INFS3604
BUSINESS PROCESS MANAGEMENT

Course Outline
Semester 1, 2015

Part A: Course-Specific Information

Please consult Part B for key information on Business School 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

Tutor: TBA
Contact details: TBA

2 COURSE DETAILS

2.1 Teaching Times and Locations
Lecture: Wednesday 1600 – 1800 Colombo Theatre B

<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday</td>
<td>1300</td>
<td>Quad G021</td>
</tr>
<tr>
<td>Wednesday</td>
<td>1500</td>
<td>Quad G021</td>
</tr>
<tr>
<td>Wednesday</td>
<td>1800</td>
<td>Quad G021</td>
</tr>
<tr>
<td>Thursday</td>
<td>1500</td>
<td>Quad G021</td>
</tr>
</tbody>
</table>

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. The assessment tasks in the two courses are different.

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, improvement, 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 to provide students with a background in 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 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.

The Learning Outcomes in this course also help you to achieve some of the overall Program Learning Goals and Outcomes for all undergraduate students in the Business School. 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’).

For more information on the Undergraduate Program Learning Goals and Outcomes, see Part B of the course outline.

Business 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:
- Prepare written documents that are clear and concise, using appropriate style and presentation for the intended audience, purpose and context, and
- 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:
- Identify and assess ethical, environmental and/or sustainability considerations in business decision-making and practice, and
- 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):

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

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business.unsw.edu.au

CRICOS Code 00098G
<table>
<thead>
<tr>
<th>3a</th>
<th>Written communication</th>
<th>Propose business solutions in written and verbal forms for process innovation and process redesign projects. Create a BPM implementation strategy and implementation plan for an organization.</th>
<th>Team assignment; examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>3b</td>
<td>Oral communication</td>
<td>Propose business solutions in written and verbal forms for process innovation and process redesign projects.</td>
<td>Presentations</td>
</tr>
<tr>
<td>4</td>
<td>Teamwork</td>
<td>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.</td>
<td>Team assignment</td>
</tr>
<tr>
<td>5a</td>
<td>Ethical, social and environmental responsibility</td>
<td>Not specifically addressed in this course</td>
<td></td>
</tr>
<tr>
<td>5b</td>
<td>Social and cultural awareness</td>
<td>Not specifically addressed in this course.</td>
<td></td>
</tr>
</tbody>
</table>

### 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 through the assessment tasks. 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: https://www.business.unsw.edu.au/about/schools/information-systems.

4.2 Assessment Details

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Weighting</th>
<th>Length</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team assignment</td>
<td>30</td>
<td>See hand out</td>
<td>TBA</td>
</tr>
<tr>
<td>Mid-semester quiz</td>
<td>10</td>
<td>NA</td>
<td>TBA</td>
</tr>
<tr>
<td>tut/lab exercises</td>
<td>10</td>
<td>NA</td>
<td>TBA</td>
</tr>
<tr>
<td>Final Exam</td>
<td>50</td>
<td>2 hours</td>
<td>University Exam Period</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td></td>
<td></td>
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</table>

Team Assignment

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.

This assessment task will be completed over a number of stages. Teams will be formed within tutorials and peer assessment will be conducted at the end of the semester.

Mid-Semester Quiz

A test will be conducted examining the material covered in the first half of the semester. Questions will be drawn from material covered in lectures, tutorials and the text book.
Tut/lab exercises
A number of exercises will be completed in tutorials/labs and will contribute up to 10% of the final mark.

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 Business School 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 Business School programs. All material used for such processes will be treated as confidential.
5 COURSE RESOURCES

The textbook for this course is:

Useful references:

The course website can be found at: https://moodle.telt.unsw.edu.au/login/index.php

The following websites are also useful sources:

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.
## COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture</th>
<th>Reading</th>
<th>Tutorial</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introduction to Business Process Management</td>
<td>Chapter 1</td>
<td></td>
</tr>
<tr>
<td>2 March</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>Process Identification</td>
<td>Chapter 2</td>
<td>• Value Chain Analysis of Caltex</td>
</tr>
<tr>
<td>9 March</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Week 3</td>
<td>Essential Process Modeling</td>
<td>Chapter 3</td>
<td>• NBNCo/(Caltex)</td>
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<td>16 March</td>
<td></td>
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<tr>
<td>Week 4</td>
<td>Advanced Process Modeling</td>
<td>Chapter 4</td>
<td>• Process Modeling BNFC in Signavio, updated with exercise 4.28</td>
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<tr>
<td>23 March</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 5</td>
<td>Process Discovery</td>
<td>Chapter 5</td>
<td>• Process Modeling BNFC in Signavio, updated with exercise 4.28 or noble prize?</td>
</tr>
<tr>
<td>30 March</td>
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<tr>
<td>6 April</td>
<td></td>
<td></td>
<td>Semester Break</td>
</tr>
<tr>
<td>Week 6</td>
<td>Qualitative Process Analysis</td>
<td>Chapter 6</td>
<td></td>
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<tr>
<td>13 April</td>
<td></td>
<td></td>
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<tr>
<td>Week 7</td>
<td>Quantitative Process Analysis</td>
<td>Chapter 7</td>
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<tr>
<td>20 April</td>
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<tr>
<td>Week 8</td>
<td>Process Redesign</td>
<td>Chapter 8</td>
<td></td>
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<tr>
<td>27 April</td>
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<tr>
<td>Week 9</td>
<td>Process Automation</td>
<td>Chapter 9</td>
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<td>4 May</td>
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<tr>
<td>Week 10</td>
<td>Process Intelligence</td>
<td>Chapter 10</td>
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<tr>
<td>11 May</td>
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<td></td>
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<tr>
<td>Week 11</td>
<td>Lean</td>
<td>TBA</td>
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<td>18 May</td>
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<tr>
<td>Week 12</td>
<td>Six Sigma</td>
<td>TBA</td>
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<tr>
<td>25 May</td>
<td></td>
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<tr>
<td>Week 13</td>
<td>No lecture</td>
<td></td>
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</tr>
<tr>
<td>1 June</td>
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