INSTRUCTOR

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Class Time: Thursday @ 18.15 – 21.30
Office Hours: By Appointment

COURSE DESCRIPTION

ERP software for discrete manufacturers such as Infor CloudSuite Industrial, MS Dynamics, Epicor, and others continues to be more and more comprehensive in their end-to-end integration of business functions. While the technology is enabling the user-interfaces and data exchange aspects of the software to be increasingly more intuitive for the end-users, the complexity of the software grows to match the complex realities of the business. It therefore becomes increasingly critical that the business functions be supported with effective business process management. BPM is a critical success factor in the implementation of enterprise resource planning software. Without it, ERP projects will be more expensive and more challenging than necessary.

This course helps you to understand how to leverage the leading industry-based standard business processes that are supported by the ERP software and recognize the benefits of using an out-of-the-box solution.

This course also enables students to learn about the methodologies used to redesign optimal business processes and related information in support of process changes. Students learn about techniques that can be used in support of business process redesign. These techniques are learned through hands-on experience with ERP software from Infor known as Infor CloudSuite Industrial (CSI). It includes: identifying best-practice processes, simulation of the business processes, and design of strategic enterprise management Software for efficient and effective use of information technology in support of business operations.

In the second part of the course, students will do a hands-on case study in which they will configure Infor CloudSuite ERP software to support the main business processes for a fictional manufacturing company.

COURSE OBJECTIVES

Upon completion of this course, students will be versed on the topics listed below:

- Assess companies’ business process requirements and how to leverage standard processes within an ERP Software
- Understand the benefits of using an integrated out of the box solution
- Differences between Cloud Vs On-Premise solutions
- Benefits of Cloud ERP solution
AACSBS Assurance of Learning Goals and Objectives.

The Asper School of Business is proudly accredited by AACSB. Accreditation requires a process of continuous improvement for the School and our students. Part of “student improvement” is ensuring that students graduate with the knowledge and skills they need to succeed in their careers. To do so, the Asper School has set the learning goals and objectives listed below for the MBA Program. The checked goal(s) and objective(s) will be addressed in this course and done so by means of the items listed next to the checkmark.

<table>
<thead>
<tr>
<th>Goals and Objectives in the MBA Program</th>
<th>Goals and Objectives Addressed in this Course</th>
<th>Course Item(s) Relevant to these Goals and Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Strategic Thinking Students will think critically and creatively about solutions to organizational problems, considering short-term and long-term goals, resources, risks, and opportunities.</td>
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<tr>
<td>A. Students are able to identify situations where strategic thinking is necessary.</td>
<td>X</td>
<td>Throughout the course</td>
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<tr>
<td>B. Students are able to identify different strategies.</td>
<td>X</td>
<td>Throughout the course</td>
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<tr>
<td>C. Students are able to perform a basic strategic analysis.</td>
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<tr>
<td>D. Students are able to recommend strategic alternatives and their implementations.</td>
<td>X</td>
<td>Throughout the course</td>
</tr>
<tr>
<td>2 Global Perspective Students will adopt a global mindset in considering organizational decisions.</td>
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<td></td>
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<tr>
<td>A. Students have an awareness of global diversity, and multicultural awareness.</td>
<td></td>
<td></td>
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<tr>
<td>B. Students have an awareness of different global perspectives.</td>
<td>X</td>
<td>Throughout the course</td>
</tr>
<tr>
<td>C. Students have been exposed to global business environments through course materials</td>
<td></td>
<td></td>
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<tr>
<td>3 Ethical Mindset Students will consider ethical and moral issues when analyzing and recommending solutions to organizational problems.</td>
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<tr>
<td>A. Students demonstrate an understanding of the responsibility of business in society.</td>
<td>X</td>
<td>Throughout the course</td>
</tr>
<tr>
<td>B. Students demonstrate an understanding of ethical decision making.</td>
<td></td>
<td></td>
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<tr>
<td>C. Students demonstrate moral development in ethical decision making.</td>
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<td></td>
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<tr>
<td>D. Students demonstrate an understanding of the responsibilities of a leader’s role as it relates to ethics.</td>
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<tr>
<td>4 Quantitative and Financial Proficiency Students will demonstrate the ability to approach organizational issues using quantitative and financial analysis.</td>
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<tr>
<td>A. Students are able to identify that a problem containing a quantitative aspect exists.</td>
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<tr>
<td>B. Students are able to apply financial methodologies in the answering of business questions.</td>
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<tr>
<td>C. Students are able to demonstrate a basic financial proficiency in understanding the role and flow of money in an organization.</td>
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<td></td>
</tr>
<tr>
<td>D. Students are able to interpret the results of a financial analysis.</td>
<td>X</td>
<td>Throughout the course</td>
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</tbody>
</table>
COURSE MATERIALS

- Will be published in UM Learn

COURSE ASSESSMENT

Student progress will be assessed through:

- Participation: Attendance (10%) & Contribution (15%) - 25%
- Mid Term Exam - 25%
- Group Project Presentation - 25%
- Final Exam - 25%

Final grades will be assigned as follows*:

<table>
<thead>
<tr>
<th>Cumulative Marks</th>
<th>Grade</th>
<th>GPA</th>
<th>Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>A+</td>
<td>4.5</td>
<td>Excellent</td>
</tr>
<tr>
<td>80-89.99</td>
<td>A</td>
<td>4.0</td>
<td>Very Good</td>
</tr>
<tr>
<td>75-79.99</td>
<td>B+</td>
<td>3.5</td>
<td>Good</td>
</tr>
<tr>
<td>70-74.99</td>
<td>B</td>
<td>3.0</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>65-69.99</td>
<td>C+</td>
<td>2.5</td>
<td>Marginal</td>
</tr>
<tr>
<td>60-64.99</td>
<td>C</td>
<td>2.0</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>50-59.99</td>
<td>D</td>
<td>1.0</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>49.99 and below</td>
<td>F</td>
<td>0.0</td>
<td>Unsatisfactory</td>
</tr>
</tbody>
</table>

NOTE: Class attendance is required. Missing more than 20% of this course due to absences may result in a failing grade. It is your responsibility to inform your professor in advance of your absence and the reason for it (medical documentation or employer note if away for a work commitment) is required. The professor decides how to deal with the impact of missed classes on your final grade.

* - Final grades will be curved, as necessary, based on the cumulative final marks.

Participation: Attendance and Contribution (25%)
Attendance is required because that will affect your merits for the participation and contribution points. If you miss a class (including the group presentation classes), you will not receive any participation and attendance credit for that class; there is no way to “make up” for the activities of a missed day. A grade of zero will be assigned to those classes, unless you have a valid reason.

MIDTERM EXAM (25%)
The midterm exam will take place on Oct 25th, 2018. It will consist of a closed-book exam, which is designed to check your knowledge of the assigned readings, and class materials and posted content. It may consist of one or more types of questions (e.g., case scenario/vignette, essay style, short answer, multiple choice). The details of the exam will be discussed in class, as we approach the test date.

GROUP PROJECT PRESENTATION (25%)
On Nov 29th and Dec 6th, 2018, each group must provide a presentation of the group project. The duration of presentations, including Q&A, will be defined once we have the number of groups in the class. Groups should email me their final presentations (in ppt format) by 6:00 pm on the day before the presentation. All group members will share the same grade, unless I notice evidence of
slacking/free riding by a group member(s). If you miss your group’s presentation without a valid excuse, you will lose the Group Presentation mark.

FINAL EXAM (25%)
The final exam will take place on Dec 10th, 2018. It will consist of a closed-book exam, which is designed to check your knowledge of the assigned readings, and class materials and posted content. It may consist of one or more types of questions (e.g., case scenario/vignette, essay style, short answer, multiple choice). The details of the exam will be discussed in class, as we approach the test date.

COURSE TOPICS

1. Introduction to Enterprise Resource Planning Software (ERP)
   a. What is an ERP Software?
   b. Why is it important?
   c. What problems does an ERP Software solve?
2. ERP Architectures
   a. Overview of ERP Architectures
   b. What architectures are implemented in CSI?
3. Introduction to Cloud and its Benefits
4. Introduction to Business Process Management
   a. What are business processes?
   b. How are business processes integrated into ERP?
   c. Introduction to Implementation Accelerators (IA’s)
   d. Overview on IA’s
   e. What it is and what it offers to customers and companies
5. Quote to Cash
   a. Concept Intro: What the process is, how this is seen in real world, etc.
   b. Process walk thru discussing the steps, people/rolls involved.
   c. Hands on Exercises
6. Procure to Pay
   a. Concept Intro: What the process is, how this is seen in real world, etc.
   b. Process walk thru discussing the steps, people/rolls involved.
   c. Hands on Exercises
7. Design to Release Process
   a. Concept Intro: What the process is, how this is seen in real world, etc.
   b. Process walk thru discussing the steps, people/rolls involved.
   c. Hands on Exercises
8. Demand to Build Process
   a. Concept Intro: What the process is, how this is seen in real world, etc.
   b. Process walk thru discussing the steps, people/rolls involved.
   c. Hands on Exercises
   a. Concept Intro: What the process is, how this is seen in real world, etc.
   b. Process walk thru discussing the steps, people/rolls involved.
10. Hands-On Case Study: Business Impact from ERP Software
    a. Review a case study of company with older ERP that they have grown out of.
    b. Discuss how they could improve with a modern ERP Software that is aligned with the company’s current needs.
11. Site Visit- Nov 1st at Price Industries Ltd (Details will be discussed in class)
TENTATIVE COURSE SCHEDULE

<table>
<thead>
<tr>
<th>SESSION</th>
<th>DATE</th>
<th>Topic</th>
</tr>
</thead>
</table>
| 1       | Sept 20 | Introduction to ERP  
ERP Architectures  
Introduction to Cloud and its Benefits |
| 2       | Sept 27 | NO CLASS                                                            |
| 3       | Oct 4   | Introduction to Business Process Mgmt                               |
| 4       | Oct 11  | Quote to Cash  
Procure to Pay                                                       |
| 5       | Oct 18  | Design to Release  
Demand to Build                                                       |
| 6       | Oct 25  | Demand to Build (Cont..)  
Mid Term Exam                                                         |
| 7       | Nov 1   | Site Visit to Price Industries Ltd                                  |
| 8       | Nov 8   | Demand to Build  
Financial Plan to Report                                              |
| 9       | Nov 15  | NO CLASS                                                            |
| 10      | Nov 22  | Financial Plan to Report                                            |
| 11      | Nov 29th and Dec 6th | Group Project Presentations                                      |
| 12      | Dec 10th | FINAL EXAM (Timings will be provided later)                          |

ACADEMIC REGULATIONS AND STUDENT SERVICES

HUMAN ETHICS APPROVAL FOR DATA COLLECTION

As part of coursework, if you will be collecting data from people who are not students in this class, you must obtain Human Ethics approval from the UofM’s Research Ethics Board (REB) prior to data collection. This applies to data collection such as surveys, interviews, focus groups, experiments, video recording, etc., where a respondent is solicited for participation.

If the entire class will be working on the same project, your instructor will apply for human ethics approval from the REB. If individuals or small groups of students will be working on different projects, it is the responsibility of the students to obtain approval (only one group member needs to apply). Your instructor will tell you whether s/he will be or you need to. When in doubt, please talk to your instructor.

Instructions and forms to apply for human ethics approval can be found at: http://umanitoba.ca/research/orec/ethics/human_ethics_REB_forms_guidelines.html.  
In most cases, you will be using the "Protocol Submission Form" which is under the "REB Forms - Fort Garry Campus" heading.
It can take up to six weeks to process human ethics applications and obtain approval. Therefore, plan early. Note that approval must be obtained prior to data collection and cannot be obtained during the data collection phase or retroactively. Violation can get you, your instructor, and the Asper School in serious trouble with the REB.

If you will be collecting data only from other students in the class, you do not need REB approval. If you have any questions, please contact humanethics@umanitoba.ca or your instructor.

EXAM RESCHEDULING POLICY

Students are expected to write ALL exams with their classmates at the scheduled exam time. Requests for final exam rescheduling must be referred to the Graduate Program Office (rescheduling of midterm tests is overseen by individual instructors). Please refer to Missing a Test/Exam on page 14 of the MBA Student Handbook for further information:


UNCLAIMED ASSIGNMENT POLICY

Pursuant to the FIPPA Review Committee’s approved recommendations of August 15, 2007, all unclaimed student assignments will become the property of the faculty and will be subject to destruction six months after the completion of any given academic term.

COPYRIGHT REGULATIONS

All students are required to respect copyright as per Canada’s Copyright Act. Staff and students play a key role in the University’s copyright compliance as we balance user rights for educational purposes with the rights of content creators from around the world. The Copyright Office provides copyright resources and support for all members of the University of Manitoba community. Visit http://umanitoba.ca/copyright for more information.

STUDENT SUPPORT RESOURCES AND ACADEMIC POLICIES

For a list of free Academic and Mental Health support services please refer to the “Student Support Resources and Academic Policies” PDF found on our website:

STUDENT ACCESSIBILITY SERVICES

Students are encouraged to contact Accessibility Services at 474-6213, or the instructor, should special arrangements need to be made to meet course requirements. For further information please visit http://umanitoba.ca/student/saa/accessibility/
It is critical to the reputation of the I. H. Asper School of Business and of our degrees that everyone associated with our faculty behaves with the highest academic integrity. As the faculty that helps create business and government leaders, we have a special obligation to ensure that our ethical standards are beyond reproach. Any dishonesty in our academic transactions violates this trust. The University of Manitoba Graduate Calendar addresses the issue of academic dishonesty under the heading “Plagiarism and Cheating.” Specifically, acts of academic dishonesty include, but are not limited to:

- using the exact words of a published or unpublished author without quotation marks and without referencing the source of these words
- duplicating a table, graph or diagram, in whole or in part, without referencing the source
- paraphrasing the conceptual framework, research design, interpretation, or any other ideas of another person, whether written or verbal (e.g., personal communications, ideas from a verbal presentation) without referencing the source
- copying the answers of another student in any test, examination, or take-home assignment
- providing answers to another student in any test, examination, or take-home assignment
- taking any unauthorized materials into an examination or term test (crib notes)
- impersonating another student or allowing another person to impersonate oneself for the purpose of submitting academic work or writing any test or examination
- stealing or mutilating library materials
- accessing tests prior to the time and date of the sitting
- changing name or answer(s) on a test after that test has been graded and returned
- submitting the same paper or portions thereof for more than one assignment, without discussions with the instructors involved.

Many courses in the I. H. Asper School of Business require group projects. Students should be aware that group projects are subject to the same rules regarding academic dishonesty. Because of the unique nature of group projects, all group members must exercise extraordinary care to insure that the group project does not violate the policy on Academic Integrity. Should a violation occur on a group project, all group members will be held jointly accountable, no matter what their individual level of involvement in the specific violation.

Some courses, while not requiring group projects, encourage students to work together in groups (or at least do not prohibit it) before submitting individual assignments. Students are encouraged to discuss this issue as it relates to academic integrity with their instructor to avoid violating this policy.

In the I. H. Asper School of Business, all suspected cases of academic dishonesty involving a graduate student (i.e. MBA, MSc or PhD student) will be reported directly by the instructor to the Dean of the Faculty of Graduate Studies.
Name: Suresh Jayaraman  
I.H. Asper School of Business  

Suresh Jayaraman is the Global Director, Solutions and Innovation - Cloud Delivery and Implementation Accelerators. Suresh has over 18 years of ERP experience, both as a customer and as a consultant. Prior to joining Infor, Suresh was working as the Director of Enterprise systems for a large manufacturing organization that had 11 manufacturing plants across the US and Canada. Suresh holds a Masters in Computer Science, as well as an MBA.