

**B.Com 4KI3  
Business Process Management  
Fall 2023 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 Business ByDesign and ARIS design and simulation software, for efficient and effective use of information technology in Small & Medium size Enterprises of business operations.

**INSTRUCTOR AND CONTACT INFORMATION**

<b>Course Instructor</b>	<b>TAs</b>
Dr. Ali Reza Montazemi	Ms. Fatemeh Navazi
montazem@mcmaster.ca	<a href="mailto:navazif@mcmaster.ca">navazif@mcmaster.ca</a>
Office Hours: By Appointment	Office Hours: TBA

**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 INFORMATION***

---

**In-Person Class Meeting Times and Locations Sessions:** Fridays 11:30-14:20, PGCLL M24  
Lectures, students' presentation, and Final case analyses

**The Asynchronous Delivers:**

The videos for the hands-on assignments will be posted on Avenue weekly. The Webinars are posted on [https://www.abmp.org/page/webinar\\_presentation](https://www.abmp.org/page/webinar_presentation).

**All communication will be through course Avenue.**

**Course Website:** <http://avenue.mcmaster.ca>

**COURSE 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 strategically

**COURSE LEARNING GOALS**

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, and a number of hands-on uses of software including SAP, and ARIS.

**REQUIRED MATERIALS AND TEXTS**

<i>These items are an integral part of the lesson plan for the course, and not having these materials could have a negative impact on a student's learning outcomes for the course.</i>	
<p><b>Book 1:</b> Mathias Kirchmer, 2017. “High Performance Through Business Process Management: Strategy Execution in a Digital World,” Third Edition, Springer (Download from Mac eLibrary). <a href="https://link-springer-com.libaccess.lib.mcmaster.ca/book/10.1007%2F978-3-319-51259-4">https://link-springer-com.libaccess.lib.mcmaster.ca/book/10.1007%2F978-3-319-51259-4</a></p>	\$Free
<p><b>Book 2:</b> Steven De Haes and Wim Van Grembergen, 2015. “Enterprise Governance of Information Technology: Achieving Strategic Alignment and Value,” <b>Second Edition</b>, New York, USA: Springer (Download from Mac eLibrary). <a href="http://link.springer.com.libaccess.lib.mcmaster.ca/book/10.1007%2F978-3-319-14547-1">http://link.springer.com.libaccess.lib.mcmaster.ca/book/10.1007%2F978-3-319-14547-1</a></p>	\$Free

<p><b>Webinars:</b> You can download them free by becoming the member of the association. The student annual membership is \$40. See <a href="http://www.abpmp.org/?page=Join_ABPMP">http://www.abpmp.org/?page=Join_ABPMP</a></p>	<p>\$40.00</p>
<p><b>OPTIONAL COURSE MATERIALS AND READINGS</b></p>	
<ul style="list-style-type: none"> <li>• Clayton et al., 2016, “Competing against luck: the story of innovation and customer choice”.</li> </ul>	<p>\$Free</p>
<ul style="list-style-type: none"> <li>• 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 \$40. See <a href="http://www.abpmp.org/?page=Join_ABPMP">http://www.abpmp.org/?page=Join_ABPMP</a></li> </ul>	<p>\$Free</p>
<ul style="list-style-type: none"> <li>• <u>IT Governance Using COBIT and Val IT: <a href="http://www.isaca.org/Knowledge-Center/Academia/Pages/IT-Governance-Using-COBIT-and-Val-IT.aspx">http://www.isaca.org/Knowledge-Center/Academia/Pages/IT-Governance-Using-COBIT-and-Val-IT.aspx</a></u></li> </ul>	<p>\$Free</p>
<ul style="list-style-type: none"> <li>• Process Excellence Network <a href="http://www.processexcellencenetwork.com">www.processexcellencenetwork.com</a></li> </ul>	
<ul style="list-style-type: none"> <li>• <b>SAP Community Network</b> <a href="http://scn.sap.com">http://scn.sap.com</a></li> </ul>	
<ul style="list-style-type: none"> <li>• <b>ISACA student membership</b> <a href="http://www.isaca.org/students">www.isaca.org/students</a></li> </ul>	

---

**CLASS FORMAT**

---

This is an in-person 3-hour course. It 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 through group presentations.

**COURSE 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. Missed tests/exams will receive a grade of zero unless the student has submitted and been approved for a Notification of Absence or MSAF. 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

### Course Deliverables

**PARTICIPATION:** Class participation is highly encouraged. A primary learning vehicle for this class is discussions between students regarding the materials 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 materials 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.
  - **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 points**
  - **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 BPM Webinar 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 BPM Webinar 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 BPM Webinar 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 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**
  - **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.
  - **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.
  - **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.
  - **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](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 (Friday 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:**

- What was the issue/problem?
- How did they go about resolving the problem? Analyze it based on the course materials covered.
- Based on the materials covered in the course, is there anything that they could have done better?
- 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**

- **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 Friday 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](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.

---

### ***COMMUNICATION AND FEEDBACK***

---

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 Area Administrative Assistants. All students must receive feedback regarding their progress prior to the final date by which a student may cancel the course without failure by default.

- For Level 1 and Level 2 courses, this feedback must equal a minimum of 20% of the final grade.
- For Level 3 courses and above, this feedback must equal a minimum of 10% of the final grade.

Instructors may solicit feedback via an informal course review with students by Week #4 to allow time for modifications in curriculum delivery.

---

## ***REQUESTING RELIEF FOR MISSED ACADEMIC WORK***

---

In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar “[Requests for Relief for Missed Academic Term Work](#)” and the link below;

<http://ug.degroot.mcmaster.ca/forms-and-resources/missed-course-work-policy/>

---

## ***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.

## 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. **It is your responsibility to understand what constitutes academic dishonesty.**

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. For information on the various types of academic dishonesty please refer to the Academic Integrity Policy.

The following illustrates only three forms of academic dishonesty:

- plagiarism, e.g. the submission of work that is not one’s own or for which other credit has been obtained.
- improper collaboration in group work.
- copying or using unauthorized aids in tests and examinations.

---

## 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.

---

## ACADEMIC ACCOMMODATION OF STUDENTS WITH DISABILITIES

---

Students with disabilities who require academic accommodation must contact Student Accessibility Services (SAS) at 905-525-9140 ext. 28652 or [sas@mcmaster.ca](mailto:sas@mcmaster.ca) to make

arrangements with a Program Coordinator. For further information, consult McMaster University's [Academic Accommodation of Students with Disabilities](#) policy.

---

### ***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 their Faculty Office **normally within 10 working days** of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. 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.

---

### ***EXTREME CIRCUMSTANCES***

---

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, Avenue to Learn and/or McMaster email.

---

### ***ACKNOWLEDGEMENT OF COURSE POLICIES***

---

Your enrolment in Commerce 4KI3 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**

**B.Com 4KI3  
Information Systems  
Fall 2023 Course Schedule**

WEEK	DATE	TOPIC	STUDY	EVENT
1	Sept. 8	Business Processes & Enterprise Systems		
2	Sept. 15	Business Process Management	Book 1: Chapters 1&2	1. The Future of BPM Webinar
3	Sept. 22	Process execution	Book 1: Chapter 3&4	1. Assignment 1: Hands-on with ARIS 2. Building a Process Thinking Culture: UPS Case Study
4	Sept. 29	IT enabling process execution & change management	Book 1: Chapter 5&6	1. Group H Case study presentation 2. Group A present: <b>Business Analysis, Business Process, Business Architecture: Career Architecture for an Evolving Economy</b>
5	Oct. 6	Business process governance and reference models	Book 1: Chapters 7	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: <b>Simulation Modeling</b>
6	Oct. 13			<b>Midterm Recess</b>
7	Oct. 20	Value-driven BPM	Book 1: Chapters 8&9	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 4. Group E Case study presentation
8	Oct. 27	Process of process management	Book 1: Chapter 10&11	1. Deadline for hands-on assignment 3 at 12:00pm 2. Assignment 4: Hands-on with SAP ByDesign Sales Force 3. Group D present: <b>Process-led Digital Transformation in an Insurance Company</b> 4. Group F Case study presentation

9	Nov. 3	Enterprise Governance of IT, Alignment and Value	Book 2: Chapter 1	<ol style="list-style-type: none"> <li>1. Deadline for hands-on assignment 4 at 12:00pm</li> <li>2. Assignment 5: Hands-on with SAP ByDesign Human Resources</li> <li>3. Group E present: <b>Measuring Business Processes</b></li> <li>4. Group D Case study presentation</li> </ol>
10	Nov. 10	Enterprise Governance of IT	Book 2: Chapter 2	<ol style="list-style-type: none"> <li>1. Deadline for assignment 5 at 12:00pm</li> <li>2. Assignment 6: SAP Artificial Intelligence</li> <li>3. Group F present: <b>Best Practices in BPM</b></li> <li>4. Group C Case study presentation</li> </ol>
11	Nov. 17	<ol style="list-style-type: none"> <li>1. In-class Quiz</li> <li>2. Business/IT Alignment</li> <li>3. Successful implementation of Enterprise Systems</li> </ol>	Book 2: Chapter 3	<ol style="list-style-type: none"> <li>1. Deadline for hands-on assignment 6 at 12:00pm</li> <li>2. In-class multiple-choice/true-false quiz without the use of online resources (e.g., Generative AI/LLM)</li> <li>3. Group G present: <b>Process Improvement in Healthcare</b></li> <li>4. Group B Case study presentation</li> </ol>
12	Nov. 24	<b>Final Case study</b>		<b>All Groups</b> in class analyses of final Case Study without the use of online resources (e.g., Generative AI/LLM)
13	Dec. 1	Discussion of the Final Case study		<ol style="list-style-type: none"> <li>1. Group H present: <b>Did You Forget Your Customers? Then Forget Business Transformation</b></li> <li>2. Group A Case study presentation</li> </ol>