

**Course Outline
2017
OPSMGT 258: BUSINESS PROCESS DESIGN (15 POINTS)
Semester 2 (1175)**

Course Prescription

Introduces the elements of business process management through mapping and design. Emphasis is on how organisations identify, design and improve essential business processes. Includes the use of software tools to model and analyse processes for continuous performance improvements.

Programme and Course Advice

Prerequisite: INFOSYS 110 or 120 and STATS 108 or 101 or 191.

Goals of the Course

The course aims to provide a basic, broad-based understanding of business process design and management that will serve as a good foundation for specialist Stage-III courses in organisational transformation, Enterprise Systems and IS design and management etc. Thus, the course has multiple objectives, which include providing students with:

- the fundamentals of process thinking and process management;
- a basic understanding of links between organisational strategy and business process improvement initiatives;
- techniques for analysing, improving and redesigning processes;
- knowledge of how to execute business process redesign projects;
- formal process modelling skills using state-of-the-art software to represent and analyse both as-is and to-be processes;
- knowledge and modelling of inter and intra enterprise business processes; and
- basic knowledge of how to manage the organisational change that is induced by process redesign.

Learning Outcomes

By the end of this course it is expected that the student will be able to:

1. understand the concepts, views, and latest methodologies of business process design;
2. participate in and contribute to process design/redesign efforts in organisations;
3. understand key concepts in the design and utilisation of best business practices embedded in the lean philosophy;
4. understand the key processes involved in business networks;
5. have an appreciation of issues pertaining to organisational design and organisational change management in the context of business process management and
6. utilise software tools to assist in business process design.

Content Outline

Week 1 Introduction to Business Processes
Weeks 2 – 3 Introduction to Business Process Design
Weeks 4 – 5 Business Process Management for e-business
Weeks 7 – 10 Methodology and Tools for Business Process redesign
Weeks 11 – 12 Business Process redesign and Organisational Change

Learning and Teaching

Lectures: 12 @ three hours per week

Labs: 8 @ one hour per week

Optional Lab Workshops: 8 @ one hour per week (second hour of the 2hr block)

Lectures are active learning times and therefore recordings, where provided, should only be used as revision tool. Labs provide examples to practice various technical and analysis skills and give opportunity to practice team work skills. The process modelling software used in the course is available in the Labs in OGGB, Level 0. The expectation is that students spend an average of 7-9 hours per week on the course outside of class (split between reading/studying/practicing and assignments).

Significant research has now accumulated to show that people learn best by self-discovery or “active learning”. This class will use active learning techniques. At times students find this frustrating because they are working on a case or exercise in Lab before the detailed theory material has been presented in Lecture. However, this is the whole point of active learning. The only way a skill is developed – skiing, cooking, writing, critical thinking, solving thermodynamics problems, or understanding operational issues – is practice: trying something, seeing how well or poorly it works, reflecting on how to do it differently, then trying it again and seeing if it works better. Further, studies have shown that if something is learned through self-discovery it will be retained much better than if it simply presented as fact.

Teaching Staff

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Learning Resources

There is no text for the course, however there are a number of prescribed book chapters, reproduced in the coursebook, and readings. The majority of these readings are available through CANVAS as electronic copies. A limited number of readings and/or handouts may be distributed in class.

Assessment

| | |
|---|------|
| Lab Participation | 3% |
| Individual Assignment | 12% |
| Group Assignment | 15% |
| Mid-Semester Test (90 minutes, closed book) | 20% |
| Final Exam (3 hours, closed book) | 50% |
| Total | 100% |

Group work is to be shared equally among members of the group. However, peer marking may apply. All assessed work will be reviewed against electronic source material using computerised detection mechanisms.

Please Note: A student must pass the final exam to be eligible to pass the course.

The broad relationship between the assessments and the course learning outcomes is as follows:

| Learning Outcome | Lab Participation | Individual Assignment | Group Assignment | Mid-Semester Test | Final Exam |
|------------------|-------------------|-----------------------|------------------|-------------------|------------|
| 1 | X | X | X | X | X |
| 2 | X | X | X | X | X |
| 3 | X | X | X | | X |
| 4 | X | | X | | X |
| 5 | X | | X | | X |
| 6 | X | | X | | |

Inclusive Learning

Students are urged to discuss privately any impairment-related requirements face-to-face and/or in written form with the course coordinator, lecturer and/or tutor.

Student Feedback

Your feedback is very important to us. Such feedback obtained in previous years has helped us to improve both labs and lectures. You may also be requested to complete anonymous course, teaching and/or tutoring evaluation surveys towards the end of the course.

In the Event of an Unexpected Disruption

We undertake to maintain the continuity and standard of teaching and learning in all your courses throughout the year. If there are unexpected disruptions the University has contingency plans to ensure that access to your course continues and your assessment is fair, and not compromised. Some adjustments may need to be made in emergencies. In the event of a disruption, the University and your course coordinators will make every effort to provide you with up to date information via canvas and the university web site.