# TRANSFORMING ERP INTO MBA CURRICULUM: AN INNOVATIVE FRAMEWORK

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**Abstract-** This paper integrates ERP to the Business Process Management Common Body of Knowledge developed by the Association of Business Process Management (BPM) Professionals [1] for MBA curriculum development. The study identifies four BPM knowledge areas: enterprise system management, business processes management, business performance management and project management from the BPM Common Body of Knowledge that need to be covered in the MBA curriculum. The appropriate ERP technology components are incorporated to each of the four identified BPM areas. This study will propose an integrated framework to integrate ERP to BPM cores. The presentation will illustrate the integrated ERP curriculum by discussing the design, content, and teaching methods for the four BPM areas using SAP as the software tool. The research is to provide ERP digital transformation to MBA curriculum to meet the global shortage of next generation leaders and professionals.

**Keywords-** BPM, ERP, MBA Curriculum, Business Processes

## I. INTRODUCTION

Enterprise Resource Planning (ERP) is an integral part of digital organizations. In order to fill the gap between business and technical expertise of MBA graduates, the author presents an innovative framework for integrating ERP in the major Business Processes Management (BPM) areas.

Classical MBA courses often use case analyses to provide MBA students opportunities to apply conceptual materials, but this approach does not necessarily need to be applied to IS core in the MBA curriculum. Lack of exposure, visualization and hands-on practice on actual business information systems, students hardly learn the knowledge and skills to manage business information systems. Learning by doing is important in teaching the next generation digital leaders. This study will propose an integrated framework to integrate ERP to BPM four areas: enterprise system management, processes management, business performance management, and project management in for MBA curriculum and provide students opportunity to learn with hands-on experience on ERP technology in the enterprise environment. The proposed framework is original and innovative. The study is built on author's extensive curriculum development experiences, market-leading ERP technology skills and the consistent publication record in pedagogical referred journals in the past.

## II. FRAMEWORK

Most ERP educators limit the scope of their ERP teaching to technical implementation and configuration issues, rather than addressing more strategic issues tied to BPM knowledge areas. Recognizing this curriculum design limitation, this paper presents a framework to integrate ERP into four BMP cores. The study identifies four knowledge areas enterprise system management, processes management, business performance management, project management from the Common Body of Knowledge that need to be covered in the MBA curriculum. Because ERP hands-on activities need to be conducted in the four areas in the framework, SAP is utilized as the ERP software tool in the framework. Introduction of each BPM areas can be followed by a set of SAP hands-on lab modules, teaching cases or simulation games. All the teaching resources can be downloaded from the SAP University Alliances (UA) Curriculum Innovation Web site.

**Table 1: Framework of Transforming ERP in BPM Areas for MBA Curriculum**

| BPM Body Knowledge Areas | ERP Knowledge | ERP Skills |
|---|---|---|
| Enterprise system management | Enterprise Architecture<br>Application Platform<br>Service Oriented-Architecture (SOA)<br>Internet Security<br>Information insurance | To explore SAP NetWeaver<br>To navigate ERP system<br>To explore SAP Business Suite<br>To identify business procedures, business applications in SAP |
| Business Processes management | Business processes and data integration<br>Business Process Management Notation (BPMN)<br>Business<br>Operational modeling<br>Modeling end-to-end processes to task level models<br>Business process simulation and optimization | To Implement business process integration using GBI case study<br>To Perform ERPsim Games: Distribution, Logistics, Manufacturing and Data Analytics |

| | | |
|---|---|---|
| Business Performance management | BPM maturity assessment (Key Performance Indicators KPI)<br>Balanced scorecards<br>Six sigma<br>Performance Dashboards<br>Business Analysis and Intelligence | Big data in memory<br>Us Dashboard Studio development<br>To create query reporting<br>To conduct descriptive statistics and predictive statistics<br>To analyze Web text and big data |
| Project management | Reasons to use ERP Project System for Project Management<br>ERP Project System Structure,<br>Roles of Project System in ERP<br>Project system Data Integration and Process Automation | To create the Work Breakdown Structure (WBS) of a Project<br>To plan cost and dates using Cost Models<br>To post actual costs and dates for WBS elements<br>To create reports on project plan and actual data analysis |

## III. SUMMARY

The framework described in this paper integrates ERP into four BPM areas. By doing this fundamental ERP concepts and skills are introduced in MBA curriculum. The combination of hands-on learning modules and BPM body knowledge via reading and discussion is an effective approach to teach ERP in MBA. The combination of ERP simulation and case teaching can be applied to the business processes management course at the high abstract level. The hands-on case teaching method is recommended for enterprise systems and application development, because they are more technical and need to be taught in the organization context.

The contribution of the paper is to provide educators an innovative approach to integrate ERP into IS core in MBA curriculum. This approach will provide an important and practical guideline for IS curriculum design that is set to follow the shift in IS education from applications development to enterprise software implementation and configuration.

ERP software is vital to facilitate effective pedagogical methodologies in the proposed framework ERP education such as hands-on experience, case teaching, technical implementation, and simulation. For illustration purpose, the paper currently is SAP orientated. Institutions can certainly choose other ERP packages such as JD Edwards, Oracle, PeopleSoft, SSA Global, Microsoft Dynamics, and so on.

Thus, general usability of the proposed framework is recommended.

## IV. PRESENTATION OVERVIEW

The conference presentation will include an in-depth description of the teaching activities and assessment methodology including samples of student work and the results of the assessment survey. The attendees will be given an overview of the SAP Paper Game, tips for administering the game, suggestions for providing informative feedback to the students on their BPM models, and an assessment tool to assess student learning and perceptions of their learning.

## BIBLIOGRAPHICAL REFERENCES

[1] ABPMP International's Guide to the Business Process Management Common Body Of Knowledge®,

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