ARIZONA STATE UNIVERSITY

ARIZONA STATE UNIVERSITY

GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.

Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE 03/09/2009

1. ACADEMIC UNIT: Department of Management
2. COURSE PROPOSED: MGT (prefix) 450 (number) Changing Business Processes (title) 3 (semester hours)
3. CONTACT PERSON: Name: Amy Hillman Phone: 965-3402
   Mail Code: 4006 E-Mail: amy.hillman@asu.edu
4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965–0739.
5. AREA(S) PROPOSED COURSE WILL SERVE. A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. **(Please submit one designation per proposal)**

Core Areas	Awareness Areas
Literacy and Critical Inquiry–L ☒	Global Awareness–G ☐
Mathematical Studies–MA ☐ CS ☐	Historical Awareness–H ☐
Humanities, Fine Arts and Design–HU ☐	Cultural Diversity in the United States–C ☐
Social and Behavioral Sciences–SB ☐	
Natural Sciences–SQ ☐ SG ☐	

6. DOCUMENTATION REQUIRED.
   (1) Course Description
   (2) Course Syllabus
   (3) Criteria Checklist for the area
   (4) Table of Contents from the textbook used, if available
7. ***In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.***

CROSS-LISTED COURSES: ☒ No ☐ Yes; Please identify courses: ____________

Is this amultisection course?: ☐ No ☒ Yes; Is it governed by a common syllabus? Yes

Amy J. Hillman signature
Chair/Director (Print or Type)

Unable to insert
Chair/Director (Signature)

Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/08

ARIZONA STATE UNIVERSITY

Date: ______________________

Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/08

Arizona State University Criteria Checklist for

LITERACY AND CRITICAL INQUIRY - [L]

Rationale and Objectives

Literacy is here defined broadly as communicative competence in written and oral discourse. **Critical inquiry** involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills which have little to do with language in the usual sense (words), but the analysis of spoken and written evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skills become more expert, as well as more secure, as the student learns challenging subject matter. Thus, the Literacy and Critical Inquiry requirement stipulates two courses beyond First Year English.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Students must complete six credit hours from courses designated as [L], at least three credit hours of which must be chosen from approved upper-division courses, preferably in their major. Students must have completed ENG 101, 107, or 105 to take an [L] course.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

Proposer: Please complete the following section and attach appropriate documentation.

ASU - [L] CRITERIA

TO QUALIFY FOR **[L]** DESIGNATION,THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--**AS EVIDENCED BY THE FOLLOWING CRITERIA:**

YES	NO		Identify Documentation Submitted
☒	☐	**CRITERION 1:** At least 50 percent of the grade in the course should depend upon writing, including prepared essays, speeches, or in-class essay examinations. *Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report*	Syllabus

1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.

2. **Also:**

Please **circle, underline, or otherwise mark** the information presented in the most recent course syllabus (or other material you have submitted) that verifies **this description** of the grading process--and label this information **"C-1".**

C-1

YES	NO		Identify Documentation Submitted
☒	☐	**CRITERION 2:** The composition tasks involve the gathering, interpretation, and evaluation of evidence	Syllabus

1. Please describe the way(s) in which this criterion is addressed in the course design

2. **Also:**

Please **circle, underline, or otherwise mark** the information presented in the most recent course syllabus (or other material you have submitted) that verifies **this description** of the grading process--and label this information **"C-2".**

C-2

YES	NO		Identify Documentation Submitted
☒	☐	**CRITERION 3:** The syllabus should include a minimum of two substantial writing or speaking tasks, other than or in addition to in-class essay exams	Syllabus

1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements

2. **Also:**

Please **circle, underline, or otherwise mark** the information presented in the most recent course syllabus (or other material you have submitted) that verifies **this description** of the grading process--and label this information **"C-3".**

C-3

ASU - [L] CRITERIA			
YES	NO		Identify Documentation Submitted
☒	☐	**CRITERION 4:** These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. *Intervention at earlier stages in the writing process is especially welcomed*	Syllabus

1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments

2. **Also:**

   Please **circle, underline,** or **otherwise mark** the information presented in the most recent course syllabus (or other material you have submitted) that verifies **this description** of the grading process--and label this information **"C-4".**

C-4

Course Prefix	Number	Title	Designation
MGT	450	Changing Business Processes	L

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1	The entire course grade comes from writing and presentations. The students work on real company projects.	P 3
2	The students work on real company projects. Each group is assigned a company and a project task. They have to gather, sort, prioritize and analyze information then create their recommendations and support them.	p. 7-9 & 11-13 in syllabus
3	No exams given, all is written or presentation.	P. 3
4	Students are given frequent feedback from the professor to guide their final project and presentation to the company.	P 4, 5 & 10

MGT 450 Description
Changing Business Processes
Describes and analyzes business processes. Generates and evaluates alternatives. Creates improvement and implementation plans. Enroll requirements: Pre-requisites: W.P. Carey Management BS or BA student; have completed ENG 302 or 301, FIN 300, MKT 300; have completed MGT 410 AND MGT 420 with a C or greater.

MGT 450 - Changing Business Processes
Spring 2009

PROFESSOR:	Richard Nosky
OFFICE HOURS:	Monday, 4:00 – 6:00pm Available by Appointment
OFFICE:	367M
CONTACT INFO:	
	480.577.8604 cell 480.965.8050 office
CLASS #:	FLD 23174
MEETING TIME &	Monday, 12:55 pm – 3:55 pm
CLASSROOM:	BA 258

TEXT BOOK
Process Mapping, Process Improvement and Process Management, by Donald J. Madison, Patton Press, 2005, ISBN – 13: 978-1-932828-04-7.

COURSE OVERVIEW

The focus of this course is on changing business processes to improve organizational performance. Students must apply appropriate tools to analyze tradeoffs among objectives, identify feasible alternatives, assess alternatives, prescribe and justify problem solutions, and plan implementation.

During the semester, each of you will work as part of a team to describe, analyze, and suggest changes to a business process currently employed or to design a new business process. You will work with a firm that has volunteered to participate. Your primary purpose will be to understand current processes, explore innovative changes, and then provide practical recommendations that will improve one or more dimensions of the client's business process (i.e., productivity, cost, quality, time, flexibility). In most cases, the client organization will have a clear idea of which dimension they want to target for improvement. The project will also give you the opportunity to apply some of the theories and techniques you have learned to a "real-world" situation outside the classroom.

In the third week, you will be introduced to the potential projects and form into project teams. During the remainder of the semester, you and your teammates will interact with representatives of the client organization, collect information from managers and specialists, and prepare reports for the client and the class. The research, analysis and presentation work will require close cooperation among team members. Both individual and group assignments will be given.

You will find that the weeks of the semester will pass very quickly. Your success will depend in large part on your ability to structure and schedule your workload so you have the data and the time needed before making decisions and recommendations. A set of guidelines is provided to help you visualize and prioritize the elements of the project.

COURSE OBJECTIVES

This is a "capstone" course in which you are expected to use all knowledge and skills attained in your previous classroom and work experiences. Academically, you will acquire knowledge and skills in business process improvement, project management, and teamwork. You will apply these skills, as a consulting team, to deliver effective analyses of a specific business process and practical recommendations to the client.

PREREQUISITES:
SCM 300 (formerly OPM 301), QBA 221

TEAMWORK

Students will be working in consulting teams this semester. Students who do not pull their weight on their team can be fired. If a team member is fired they will be given an individual project by the instructor and will be expected to meet the same standards of a five-person team.

During the semester the instructor will distribute peer reviews to the teams. These will be used to assess whether teams are being productive and also whether a team member needs to be fired from the team. These peer reviews will also be considered when the instructor formulates the class participation grade.

SCHEDULING CONFLICTS

This course requires that each individual spends a great deal of time in preparation, as well as team and client meetings outside the classroom. Schedule your activities based on the dates listed in this syllabus and anticipate potential conflicts before they occur. This includes responsibilities with other courses during this semester.

Richard E. Nosky is a Lecturer in the Management Department of the W. P. Carey School of Business, Arizona State University. Mr. Nosky most recently has been President of Pearson & Associates, Arizona's largest retained search firm. Mr. Nosky is active in the firm's Technology, General Business and Non Profit practices. He brings more than 25 years' experience in general management, marketing management and executive search to his practice. Mr. Nosky has managed searches in a variety of industries throughout the United States as well as in Europe, Asia and Latin America.

Prior to entering the executive search business, Mr. Nosky held positions for the General Electric/Honeywell Large Computer business, Vice President-Marketing at ITT Courier and President of Inter-Tel Communications. Mr. Nosky graduated from The Ohio State University with a Bachelor of Science and Master of Business Administration degrees. He served as a First Lieutenant and Platoon Leader with the Second Armored Division in Germany.

COURSE REQUIREMENTS AND GRADING

- Each individual team member of a project team will complete all problem-solving steps for some aspect of the group project.
- Due dates, and details of each assigned task are below. These are firm and late submissions are not acceptable.
- You are expected to attend all classes and to work on-site at the client company or other locations as scheduled.

PAPERS

- Papers will be submitted through the Digital Dropbox AS WELL AS by hard copy.

Final Course Grades will be determined by the following:

COURSE REQUIREMENTS AND GRADING

1.	**Text Assignment**	**25 Points**
2.	**Team Proposal**	**50 Points**
3.	**Individual Proposal**	**50 Points**
4.	**Team Plan**	**50 Points**
5.	**Individual Progress Report**	**100 Points**
6.	**Final Individual Paper**	**100 Points**
7.	**Final Team Presentation**	**200 Points**
8.	**Final Team Report**	**200 Points**
9.	**Take Home Final Exam**	**125 Points**
10.	**Individual Class Participation** Professor evaluation, peer reviews, class discussions, professionalism with clients and in class attendance.	**100 Points**
	TOTAL	**1,000 Points**

Comment [a1]: C1 Criteria; C3 criteria

COURSE GRADING SCALE

A+	980-1000
A	930-979
A-	900-929
B+	880-899
B	830-879
B-	800-829
C+	780-799
C	700-779
D	600-699
E	Less than 600

	MONDAY 12:55 – 2:25pm		MONDAY 2:30 – 3:55pm
Class 1 JAN 26	▪ Introduction, Course Overview, Syllabus Discussion ▪ Course Projects, Team Structure, Team Profile ▪ Text, AMBIGUITY	**Class 2 JAN 26**	▪ Class Introductions ▪ Business in a Democratic Society ▪ Management Historical Perspective ▪ Management Philosophy
Class 3 FEB 02	▪ Business Processes ▪ Being a Good Consultant ▪ Team Selection & Organization ▪ Textbook Assignments	**Class 4 FEB 02**	▪ Semester Project Assignments ▪ Problem Identification ▪ Brainstorming ▪ Review Previous Final Reports
Class 5 FEB 09	▪ Professional Document Guidelines ▪ Presentation Protocol	**Class 6 FEB 09**	▪ Team Session
Class 7 FEB 16	▪ Team Textbook Papers and Presentations (3)	**Class 8 FEB 16**	▪ Team Textbook Papers and Presentations (4)
Class 9 FEB 23	▪ Team Session ▪ Team Proposal Due in DDB and Hard Copy by 5pm	**Class 10 FEB 23**	▪ Team Session
Class 11 MAR 02	▪ Team Progress Discussion & Review ▪ Individual Proposal Due in DDB and Hard Copy by 5pm	**Class 12 MAR 02**	▪ Team Session
Class 13 MAR 16	▪ Leadership ▪ Benchmarking ▪ Culture of Change	**Class 14 MAR 16**	▪ Team Session
Class 15 MAR 23	▪ Performance Metrics Discussion ▪ Client Progress Review ▪ Final Team Plan Due in DDB and Hard Copy by 5pm	**Class 16 MAR 23**	▪ Team Session
Class 17 MAR 30	▪ Team Meetings with Professor ▪ Individual Progress Report Due in DDB and Hard Copy by 5pm ▪ Client Progress Review	**Class 18 MAR 30**	▪ Team Session
Class 19 APR 06	▪ Team Meetings with Professor	**Class 20 APR 06**	▪ Team Meetings with Professor
Class 21 APR 13	▪ Team Session	**Class 22 APR 13**	▪ Team Session

Class 23 APR 20	▪ Presentation Rehearsals ▪ Individual Paper Due in DDB and Hard Copy by 5pm	**Class 24 APR 20**	▪ Team Session
Class 25 APR 27	▪ Presentation Rehearsals	**Class 26 APR 27**	▪ Presentation Rehearsals
Class 27 MAY 04	▪ Final Client Presentations ▪ Final Team Report Due	**Class 28 MAY 04**	▪ Final Client Presentations ▪ Final Team Report Due ▪ Take Home Final Exam Due on Last day of Finals in DDB & Hard Copy by 5pm

Comment [a2]: C4 criteria

MGT 450 – Professional Document Guidelines

The Basics

Make your paper as concise as possible. Be sure all relevant information is included. Be sure every sentence is important.

It can be done using headings, sub-headings, charts, diagrams, lists, flowcharts, and well-crafted text.

Don't make the reader look for the important information, make it obvious where everything is. For example, if you wanted to know how to write a Methodology for Team Plan, would you be able to find that information quickly using this handout?

At the same time, too many headings, too many lists, too many bolds/underlines, etc. can be just as disturbing.

White space is your friend. It contributes to the effective structure of the paper.

Use of these words in your paper: Me, us, I, we, our team, etc.
The paper is not about you or your team. If something was done, it is obvious you or your team did it. Bad example: On February 1st I interviewed the manager. Good example: On February 1st the manager was interviewed. THE PAPER SHOULD BE WRITTEN AS IF YOU OBSERVED THE ACTIVITY. EACH PAPER SHOULD STAND ON ITS OWN.

Semester Papers
This semester either you or your team will be responsible for handing in the following assignments:

1. Text Assignment
2. Team Proposal
3. Individual Proposal
4. Team Plan
5. Individual Progress Report
6. Final Individual Paper
7. Final Team Report

The following document outlines the requirements for each paper. You are allowed to be creative, but always be sure to stay professional, communicate clearly, serve the client, make the paper a reader friendly document.

Team Proposal Guidelines

APPROXIMATE LENGTH - 2 TO 3 PAGES OF TEXT

12-point font Double-spaced

No cover page

This paper is done days, if not hours, after the initial meetings with your direct client. Of course you will not know the full details of your project but you need to start establishing a target. The target will constantly move throughout the semester but a team without a target is a team that will have a huge project with very little depth at the end of the semester.

You are not bound to anything in this paper. It is simply a step forward.

Below is an outline of headings recommended for this paper:

Company Background

Include all basic information about the company. Be sure all data is relevant to the project. Don't just copy the meaningless writings on their website. Sub-headings would be very useful in this section. Write about any topic important to this project, but that is important across the entire organization company, not simply for this particular project. If important, include: Customers, industry description, growth, policies, goals...

Process Background (Project Background)

Describe the process. Provide multiple flowcharts if necessary. Process goals, process resources, process time line should be described. *Do not describe or allude to problems.*

During the initial stages of the project you may not know exactly which processes are under scrutiny. If this is the case, you may open up this section to provide a background of a system, a department, or a group of processes working together to accomplish a common goal. As the project matures you'll be asked to be more exact.

Desired State

If the process was perfect what exactly would be the desired outcome. How could that be measured? Which metrics would be used to track that? What would the desired numbers for that system be? No judgments! No opinions! Facts only.

Present State

What is the actual state of the process? What are the present outcomes? Using the numbers described in desired state, what are the present performance metrics outcomes associated with this process? No judgments! No opinions! Facts only.

Gap and Gap Analysis

What exactly is the difference between the desired state and the present state? Utilize the performance metrics described to illustrate the gap. What are some potential causes for these poor outcomes? Provide a brief discussion if required. Opinion is ok, but it must be based on facts you've presented, not simply on something you are feeling.

Project Scope

What exactly do you intend to investigate? What will you not investigate?

DO NOT tell me your proposed investigation techniques; rather tell me why that will be included in your investigation. Examples: *Hiring process* could be a part of your scope. *Interviews and surveys* are not part of a scope, they would be included in a methodology.

Individual Proposal Guidelines

APPROXIMATE LENGTH - 8 PAGES OF TEXT, MINIMUM

12-point font Double-spaced

No cover page

Still in the initial stages of the project, but with a little more knowledge, now you should be providing a better picture of the following:

1. WHICH PROCESS DO YOU INTEND TO STUDY?
2. WHAT'S THE PROBLEM?
3. WHAT WILL YOU STUDY?
4. HOW WOULD YOU UTILIZE THE TEAM RESOURCES TO SATISFY THE CLIENT?
5. **DESCRIBE <u>YOUR</u> RESPONSIBILITIES WITHIN THE TEAM PLAN**

Process Background (Project Background)
Describe very briefly which process you are proposing to study. Be more exact than you were on the Team Proposal, but do not go into as much detail at this point. If you can provide a simple flowchart, that might be very useful.

Desired State
If the process was perfect what exactly would be the desired outcome. How could that be measured? Which metrics would be used to track that? What would the desired numbers for that system be? No judgments! No opinions! Facts only.

Present State
What is the actual state of the process? What are the present outcomes? Using the numbers described in desired state, what are the present performance metrics outcomes associated with this process? No judgments! No opinions! Facts only.

Gap and Gap Analysis
What exactly is the difference between the desired state and the present state? Utilize the performance metrics described to illustrate the gap. What are some potential causes for these poor outcomes? Provide a brief discussion if required. Opinion is ok, but it must be based on facts you've presented, not simply on something you are feeling.

Project Scope
What exactly do **<u>YOU</u>** intend to investigate? What will you not investigate? Be much more exact than your team was on your Team Proposal.

DO NOT tell me your proposed investigation techniques; rather describe why that will be included in your investigation. Examples: <u>*Hiring process*</u> could be a part of your scope. <u>*Interviews and surveys*</u> are not part of a scope, they would be included in a methodology.

Deliverables
What will be delivered to the client company at the completion of the project? Provide a brief description if appropriate. Deliverables are tangible. A presentation is not a deliverable. Be as exact as possible.

Proposed Methodology
What is the exact plan for your investigation? What will be done? When? By whom? Why? How will information be garnered? Provide a detailed description of how you, at this point in the project, would dole out activities such that your scope could be covered and so that you could help the client close the gap outlined. Detail is important, but too much detail can also be distracting. Find a good balance.

Comment [a3]: C2 criteria

Team Plan Guidelines

APPROXIMATE LENGTH - 4 PAGES OF TEXT, MINIMUM
12-point font Double-spaced
No cover page

About two weeks into the project you should have a good idea of what you want this project to be. Will this change? Very likely. Again, though, find a scope, work on attacking the items in your scope.

The difference between the Individual Plan and the Team Plan should be a refined scope, a consensus on individual responsibilities, and a demonstration of leadership.

Company Background
Include all basic information about company. Be sure all data is relevant to project. Don't just use the meaningless writings on their website. Sub-headings would be very useful in this section. Write about any topic important to this project, but that is important across the entire organization company, not simply for this particular project. If important, include: Customers, industry description, growth, policies, goals…

Process Background
At this point providing detail is required. Describe the process. Provide multiple flowcharts if necessary. Process goals, Process resources, process time line should be described. *Do not describe or allude to problems.*

Desired State
If the process was perfect what exactly would be the desired outcome. How could that be measured? Which metrics would be used to track that? What would the desired numbers for that system be? No judgments! No opinions! Facts only.

Present State
What is the actual state of the process? What are the present outcomes? Using the numbers described in Desired State, what are the present performance metrics outcomes associated with this process? No judgments! No opinions! Facts only.

Gap and Gap Analysis
What exactly is the difference between the desired state and the present state? Utilize the performance metrics described to illustrate the gap. What are some potential causes for these poor outcomes? Provide a brief discussion if required. Opinion is ok, but it must be based on facts you've presented, not simply on something you are feeling.

Project Scope
As a team what exactly do you intent to investigate? What will you not investigate?

Deliverables
What will be delivered to the client company at the completion of the project? Provide a brief description if appropriate. Deliverables are tangible. A presentation is not a deliverable. Be as exact as possible.

Proposed Methodology
What is the exact plan for your investigation? What will be done? When? By whom? Why? How will information be garnered? Provide a detailed description of how you, at this point in the project, would dole out activities such that your scope could be covered and so that you could help the client close the gap outlined. Detail is important, but too much detail can also be distracting. Find a good balance.

INDIVIDUAL Progress Report Guidelines

APPROXIMATE LENGTH - 1 PAGE OF TEXT

12-point font Single-spaced

No cover page

If you've been working hard this paper should be easy. Be concise, but provide a professional looking paper.

Data Collected

Provide a brief summary of what you've collected to this point and how it was collected. What are your general interpretations of the data collected to this point? Explain your positions based on the facts.

Project Direction

Based on your first section, what does this mean in terms of your personal direction for the rest of the project? Has your personal scope grown, changed, moved, stayed the same? Whatever the case, describe your plan for the closing weeks of the project. Explain your decisions.

Attachments

Attach copies of anything you have that will prove your progress to this point. Notes, surveys, spreadsheets, etc.

Comment [a4]: C2 criteria

Final Individual Report Guidelines

APPROXIMATE LENGTH - 10 PAGES OF TEXT, MINIMUM
12-point font Double-spaced
Cover page not required – Table of Contents required

Remember this is your final paper, this is not your team's final paper. Your paper should reflect only your personal part of the project. In many cases the sections in this paper are similar to sections from other papers but you must be sure to personalize them to your personal project.

Process Background (Be sure you cover only your part of the project)
Desired State
Present State
Gap and Gap Analysis
Project Scope (Be sure you cover only your part of the project)

Methodology (Be sure you cover only your part of the project)
The project is now complete. Your methodology should be in the past tense now. It should be evidence that your results are truthful and were gathered in a way that the results can be deemed credible. Dates, times, places, names, methods, conditions are all important in providing the client with transparency required to make them feel comfortable with your results and your data collection methods.

Data/Results
This section should provide the reader with a comprehensive but easy to understand display of the most important and relevant data collected. It should be presented in a manner that allows the reader to quickly understand what the results are and what the results mean. You are not allowed to offer an opinion based on fact. Opinions and personal interpretations of the data should be saved for the ANALYSIS section.

Analysis
This is perhaps the most important section of your paper. This section allows you to state your opinions and interpretations of the facts. You should not offer anything, which the results cannot support.

Recommendations
These can include recommendations to act, recommendations to not act, recommendations for further study, or all of the above. This section should be very detailed but concise.

Implementation

Be very detailed. What exactly should be accomplished in order for this company to turn your recommendations into successful outcomes? Anticipate difficulties and provide recommendations for coping with those difficulties.

Provide an implementation for all recommendations for action and also for recommendations for further study. Recommendations for further study are essentially future projects. Don't just give ideas for new projects, provide a brief but detailed methodology for the project.

Appendices
Anything that doesn't relate directly to your paper but may be of use to the client can go in an appendix. Any extended data set, which the client may find important to scrutinize.

Final Team Report Guidelines

APPROXIATE LENGTH - 18 PAGES OF TEXT
12-point font Double-spaced
Cover page and Table of Contents required

This paper should reflect the final team proposal. It should not be a cut and paste paper with everyone's ideas, it should flow easily and be a consensus report. It is a final set of recommendations discussed by the team. Consider it a detailed document supporting and explaining your final presentation to the executives.

Outline the entire paper before writing it. Outline the recommendations first, then outline every previous section. If it isn't important in supporting your recommendations do not include it in your paper.

See the Guidelines for the Final Individual Paper for further guidance.

Cover Page

Executive Summary and Table of Contents
The executive summary should be a summation of your findings and recommendations.

Company Background
Process Background
Desired State
Present State
Gap and Gap Analysis
Project Scope
These six sections are important because they will ultimately prove that you understood in detail the company, the process the project.

Data Gathering Methods
Describe only the methods used to gather the data you will be presenting in the following section.

Data/Results

Analysis

Recommendations

Implementation

Appendices

Comment [a5]: C2 criteria

Process Mapping, Process Improvement, and Process Management

A Practical Guide to Enhancing Work and Information Flow

Dan Madison

Contents