Process Guide
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1 Introduction

1.1 Purpose

The purpose of this process guide is to outline the University process standards and to ensure effective process mapping occurs when creating and publishing University processes.

1.2 Audience

This document is intended for anyone in the University that is required to identify, document and map processes.

1.3 Assumptions

This document assumes the reader is familiar with process methodology. Information about process methodology is in Part C of this document.

1.4 Definitions

The following definitions apply to this document:

- Stage is a term used by XSol that refers to a process step
- Task is a term used by XSol that refers to a procedure

2 Version Control

File Name: Process Mapping.doc

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<td>Final</td>
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<td>Peer review from Project Team</td>
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3 Important Notes

The University stores its processes in the Process Intranet located at http://process.massey.ac.nz/

The processes in this document have been mapped in either Visio or XSol. Both are acceptable alternatives for mapping University processes. However for publishing on the process intranet all Visio maps will be converted to XSol.

This document is in four parts:

- Part A explains the Process structure and templates within the University
- Part B clarifies the processes for working with processes, including procedures and computer instructions
- Part C contains process methodology information
- Part D has helpful tips and advice
PART A

PROCESS TEMPLATES AND STRUCTURE
4 PART A - Process Templates and Structure

4.1 Massey University Process Template

Attached is an XSol drawing showing the process template for building a house. The process uses LOVM (Lines of Visibility Method) also known as swimming lanes.
4.2 Massey University Structure

In the overall process structure of the University there are four levels of information. Within the following structure, University templates for process mapping are shown.

4.3 Level 1

**Level 1** describes at an overview level the enterprise processes. As seen in the Process Intranet there are three level 1 enterprise processes within the University environment. They are **Student, Research and Support**.

4.4 Level 2

**Level 2** – depicts the high level end to end processes for each level 1 enterprise process.

This is shown as both a graphic that represents the main process groups and a high level process map illustrating the different processes that make up each group.
4.4.1 Level 2 Graphic for Student Processes

It should be noted that the following pages are illustrative only, and have not been validated as accurate.
4.4.2 Level 2 High Level Process Map for “Prepare for Student”

4.5 Level 3

**Level 3** displays the roles and associated steps required to complete a specific process from level 2. These processes are presented as detailed process maps.
4.5.1 Level 3 Detailed Process Map for "Prepare Timetable"

1. Publish deadline dates
2. Create/maintain core data
3. Data Mapping
4. Produce Documentation
5. Distribute documentation
6. Review and update Event Reports
7. Complete Staff Information Form
8. Update data and timetable events
9. Apply Status Quo from previous year
10. Validate and Publish Timetable
4.6 Level 4

4.6.1 Level 4 Procedures and System Instructions for “Prepare Timetable”

4.6.1.1 Process Step 1 – “Publish deadline dates”

<table>
<thead>
<tr>
<th>Tasks</th>
<th>Details</th>
<th>Document/System</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Gather dates for IPP close off</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Obtain date for web timetable access</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Notify Regional Timetable Officers (RTOs) of timelines</td>
<td></td>
</tr>
</tbody>
</table>

4.6.1.2 Process Step 2 - “Create/maintain core data”

<table>
<thead>
<tr>
<th>Tasks</th>
<th>Details</th>
<th>Document/System</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.</td>
<td>Create data set for new year</td>
<td>Report from system</td>
</tr>
<tr>
<td>5.</td>
<td>Update core data document</td>
<td>System Instructions</td>
</tr>
<tr>
<td>6.</td>
<td>Update table data for new year</td>
<td>System Instructions</td>
</tr>
</tbody>
</table>

4.6.1.3 Process Step 3 – “Data mapping”

<table>
<thead>
<tr>
<th>Tasks</th>
<th>Details</th>
<th>Document/System</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.</td>
<td>Contact ITS to initiate Annual Core Data Refresh Process</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Monitor data mapping</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>If doesn’t meet requirements then manually manipulate data</td>
<td></td>
</tr>
</tbody>
</table>

4.6.1.4 Process Step 4 – “Produce Documentation”

<table>
<thead>
<tr>
<th>Tasks</th>
<th>Details</th>
<th>Document/System</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.</td>
<td>Export College reports from FCMIS and import from Excel to create Event Report</td>
<td>Report</td>
</tr>
<tr>
<td>11.</td>
<td>Update Staff Information Form</td>
<td>Form</td>
</tr>
<tr>
<td>12.</td>
<td>Send Event report and Staff Information Form to RTOs</td>
<td></td>
</tr>
</tbody>
</table>
### 4.6.1.5 Process Step 5 – “Distribute documentation”

<table>
<thead>
<tr>
<th>Tasks</th>
<th>Details</th>
<th>Document/System</th>
</tr>
</thead>
<tbody>
<tr>
<td>13.</td>
<td>Send Event Reports to College Timetable Administrators and provide timetable deadlines</td>
<td>Form</td>
</tr>
<tr>
<td>14.</td>
<td>Send Staff Information Forms to lecturers and provide timetable deadlines</td>
<td>Form</td>
</tr>
</tbody>
</table>

### 4.6.1.6 Process Step 6 – “Review and update Event Reports”

<table>
<thead>
<tr>
<th>Tasks</th>
<th>Details</th>
<th>Document/System</th>
</tr>
</thead>
<tbody>
<tr>
<td>15.</td>
<td>Update Event Report as appropriate</td>
<td>Report</td>
</tr>
<tr>
<td>16.</td>
<td>Return updated report to RTO by deadline</td>
<td>Report</td>
</tr>
</tbody>
</table>

### 4.6.1.7 Process Step 7 – “Complete Staff Information Form”

<table>
<thead>
<tr>
<th>Tasks</th>
<th>Details</th>
<th>Document/System</th>
</tr>
</thead>
<tbody>
<tr>
<td>17.</td>
<td>Fill in all requested details</td>
<td>Form</td>
</tr>
<tr>
<td>18.</td>
<td>Return completed form to RTO by deadline</td>
<td>Form</td>
</tr>
</tbody>
</table>

### 4.6.1.8 Process Step 8 - “Update data and timetable events”

<table>
<thead>
<tr>
<th>Tasks</th>
<th>Details</th>
<th>Document/System</th>
</tr>
</thead>
<tbody>
<tr>
<td>19.</td>
<td>Review Requests from Colleges</td>
<td>Form</td>
</tr>
<tr>
<td>20.</td>
<td>Update table to accommodate changes</td>
<td>System Instructions</td>
</tr>
<tr>
<td>21.</td>
<td>Update events to accommodate changes</td>
<td>System Instructions</td>
</tr>
<tr>
<td>22.</td>
<td>Liaise with College Timetable Administrators to verify anomalies</td>
<td>System instructions</td>
</tr>
<tr>
<td>23.</td>
<td>Amend data in FCMIS</td>
<td>System Instructions</td>
</tr>
</tbody>
</table>
PART B

PROCESSES FOR WORKING WITH PROCESSES, INCLUDING PROCEDURES AND SYSTEM INSTRUCTIONS
5 PART B - WORKING WITH PROCESSES

5.1 Level 2 Graphic

Within the University structure each process named in the above graphic fit within the Level 1 Support Processes.

5.2 Level 2 High Level Process Map of “Processes for Processes”
5.3 Introduction

Purpose
The purpose of these processes is to show what processes are required to work with processes in the University. It does not include processes for managing process yet.

Details
Process Owner: Project Management Office
Date Process Created: February 2006
Last reviewed: May 2007
Next review date: May 2008
Version Number: 2.0

Who is responsible
The Business Process Owner is responsible for the creation, review and currency of the processes they manage.

The Project Management Office is responsible for ensuring that the processes in the Process Intranet are current.

When is this required
Whenever Massey University processes are created, or reviewed.

Service Level Commitments
The Project Management Office commit to updating the Process Intranet within 7 days of receiving approved documentation.
5.4 **Level 3 Detailed Process Maps and Level 4 Procedures**

5.4.1 **Create a Process**

1. Initiate a process
2. Perform scoping/requirements analysis
3. Confirm scope
4. Gather information
5. Provide expert knowledge
6. Validate information
7. Prepare draft of process and procedures
8. Publish a Process
### Stages and Tasks

1. **Initiate a process**
2. **Perform scoping/ requirements analysis**
   - **Tasks:**
     - Create a folder for electronic documents in a shared drive
     - Create a folder for paper documents
     - Check with the Process Team for work already undertaken in this area
     - Determine key stakeholders and their requirements
     - Determine scope of process
     - Confirm with Business Process Owner(s) affected
3. **Confirm scope**
4. **Gather information**
   - **Tasks:**
     - Determine what is already known
     - Determine key contacts to gather information from
     - Arrange an information gathering session/workshop
5. **Provide information**
6. **Provide expert knowledge**
7. **Validate information**
   - **Tasks:**
     - Collate information
     - Verify with Business Process Owner(s)
8. **Prepare draft of process and procedures**
   - **Tasks:**
     - Decide the numbers of roles involved
     - Decide on the steps necessary to clearly document the process
     - Add in swimming lanes
     - Document handovers - what is being handed over and how
     - Link with preceding/following processes
     - Review and ask does it make sense
     - Follow up queries with key stakeholders
     - Check all steps link to either another step, process or end
• Save as a document in your files
• Fill in as required, when new drafts are released
• Systematically go through the steps involved at each process step
• If a procedure is required, list the steps in the procedure as shown in the Process guide found at http://projectoffice.massey.ac.nz/massey/Depart/admin/spms/process-guide/processes.cfm
• Attach any documentation required
• Check the procedures and computer instructions for accuracy
• Ensure consistency of terminology is used
5.4.2 Review a Process

1. Determine processes affected
2. Complete analysis
3. Check technical documentation
4. Make recommendations
5. Authorise and prioritise change
6. Close Review
Stages and Tasks

1. Determine processes affected
   
   **Tasks:**
   - Determine change required
   - Gather details from affected parties
   - Obtain appropriate endorsements

2. Complete analysis
   
   **Tasks:**
   - Review process
   - Provide detailed analysis
   - Consult with parties affected

3. Check technical documentation

4. Make recommendations
   
   **Tasks:**
   - Identify issues and detail proposed solutions

5. Authorise and prioritise change
   
   **Tasks:**
   - Receive documents
   - Determine effects and discuss issues
   - Decide recommendation
   - Determine priority against all other changes
   - Publish outcomes

6. Close Review
5.4.3 Change Process

1. Amend existing process document
2. Create procedures and system instructions if required
3. Check technical documentation if required
4. Peer review documentation
5. Quality assure process changes
6. Approve process changes
7. Implement change
8. Prepare process documents for final approval

Business Process Owner

Business Process Analyst

Process Internet Analyst

Service Provider
**Stages and Tasks**

- 1. Amend existing process document
- 2. Create procedures and system instructions if required
- 3. Check technical documentation if required
- 4. Peer review documentation
- 5. Quality assure process changes
- 6. Approve process changes
- 7. Implement change
- 8. Prepare process documents for final approval

**Tasks:**

- If documentation is drafted in XSol skip next task.
- If documentation is drafted in Visio then open XSol and convert process map into XSol (see system instructions).
- Save maps into Process Intranet testing environment
- Update version control
5.4.4 Approve and Publish a Process

- Create a Process
- Change a Process
- Peer review documentation
- Check technical documentation
- Quality assure process documentation
- Approve process documentation
- Prepare final process documents
- Implement Process Change
- Publish process documents
- Sign-off published process documents

1. Peer review documentation
2. Check technical documentation
3. Quality assure process documentation
4. Approve process documentation
5. Prepare final process documents
6. Implement Process Change
7. Publish process documents
8. Sign-off published process documents
Stages and Tasks

1. Peer review documentation
   
   **Tasks:**
   - Notify the reviewee of any issues discovered
   - Sign-off as complete by emailing the review form
   - Identify reviewer
   - Gather all documentation prepared

2. Check technical documentation

3. Quality assure process documentation
   
   **Tasks:**
   - Check that process documentation adheres to University process standards
   - Make any necessary amendments as required
   - Advise Business Process Analyst of outcome of findings

4. Approve process documentation
   
   **Tasks:**
   - If reworked confirm implemented
   - If new confirm correct
   - Complete "Request for Publication"

5. Prepare final process documents
   
   **Tasks:**
   - Ensure process has been approved
   - Document new process or process change in XSol.
   - Update version control spreadsheet

6. Implement Process Change

7. Publish process documents
   
   **Tasks:**
   - Backup copy of old process
   - Upload new process as per system instructions

8. Sign-off published process documents
   
   **Tasks:**
   - Arrange a meeting for handover of documentation
PART C

PROCESS METHODOLOGY
6 PART C - Process Methodology

6.1 Background

Working with business processes is not new - since the industrial revolution people have been working on ways to understand, streamline and automate the way they operate their business. However, as with most terminology that has been evolving over significant periods of time, different people have different views on what individual words mean. This section looks to gain a common understanding of what is meant by particular terms, and define what exactly a process is.

6.2 So what is a process?

Process (from latin “processus” meaning movement) is a naturally occurring or designed sequence of operations or events, possibly taking up time, space, expertise or other resource, which produces some outcome. A process may be identified by the changes it creates in the properties of one or more objects under its influence. It is also described as a set of activities that must be performed to achieve some goal. The activities are usually expressed as a sequence of steps.

Essentially, a process describes ‘what’ is going on.

Characteristics are:

- There is more than one group involved
- There are hand-offs between groups

The following are examples of processes:

- In a car manufacturing company, how a new car design proceeds from the designers drawing board through to actual production in the factory.
- How a new employee gets inducted into a company, including payroll, passwords for networks and training

Processes consist of steps, procedures, system instructions and supporting notes/documents.

6.2.1 Steps

A process step is the individual stages of a process. The step is a summary of what is occurring at that stage and is not detailed enough to enable that stage to be performed. It is generally a collection of tasks performed by a single role, before “handing over” to another role.
A role is an identification of a person's job – a person may have many roles as part of their total job.

6.2.2 Procedures
If a process describes ‘what’, the procedure/task describes ‘how’.

Characteristics are:
- There is generally only one group involved
- Rules are applied to an activity (if……then……)
- There may be validation throughout

The following are examples of procedures that may initially be mistaken for processes.
- How to install a piece of computer software
- An instruction booklet describing how to program a DVD recorder

It is important to distinguish between procedures/tasks and process steps/stages when communicating information. It is the difference between ‘what is happening’ (process step/stage) and ‘how it happens’ (procedure/task). Both process steps/stages and procedures/tasks typically involve sequential events or time intervals, but procedures/tasks always involve specific steps to be performed. Processes are broader in what they encompass. They may describe events or phases that incorporate procedures/tasks as part of the wider process. However they usually lack the level of detail required for someone to perform the activities described. Processes also describe the handovers from group to group. As a general rule, if you have only one person or role performing the steps, it should be a procedure/task.

6.2.3 System Instructions
System Instructions are steps that need to be followed in a computer system to perform an activity. A procedure/task may refer to a Computer Instruction.

System instructions are not included in the procedure/task, rather they are referenced from the procedure/task where the system is involved. This way it is possible to have multiple procedures/tasks accessing the same system instructions when performing a similar function on the system (for example, changing a customer's address).

6.2.4 Supporting notes/documents
These can be added to support the process documentation.
6.3 **End-to-end processes**

When depicting the processes for an organisation, it is important to establish the overall structure, in order that processes can fit from one end to another. When mapping processes we have a tendency to map the part we are focusing on, rather than establishing where the parts we are interested in fit in the whole end-to-end process. Once the structure has been formed, it is easier to take advantage of previous work, and add to that knowledge with the new details.

**Example 1:** When documenting an Accounts Payable process, it is actually the Purchasing Process that we are documenting – the Accounts Payable part is simply the steps at the end.

**Example 2:** If asked to depict the fees process, it is necessary to map the student enrolment process end-to-end, and highlight the steps where fees are involved.

The University Process Intranet shows how the structure has been managed at Massey University (see Part A of this document).

6.4 **Process Management**

The ability to manage by process is not a common method of general management. Typically managers manage their functional area or department, and the performance of the people in it. To manage by process, there needs to be a cross-department management process for each process. The steps are to review key metrics, determine whether they are being met, and take corrective action to ensure that the process is meeting the targets that are set for it, or changing the process where it is required. This differs from merely documenting the processes and hoping that they are being followed.
PART D

HELPFUL TIPS AND ADVICE
7 PART D - Helpful Tips and Advice

7.1 An Information Gathering Technique

At the interview/workshop produce the draft of the process.

- Use big templates/yellow stickers/laminated symbols if appropriate
- Decide what starts this process (does preceding process need to be included)
- Clearly identify name of each group involved (make sure consistent naming is used)
- Separate groups/roles within business group
- Document each system that is used and what happens in the system
- Decide how the steps flow together – what starts the next step, how is information exchanged, particularly when different groups are brought into the process.
- What happens at the end of the process (does next process need to be included)
- Standards forms/templates that are used
- Record the names and contact details of all those people you talk to.
- Let them know what will be required from here – they will be asked to sign off completed processes.
- Document any Level 4 information that is possible at the same time – for example, purpose & policy, procedures.

7.2 Drafting Processes

Familiarise yourself with process standards. Processes can be drafted in many ways. From handwriting on printed templates through to X-Sol or Visio maps using standard templates and symbols. The tasks listed below are to be taken are generic. Processes are currently mapped in either X-Sol or Visio. The University’s process intranet uses X-Sol, but Visio documentation can be converted to the correct format relatively easily, where process maps follow the standards required. See the Visio Training and X-Sol Training documents for more info on using these tools.

Identify Roles. When determining the roles for each process (and therefore the number of lanes), it is important to look at types of roles, not jobs. One job may have a number of roles, and some jobs may all be performing the same role. This method makes process mapping more objective, and able to be challenged without focusing on someone’s job – which can get personal. It also ensures that the process does not suffer when restructuring is undertaken, and people looking at the process can see when they are performing tasks outside their current job description.

For example: In a department there may be four types of roles – manager, advisory, administrative and processing. An individual job may have parts of advisory and administrative, or administrative and processing, but it is the four roles that are listed, not the individual jobs. This makes process improvements easier to find (as we can see who should not be involved), and also takes away the “ownership” of a task from a job that maybe should not be involved. It may also be possible to see that new structures and job descriptions need to be implemented to improve the process for the customer.
7.3 Standard Symbols

The standard XSol symbols are generic to the software. The standard symbols used in Visio process diagrams are:

- **Manual Stage**
  Depicts a stage in the process that is performed manually. The reference number will always be unique within the map.

- **System**
  Is positioned on the top left corner of the Manual Stage box, and depicts a stage in the process where a system is involved, but the operator (human) does the decision making and records the results in the system. When this symbol is used, there may be a dotted line to the systems band on the map, explaining what is happening in the system.

- **Sub Process**
  This symbol is used if the stage described is complex and really a process in itself. The sub-process map will have the same name as the stage described in the box.

- **Preceding Process**
  Indicates the process preceding the current one.

- **Following Process**
  Indicates the process following the current one.

- **End of Process**
  Indicates the process has been completed.

- **System Processing**
  Depicts a process step that is performed by a system. This box will always be linked to a stage in the process and is only in the System swimming lane.

- **Measure**
  This indicates a process point where measures are taken.

- **Spreadsheet**
  Indicates a spreadsheet is used to store, manipulate and analyse the data.

- **Report**
  Indicates a standard report produced by one of the systems involved.

- **Document**
  Indicates a document is used or produced at a particular stage of the process.

- **Telephone Contact**
  Indicates that contact occurs by telephone.
<table>
<thead>
<tr>
<th>Symbol</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Customer Letter</td>
<td>Indicates that a customer letter is sent.</td>
</tr>
<tr>
<td>Email</td>
<td>Indicates that information is communicated via email.</td>
</tr>
<tr>
<td>Fax Symbol</td>
<td>Indicates that information is communicated by fax.</td>
</tr>
<tr>
<td>Chat Symbol</td>
<td>Indicates that information is communicated by internet chat.</td>
</tr>
<tr>
<td>Text Symbol</td>
<td>Indicates that information is communicated by mobile phone text.</td>
</tr>
<tr>
<td>Procedure Symbol</td>
<td>Indicates there is a procedure for this process step.</td>
</tr>
<tr>
<td>Process Step Arrow</td>
<td>Indicates the flow to the next process step.</td>
</tr>
<tr>
<td>Document Symbol</td>
<td>Indicates there is a supporting document available for this process step.</td>
</tr>
</tbody>
</table>

These mastershapes can be found at [http://projectoffice.massey.ac.nz/massey/depart/admin/spms/process-guide/processes.cfm](http://projectoffice.massey.ac.nz/massey/depart/admin/spms/process-guide/processes.cfm)

### 7.4 Process Rules

**Systems/Tools**
Wherever forms, systems, spreadsheets or other tools are used, they should be put in the systems/documents lane. This is particularly important for challenging processes for improvement, as it may become obvious that unnecessary forms are being created, or those systems are being duplicated. It may get cluttered in the lane, but this needs to be balanced with the information value it provides.

**Swimming Lanes**
Generally swimming lanes are listed down the page in the order they appear in the process. The rule is flexible however, if the process map would be much easier to read if a different order was used, then it should be considered. If there is a customer involved, they are always the top lane. Systems/documents are always the bottom lane.

**Process Stages/Boxes**
Boxes should be taken from the mastershapes template (if using Visio). If using XSol these will automatically be created when completing stages or taken from within the process map with the stage radio button (refer to the Process Training Guide for
more information on using these tools). They should never be made smaller, but can be made bigger, only if you need to fit more words in them.

**Choices Lines**

Choices in processes depicted in the swimming lane methodology are not done with a decision diamond, rather the process step states the step in which the decision is made, and the choices follow different paths across the process map.

**Numbering Process Steps**

The numbering of process stages in a process diagram is only used as a unique identifier/reference. It does not have any other role, and is not used to dictate the process flow or to identify the Business Role completing the task. Generally numbering will be from right to left and with a process diagram (unless it goes over two pages). No process step will have the same number.

**“Orphan” Steps**

Every process step needs to either go to another process step, another process, or end. The reader always needs to know “where to next”.

**How Many Steps?**

If you start having multiple sequential steps in the same role, consider whether they should be bundled up into one step, and the detail included in the procedure (level 4). Generally it comes down to “could they do this whole step in one sitting, or are there clearly defined, different steps that they are performing. For example “Complete a form”, “sign the form” and “send form to manager”, could be one step – “Process form”, with the detail in the procedure. Compare those to “Run a report”, “Prepare form for managers”, “Prepare for interviews”, which may need to stay with three steps as they are distinctly different tasks.

**Connecting Lines**

When using connecting lines to show movement on a process map it is important that these are displayed correctly. Connecting lines should always move horizontally (left to right) through symbols to show the appropriate step.

Connecting lines can be used vertically (up or down) through symbols, however this should only be used when your process shows a backward step. It does not matter whether the arrow reenters from the top or bottom. Ideally you should position this so as not to overlap any other lines.

For example

1

```
1  2  3
Receive call  Send information  Write call history
```

2

```
1  2  3
Receive call  Send information  Write call history
```
7.5 Drafting Procedures

If there are several possible actions that could be taken depending on specific criteria, use an “If-Then” table. This makes it easy for the user to determine which action they should take. An example of an “If-Then” table follows:

<table>
<thead>
<tr>
<th>If…</th>
<th>Then…</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value less than $10,000</td>
<td>Go to step 3</td>
</tr>
<tr>
<td>Value $10,000 or greater</td>
<td>Go to step 4</td>
</tr>
</tbody>
</table>

7.6 Drafting System Instructions:

Where a computer system is involved provide detailed instructions on how to use the system.

Where relevant list the:
- system name, for example SMS
- menu path to locate the screen
- screen title and code
- fields that must be completed on the screen and what information must be entered
- steps for completing a transaction in the system, including function keys to move between screens
- expected result

7.7 General guidelines

Where possible use:

- plain' English – if you must use technical terms, provide an explanation when first used
- short sentences (try to keep sentences to 25 words or less)
- the active voice, especially when describing an action that the user must carry out, for example “Enter the customer name”, not “The customer name is entered”
- the present tense when describing actions, events or a list of sequences, for example: The following screen is displayed” not “The following screen will be displayed”.

Specific examples:
Use ‘for example’ and not e.g.
Use ‘that is’ and not i.e.

For ease of understanding by non-English speakers, do not use contractions such as don’t and can’t.

Only the last point in a bullet list has a full stop. The first letter of the first word of each bullet list point is lower case and not upper case.

Start each numbered list point with a capital letter and end with a full stop.

Lower case should be used for the following terminology: menu bar, icon, button, tab, mouse pointer.

Ensure you:

- make your message clear
- are consistent when describing the same concept, and ensure that you use the correct terminology.

Avoid:

- unnecessary words, go for clarity and conciseness
- jargon where it may confuse, when in doubt, refer to the dictionary
- redundancy - don’t repeat information when it is not required.
7.8 Peer review process and supporting documentation

Note: Every process, procedure and System Instruction needs to be reviewed by a peer before going out to the client/business unit. The review covers two types of check – one for adherence to standards, the other for general readability and ease of understanding.

Note:

- as a peer reviewer, it is your responsibility to give constructive feedback on areas that could be improved
- as the peer reviewee, it is your responsibility to take the feedback and do something constructive with it – remember it is your work that is being reviewed – not you personally.

7.8.1 Supporting Documentation

**Look and feel**

- Writing standards adhered to
- Spelling and grammar correct
- Punctuation: full stops, commas, colons correctly used.
- No Underlines (except for links)
- Layout – enough space, too much space
- Right colour used in process maps
- Spelling in process maps
- Correct symbols used
- Capitalisation – sentence caps for titles, no capital words

**Content**

- The process map follows a logical path
- Process maps are easy to follow
- Process maps should all start from a process and flow through to another process (except end process)
- Procedure steps follow a logical flow
- System Instructions are technically correct
- Purpose and Policy statements are complete and correct where appropriate
7.8.2 Review Form

Business Process Analyst ____________________________________________
Process name ____________________________________________________
I have looked at the process and its associated procedures and System Instructions, and wish to advise:

☐ That they are correct as is
☐ That they need minor modifications in the following areas

☐ That they need more work in the following areas:

☐ That we need to meet to discuss the documents
7.9 Change Template

7.9.1 Overview
Set the background for the change – what department is raising it, whether it is major or minor, any changes that relate to it, meetings the change has been raised in, who is supporting the change, etc.

7.9.2 Current process
Write a short, descriptive paragraph about the current process. Attach process documentation as an appendix if applicable.
Include process measures, service level agreements and key performance indicators where known.

7.9.3 Issues
Discuss the issues. Where possible list the detail or bullet point them so they are easily understood and appreciated.
When writing issues, try to frame them in how they are affecting the customer. For example: a procedure in customer services takes four times as long to do because we don’t have access to the system and are writing the details down for someone to enter later. That is frustrating to the staff members concerned, but what effect does it have on the customer? The customer is affected because those staff members are wasting time on the task, when they could be helping them choose a new purchase.

7.9.4 Current process costs
Use this spreadsheet to calculate the cost to the business of performing the process. Note that for the purposes of change requests, Massey University’s standard hourly rate is $30.

<table>
<thead>
<tr>
<th>&quot;AS IS&quot; PROCESS STEP</th>
<th>Time taken to perform activity (in hours or portion of)</th>
<th>Cost of activity based on time</th>
<th>Any fixed costs (eg external)</th>
<th>Total Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Process under investigation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Step 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Step 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Step 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
7.9.5 Proposed change
Write a short paragraph detailing the change. Attach new process documentation as an appendix if applicable.

7.9.6 Affected parties
List the groups impacted, and the level of impact if known. Detail any communication that is required with those groups. Is the customer affected? How? Is communication with the customer required?

7.9.7 Change requirements
Describe the detail of what is required for the change to go ahead, for example is there any system changes required? Is the system developed in-house or external? Answer the following questions:
• Who can make the change?
• How will the change be implemented?

7.9.8 Cost to change
Provide the details of what it might cost to make the change. If those details are unknown, show the best estimate and note that it is an estimate. Seek expert advice if unsure.
Types of costs to consider are:
• If a system change – possible ITS or external vendor costs
• Analysis and documentation costs
• Backfill for subject-expert staff if required
• Training
• Communication – may need travel to other campuses

7.9.9 Benefits of change
Provide details of the expected benefits of the change. They may be quantitative or qualitative. Note that only quantitative benefits can be used in the cost benefit analysis, so wherever possible try and determine benefits in that manner.

For example: If by doing the change we are likely to increase student numbers, then estimate that numbers will increase by 1 student (or more if you are confident it will) at a value of the EFTS value of the student plus the student fees. Again, seek help if unsure.

7.9.10 Cost/Benefit analysis
Once you have determined whether your change is cost cutting or benefit increasing (or both), then show the details that way. Note that although it is called Cost/Benefit, it is actually calculated by benefits divided by costs

Cost cutting:
Cost now = A
Cost if change made = B
Decrease in costs/Benefit = X (which is A-B)
Cost to do change = Y
Cost/Benefit = X divided by Y. If the number is greater than 1, then the cost of doing the change is smaller than the benefits, and it is a good thing to do. The greater the number, the greater reason for the change to be approved.

**Benefit increasing**

Increased benefits = X
Cost to do change = Y
Cost/Benefit = X divided by Y. If the number is greater than 1, then the cost of doing the change is smaller than the benefits, and it is a good thing to do. The greater the number, the greater reason for the change to be approved.

It is important to note that a cost reduction in a process does not automatically mean a cost reduction for the University. If resources are freed up as a result of a process improvement, we may choose to redeploy them in another area, increasing services or response times. For example do more with the same resource, rather than do the same with less resource. It may be worthwhile detailing which option is recommended in each case in order that the people authorising the change do not receive misleading expectations.

**7.9.11 Appendix**

Process documentation if applicable