RUTGERS–CAMDEN
School of Business

Business Process Redesign

52.620.330.90.21565 & 52.620.560.90.21627
Term: Fall 2025 (2nd 7 Weeks, 10/21/2025 – 12/10/2025)
Mode of delivery: *online - asynchronous*

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Office Hours: Tuesdays: 1:30-2:30 pm or by appointment (via Zoom)

Key Fall 2025 Dates :

Fall 2025classes begin	Tuesday, September 2rd
Last day to withdraw with a "W"	Monday, November 17th
Last day of classes	Wednesday, December 12th
Final Exam period	NA

Course Description

Business Process Redesign (1 credit)

Business Process Design is a powerful approach to optimize business processes. It is founded on a set of principles and methods that can result in sustainable improvement efforts of any scale, in any industry, and in any function. It can deliver significant and sustained improvements in the effectiveness, efficiency, and responsiveness of an organization by drilling into the processes and the human resources responsible for working through the processes, identifying performance improvement opportunities, and then designing new processes to realize the productivity gains that can be achieved.

Course Learning Objectives

The main goal of this program is to enable you to develop skills and competencies that employers are looking for in the following areas:

- ***Distinguish between the need for incremental improvement and the development of new processes to address changing business requirements***
- ***Understand the rationale supporting five stages in a new process design initiative***
- ***Develop enhanced processes from inefficient existing processes***
- ***Integrate the activities in processes that support social design and technical design***
- ***Apply change implications tools to support the implementation of new process designs***

School of Business-Camden Program Learning Goals:

- Communication impact and effectiveness
- General management knowledge
- Critical thinking and analytical decision making
- Ethical consideration

Course Materials:

TEXTBOOK

Manganelli, R. L. and Klein, M. M.(1994) *The Reengineering Handbook: A Step-By-Step Guide to Business Transformation* (Amacom/The American Management Association).

New and used copies can be purchased through Amazon.

PERCIPIO (An Online Library of Learning Resources)

Narrated lectures, readings, and other posted material are available on the Canvas site and Percipio. Instructions on how to log into Percipio are in the Canvas shell.

OPEN-SOURCE ONLINE RESOURCES

Articles, videos, while papers and other resources that are available for free on the Internet.

How to succeed in this course

- Read all text material assigned for each class
- Follow instructions in all assignments
- Start assignments early and get feedback from the instructor
- Consult/meet with the professor immediately when you need help.
- If an online tool is used (Canvas, specific software, etc.) ensure that you can access and use it appropriately.

Optional Instructor Meetings (To be Recorded and can be reviewed at a later date):

- Week 1: October 20, 2025, 5:00-6:00 online: A detailed course introduction and overview of expectations for success

The Week 1: Overview of New Process Design

Learning Objectives

- New process design vs. incremental improvement programs
- Introduction of the Rapid Re methodology
- Overview of the five stages of Rapid Re
- Role if change management in new process design initiatives

Week 2: Stage 1, The Preparation Stage

Learning Objectives

- Recognize need
- Develop executive consensus
- Train the team
- Plan the change

Week 3: Stage 2, The Identification Stage

Learning Objectives

- Model Customers, performance, and entities
- Model processes and activities
- Map organization

- Map resources
- Prioritize processes

Week 4: Stage 3, The Vision Stage

Learning Objectives

- Understand process structure and flow
- Value adding vs. non-value adding activities
- Benchmark performance and determine drivers
- Estimate the opportunity
- Envision the ideal
- Develop communication plan

Week 5: Stage 4a, The Technical Design Solution

Learning Objectives

- Model entity relationships and process linkages
- Identify current control points
- Relocate, retime, and modularize control points
- Specify deployment
- Apply technology
- Socialize impending technical change via communication plan
- Plan implementation

Week 6: Stage 4b, The Social Design Solution

Learning Objectives

- Empower customer contact personnel
- Identify skills, job clusters, teams
- Specify management structure and redraw boundaries
- Specify job changes and career paths
- Design incentives
- Socialize impending social change via communication plan
- Plan transformation

Week 7: Stage 5, The Transformation Stage

Learning Objectives

- Review business system design
- Develop test and rollout plans
- Pilot new process design
- Address training needs and implementation of new incentive structures
- Refine and Transition\
- Define continuous improvement program

Diversity Statement

This class strives to be an inclusive community, learning from the many perspectives that come from having differing backgrounds and beliefs. As a community, we aim to be respectful to all. We reject all forms of prejudice and discrimination, including but not limited to those based on age, color, disability, gender, gender identity, gender expression, national origin, political affiliation, race, religion, sexual orientation, and veteran status. Faculty and students are expected to commit to creating an environment that facilitates inquiry and self-expression, while also demonstrating diligence in understanding how others' viewpoints may be different from their own.

Our goal as a learning community is to create a safe environment that fosters open and honest dialogue. We are all expected to contribute to creating a respectful, welcoming, and inclusive environment. To this

end, classroom discussions should always be conducted in a way that shows honor, respect, and dignity to all members of the class. Moreover, disagreements should be pursued without personal attack and aggression, and instead, should be handled with grace and care. This will allow for rigorous intellectual engagement and a deeper learning experience for all.

COMMUNICATION and USE OF CANVAS

EMAIL- USE YOUR RUTGERS EMAIL ADDRESS

All communications to students will be done using the Rutgers email address provided to you. Please forward your Rutgers email to your personal email if necessary.
Note: ***Not checking your Rutgers email is not an excuse for missing any communications.***

CANVAS

Canvas is the learning management system used for this course. Posted will be the syllabus, resources, Power Point slides, announcements, guides, etc. To access this system, go to http://canvas.rutgers.edu log in, and click on the course in the dashboard. For technical support 833-648-4357 or help@camden.rutgers.edu.

COMMUNICATION

Class Materials:
All class materials can be obtained via Canvas with links being provided to get to the proper assignments in Percepio. Note that the PowerPoint class materials for a particular week are available at any time using Canvas, but if they are updated will be posted by noon on Monday, usually one week ahead of schedule (except for the first week or two.) You are strongly encouraged to access this course via Canvas several times a week. You can imagine that the class seamlessly "runs" through from day 1 (Monday) to day 7 (Sunday).

Professor Communication:
Note that during the week, from Monday until Friday, I will try reply to all e-mails within 48 hours. Please do not expect immediate response. If you do not hear from me within 48 hours, please re-send your email as I may have overlooked or accidentally deleted your e-mail.
Note: ***All communication will be through the mail function in the Canvas course system.***

If you do not receive a response from me within the above listed time frame, please send the email again. I will do my best to adhere to these guidelines; I ask that you do the same if I contact you directly. While I will make every effort to be responsive to your needs, please be respectful of my availability.

CLASSROOM POLICIES

Exam, Quizzes, Assignment Make-up Policy
Make-up Work Policy: If, for a university-approved reason, you cannot complete a quiz, assignment, or exam during the scheduled time, you must give me written notice via email (jn773@camden.rutgers.edu) at least one week in advance so that other arrangements can be made. If the situation does not allow for advance notification (e.g., emergency hospitalization), contact me as soon as possible after the missed work and provide written documentation. The ability to make up work for non-university approved reasons is not guaranteed. The professor reserves the right to request written documentation to support your absence (such as a doctor's note, an obituary, or military orders).

Late Work Policy: All work must be completed and uploaded to Canvas by the specified due date (with the exception of a university-approved, documented, and professor or Dean of Students verified reason; see Make-up Work Policy above). Any work submitted after the due date and time will receive a reduction of one full letter grade for each day that it is late

Incompletes: "Incompletes" will only be given through prior consultation, under extreme circumstances, and when completion of the course requirements in question would substantially improve your grade. In the rare event when an “incomplete” is given, you must submit all of the agreed-upon work to me by the Rutgers registrar deadline to avoid the “incomplete” converting to an “F”: https://registrar.camden.rutgers.edu/gradeinstruction#incomplete.

Assessments

GRADES: (out of 1,000 points)

CLASS PARTICIPATION: It is expected that you will (1) attend class regularly when the 3 special lectures are planned, and arrive on time, (2) listen attentively in class, and (3) contribute often to class discussions. Your in-class comments should be thoughtful and should reflect your careful reading of the assigned course material. This is essential because, during two of the three synchronous (and recorded) Video meetings, there will be special guests from the industry. (100 points in total)

POWERPOINT PRESENTATION: Each student will prepare a short presentation on one of the many sales tools available that we have not covered. See Week 6 for details. Each presentation you create is designed to illustrate the student’s understanding of the subject matter. (200 points)

ASSIGNMENTS - there will be an assignment each week of the course which is available in Canvas and must be submitted in Canvas. Grading rubrics are available in Canvas (in the Module: Rubrics) The total of these assignments is 900 points, this is inclusive of the 200-point PowerPoint presentation mentioned above.

Course Grading

The assignment of final grades, the course requirements will be weighted approximately as follows: See Canvas as each module or week has its assignment and grade associated with that specific assignment. Assignments are due weekly at the end of that week, late assignments will be assessed a 5% grade penalty per day beyond. No coursework will be accepted beyond 1 week of due date.

The total points achievable for completing all work on time and with proper effort is 1000 points. The assignment of final grades, the course requirements will be weighted approximately as follows:

5 Weekly Assignments	30%
5 Discussions	30%
Case Application – Communication Plan	20%
Case Application – Change Management Plan	20%

Final Grade Ranges
A Highest grade (90% and above)
B+ Work of distinction (84.5% to 89.4%)
B Work of distinction (79.5% to 84.4%)
C+ Average work (74.5% to 79.4%)
C Average work (69.5% to 74.4%)
D Passing, but unsatisfactory (60% to 69.4%)
F Failure without credit (Below 60%)

Disability Services/Accommodations

The University is committed to supporting the learning of all students and faculty will provide accommodations as indicated in a Letter of Accommodation issued by the Office of Disability Services (ODS). If you have already registered with ODS and have your letter of accommodations, please share this with me early in the course. If you have or think you have a disability (learning, sensory, physical, chronic health, mental health or attentional), please contact https://success.camden.rutgers.edu/disability-services.

Accommodations will be provided only for students with a letter of accommodation from ODS. Their

services are free and confidential. Letters only provide information about the accommodation, not about the disability or diagnosis.

Academic Integrity

The Academic Integrity policy can be found at https://studentconduct.rutgers.edu/processes/university-code-student-conduct http://studentconduct.rutgers.edu/student-conduct-processes/academic-integrity/

Students are responsible for understanding the principles of academic integrity and abiding by them in all aspects of their work at the University. Students are also encouraged to help educate fellow students about academic integrity and to bring all alleged violations of academic integrity they encounter to the attention of the appropriate authorities.

Academic Integrity means that you (the student) must:

- properly acknowledge and cite all use of the ideas, results, or words of others,
- properly acknowledge all contributors to a given piece of work,
- make sure that all work submitted as your own in a course activity is your own and not from someone else
- obtain all data or results by ethical means and report them accurately
- treat all other students fairly with no encouragement of academic dishonesty

Adherence to these principles is necessary in order to ensure that:

- everyone is given proper credit for his or her ideas, words, results, and other scholarly accomplishments
- all student work is fairly evaluated, and no student has an inappropriate advantage over others
- the academic and ethical development of all students is fostered
- the reputation of the University for integrity is maintained and enhanced.

Failure to uphold these principles of academic integrity threatens both the reputation of the University and the value of the degrees awarded to its students.

Code of Student Conduct

Rutgers University-Camden seeks a community that is free from violence, threats, and intimidation; is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and does not threaten the physical or mental health or safety of members of the University community, including in classroom space.

As a student at the University, you are expected adhere to the Code of Student Conduct.
To review the code, go to the Office of Community Standards:
https://deanofstudents.camden.rutgers.edu/student-conduct

Note that the conduct code specifically addresses disruptive classroom conduct, which means *"engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."*

Artificial Intelligence Use

You are welcome/expected to use generative AI tools (e.g. ChatGPT, Dall-e, etc.) in this class as doing so aligns with the course learning goals. You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws, or contain misinformation or unethical content). **Your use of AI tools must be properly documented and cited in order to stay within university policies on academic honesty**

Acceptable and Unacceptable Use of AI

The use of generative AI tools (e.g. ChatGPT, Dall-e, etc.) is permitted in this course for the following activities:

- Within each of the tools we will be learning, there are AI functions that should be sampled to assess how you work with them or can use them to be more efficient and effective;
- Brainstorming and refining your ideas;
- Fine-tuning your research questions;
- Finding information on your topic;
- Drafting an outline to organize your thoughts; and
- Checking grammar and style.

The use of generative AI tools is not permitted in this course for the following activities:

- Impersonating you in classroom contexts, such as by using the tool to compose discussion board prompts assigned to you or content that you put into a Zoom chat;
- Writing a draft of a writing assignment;
- Writing entire sentences, paragraphs or papers to complete class assignments.

You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws, or contain misinformation or unethical content). Your use of AI tools must be properly documented and cited in order to stay within university policies on academic honesty. Any assignment that is found to have used generative AI tools in unauthorized ways based on guidelines in this syllabus, will be subject to report of a violation of Academic Integrity and thus the appropriate adjudication. When in doubt about permitted usage, please ask for clarification.

Expectations of Classroom Civility (online or in-person)

The following protocols on the codes of behavior reflect professional business norms on manners, courtesy, and respect. (***In general, you should treat others as you would like others to treat yourself. Be mindful that what is acceptable in a text or chatroom with friends may not be appropriate in a classroom or in an online conversation with an instructor***.)

- You are expected to do your own work. Cheating, plagiarism, and any other form of academic dishonesty will not be tolerated and will result in (include consequences).
- Meaningful and constructive dialogue is encouraged in this class and requires a willingness to listen, tolerance for different points of view, and mutual respect from all participants. All course members will be expected to show respect for individual differences and viewpoints at all times.