

## PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee

From: **Business and Economics Department**

Date submitted: **August 27, 2007**

Request for: Course change \_\_\_\_\_ Course deletion \_\_\_\_\_ Course addition   X    
(Excluding course credit hour changes)

Submitted by: **Kim Troboy**

Approved by: School Curr. Comm: **Dave Roach** *DR*  
Department Head: **Kevin Mason** *KM*  
Dean of School: **Tom Tyler** *TT*

Reviewed by: Registrar: **Tammy Rhodes** *Tammy Rhodes*  
Vice President: **Jack Hamm**

If this is a deletion or other minor change, describe and give rationale.

If this is an addition of a new course, fill in the following and attach a syllabus (syllabus should include course objectives, and outline of the course with sufficient details to illuminate course content, and a bibliography. The Curriculum Committee/Graduate Council does not need evaluation and testing procedural information nor does it need excessively long bibliographies).

I. Catalog description: **MGMT**

Number: **3113**

Title for Catalog: **Managerial Process Analysis**

\*Title for Course Inventory (24 characters): **Mgrl. Process Analysis**

Description:

**This course is a study of the analysis, mapping, and improvement of business processes using standard symbols, popular software tools, metrics, and general systems theory. Examples of sample business processes and topics include customer service, sales management, scheduling, manufacturing, supply chain management, logistics, hiring/job search, process mapping diagrams, organizational charts, workflow and environment layout, cause and effect analysis, systems analysis and design, collection and analysis of process data, and optimization. Software tools are used for process diagramming, concept mapping, physical facilities layout, project planning and management, and data filtering and analysis.**

Effective date or term: **Fall 2008** *2008-9 catalog*  
*Summer 1 2008*

*app CC 11/19/07*  
*app FS 12/3/07*

\*Course fees: **None.**

II. Justification and feasibility of course:

A. What is the need for this course? Who will take it?

**The proposed course would serve as an MGMT elective which could be used to satisfy 3 hours of the required MGMT electives needed by MGMK majors. This topic has been taught as a "Special Topics" course of a couple of years and feedback indicates that the course is well-received and beneficial to our MGMK majors. This proposed course provides enhances students' abilities to use technology to support managerial decisions. Specifically, this course provides students with specific tools needed to document and improve productivity and management of typical business processes. The course reinforces, extends, and adds to students' skills in analytical thinking and with software packages acquired in previous courses. The course is designed to be taken by MGMK majors.**

B. How does it relate to other work being offered by your department? Is there an overlap with other courses in the department?

**MGMK majors are required to complete at least 6 hours of MGMT electives and this elective course would give students more options in terms of the electives they choose to study as part of their major requirements. The only overlap is actually reinforcement of software tools.**

C. Is this course part of any general plan of development within your department? Explain.

**Yes. It is designed to give students more choices when selecting MGMT electives. The course is also designed to utilize the backgrounds and academic strengths of our current faculty.**

D. How often will the course be offered?

**as needed**

E. How will the course be staffed?

**With current faculty**

F. How will this course change affect other departments' students and offerings? With what other departments have you specifically consulted?

**No other departments will be affected.**

\*Note: Each new course proposal must include a short explanation describing how the new course integrates with the assessment process of the department in which the course will be taught.

**While this is not a core course (required by all departmental majors), it is hoped that this course will, for those students electing to take the course, advance the attainment of various learning objectives, specifically, critical and analytical thinking skills, problem solving skills, oral and written communication skills, and the ability to use technology to support managerial decisions (see School of Business Learning Objectives below).**

An Outline in specific detail of how proposal will alter the program curriculum follows:

**The proposed course will not require any change on the program curriculum as currently stated in the ATU catalog.**

### **School of Business Learning Objectives**

1. Ability to use technology to support managerial decisions.
2. Communication and presentation skills.
3. Written and communication skills.
4. Problem solving skills.
5. Critical thinking skills.
6. Foundation knowledge for business.
7. Understanding the perspectives that form the context for business.
8. Ethical reasoning and behavior.

# MGMT 3113 Managerial Process Analysis

## COURSE SYLLABUS

### Course Description

This course is a study of the analysis, mapping, and improvement of business processes using standard symbols, popular software tools, metrics, and general systems theory. Examples of sample business processes and topics include customer service, sales management, scheduling, manufacturing, supply chain management, logistics, hiring/job search, process mapping diagrams, organizational charts, workflow and environment layout, cause and effect analysis, systems analysis and design, collection and analysis of process data, and optimization. Software tools are used for process diagramming, concept mapping, physical facilities layout, project planning and management, and data filtering and analysis.

### Course Justification

This course provides enhances students' abilities to use technology to support managerial decisions. It provides students with specific tools needed to document and improve productivity and management of typical business processes. The course reinforces, extends, and adds to students' skills in analytical thinking and with software packages acquired in previous courses.

### Prerequisites

Junior/Senior level standing in a School of Business major or permission of instructor.

### Textbook and Instructional Materials

Custom textbook (ISBN 0-390-73402-0) from McGraw Hill containing material from the following textbooks:

- Seppanen, Kumar, and Chandra. *Process Analysis and Improvement: Tools and Techniques*. McGraw-Hill/Irwin. 2005.
- Marakas. *Systems Analysis & Design, An Active Approach*. Chapter 5 "Modeling the Processes and Logic"
- Whitten-Bentley. *Systems Analysis and Desing Methods*, 7th ed. Chapter 6 "Fact-Finding Techniques for requirements Discovery"

### Web Resources:

- Course management: [blackboard.atu.edu](http://blackboard.atu.edu)
- Textbook: [http://highered.mcgraw-hill.com/sites/0072857129/student\\_view0/index.html](http://highered.mcgraw-hill.com/sites/0072857129/student_view0/index.html)
- Research: [library.atu.edu](http://library.atu.edu)

### Course Objectives

Students will learn how to analyze, document, and improve an integrated business processes using popular software tools and techniques. Students will acquire solution templates for a variety of standard business process problems using appropriate software tools. Specific objectives include

1. Gain an overview and understanding of process analysis and improvement:
  - Become familiar with the history of process mapping tools and associated symbols.

- Become familiar with the professional journals, magazines, and other sources useful in extending and updating knowledge and skills in this area.
  - Use standard diagrams to describe and improve an existing process or design a new process.
  - Apply data collection, analysis, and management techniques in process analysis and improvement.
2. Learn about software package tools for process analysis and improvement:
    - Understand their role and select the appropriate tool for the task at hand.
    - Trace the historical perspective on business tools for data management and analysis.
    - Become informed about the state-of-the-art tools and techniques for enterprise integration and future trends in this area.
  3. Apply specific techniques for specific business process situations.
  4. Conduct a professional process analysis and improvement project:
    - Develop a project plan.
    - Develop a report outline.
    - Develop a presentation format.
  5. Demonstrate the ability to use MindManager to
    - Map concepts
    - Document processes
  6. Demonstrate the ability to use Visio to
    - Create a simple drawing.
    - Modify an existing Visio application.
    - Create a new drawing using an appropriate Visio template.
    - Build or modify an organization chart.
    - Create or modify an office or simple facility layout.
    - Build or modify a cause and effect diagram.
    - Generate or modify a Gantt chart.
  7. Demonstrate the ability to use Excel to
    - Organize and analyze process data.
    - Auditing trace formulas in a complex worksheet.
    - Develop a variety of Excel-based graphs.
    - Develop a worksheet using filtering.
    - Analyze a large dataset with Pivot tables.
    - Solve a linear optimization problem using Excel solver.
    - Solve a transportation model using Excel Solver.
    - Analyze choices with Scenario Manager.
    - Record macros.

## CLASS ASSIGNMENTS

Normally, assignment details will be posted in the Assignment area of Blackboard. Here is an overview:

1. **Student Briefings.** Students will work individually or in small teams to complete exercises, cases, or research topics and present them to the class. The format is that of an informal, internal briefing.
2. **Homework.** Students will complete exercises individually to reinforce lectures and text material. Students will bring in relevant journal, newspaper, or web articles that reinforce the material being covered.
3. **In-class exercises.** Students will participate in ad-hoc class activities to learn or practice lecture and text material.
4. **Course Project.** Students will identify, analyze, and propose improvements to a real-world business process.

## BIBLIOGRAPHY

*Business Process Management Journal.*

<http://www.emeraldinsight.com/info/journals/bpmj/bpmj.jsp>.

Havey, Michael. (2005). *Essential Business Process Modeling*. O'Reilly.

Jacka, J. Mike, and Keller, Paulette. (2002). *Business Process Mapping: Improving Customer Satisfaction*. Wiley.

Jeston, John, and Nelis, Johan. (2006). *Business Process Management: Practical Guidelines to Successful Implementations*. Butterworth-Heinemann/Elsevier.

Khan, Rashid. (2005). *Business Process Management: A Practical Guide*. Meghan-Kiffer Press.

Lynch, Richard, and Cross, Kelvin. (1995). *Measure Up!: Yardsticks for Continuous Improvement, 2nd ed.*. Basil Blackwell.

O'connell, Pyke, and Whitehead. (2006). *Mastering Your Organization's Processes: A Palin Guide to Business Process Management*. Cambridge University Press.

## WEB RESOURCES

American Society for Quality (ASQ)

[www.asq.org](http://www.asq.org)

Business Process Trends portal  
<http://www.bptrends.com/index.cfm>

Excel  
<http://office.microsoft.com/en-us/FX010858001033.aspx>

MindManager  
<http://www.mindjet.com/us/>

Open Source Directory  
[http://www.dmoz.org/Business/Management/Business\\_Process\\_Analysis/](http://www.dmoz.org/Business/Management/Business_Process_Analysis/)

Regression  
<http://office.microsoft.com/en-us/excel/HA011119631033.aspx?pid=CL100570551033>

Visio  
<http://office.microsoft.com/en-us/FX010857981033.aspx>

Workflow and Reengineering International Association  
<http://www.waria.com/workshops/bpa.htm>

## **TEACHING METHODS**

This course will include class discussions, lectures by the professors, drill and application exercises, student briefings, and a written process analysis report.

## **CONTENT/PERSPECTIVES**

### **Ethics**

Ethical issues are covered peripherally in discussions of the impact of processes and changes in processes on individuals and groups in an organization and in the academic honesty policies of the class.

### **Global**

This topic is not explicitly addressed by this course.

### **Political**

This topic is covered in discussing the impact of processes on individuals and groups in organizations and critical success factors for changes processes. Included in this discussion is conflict resolution and the need to recognize political solutions in addition to strictly rational solutions to problems in processes or in instituting changes in processes.

### **Legal/Regulatory**

This topic is not explicitly addressed by this course.

**Social**

This topic is covered in discussing the impact of processes on individuals and groups in organizations and critical success factors for changes processes.

**Environmental**

This topic is not explicitly addressed by this course except that general improvements in processes may affect this issue.

**Technological**

This topic is integrated throughout the course.

**Diversity**

This topic is not explicitly addressed by this course.

**Processes**

This topic is integrated throughout the course.

**Oral Communications**

Students are encouraged to participate in class discussions about material in the text, material on the Web, topics in the news, and personal experiences. Students will present briefings, several exercises, and at least one case study.

**Written Communications**

Students will develop a professional process analysis and improvement project plan and report.

**Computer Applications**

Students will use, at minimum, a word processor, a presentation package, a web browser, Blackboard, MindManager, Visio, and Excel.

**Computer Resources**

This class will use ATU computing facilities and the Web. Students will have one or more accounts for using the ATU computing resources, Web-based collaborative software, and e-mail.

**Library Use**

Students will use library resources for class-related research, citation guides, and tips for evaluating web resources. High quality, recent, electronic sources are preferred.

**Critical Thinking**

Students are required to analyze case studies and respond to class exercises that require them to explain different perspectives of a situation, evaluate the positive and negative impacts of a process on people, groups, and organizations.

**Problem Solving**

Students are required to identify issues in case studies, exercises, and projects. Class exercises require students to engage in problem solving throughout the course.