evaluate information from multiple sources and does not draw well-supported conclusions.

❖ **PowerPoint Presentation: 10**
- **4:** Exceptional: Presentation is clear, well-organized, engaging, and effectively communicates all main points.
- **3:** Good: Presentation is mostly clear, well-organized, engaging, and effectively communicates most main points.
- **2:** Some: Presentation is somewhat clear and organized but may not be engaging or effectively communicate all main points.
- **1:** Limited: Presentation is unclear, disorganized, not engaging, and does not effectively communicate main points.

❖ **Response to Questions: 20**
- **4:** Exceptional: Responds confidently and thoughtfully to questions. Demonstrates a deep understanding of the subject matter.
- **3:** Good: Responds confidently to questions. Demonstrates a good understanding of the subject matter.
- **2:** Some: Responds to questions but may not demonstrate a deep understanding of the subject matter.
- **1:** Limited: Struggles to respond to questions. Does not demonstrate a good understanding of the subject matter.

❖ **Use of Assigned Course Materials: 30 points**
- **4:** Exceptional: Effectively incorporates assigned course materials into case study analysis and PowerPoint presentation. Demonstrates a deep understanding of the course materials and their relevance to the assignment.
- **3:** Good: Mostly effectively incorporates assigned course materials into case study analysis and PowerPoint presentation. Demonstrates a good understanding of the course materials and their relevance to the assignment.
- **2:** Some: Somewhat effectively incorporates assigned course materials into case study analysis and PowerPoint presentation. Demonstrates some understanding of the course materials and their relevance to the assignment.
- **1:** Limited: Does not effectively incorporate assigned course materials into case study analysis or PowerPoint presentation. Does not demonstrate a good understanding of the course materials or their relevance to the assignment.

❖ **Use of External Resources: 20 points**
- **4:** Exceptional: Effectively incorporates external resources such as MS Edge into case study analysis and PowerPoint presentation. Demonstrates a deep understanding of how these resources can support their analysis.

- **3:** Good: Mostly effectively incorporates external resources such as MS Edge into case study analysis and PowerPoint presentation. Demonstrates a good understanding of how these resources can support their analysis.
- **2:** Some: Somewhat effectively incorporates external resources such as MS Edge into case study analysis or PowerPoint presentation. Demonstrates some understanding of how these resources can support their analysis.
- **1:** Limited: Does not effectively incorporate external resources such as MS Edge into case study analysis or PowerPoint presentation. Does not demonstrate a good understanding of how these resources can support their analysis.

❖ Submit your PowerPoint presentation to the pertinent Avenue drop-box (By Tuesday 11:00am) that will be used for professional presentation by each group member in class (30%)

❖ **The following cases can be accessed through Avenue.**

1. Group A: Royal Philips – IT Department
2. Group B: Concentra Analytics: Putting Process Framework into Action
3. Group C: Building a Resilient Logistic Network
4. Group D: SWORD Group: Process Framework and Gap Analysis
5. Group E: How Human Connections Support Digital Transformation at General Electric
6. Group F: Elevation Credit Union (also see: https://www.youtube.com/watch?v=8FaEFSNcnHs&ab_channel=APQC)

❖ The following Cases can be found from Jan vom Brocke, Jan Mendling, & Michael Rosemann. (2021). *Business Process Management Cases Vol. 2: Digital Transformation-Strategy, Processes and Execution*. Springer. (Free download from McMaster eLibrary)

7. Group G: Analysis of the Customer Journey at the Pension Provider APG Using Self-Service and Data Hub Concepts
8. Group H: Mechanisms for Creating Successful BPM Governance: Insights from Commonwealth Bank of Australia.

HANDS-ON ASSIGNMENTS: Hands-on assignments will be assessed according to the completeness of the work submitted.

Quiz: (Week 11) in-class: Closed book multiple-choice/True-False questions covering the chapter materials and class discussion.

Final Case Analyses (Week 12) in-class: You are expected to reflect on your course reading materials and class discussion/presentations in analyzing the final case study in class. You will complete the case in class without accessing the internet/LLM-Generative AI.

LATE ASSIGNMENTS

- Late submission of the hands-on assignments is 20% per day (or part of the day)
- Other components must be delivered to meet the assigned deadline otherwise it receives zero.

COURSE MODIFICATION

From time to time there may be a need to remove/add topics or to change the schedule or the delivery format. If these are necessary, you will be given as much advance notice as possible.

GENERATIVE AI

Students may freely use generative AI in this course so long as the use of generative AI is referenced and cited following citation instructions given in the syllabus. Use of generative AI outside assessment guidelines or without citation will constitute academic dishonesty. It is the student's responsibility to be clear on the expectations for citation and reference and to do so appropriately.
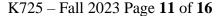
I expect you to use AI (e.g., ChatGPT) in this class. In fact, some assignments will require it. Learning to use AI is an emerging skill. I am happy to meet and help you with these tools during office hours or after class.

Be aware of the limits of ChatGPT, such as the following:

- If you provide minimum-effort prompts, you will get low-quality results. You will need to refine your prompts in order to get good outcomes. This will take work.
- Don't trust anything it says. If it gives you a number or fact, assume it is wrong unless you either know the answer or can check with another source. You will be responsible for any errors or omissions provided by the tool. It works best for topics you understand.
- AI is a tool, but one that you need to acknowledge using. Please include a paragraph at the end of any assignment that uses AI explaining what you used the AI for and what prompts you used to get the results. Failure to do so is in violation of academic honesty policies.

COMMUNICATION AND FEEDBACK

Students that are uncomfortable in directly approaching an instructor regarding a course concern may send a confidential and anonymous email to the respective Area Chair or Associate Dean:

http://mbastudent.degroote.mcmaster.ca/contact/anonymous/

Students who wish to correspond with instructors or TAs directly via email must send messages that originate from their official McMaster University email account. This protects the confidentiality and sensitivity of information as well as confirms the identity of the student. Emails regarding course issues should NOT be sent to the Administrative Assistant.

Instructors are encouraged to conduct an informal course review with students by Week #4 to allow time for modifications in curriculum delivery. Instructors should provide evaluation feedback for at least 10% of the final grade to students prior to Week #8 in the term.

ACADEMIC INTEGRITY

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the Academic Integrity Policy, located at:

www.mcmaster.ca/academicintegrity

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations

AUTHENTICITY/PLAGIARISM DETECTION

Some courses may use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software.

All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software, etc.). For more details about McMaster's use of Turnitin.com please go to www.mcmaster.ca/academicintegrity.

COURSES WITH AN ON-LINE ELEMENT

Some courses may use on-line elements (e.g., e-mail, Avenue to Learn (A2L), LearnLink, web pages, capa, Moodle, ThinkingCap, etc.). Students should be aware that, when they access the electronic components of a course using these elements, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course.

The available information is dependent on the technology used. Continuation in a course that uses on-line elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure, please discuss this with the course instructor.

CONDUCT EXPECTATIONS

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the *[Code of Student Rights & Responsibilities](the "Code")*. All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online**.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students' access to these platforms.

MISSED ACADEMIC WORK

Missed Mid-Term Examinations / Tests / Class Participation

Please do not use the online McMaster Student Absence Form (MSAF) as this is for Undergraduate students only. The MBA program will not accept an MSAF.

When students miss regularly scheduled term work which contributes 10% or more to the final grade, for legitimate reasons as determined by the Student Experience – Academic Office (SEAO), the activity necessary to compensate for the missed work will be determined by the course instructor. The compensatory activities assigned will vary with the nature of the course and the missed requirement. They include, but are not restricted to, an alternative assignment, a rescheduled midterm exam, or re-weighting the marks for the missed component to other mark components. Documentation explaining such missed work must be provided to the SEAO within five (5) working days of the scheduled date for completion of the work.

Acceptable reasons for missed work, along with the Petition for Missed Term Work and the MBA Student McMaster University Student Health Certificate, can be found on the DeGroote MBA Student website (mbastudent.degroote.mcmaster.ca). Please direct any questions about acceptable documentation to the MBA Academic Advisors (askmba@mcmaster.ca).

University policy states that a student may submit a maximum of three (3) Petition for Missed Term Work per academic year, after which the student must meet with the Director of the program.

If term work is missed without an approved reason, students will receive a grade of zero (0) for that component.

Missed Final Examinations

Students must be available for the duration of the posted exam period regardless of their personal exam schedule. This is to ensure student availability throughout the entire exam period in the event that an exam must be rescheduled due to unforeseen circumstances (university closure, power outage, storm policy, etc.). A student who misses a final examination without valid reason will receive a mark of 0 on the examination.

Students who have missed a final exam for a valid reason can apply to the SEAO to write a deferred examination by submitting an Application for Deferring a Final Exam with supporting documentation. The application must be made within five days of the scheduled exam.
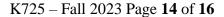
The Application for Deferring a Final Exam and the MBA Student McMaster University Student Health Certificate can be found on the DeGroote MBA Current Student website (mbastudent.degroote.mcmaster.ca)

Deferred examination privileges, if granted, are normally satisfied during the examination period at the end of the following semester. In select cases, the deferred examination may be written at a time facilitated by the SEAO and agreed to by the course instructor.

Requests for a second deferral or rescheduling of a deferred examination will not be considered.

ACADEMIC ACCOMMODATION FOR STUDENTS WITH DISABILITIES

Student Accessibility Services (SAS) offers various support services for students with disabilities. Students are required to inform SAS of accommodation needs for course work at the outset of term. Students must forward a copy of such SAS accommodation to the instructor normally, within the first three (3) weeks of classes by setting up an appointment with the instructor. If a student with a disability chooses NOT to take advantage of an SAS accommodation and chooses to sit for

a regular exam, a petition for relief may not be filed after the examination is complete. The SAS website is:

http://sas.mcmaster.ca

Students who are leveraging accommodation for tests and exams are supported by the SEAO. These exams are written at the Ron Joyce Centre and do not take place in the Tim Nolan Testing Centre. Correspondence for accommodations is managed via the DSBSAS@mcmaster.ca email address. Students must communicate their intent to leverage accommodations on a test or exam a minimum of 10 business days prior to the assessment.

ACADEMIC ACCOMMODATION FOR RELIGIOUS, INDIGENOUS OR SPIRITUAL OBSERVANCES (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the RISO policy. Students should submit their request to the SEAO *normally within 10 working days* of the beginning of term in which they anticipate a need for accommodation. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

COPYRIGHT AND RECORDING

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors.

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

POTENTIAL MODIFICATION TO THE COURSE

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the

responsibility of the student to check their McMaster email and course websites weekly during the term and to note any changes.

ACKNOWLEDGEMENT OF COURSE POLICIES

Your registration and continuous participation (e.g., on A2L, in the classroom, etc.) to the various learning activities of MBA K725 will be considered to be an implicit acknowledgement of the course policies outlined above, or of any other that may be announced during lecture and/or on A2L. **It is your responsibility to read this course outline, to familiarize yourself with the course policies and to act accordingly.**

Lack of awareness of the course policies **cannot be invoked** at any point during this course for failure to meet them. It is your responsibility to ask for clarification on any policies that you do not understand.

COURSE SCHEDULE

MBA K725
Information Systems
Fall 2023 Course Schedule

WEEK	DATE	TOPIC	STUDY	EVENT
1	Sept. 12	Business Processes & Enterprise Systems		
2	Sept. 19	Business Process Management	Book 1: Chapters 2&3	1. The Future of BPM Webinar
3	Sept. 26	Business Process Modelling	Book 1: Chapter 4	1. Assignment 1: Hands-on with ARIS 2. Building a Process Thinking Culture: UPS Case Study
4	Oct. 3	Process Analysis	Book 1: Chapter 5	1. Group H Case study presentation 2. Group A present: **Business Analysis, Business Process, Business Architecture: Career Architecture for an Evolving Economy**
5	Oct. 10	Process Design	Book 1: Chapters 6	1. Deadline for hands-on assignment 1 at 12:00pm 2. Assignment 2: Hands-on with SAP ByDesign Inventory and Procurement Management. 3. Group G Case study presentation 4. Group B present: **Simulation Modeling**

6	Oct. 17	Process Performance Measurement	Book 1: Chapters 7	1. Deadline for hands-on assignment 2 at 12:00pm 2. Assignment 3: Hands-on with SAP ByDesign Material Requirement Planning. 3. Group C present: Making Change Sustainable: The People Variable In Change Group E Case study presentation
7	Oct. 24	Technology & Transformation	Book 1: Chapter 8	1. Deadline for hands-on assignment 3 at 12:00pm 2. Assignment 4: Hands-on with SAP ByDesign Sales Force 3. Group D present: **Process-led Digital Transformation in an Insurance Company** 4. Group F Case study presentation
8	Oct. 31	Building a Process-Oriented Organizational Culture	Book 1: Chapter 9	1. Deadline for hands-on assignment 4 at 12:00pm 2. Assignment 5: Hands-on with SAP ByDesign Human Resources 3. Group E present: **Measuring Business Processes** Group D Case study presentation
9	Nov. 7	Enterprise Process Management	Book 1: Chapter 10	1. Deadline for assignment 5 at 12:00pm 2. Assignment 6: SAP Artificial Intelligence 3. Group F present: **Best Practices in BPM** 4. Group C Case study presentation
10	Nov. 14	Enterprise Governance of IT, Alignment and Value	Book 2: Chapters 1&2	1. Deadline for hands-on assignment 6 at 12:00pm 2. Group G present: **Process Improvement in Healthcare** 3. Group B Case study presentation
11	Nov. 21	1. Business/IT Alignment 2. Successful implementation of Enterprise Systems	Book 2: Chapter 3	**1.** Group H present: **Did You Forget Your Customers? Then Forget Business Transformation** **2.** Group A Case study presentation
12	Nov. 28	Final Case study		All Groups in class analyses of final Case Study without the use of online resources (e.g., Generative AI/LLM)
13	Dec. 5	1. In-class Quiz 2. Discussion of the final Case study		1. In-class multiple-choice/true-false quiz without the use of online resources (e.g., Generative AI/LLM)