INFS5604
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:

Tuesday 1800 – 2100 ASB130

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 an information systems specialist course in the MCom and an elective in the MIS/MISM. The prerequisite for this course is INFS5988 or INFS5978 or enrolled in program 8407 (MIS) or 8435 (MISM).
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 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 Postgraduate Coursework Program Learning Goals and Outcomes

1. Knowledge: Our graduates will have current disciplinary or interdisciplinary knowledge applicable in local and global contexts.
   You should be able to identify and apply current knowledge of disciplinary or interdisciplinary theory and professional practice to business in local and global environments.

2. Critical thinking and problem solving: Our graduates will have critical thinking and problem solving skills applicable to business and management practice or issues.
   You should be able to identify, research and analyse complex issues and problems in business and/or management, and propose appropriate and well-justified solutions.

3. Communication: Our graduates will be effective communicators in professional contexts.
   You should be able to:
   a. Produce written documents that communicate complex disciplinary ideas and information effectively for the intended audience and purpose, and
   b. Produce oral presentations that communicate complex disciplinary ideas and information effectively for the intended audience and purpose.

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 ethical, social, cultural and environmental implications of business issues and practice.
   You should be able to:
a. Identify and assess ethical, environmental and/or sustainability considerations in business decision-making and practice, and
b. Consider social and cultural implications of business and/or management practice.

6. Leadership: Our graduates will have an understanding of effective leadership. (MBA and MBT programs only). You should be able to reflect on your personal leadership experience, and on the capabilities necessary for leadership.

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

<table>
<thead>
<tr>
<th>4</th>
<th>Teamwork</th>
<th>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.</th>
<th>team assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>5a.</td>
<td>Ethical, environmental and sustainability 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>

INFS5604 – Business Process Management S1 2013
All components of assessment must be completed at a satisfactory level (normally a minimum mark of 40%). 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

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Weighting</th>
<th>Learning Outcomes assessed</th>
<th>ASB Graduate Attributes assessed</th>
<th>Length</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual assignment</td>
<td>10</td>
<td>2,3</td>
<td>1,2,3</td>
<td>1000 words</td>
<td>Week 4 lecture</td>
</tr>
<tr>
<td>Mid-semester quiz</td>
<td>10</td>
<td>1,2,3,4</td>
<td>1,2,3</td>
<td>Week 6 lecture</td>
<td></td>
</tr>
<tr>
<td>Team assignment</td>
<td>20</td>
<td>1,2,3,4,5,6</td>
<td>1,2,3,4,5</td>
<td>TBA</td>
<td>TBA</td>
</tr>
<tr>
<td>tut/lab exercises</td>
<td>10</td>
<td>1,2,3,4,5,6</td>
<td>1,2,3,4</td>
<td>NA</td>
<td>Week 12</td>
</tr>
<tr>
<td>Final Exam</td>
<td>50</td>
<td>1,2,3,4,5,6</td>
<td>1,2,3,4,5</td>
<td>2 hours</td>
<td>University Exam Period</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 4.2.1 Assessment Task 1 – Individual report

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

One of the learning outcomes of INFS3604 is: “Document processes using a process mapping tool using BPMN”. Business Process Mapping and Notation (BPMN) is emerging as the standard tool to graphically represent the specification of business processes models, both existing and proposed (“as-is” and “to-be”). BPMN is an important tool as it facilitates the communication and understanding of processes in all organisations to business and technical stakeholders. Once processes are documented and understood they can be managed and continuously improved.

To achieve the learning outcome above you must acquire an understanding of BPMN and demonstrate your ability to solve business process problems using BPMN.

Required

- Locate three information resources on BPMN that are not trivial and would be useful to a business analyst who has a need to understand what BPMN is and apply what they learn to a BPM problem in an organisation.
For each resource:
- Describe the resource in terms of its type, see the following urls:
- Provide an annotation outlining the primary purpose of the resource, the audience to which it is directed, why it is useful to a business analyst and what you learnt from it.
- Wikipedia must not be included as one of the resources.
- Ensure resources used are BPMN 2.0 compliant.
- You must reference your report correctly using the Harvard referencing system; marks will be deducted for incorrect referencing. See: [http://www.lc.unsw.edu.au/onlib/ref.html](http://www.lc.unsw.edu.au/onlib/ref.html)
- The format of this assignment is a business report.

Reports are different from essays in that their primary purpose is to present information rather than to make an argument. In contrast to an essay, it should be possible in a report to read just some sections to find the information being sought. The structure of the report should be clearly indicated by the use of headings and subheadings. It should be possible for a reader to scan the table of contents and find information easily. Each section and sub-section may be numbered. The paragraphs in a report are usually shorter and more concise than those in an essay, and may make use of bullet points. Also, information can be presented in the form of tables, graphs and illustrations.

You may be asked to apply specific theoretical frameworks, to include literature reviews or to give greater evidence of research than is the case with reports you may write at work.

N.B. In academic reports, you must reference all source material in the same way as for an essay.


The above guidelines on the format of reports have been adapted from the MBT Learning Guide, 2010, UNSW.

### 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:


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

<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture Topic</th>
<th>References</th>
<th>Other Activities/ Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Unit introduction</td>
<td>Sharp and McDermott chapters 1, 2</td>
<td></td>
</tr>
<tr>
<td>5 March</td>
<td>What is BPM?</td>
<td>Hammer 1990</td>
<td></td>
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<tr>
<td></td>
<td>The evolution of BPM</td>
<td>Davenport and Short 1990</td>
<td></td>
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<tr>
<td>Week 2</td>
<td>The enterprise view</td>
<td>Handouts</td>
<td></td>
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<tr>
<td>12 March</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Week 3</td>
<td>What is a business process?</td>
<td>Sharp and McDermott chapter 3</td>
<td></td>
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<tr>
<td>19 March</td>
<td></td>
<td></td>
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<tr>
<td>Week 4</td>
<td>Process discovery; Process scoping</td>
<td>Sharp and McDermott chapters 4, 5 (pp.118 – 136), 6</td>
<td>Assignment 1 due</td>
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<tr>
<td>26 March</td>
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<tr>
<td></td>
<td>Mid-semester break</td>
<td></td>
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<tr>
<td>Week 5</td>
<td>Why processes can &quot;break&quot;!</td>
<td>Sharp and McDermott chapter 7</td>
<td></td>
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<td>9 April</td>
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<tr>
<td>Week 6</td>
<td>Swimlane diagrams</td>
<td>Sharp and McDermott chapters 8, 9 &amp; 10</td>
<td>Mid-semester quiz</td>
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<tr>
<td>16 April</td>
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<tr>
<td>Week 7</td>
<td>Modelling and assessing the As-Is process</td>
<td>Sharp and McDermott chapters 11 (pp. 281 – 297) &amp; 12</td>
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<td>23 April</td>
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<tr>
<td>Week 8</td>
<td>The To-Be process</td>
<td>Sharp and McDermott chapter 13</td>
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<td>30 April</td>
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<tr>
<td>Week 9</td>
<td>Managing Processes</td>
<td>Hand out (Harmon 11)</td>
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<td>7 May</td>
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<tr>
<td>Week 10</td>
<td>Lean</td>
<td>Handouts</td>
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<td>14 May</td>
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<tr>
<td>Week 11</td>
<td>Six sigma</td>
<td>Harmon Chapter 12</td>
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<td>21 May</td>
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<tr>
<td>Week 12</td>
<td>BPM Technology</td>
<td>Harmon 15, 16</td>
<td>Assignment 2 due</td>
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<tr>
<td>28 May</td>
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</tbody>
</table>