

COURSE SYLLABUS

COURSE:	BUS4080B: BUSINESS PROCESS MANAGEMENT
INSTRUCTOR:	JANE N. WERE
CONSULTATIONHRS:	M/W11.00 - 12.30PM
TELEPHONE:	+2540720761864
EMAIL:	<u>jnwere@usiu.ac.ke</u>
CREDIT:	3 UNITS

1.0 COURSE DESCRIPTION

The course introduces a process-oriented view of the flows of materials, information, products and services through and across organizational functions. All organizations must carefully analyze and document their business processes and must continuously assess the efficiency and effectiveness of these processes to minimize cost and maximize value creation. The course helps students identify information-bearing events, assess and improve process efficiency, learn to model and analyze business processes, and understand the interactions between human behaviour and process design. Hands-on, case-based assignments allow students to practice some of the principles addressed.

2.0 PURPOSE OF THE COURSE

The major purpose of this course is to equip the students with skills, knowledge and attitudes necessary for decision making in the dynamic internal sphere of organizations.

3.0 LEARNING OUTCOME LINKAGES

3.1 Link to the University Mission Outcomes

The major university mission outcomes include higher order thinking, literacy, global understanding and multicultural perspective, preparedness for a career, leadership and ethics, and community service. This course (BUS 4080) is designed to contribute to the achievement of the higher order thinking, preparedness for career and ethics mission outcome as well for a leadership career in a global and multicultural environment

3.2 Link to School of Business Outcomes

The School of Business mission outcomes are linked to the university mission outcomes and include global oriented, multidisciplinary, change oriented, experiential, initiative and problem solving, team player, effective communication, preparedness for a career, and transformational leadership. BUS 4080 course is designed to contribute to achievement of five major school mission outcomes including transformational leadership and ethics, change oriented, team player, problem solving and effective communication.

3.3 Link to BA Program Learning Outcomes

The mission of the Bachelor of Science in Business Administration program (BA) is to provide range of knowledge, skills and abilities in business management, accounting, marketing, finance and entrepreneurship with an emphasis on practical applications, case studies, simulations and research.

4.0 COURSE LEARNING OUTCOMES

At the end of this course the students should be able to:

- 4.1 Model simple business processes in terms of people, and activity sequences involved, the data and materials flowing through those sequences and the dependencies between business information and operational activities.
- 4.2 Assess the documented business processes using their key operations characteristics; *e.g.*, efficiency, intended service quality, process flexibility and costs associated with delays, material low volume and level of service or product customization.
- 4.3 Relate the characteristics of a business process with the process' behavior through simulation.
- 4.4 Diagnose problems of and formulate improvements to observed processes and estimate the effects of these improvements in terms of the above process metrics.
- 4.5 Express and explain the concept of business process management (BPM) and its relationships with total quality management (TQM), business process reengineering (BPR) and enterprise resource planning (ERP).

5.0 COURSE CONTENT

5.1 Week 1: Overview of Business Processes

a) Learning Outcomes

At the end of this session the students will be able to:

- Define and explain the several business processes
- Explain the need for Information and methods of accessing information for business purposes
- Describe major business activities

b) Discussion Topics

- Processes & information. Conceptualization of business activities as processes that need information.
- Manufacturing, Services & the Information Economy

c) Class Activities and Assignments

- d) Read Course Text – Jan Vom & Michael Rosemann, (2015) Handbook on Business Process Management 1, Introduction, Methods and Information Systems, 2nd Edition, Springer Heidelberg, New York. Part I – Pages 3-105

5.2 Week 2: Business Process Modeling

Learning Objectives

At the end of this session the students will be able to:

- Model business processes
- Use business modeling tools.

Discussion Topics

- Systematically document and model operational business processes by means of event and information flow models. Construct visual process models using methods such as UML activity diagrams or data flow diagrams.

Class Activities and Assignments

- d) Read Course Text – Jan Vom & Michael Rosemann, (2015) Handbook on Business Process Management 1, Introduction, Methods and Information Systems, 2nd Edition, Springer Heidelberg, New York. Part I – Pages 147, 187,219

5.3 Week 3: Business Process Analysis

a) Learning Outcomes

At the end of this session the students will be able to:

- Identify and describe major components of the analysis
- Analyze business activities

b) Discussion Topics

- Apply Operations Management concepts to analyze and assess business processes using established performance metrics.

c) Class Activities and Assignments

- d) Read Course Text – Jan Vom & Michael Rosemann, (2015) Handbook on Business Process Management 1, Introduction, Methods and Information Systems, 2nd Edition, Springer Heidelberg, New York. Part I – Pages 3-105

5.4 Week 4: Sustainable Strategies

a) Learning Outcomes

At the end of this session the students will be able to:

- Describe the need for strategies

- Identify and discuss different types of influencing strategies
- Discuss the nature and importance of organizational politics and networking

b) Discussion Topics

- Organisational dynamism
- Influencing strategies and tactics
- The nature and importance of organizational politics and networking

c) Class Activities and Assignments

- d) Read Course Text – Jan Vom & Michael Rosemann, (2015) Handbook on Business Process Management 1, Introduction, Methods and Information Systems, 2nd Edition, Springer Heidelberg, New York. Part I –

5.5 Week 5: Services Strategy

a) Learning Outcomes

At the end of this session the students will be able to:

- Describe Nature of services
- Categorize different service strategies
- Discuss process of formulating service strategies

b) Discussion Topics

- Nature of services
- Categories of service strategies
- The process of formulating service strategies

c) Class Activities and Assignments

- e) Read Course Text – Jan Vom & Michael Rosemann, (2015) Handbook on Business Process Management 1, Introduction, Methods and Information Systems, 2nd Edition, Springer Heidelberg, New York. Part I

5.6 Week 6: New Service Development

a) Learning Outcomes

At the end of this session the students will be able to:

- Describe the need of service development
- Discuss the role of research in NSD

b) Discussion Topics

- The New service development process
- Research in NSD

c) Class Activities and Assignments

- d) Read Course Text – Jan Vom & Michael Rosemann, (2015) Handbook on Business Process Management 1, Introduction, Methods and Information Systems, 2nd Edition, Springer Heidelberg, New York. Part I – Pages 3-105

5.7 Week 7: Mid Semester Examination

Revision

5.8 Week 8: Service Operations Concepts

a) Learning Outcomes

At the end of this session the students will be able to:

- Discuss the process of Just in time
- Explain service scape
- Distinguish between service and manufacturing operations

b) Discussion Topics

- JIT
- Operation systems
- Service scape in service delivery
- Service operation Vs Manufacturing Operation

c) Class Activities and Assignments

- d) Read Course Text – Jan Vom & Michael Rosemann, (2015) Handbook on Business Process Management 1, Introduction, Methods and Information Systems, 2nd Edition, Springer Heidelberg, New York. Part I –

5.9 Week 9: Process Improvement Tools & Techniques

a) Flow Learning Outcomes

At the end of this session the students will be able to:

- Discuss several tools for improvement
- Use several tools for improvement

b) Discussion Topics

- Problem solving methodology, such as DRIVE
- Process mapping
- Process flowcharting
- Force field analysis
- Cause & effect diagram
- Brainstorming
- Pareto analysis
- Statistical process control (SPC)
- Control charts

c) Class Activities and Assignments

d) Recommended Course Text

Read Course Text – Jan Vom & Michael Rosemann, (2015) Handbook on Business Process Management 1, Introduction, Methods and Information Systems, 2nd Edition, Springer Heidelberg, New York. Part I –

5.9 Week 10: Process Modeling

a) Flow Learning Outcomes

At the end of this session the students will be able to:

- Discuss process modeling
- Explain the categories of process modeling

b) Discussion Topics

- Process modeling
- Classification of process models

c) Class Activities and Assignments

d) Recommended Course Text

Read Course Text – Jan Vom & Michael Rosemann, (2015) Handbook on Business Process Management 1, Introduction, Methods and Information Systems, 2nd Edition, Springer Heidelberg, New York. Part I –

5.10 Week 11: Quality Control and sigma six

a) Learning Outcomes

At the end of this session the students will be able to:

- Describe the sigma six concept
- Explain the process of using Sigma six

b) Discussion Topics

- Sigma six
- DMAIC
- DMADV/DFSS

c) Class Activities and Assignments

d) Recommended Course Text

Read Course Text – Jan Vom & Michael Rosemann, (2015) Handbook on Business Process Management 1, Introduction, Methods and Information Systems, 2nd Edition, Springer Heidelberg, New York. Part I –

5.11 Week 12: Managing Supply & Demand, Inventory, Outsourcing & Offshoring

a) Learning Outcomes

At the end of this session the students will be able to:

- Discuss the strategies of demand – supply relationship
- Identify and discuss different strategies of inventory management
- Distinguish between outsourcing and offshoring

b) Discussion Topics

- Strategies for managing the demand –supply equation
- Inventory management strategies

• Outsourcing Vs Offshoring

c) Class Activities and Assignments

d) Recommended Course Text

Read Course Text – Jan Vom & Michael Rosemann, (2015) Handbook on Business Process Management 1, Introduction, Methods and Information Systems, 2nd Edition, Springer Heidelberg, New York. Part I –

5.13 Week 13: Group Project Presentation (Team/Group)

Each team will be required to make a 15 minute power point presentation of their project.

5.14 Week 14: Final Examination

6.0 TEACHING METHODOLOGY

The course will be conducted through

- Brief lectures
- Group discussions
- Case studies
- Guest speakers
- Projects of practical nature.

7.0 READING MATERIALS

7.1 Recommended Course Text

Read Course Text – Jan Vom & Michael Rosemann, (2015) Handbook on Business Process Management 1, Introduction, Methods and Information Systems, 2nd Edition, Springer Heidelberg, New York. Part I –

7.2 Recommended Readings

Sunil Chopra, Sudhakar D. Deshmukh (2011) *Managing Business Process Flows*. New York: Prentice Hall international

Layna Fischer Editor, Jon Pyke, Linus Chow (2011) *Delivering BPM Excellence: Business Process Management in Practice*. New York: Future Strategies Incorporated

7.3 COURSE EVALUATION

1.	Class Attendance & Participation (Class and Case Study)	-	10%
2.	Term Paper (Individual Work)	-	20%
3.	Group Work (Group Project)	-	10%
4.	Individual takeaway assignment	-	10%
4.	Mid Semester Examination (Week 7)	-	20%
5.	Final Examination	-	<u>30%</u>
	Total		100%

8.0 GRADING SYSTEM

90 – 100	A
87 – 89	A-
84 – 86	B+

80 – 83	B
77 – 79	B-
74 – 76	C+
70 – 73	C
67 – 69	C-
64 – 66	D+
62 – 63	D
60 – 61	D-
0 - 59	F

Assignment Guide

- Discussion should demonstrate an understanding of the relevant concepts discussed in the course. Therefore, application and not regurgitation of facts is emphasized.
- The discussion should not be based on conjecture. Instead, base your discussion on existing literature. Numerous journals accessible through EBSCO HOST have a lot of information. Explore different views; this will facilitate the development of academic discourse.
- Reference **‘all the sources of all your ideas-always.’** The paper should include in text and end text references done in APA style. (If you do not know or you are not sure about referencing see me as soon as possible).
- Use academic writing. Avoid terms as Kids, between rock and hard place, catch 22 and chilled.
- Avoid abbreviations and all forms of first person I, we, you, us and our.
- Good assignments are re-written not written, answer the question, easy to read and less descriptive and more evaluative.

Assignment Presentation

- The assignment should be in report format. It should have a cover page, table of content, introduction, main body with headings and subheadings, conclusion and references at the end.
- The assignment should be typed in size 12 font and double line spacing.
- A high standard of written work is expected, poor presentations; spelling and grammar will extract heavy penalties. This is not only requirements of this course but it is also the expected minimum professional standard expected in industry.

Submission of assessment and exams

1. The term paper and the group assignments are to be submitted directly to the instructor during or before the class session.

2. All the assignments should be typed in size 12 font and double line spacing.
3. Make-up exams will not be set for this unit.

Absences

I do grade attendance. Consequently, you need not ask permission to miss class. However, you are responsible for any material we covered in class. If you do miss class for any reason (legitimate or not), please consult with other students about what you missed.

Classroom Etiquette

Please maintain good classroom etiquette. During discussions, please feel free to disagree with me or your fellow classmates. But let's always be respectful of one another. Also, during class, please do not read a newspaper or surf the web. You will be asked to leave if you do.

Academic Integrity:

The academic integrity policy in this class is simple: any cheating on an exam or other assignment will result in a grade of "F" for the course. Additionally, I reserve the right to report the cheating to departmental and university officials for further disciplinary action.

10.0 KEY INSTITUTIONAL ACADEMIC POLICIES

Your attention is drawn to the following university policies

1. Attendance

"The university expects regular class attendance by all students. Each student is responsible for all academic work missed during absences"

(Page 45, University Catalogue).

2. Acts of misconduct

"The code of conduct prohibits certain acts of misconduct by student enrolled at the university...the following acts are examples of violation;

- Fabrication-any falsification or invention of data, citation, or other authority in an academic exercise.
- Plagiarism- any passing of another's ideas, words, or work as one's own.

- Unauthorized collaboration-collaboration is any academic exercise unless the faculty member has stated that such collaboration is permitted.

11.0 YOUR ATTENTION IS DRAWN TO THE FOLLOWING

1. There will be **NO MAKE-UPS** for examinations and CATs given.
2. Assignments must be handed in as per the deadline directly to the lecturer.
3. Attendance will constitute 5% of the total mark
4. Participation will constitute 5% of the total mark.
5. APA format of writing will be used in all assignments.

*****END*****

12.0 EXAMINATION REGULATIONS

I. INVIGILATION

1. The supervisor should take the following steps prior to the commencement of the examination:
 - i) Ensure that there are no materials on the board, walls, floor or furniture that might facilitate cheats.
 - ii) Ensure that the seating plan does allow sufficient distance between candidates.
2. Candidates will be allowed into the examination room no earlier than 5 minutes before the commencement of the examination.
3. Only candidates with valid USIU student identity cards will be admitted into the examination room. A candidate is required to wear his or her identity tag throughout the duration of the examination. The invigilator should check the cards to ensure that they are authentic and that nothing is scribbled on them.
4. As candidates enter the examination room they must surrender the following before they take up their seats:
 - * Bags
 - * Overcoats
 - * Caps/hats
 - * Books
 - * Notes
 - * Papers
 - * Cellphones
 - * Calculators
 - * Scientific watches
 - * Portable audios and
 - * any other objects that might be used for cheating

5. Calculators, log tables and geometrical sets shall not be allowed unless otherwise directed by the instructor.
6. The invigilator reserves the right to confiscate any unauthorized materials.
7. No candidate will be allowed into the examination room 20 minutes after the commencement of the examination.
8. No candidate will be permitted to leave the examination room while the examination is in progress except in cases of emergency. Such emergencies will not include bathroom visits.
9. Invigilators must ensure that absolute silence is observed in the examination room.
10. At least 5 minutes prior to the commencement of the examination invigilators will:
 - (i). Take a roll call using the official class list.
 - (ii). Send away any student whose name is not on the official class list.
 - (iii). Ask the candidates to surrender any unauthorized material.
 - (iv). Draw the attention of the candidates to the consequences of cheating in an exam
 - (v). Draw the attention of the candidates to the instructions on the front cover of the answer books and in the question papers.
11. Once the question paper is issued an invigilator must be alert and in attendance until the scripts are collected.

Below are some of the cheating methods in order of popularity:-

- (i). Swapping and substitution of answer sheets or booklets
- (ii). Swapping question papers
- (iii). 'microchips' or condensed/minimized notes smuggled using devices such as
 - * ball pens
 - * pencil pouches
 - * shoes
 - * ties
 - * shirt/blouse sleeves
 - * limbs, especially palms, arms and thighs
 - * chairs
 - * calculators (especially sliding)
 - * cell phones
 - * spectacle cases
 - * walls and roof
 - * walkman
- (iv). Stealing a glance at other candidate's answers.
- (v). Feigned bathroom 'emergencies'
- (vi). Candidate substitution

(vii). Whispers and gestures.

12. There must be at least one invigilator for every 40 students in an examination room.

13. To thwart cheats, the invigilators should:

- (i). Monitor the candidates continuously.
- (ii). Never bring reading material or own work to the examination room.
- (iii). Never return assignments, quizzes or term papers during the exam.
- (iv). Walk around the room from time to time, inspecting pencil sets and other items that could be used to hide 'microchips'. Invigilation from the back is particularly effective in a room with many candidates and having 2 or more invigilators.

14. If an invigilator directly observes or otherwise determines (based on other evidence) that an act of cheating or misconduct has been committed or attempted s/he should take the following steps:

- (i). Caution the candidate(s) involved that they are suspected of cheating.
- (ii). Confiscate or take note of the **suspected** material but allow the candidate to continue with the examination.
- (iii). Make a description of the suspected misconduct with specific date, time and circumstances and witnesses.
- (iv). Send the report to the Dean with a recommendation as to whether the suspected misconduct is a serious violation or an infraction under USIU academic code of conduct.

II. MISSING EXAMINATIONS

In the past some students have failed to present themselves for scheduled examinations without good cause.

All students must ensure that they familiarize themselves with the examination timetable so as to report for each examination at the appointed time and place.

THERE ARE NO MAKEUPS FOR MISSED OR FAILED EXAMS.

However, in the event of serious illness, bereavement or accident the victim should report the matter to the appropriate Dean and instructor as promptly as possible. Only those cases reported immediately and supported with evidence will be considered.