

**ADMS 4591 – Business Technology Management
Integration Project
Winter 2025, Section M, Tuesdays, 4.00pm to 7.00pm,
Classroom: R S 103**

Course Director: Stephen Rebello M.B.A., B.Sc.
Office Hours: By appointment
Email: rebellos@yorku.ca
Web site: eClass <https://eclass.yorku.ca/>

Calendar Description and Prerequisites

Working with a real organization, students will use concepts and knowledge frameworks acquired within the business technology program to research, plan and design a solution to a business problem. Students will meet with representatives from the business organization, conduct interviews, deliver presentations, and submit an executive summary along with technical reports.

Prerequisites: AP/ITEC 3506 3.00, AP/ITEC 4031 3.00. With permission of the school students can substitute ADMS 4002 Interdisciplinary Capstone Project in place of ADMS 4591 BTM Integration Project. Course credit exclusions: None.

Expanded Course Description

This course is a real-life application of knowledge and skills students have acquired and developed in the BTM program. Students will work, within the context of a team, with a real organization/business to analyze the internal and external business environment, business strategy and key business processes, to resolve an existing problem and/or to identify an opportunity for improvement. Students will be expected to work with the organization, as closely as possible, to resemble a professional engagement between a consulting firm and a client. Students will work in teams and deliver a formal report that includes an in-depth analysis of the problem at hand, a recommended BTM solution, and an implementation plan including, quantitative and qualitative feasibility studies, change management timelines and resources required.

The topics to cover in this course will include the following: adoption of an IT business solution, project management and team dynamics, professional engagement with clients, business process management, feasibility studies, organizational change, interview skills, documentation skills, and professional report writing.

Upon completion of this course, students will:

1. Within the context of a team, research, assess, map, and create a plan for a business technology project.
2. Work with an organization/business or case studies, to analyze and map out a business problem or opportunity for improvement and subsequently redesign a solution that uses information technology.
3. After reflection create an implementation plan and a business change management plan to implement this design.
4. Communicate a moderately complex technology-enabled solution to a business problem or improvement.
5. Evaluate the effectiveness, appropriateness, and usability of an implemented information system within the context of the organization/business.

Use permitted with citation and in accordance with assessment instructions

Students may only use generative artificial intelligence (AI) tools in this course so long as the following two conditions are met:

- Specific generative AI tools are used in accordance with the written guidelines provided for each assessment or activity, and
- The use of generative AI is documented and cited following citation instructions given in the syllabus.

Use of generative AI outside these two conditions will constitute academic dishonesty under York University's [*Senate Policy on Academic Honesty*](#). As a student in this course, it is your responsibility to understand when and how generative AI tools can be used to complete your assessments and activities. If you do not know whether an online resource or tool can be used in this course, please contact your instructor for guidance.

Reference Texts – These are all free and available online.

The following list is for reference purposes only and should **not** be considered required reading.

- Day, G. S., Schoemaker, P. J. H., (2019) “See Sooner, Act Faster: How Vigilant Leaders Thrive in an Era of Digital Turbulence (Management on the Cutting Edge)”, MIT Press.
- Humble, J., Molesky, J., O'Reilly, B., (2014), “Lean Enterprise”, O'Reilly Media, Inc.
- Siebel, T. M., (2019), “Digital Transformation: Survive and Thrive in an Era of Mass Extinction”, Audible Studios.
- Dyche, J., (2015), “The New IT: How Technology Leaders are Enabling Business Strategy in the Digital Age”, McGraw-Hill Education.
- "Digital @ Scale: The Playbook You Need to Transform Your Company" by Anand Swaminathan and Jurgen Meffert
- "Information Systems for Business: An Experiential Approach" by France Bélanger and Craig Van Slyke
- "Business Model Generation: A Handbook for Visionaries, Game Changers, and Challengers" by Alexander Osterwalder and Yves Pigneur
- "Information Technology for Management: Digital Strategies for Insight, Action, and Sustainable Performance" by Efraim Turban, Linda Volonino, and Gregory R. Wood
- "The Lean Startup: How Today's Entrepreneurs Use Continuous Innovation to Create Radically Successful Businesses" by Eric Ries
- "The Innovator's Dilemma: When New Technologies Cause Great Firms to Fail" by Clayton Christensen
- "Business Process Change: A Guide for Business Managers and BPM and Six Sigma Professionals" by Paul Harmon

Final Grade Composition

Assessment	Due Date	Weight %	Group or Individual
Project Choice and Scope	Session 3	10%	Group
Process Map – Value Stream	Session 6	10%	Group
Application of an Article Written Report and Presentation	Anytime prior to Session 8	15%	Individual
Project (Interim report)	Session 9	15%	Group
Project (Final report)	Session 11	30%	Group
Client assessment report	N/A	5%	Group
Attendance & Participation In-class activities	All Sessions	10%	Individual
TOTAL		100%	

Course Expectations

- Students should read the assigned readings prior to coming to class.
- Attendance to weekly lectures is expected and part of the course evaluation.
- On average a student may need between 3 to 5 hours each week to prepare for class and complete the assigned homework.
- Teamwork is an important component of this class. Students are expected to make a fair contribution to their teams.

Weekly Attendance:

- ✓ Weekly attendance consists of 10% of the final grade.
- ✓ Attendance is required for the entire class (3 hours). There will be no part-marks for attending half of a lecture or part thereof.
- ✓ Students are allowed to miss one lecture without any penalty.

Project Choice and Scope – is to be handed in by the group to designate officially what is the project/case being chosen and what the scope of the project will be. It is recommended that a project agreement signed by all members of the group is included.

Process Map – Value Stream – Map out the value stream you are examining for the client/case and hand it in.

Application of an article Written Report and Presentation – each student will be expected to apply one of the resources given in the outline and apply it specifically to the project/case being worked on in the group. The paper must discuss the specific article chosen as applied to the work being done for the specific client project chosen. The expectation will be that each class students will present and lead a discussion around their article and its application.

Client Assessment Report – This will be done by the client at the end of the course. It will be the client's assessment of how the group delivered the final report. If a case study is chosen the marks will be assigned based on peer review of the group work.

Participation will be evaluated by using a mix of in class participation, asking questions, commenting on a related topic, adding to the discussion, participating in the activities and eClass participation including making posts on the discussion forum.

Course Schedule

Session 1 Introduction to the Project

January 7, 2025

- Describe the purpose of the capstone project.
- Explain course design and evaluation.
- Create Teams/Groups
- Discuss common challenges faced by students in the capstone project.
- Introduction to Project Management Fundamentals:
- Project life cycle stages: Initiation, Planning, Execution, Monitoring & Control, and Closure.
- Project charter, scope statement, and work breakdown structure (WBS).
- WBS – Work Breakdown Structure
- Process Fundamentals – Design, Analysis, Execution, Monitoring, Optimization and Automation.

Readings:

- <https://www.forbes.com/sites/hodfleshman/2020/07/22/how-technology-can-help-solve-my-business-problems/?sh=406658cb20fe>

Deliverable:

- *Attendance and Participation*
- *Creation of Teams*

Session 2 Introduction to BPM

January 14, 2025

- Clients present their companies and issues they face, or a Case study is chosen.
- Assignment of class presentations
- Introduction to Project Management Fundamentals:
- Project life cycle stages: Initiation, Planning, Execution, Monitoring & Control, and Closure.
- Project charter, scope statement, and work breakdown structure (WBS).
- WBS – Work Breakdown Structure

Readings:

1. <https://www.cio.com/article/230427/why-it-projects-still-fail.html>

2. <https://www.forbes.com/sites/steveandriole/2021/03/25/3-main-reasons-why-big-technology-projects-fail---why-many-companies-should-just-never-do-them/?sh=411bcfb257cc>

Deliverable:

- *Attendance and Participation*
- *Class Presentations – For assigned individuals*

Session 3 Business Process Improvement

January 21, 2025

- Process Fundamentals – Design, Analysis, Execution, Monitoring, Optimization and Automation.
- Review the mapping process.
- Explain process analysis and process scope.
- Process Fundamentals, capturing a process, and process analysis.

Readings:

1. <https://www.youtube.com/watch?v=RQSh2CyxdIA> - The Pitfalls of Process Mapping and How to Avoid Them
2. <https://blog.gembaacademy.com/2020/10/05/the-many-methods-of-business-process-mapping/> - The Many Methods of Business Process Mapping
3. <https://www.youtube.com/watch?v=1E6II2U1shY> Business Process Analysis

Deliverable:

- *Project Choice and Statement of Scope*
- *Class Presentations – For assigned individuals*
- *Attendance and Participation*

Session 4, Implementing Change in Processes

January 28, 2025

- Introduce Lean Manufacturing
- Discuss some of the tools used such as DMAIC and Fishbone
- What does Value add mean and why is it important?

Readings:

1. <https://www.youtube.com/watch?v=4EDYfSI-fmc> - “Six Sigma In 9 Minutes | What Is Six Sigma? | Six Sigma Explained | Six Sigma Training | Simplilearn”

2. <https://www.isixsigma.com/dmaic-methodology/six-sigma-dmaic-roadmap/> - Six Sigma DMAIC Roadmap

Deliverable:

- *Class Presentations – For assigned individuals*
- *Attendance and Participation*

Session 5, Importance of Continuous Improvement

February 4, 2025

- The Importance of Active Listening
- Gap Analysis
- Consensus Tool for Group decision making.

Readings:

1. <https://blog.hubspot.com/sales/uncover-business-pain#:~:text=The%20best%20way%20to%20discover,understand%20and%20solve%20their%20problems> - Pain Points: How to Empathize with Customer Problems and Solve Them
2. <https://www.linkedin.com/pulse/5-tips-identifying-customer-pain-points-james-samuels/> - 5 Tips for Identifying Customer Pain Points
3. <https://positivepsychology.com/active-listening/> - Active Listening: The Art of Empathetic Conversation
4. <https://www.youtube.com/watch?v=aDMtx5ivKK0> - The Art of Active Listening | The Harvard Business Review Guide
5. <https://medium.com/@kapture12/pareto-principle-for-your-business-how-a-crm-system-lets-you-do-the-20-of-your-business-that-492e6610b50b> - Pareto Principle for your Business: How a CRM System lets you do the 20% of your business that matters the most?
6. <https://managementconsulted.com/utilizing-swot-in-a-business-case/> - Utilizing SWOT In A Business Case

Deliverable:

- *Process Map – Value Stream*
- *Class Presentations – For assigned individuals*
- *Attendance and Participation*

Session 6, Review

February 11, 2025

- The all-important role of Communication, models, barriers, and stakeholders

- Challenges when implementing technological solutions for process improvements, pitfalls, and possible solutions.
- Change Management - Organizational Behaviour and Communication best practices.
- Organizational Behaviour and its impact
- 3D Change Management Model
- Leavitt's Diamond Model

Readings:

1. <https://changemanagementinsight.com/change-management-for-technology-implementation/> 10 Strategies of Change Management for Technology Implementation, Tahir Abbas, September 15, 2023
2. <https://www.pmi.org/learning/library/effective-communication-better-project-management-6480> Rajkumar, S. (2010). Art of communication in project management. Paper presented at PMI® Research Conference: Defining the Future of Project Management, Washington, DC. Newtown Square, PA: Project Management Institute.
3. <https://www.prosci.com/resources/articles/what-is-change-management-and-how-does-it-work> What is Change Management and How Does it Work?
4. <https://changemanagementinsight.com/what-is-leavitts-diamond-model/> What is Leavitt's Diamond Model? Umar Tahir, January 10, 2020

Deliverable:

- *Class Presentations – For assigned individuals*
- *Attendance and Participation*

Reading week

February 18, 2025 – **NO CLASS**-

Session 7, Review

February 25, 2025

- The Agile approach - Agile principles and values.
- Scrum roles, artifacts, and events.
- Monitoring the impact of the change
- Budgeting and Costing's Role in projects
- Quality Management and Continuous Improvement
- Process Automation and Out of the Box thinking – Disrupting a process.

- Case Studies
- Review group progress on the capstone project
- Identify and address project issues (project content, client, and group)

Readings:

1. <https://www.aha.io/roadmapping/guide/agile/what-is-scrum> What is scrum?
2. <https://pdxscholar.library.pdx.edu/cgi/viewcontent.cgi?article=2243&context=honorstheses> Case Study of Scrum Methodology as Used by a Capstone Team

Deliverable:

- *Class Presentations – For assigned individuals*
- *Attendance and Participation*

Session 8, Review

March 4, 2025

Group Consultation

- Review group progress on the capstone project
- Identify and address project issues (project content, client, and group)

Readings:

- *Not applicable (n/a)*

Deliverable:

- *Class Presentations – For assigned individuals*
- *Attendance and Participation*

Session 9, Review

March 11, 2025

Group Consultation

- Review group progress on the capstone project
- Identify and address project issues (project content, client, and group)

Readings:

- *Not applicable (n/a)*

Deliverable:

- *Project (Interim report)*
- *Attendance and Participation*

Session 10, Review

March 18, 2025

Group Consultation

- Review group progress on the capstone project
- Identify and address project issues (project content, client, and group)

Readings:

- *Not applicable (n/a)*

Deliverable:

- *Not applicable (n/a)*

Session 11, Final Project Report Due

March 25, 2025

Group Consultation

- Understand the format and content requirements of a high- level presentation.
- Review group progress on the capstone project presentation

Readings:

- *Not applicable (n/a)*

Deliverable:

- *Project (Final report)*
- *Group Presentations*
- *Attendance and Participation*

Session 12, Review

April 1, 2025

Final Group Presentation

- Deliver a professionally designed presentation to the client
- Demonstrate effective communication skills Group Presentation

Readings:

- *Not applicable (n/a)*

Deliverable:

- *Group Presentations*
- *Attendance and Participation*

RELEVANT UNIVERSITY REGULATIONS

Add/Drop Deadlines

	FALL (TERM F)	YEAR (TERM Y)	WINTER (TERM W)
Last date to add a course without permission of instructor (also see Financial Deadlines)	September 20	September 20	January 22
Last date to add a course with permission of instructor (also see Financial Deadlines)	September 28	September 28	January 31
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	November 8	February 8	March 11
Course Withdrawal Period (withdraw from a course and receive a grade of "W" on transcript – see note below)	November 9 - December 5	February 9 - April 8	March 12 - April 8

* Add and Drop Deadline Information

There are deadlines for adding and dropping courses, both academic and financial. Since, for the most part, the dates are **different**, be sure to read the information carefully so that you understand the differences between the sessional dates below and the [Refund Tables](#).

You are strongly advised to pay close attention to the "Last date to enrol without permission of course instructor" deadlines. These deadlines represent the last date students have unrestricted access to the registration and enrolment system.

After that date, you must contact the professor/department offering the course to arrange permission.

You can drop courses using the registration and enrolment system up until the last date to drop a course without receiving a grade (drop deadline).

You may [withdraw from a course](#) using the registration and enrolment system after the drop deadline until the last day of class for the term associated with the course. When you withdraw from a course, the course remains on your transcript without a grade and is notated as 'W'. The withdrawal will not affect your grade point average or count towards the credits required for your degree.

Deferred Exams: Deferred standing may be granted to students who are unable to write their final examination at the scheduled time or to submit their outstanding course work on the last day of classes. Details can be found at <http://myacademicrecord.students.yorku.ca/deferred-standing>

Any request for deferred standing on medical grounds must include an Attending Physician's Statement form; a "Doctor's Note" will not be accepted.

DSA Form: http://www.registrar.yorku.ca/pdf/deferred_standing_agreement.pdf

Attending Physician's Statement form: <http://registrar.yorku.ca/pdf/attending-physicians-statement.pdf>

In order to apply for deferred standing, students must register at

<http://apps.eso.yorku.ca/apps/adms/deferredexams.nsf>

Followed by handing in a completed DSA form and supporting documentation directly to the main office of the School of Administrative Studies (282 Atkinson) and add your ticket number to the DSA form. The DSA and supporting documentation must be submitted no later than five (5) business days from the date of the exam. These requests will be considered on their merit and decisions will be made available by logging into the above mentioned link. No individualized communication will be sent by the School to the students (no letter or e-mails).

Students with approved DSA will be able to write their deferred examination during the School's deferred examination period. No further extensions of deferred exams shall be granted. The format and covered content of the deferred examination may be different from that of the originally scheduled examination. The deferred exam may be closed book, cumulative and comprehensive and may include all subjects/topics of the textbook whether they have been covered in class or not. Any request for deferred standing on medical grounds must include an Attending Physician's Statement form; a "Doctor's Note" will not be accepted.

Academic Honesty: The Faculty of Liberal Arts and Professional Studies considers breaches of the Senate Policy on Academic Honesty to be serious matters. The Senate Policy on Academic Honesty is an affirmation and clarification for members of the University of the general obligation to maintain the highest standards of academic honesty. As a clear sense of academic honesty and responsibility is fundamental to good scholarship, the policy recognizes the general responsibility of all faculty members to foster acceptable standards of academic conduct and of the student to be mindful of and abide by such standards. Suspected breaches of academic honesty will be investigated and charges shall be laid if reasonable and probable grounds exist.

Students should review the York Academic Honesty policy for themselves at:

<http://www.yorku.ca/secretariat/policies/document.php?document=69>

Students might also wish to review the interactive on-line Tutorial for students on academic integrity, at:

<https://spark.library.yorku.ca/academic-integrity-what-is-academic-integrity/>

Grading Scheme and Feedback Policy: The grading scheme (i.e. kinds and weights of assignments, essays, exams, etc.) shall be announced, and be available in writing, within the first two weeks of class, and, under normal circumstances, graded feedback worth at least 15% of the final grade for Fall, Winter or Summer Term, and 30% for 'full year' courses offered in the Fall/Winter Term be received by students in all courses prior to the final withdrawal date from a course without receiving a grade, with the following exceptions:

Note: Under unusual and/or unforeseeable circumstances which disrupt the academic norm, instructors are expected to provide grading schemes and academic feedback in the spirit of these regulations, as soon as possible. For more information on the Grading Scheme and Feedback Policy, please visit: <http://www.yorku.ca/univsec/policies/document.php?document=86>

In-Class Tests and Exams - the 20% Rule: For all Undergraduate courses, except those which regularly meet on Friday evening or on a weekend, tests or exams worth more than 20% will not be held in the two weeks prior to the beginning of the official examination period. For further information on the 20% Rule, please visit: <http://secretariat-policies.info.yorku.ca/policies/limits-on-the-worth-of-examinations-in-the-final-classes-of-a-term-policy/>

Reappraisals: Students may, with sufficient academic grounds, request that a final grade in a course be reappraised (which may mean the review of specific pieces of tangible work). Non-academic grounds are not relevant for grade reappraisals; in such cases, students are advised to petition to their home Faculty. Students are normally expected to first contact the course director to discuss the grade received and to request that their tangible work be reviewed. Tangible work may include written, graphic, digitized, modeled, video recording or audio recording formats, but not oral work. Students need to be aware that a request for a grade reappraisal may result in the original grade being raised, lowered or confirmed. For reappraisal procedures and information, please visit the Office of the Registrar site at: <http://myacademicrecord.students.yorku.ca/grade-reappraisal-policy>

Accommodation Procedures: LA&PS students who have experienced a misfortune or who are too ill to attend the final examination in an ADMS course should not attempt to do so; they must pursue deferred standing. Other students should contact their home Faculty for information. For further information, please visit: <http://ds.info.yorku.ca/academic-support-accomodations/>

Religious Accommodation: York University is committed to respecting the religious beliefs and practices of all members of the community, and making accommodations for observances of special significance to adherents. For more information on religious accommodation, please visit: <https://w2prod.sis.yorku.ca/Apps/WebObjects/cdm.woa/wa/regobs>

Academic Accommodation for Students with Disabilities (Senate Policy)

The nature and extent of accommodations shall be consistent with and supportive of the integrity of the curriculum and of the academic standards of programs or courses. Provided that students have given sufficient notice about their accommodation needs, instructors shall take reasonable steps to accommodate these needs in a manner consistent with the guidelines established hereunder. For more information, please visit the Counselling and Disability Services website at <http://www.yorku.ca/dshub/>

York's disabilities offices and the Registrar's Office work in partnership to support alternate exam and test accommodation services for students with disabilities at the Keele campus. For more information on alternate exams and tests please visit <http://www.yorku.ca/altexams/>

Please alert the Course Director as soon as possible should you require special accommodations.

Effective Date: January 15, 2024