Government of Pakistan

**National Vocational and Technical Training Commission**

**Prime Minister’s Youth Skills Development Program ( PMYSDP )**

"Skills for All"



**Course Contents / Lesson Plan**

**Course Title:** TERP10-SAP ERP Integration of Business Processes

**Duration:** 3 Months

|  |  |
| --- | --- |
| **Trainer Name** |  |
| **Author Name** | **Zeshan Iqbal Bela CEO | Ez Solutions Lahore** |
| **Course Title** | **TERP10-SAP ERP Integration of Business Processes** |
| Objectives and Expectations | **Employable skills and hands-on practice in TERP10-SAP ERP Integration of Business Processes**  This is a special course designed to address unemployment in the youth. The course aims to achieve the above objective through hands on practical training delivery by a team of dedicated professionals having rich market/work experience. This course is therefore not just for developing a theoretical understanding/back ground of the trainees. Contrary to that, it is primarily aimed at equipping the trainees to perform commercially in a market space in independent capacity or as a member of a team.  The course therefore is designed to impart not only technical skills but also soft skills (i.e. interpersonal/communication skills; personal grooming of the trainees etc.) as well as entrepreneurial skills (i.e. marketing skills; free lancing etc.). The course also seeks to inculcate work ethics to foster better citizenship in general and improve the image of Pakistani work force in particular.  **Main Expectations:**  In short, the course under reference should be delivered by professional instructors in such a robust hands-on manner that the trainees are comfortably able to employ their skills for earning money (through wage/self-employment) at its conclusion.  This course thus clearly goes beyond the domain of the traditional training practices in vogue and underscores an expectation that a market-centric approach will be adopted as the main driving force while delivering it. The instructors should therefore be experienced enough to be able to identify the training needs for the possible market roles available out there. Moreover, they should also know the strengths and weaknesses of each trainee to prepare them for such market roles during/after the training.   1. Specially designed practical tasks to be performed by the trainees have been included in the Annexure-I to this document. The record of all tasks performed individually or in groups must be preserved by the management of the training Institute clearly labeling name, trade, session, etc. so that these are ready to be physically inspected/verified through monitoring visits from time to time. The weekly distribution of tasks has also been indicated in the weekly lesson plan given in this document. 2. To materialize the main expectations, a special module on **Job Search & Entrepreneurial Skills** has been included in the latter part of this course (5th & 6th month) through which, the trainees will be made aware of the Job search techniques in the local as well as international job markets (Gulf countries). Awareness around the visa process and immigration laws of the most favored labor destination countries also form a part of this module. Moreover, the trainees would also be encouraged to venture into self-employment and exposed to the main requirements in this regard. It is also expected that a sense of civic duties/roles and responsibilities will also be inculcated in the trainees to make them responsible citizens of the country. 3. A module on **Work Place Ethics** has also been included to highlight the importance of good and positive behavior in the workplace in the line with the best practices elsewhere in the world. An outline of such qualities has been given in the Appendix to this document. Its importance should be conveyed in a format that is attractive and interesting for the trainees such as through PPT slides +short video documentaries. Needless to say that if the training provider puts his heart and soul into these otherwise non-technical components, the image of the Pakistani workforce would undergo a positive transformation in the local as well as international job markets.   To maintain interest and motivation of the trainees throughout the course, modern techniques such as:    • Motivational Lectures  • Success Stories  • Case Studies  These techniques would be employed as an additional training tool wherever possible (these are explained in the subsequent section on Training Methodology).  Lastly, evaluation of the competencies acquired by the trainees will be done objectively at various stages of the training and a proper record of the same will be maintained. Suffice to say that for such evaluations, practical tasks would be designed by the training providers to gauge the problem-solving abilities of the trainees.     1. **Motivational Lectures**   The proposed methodology for the training under reference employs motivation as a tool. Hence besides the purely technical content, a trainer is required to include elements of motivation in his/her lecture. To inspire the trainees to utilize the training opportunity to the full and strive towards professional excellence. Motivational lectures may also include general topics such as the importance of moral values and civic role & responsibilities as a Pakistani. A motivational lecture should be delivered with enough zeal to produce a deep impact on the trainees. It may comprise of the following:   * Clear Purpose to convey the message to trainees effectively. * Personal Story to quote as an example to follow. * Trainees Fit so that the situation is actionable by trainees and not represent a just idealism. * Ending Points to persuade the trainees on changing themselves.     A good motivational lecture should help drive creativity, curiosity, and spark the desire needed for trainees to want to learn more.  The impact of a successful motivational strategy is amongst others commonly visible in increased class participation ratios. It increases the trainees’ willingness to be engaged on the practical tasks for a longer time without boredom and loss of interest because they can see in their mind's eye where their hard work would take them in short (1-3 years); medium (3 -10 years) and long term (more than 10 years).  As this tool is expected that the training providers would make arrangements for regular well planned motivational lectures as part of a coordinated strategy interspersed throughout the training period as suggested in the weekly lesson plans in this document.  Course-related motivational lectures online link is available in **Annexure-II**.   1. **Success Stories**   Another effective way of motivating the trainees is using Success Stories. Its inclusion in the weekly lesson plan at regular intervals has been recommended till the end of the training.  A success story may be disseminated orally, through a presentation, or using a video/documentary of someone that has risen to fortune, acclaim, or brilliant achievement. A success story shows how a person achieved his goal through hard work, dedication, and devotion. An inspiring success story contains compelling and significant facts articulated clearly and easily comprehendible words. Moreover, it is helpful if it is assumed that the reader/listener knows nothing of what is being revealed. The optimum impact is created when the story is revealed in the form of:-   * Directly in person (At least 2-3 cases must be arranged by the training institute) * Through an audio/ videotaped message (2-3 high-quality videos must be arranged by the training institute)   It is expected that the training provider would collect relevant high-quality success stories for inclusion in the training as suggested in the weekly lesson plan given in this document.  The suggestive structure and sequence of a sample success story and its various shapes can be seen in **Annexure III**.     1. **Case Studies**   Where a situation allows, case studies can also be presented to the trainees to widen their understanding of the real-life specific problem/situation and to explore the solutions.  In simple terms, the case study method of teaching uses a real-life case example/a typical case to demonstrate a phenomenon in action and explain theoretical as well as practical aspects of the knowledge related to the same. It is an effective way to help the trainees comprehend in depth both the theoretical and practical aspects of the complex phenomenon in depth with ease. Case teaching can also stimulate the trainees to participate in discussions and thereby boost their confidence. It also makes the classroom atmosphere interesting thus maintaining the trainee interest in training till the end of the course.  Depending on suitability to the trade, the weekly lesson plan in this document may suggest case studies be presented to the trainees. The trainer may adopt a PowerPoint presentation or video format for such case studies whichever is deemed suitable but only those cases must be selected that are relevant and of a learning value.    The Trainees should be required and supervised to carefully analyze the cases.  For this purpose, they must be encouraged to inquire and collect specific information/data, actively participate in the discussions, and intended solutions to the problem/situation.  Case studies can be implemented in the following ways: -     1. A good quality trade-specific documentary ( At least 2-3 documentaries must be arranged by the training institute) 2. Health &Safety case studies (2 cases regarding safety and industrial accidents must be arranged by the training institute) 3. Field visits( At least one visit to a trade-specific major industry/ site must be arranged by the training institute) |
| Entry-level of trainees | For an advanced course of ISTQB® Certified Tester Foundation Level (CTFL) proposed entry level is minimum bachelors in relevant subject, so expectations from the trainees are:   * Have knowledge of Software Development Life Cycle * Have concept of Computer system * Having a knowledge of basic Technical Writing |
| **Learning Outcomes of the course** | The content of this lesson plan is adopted from the internationally recognized SAP (ERP) certification course, " TERP10-SAP ERP Integration of Business Processes " ensuring alignment with global standards and practices. For further reference, the link to the source material is provided below.  By the end of this course, students will be able to:   1. Promote efficient and effective communication by using a common vocabulary for software testing 2. Understand fundamental concepts of software testing 3. Demonstrate understanding of how different development and testing practices, and different constraints on testing, may apply in optimizing testing to different contexts 4. Contribute effectively in reviews 5. Use established techniques for designing tests at all test levels 6. Interpret and execute tests from given test specifications, and report on test results 7. Understand test management principles for resources, strategies, planning, project control, and risk management 8. Write and communicate clear and understandable defect reports 9. Understand the project factors that drive the test priorities and test approach 10. Understand the value that software testing brings to stakeholders 11. Appreciate how testing activities and work products align with project objectives, measures, and targets 12. Assist in the selection and implementation process of testing tool |
| **­­­Course Execution Plan** | The total duration of the course: **3 month (12 Weeks)**  Class hours: **4 hours per day**  Theory: **20%**  Practical: **80%**  Weekly hours: **20 hours per week**  Total contact hours: **260 hours** |
| **Companies offering jobs in the respective trade** | * Healthcare: The healthcare industry is using SAP (ERP) development to improve patient care and increase efficiency. Medical device companies, hospitals, and research institutions are all looking for individuals with SAP (ERP) skills to help them develop and implement new technologies. * Manufacturing: SAP (ERP) is being used in manufacturing to automate processes and increase efficiency. Companies such as Ford, General Motors, and Toyota are investing heavily in web/software and are looking for individuals with the necessary skills to help them testing their web portals. * Finance: The finance industry is using SAP (ERP) to analyze data, identify patterns, and make predictions. Banks, insurance companies, and investment firms are all looking for individuals with SAP (ERP) skills to help them improve their services and increase profits. * Agriculture: SAP (ERP) is being used in agriculture to automate tasks such as planting, harvesting, and monitoring crops. Companies such as John Deere and Monsanto are investing in web/software development technologies and are looking for individuals with the SAP (ERP) skills to help them develop and implement new systems. |
| **Job Opportunities** | * Test Manager * QA Tester * QA Engineer * Software Development Engineer in Test (SDET) |
| **No of Students** | 25 |
| **Learning Place** | Classroom / Lab |
| **Instructional Resources** | SAP Training and Adoption ( Official At given below URL, you can check out the latest information about the training portfolio, including upcoming course schedules, digital learning options, SAP Certification and more. <https://training.sap.com/>TERP10 - SAP ERP Integration of Business Processes <https://training.sap.com/course/terp10-sap-erp-integration-of-business-processes-classroom-017-us-en/>?  PDF document: <https://cdn.training.sap.com/cdn/course-pdf/TERP10_EN_Col17_ILT_FV_CO_A4.pdf/G/EN/TERP10/017> ERP Integration - Business Process Integration with SAP ERP Systems https://www.youtube.com/watch?v=qgHlU\_ll6mk SAP Business Process Integration C TERP10 67: Latest Questions Answers and Study Tips https://www.youtube.com/watch?v=fBHsg1mNs7c SAP Podcast EP-1 | Journey of Non - IT Student | Roadmap | Company Switch Experience [@ChandanPatel](https://www.youtube.com/channel/UCNFfS6HwD-Jg8q-Bvx5P5Ig)   https://www.youtube.com/watch?v=JXJi3VTJ7Z8 |

**MODULES**

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| --- | --- | --- | --- | --- | --- | --- |
| **Scheduled Weeks** | **Module Title** | **Days** | **Hours** | **Learning Units** | **Home Assignment** | |
| **Week 1** | **Automation of Business Processes and SAP ERP Basics and Navigation** | Day 1 | Hour 1 to 4 | **Explaining Interrelated Business Processes**   * Identify the primary business processes of an organization * Outline the interrelationships between the primary business processes of an organization | * **Task 1**   *Details may be seen at Annexure-I* | |
| Day 2 | Hour 1 to 4 | **Using SAP Business Suite to Automate Business Processes**   * Explain the automation of business processes * Identify the integration of SAP ERP within SAP Business Suite |
| Day 3 | Hour 1 to 4 | **SAP ERP Basics and Navigation**   * Perform navigation in SAP ERP * Personalize the SAP GUI * Identify the system-wide concepts applied to all SAP ERP applications for business processes * Set up an organization within SAP organizational levels * Identify the master data records that support business processes * Explain the transactions used in SAP ERP * Identify reporting solutions |
| Day 4 | Hour 1 to 4 | **Explaining SAP Business Warehouse (BW) Concepts**   * Explain the basic concepts and architecture of SAP BW |
| Day 5 | Hour 1 to 4 | **Outlining New SAP Functionality**   * Outline the usage and functionality of SAP HANA * Outline the usage and functionality of Cloud for Customer * Describe the various aspects of SAP User Experience |
| **Week 2** | **Financial Accounting (FI) Basics** | Day 1 | Hour 1 to 4 | **Describing SAP FI Tasks**   * Describe SAP FI tasks | | * **Task 2**   *Details may be seen at Annexure-I* |
| Day 2 | Hour 1 to 4 | **Defining the Organization Levels in SAP FI**   * Explain the organizational levels used in SAP FI | |
| Day 3 | Hour 1 to 4 | **Defining the SAP Management Accounting (CO)**   * Explain SAP Management Accounting (CO) used in SAP FI | |
| Day 4 | Hour 1 to 4 | **Defining General Ledger (GL) Master Data**   * Display a chart of accounts to create a GL master record * Describe the special role of reconciliation accounts | |
| Day 5 | Hour 1 to 4 | **Posting a GL Account Document**   * Perform GL postings * Process an account balance query | |
| **Week 3** | **SAP Management Accounting (CO) Basics and Purchase to Pay Processing** | Day 1 | Hour 1 to 4 | **Describing the functions of CO**   * List the functions of CO | | * **Task 3**   *Details may be seen at Annexure-I* |
| Day 2 | Hour 1 to 4 | **Defining Organizational Levels in CO**   * Identify the organizational levels that are relevant to CO | |
| Day 3 | Hour 1 to 4 | **Completing Postings in CO**   * Explain the posting logic between FI and CO * Post an expense to a cost center | |
| Day 4 | Hour 1 to 4 | **Describing the Purchase-to-Pay Business Process**   * Describe the purchase-to-pay business process | |
| Day 5 | Hour 1 to 4 | **Identifying Organizational Levels that Support the Purchase-to-Pay Business Process**   * Identify the organizational levels that support the purchase-to-pay business process | |
| **Week 4** | **Purchase-to-Pay Processing in SAP ERP** | Day 1 | Hour 1 to 4 | **Defining the master data used by the procure-to-pay business process**   * Create a material master record | | * **Task 4**   *Details may be seen at Annexure-I* |
| Day 2 | Hour 1 to 4 | **Creating a Vendor-Specific Master Record**   * Create a vendor master record * List other vendor-specific master data   **Creating Purchase Requisitions**   * Create a purchase requisition for stock and consumable materials | |
| Day 3 | Hour 1 to 4 | **Creating a Purchase Order and Posting a Goods Receipt for a Purchase Order**   * Create a purchase order by referencing a purchase requisition * Integrate Ariba functionality with procurement in SAP ERP * Post a goods receipt for a purchase order | |
| Day 4 | Hour 1 to 4 | **Processing Vendor Invoices and the Automatic Payment Run**   * Enter a vendor invoice * Process the automatic payment run | |
| Day 5 | Hour 1 to 4 | **Identifying Purchase-to-Pay Integration Points**   * Explain the integration points of purchase-to-pay | |
| **Week 5** | **Plan-to-Produce Processing in SAP ERP (cont)** | Day 1 | Hour 1 to 4 | **Describing the Plan-to-Produce Business Process and Identifying Organizational Levels which Support the Plan-to-Produce Business Process**   * Describe the plan-to-produce business process * Identify the organizational levels that support the plan-to-produce business process | | * **Task 4**   *Details may be seen at Annexure-I* |
|  |  | Day 2 | Hour 1 to 4 | **Defining Products and Bill of Material Documents**   * Display a material master * Display a bill of material | |  |
|  |  | Day 3 | Hour 1 to 4 | **Defining Production Processes and Explaining the Integration Between CO and Production Planning**   * Add components to a routing operation * Display a work center * List cost center accounting master data | |  |
|  |  | Day 4 | Hour 1 to 4 | **Creating a Product Cost Estimate and Planning Product Demand**   * Create a product cost estimate * Display planned independent requirements in demand management | |  |
|  |  | Day 5 | Hour 1 to 4 | **Defining and Process the Material Requirements Planning (MRP) Process**   * Explain the MRP process * Process/Run MRP | |  |
| **Week 6** | **Plan-to-Produce Processing in SAP ERP** | Day 1 | Hour 1 to 4 | **Describing the Manufacturing Business Process**   * Describe the steps involved in processing production orders | | * **Task 4**   *Details may be seen at Annexure-I* |
|  |  | Day 2 | Hour 1 to 4 | **Creating and Releasing a Production Order**   * Convert a planned order to a production order * Explain production order release | |  |
|  |  | Day 3 | Hour 1 to 4 | **Performing a Material Withdrawal for a Production Order**   * Perform a material withdrawal for a production order | |  |
|  |  | Day 4 | Hour 1 to 4 | **Performing an Order Confirmation and Entering a Goods Receipt and Entering Stock Transfers and Transfer Postings**   * Perform an order confirmation and enter a goods receipt * Enter a transfer posting * Create a stock transfer order | |  |
|  |  | Day 5 | Hour 1 to 4 | **Performing Period-End Activities for Production Orders and Listing the Integration Points of the Plan-to-Produce Process**   * Perform period-end activities for production orders * List the integration points of the plan-to-produce business process | |  |
| **Week 7** | **Order-to-Cash Processing in SAP ERP (cont)** | Day 1 | Hour 1 to 4 | **Describing the Order-to-Cash Business Process**   * Describe the steps in the order-to-cash business process | | * **Task 4**   *Details may be seen at Annexure-I* |
|  |  | Day 2 | Hour 1 to 4 | **Identifying the Organizational Levels That Support the Order-to-Cash Business Process**   * List the organizational levels required for the order-to-cash business process * Explain the relationships between the organizational levels used for the order-to-cash business process | |  |
|  |  | Day 3 | Hour 1 to 4 | **Creating a Customer Master Record and Using Material Master Records**   * Create a customer master record * Explain the purpose of a customer-material info record * Explain the material master views relevant to the order-to-cash business process | |  |
|  |  | Day 4 | Hour 1 to 4 | **Creating a Customer Material Condition Record**   * Create a customer material condition record | |  |
|  |  | Day 5 | Hour 1 to 4 | **Creating and Delivering Sales Orders**   * Explain sales order processing * Create a sales order * Create a delivery document * Explain the picking and packing process * Post a goods issue | |  |
| **Week 8** | **Order-to-Cash Processing in SAP ERP** | Day 1 | Hour 1 to 4 | **Creating Customer Invoices**   * Create customer invoices | | * **Task 4**   *Details may be seen at Annexure-I* |
|  |  | Day 2 | Hour 1 to 4 | **Receiving Customer Payment**   * Enter a customer payment | |  |
|  |  | Day 3 | Hour 1 to 4 | **Using Profit Center Accounting**   * Use Profit Center Accounting | |  |
|  |  | Day 4 | Hour 1 to 4 | **Analyzing the Profitability of External Market Segments**   * Analyze the profitability of external market segments | |  |
|  |  | Day 5 | Hour 1 to 4 | **Defining Order-to-Cash Integration Points**   * Define the order-to-cash integration points | |  |
| **Week 9** | **Internal Orders, Fixed Assets, and Enterprise Asset Management (EAM) (cont)** | Day 1 | Hour 1 to 4 | **Describing the Process among Internal Orders, Fixed Assets, and EAM**   * Describe the relationship among internal orders, fixed assets, and EAM | | * **Task 4**   *Details may be seen at Annexure-I* |
|  |  | Day 2 | Hour 1 to 4 | **Creating a Fixed Asset Master Record**  Create a fixed asset master record | |  |
|  |  | Day 3 | Hour 1 to 4 | Monitoring Costs Using Internal Orders and Processing a Commitment for an Internal Order | |  |
|  |  | Day 4 | Hour 1 to 4 | **Settling Internal Orders and Performing Period End Activities for Fixed Assets**   * Perform an order settlement * Analyze order settlement results * Process a depreciation run * List the various fixed asset analytics | |  |
|  |  | Day 5 | Hour 1 to 4 | **Defining the Organizational Levels used in EAM and Defining the Technical Objects used in EAM**   * Define the organizational levels used in EAM * Explain how functional locations are used in EAM * Define equipment master records * Describe the role of bills of material in SAP Enterprise Asset Management (EAM) | |  |
| **Week 10** | **Internal Orders, Fixed Assets, and Enterprise Asset Management (EAM)** | Day 1 | Hour 1 to 4 | **Integrating EAM and Fixed Asset Accounting**   * Examine the connection between asset master records and equipment master records | | * **Task 4**   *Details may be seen at Annexure-I* |
|  |  | Day 2 | Hour 1 to 4 | **Creating Maintenance Notifications**   * Create a maintenance notification | |  |
|  |  | Day 3 | Hour 1 to 4 | **Creating Maintenance Orders**   * Create a maintenance order | |  |
|  |  | Day 4 | Hour 1 to 4 | **Performing Maintenance Activities**   * Explain the material process flow for maintenance orders * Enter a confirmation for a maintenance order | |  |
|  |  | Day 5 | Hour 1 to 4 | **Completing a Maintenance Order**   * Complete a maintenance order * Display an order's document flow and action log * Perform costs analyses for maintenance orders * Outline maintenance order settlement | |  |
| **Week 11** | **Project Systems in SAP ERP** | Day 1 | Hour 1 to 4 | **Creating Projects with Work Breakdown Structure (WBS) Elements**   * Explain the purpose of WBS * Assign a network to a project | | * **Task 4**   *Details may be seen at Annexure-I* |
|  |  | Day 2 | Hour 1 to 4 | **Planning Dates and Resources for a Project**   * Use the project planning board * Plan dates for WBS elements | |  |
|  |  | Day 3 | Hour 1 to 4 | **Assigning Materials and Resources to a Project**   * Assign materials to a project * Assign a resource to an activity | |  |
|  |  | Day 4 | Hour 1 to 4 | **Planning Project Costs, Revenues and Recording the Progress of a Project**   * Plan project costs and revenues * Assign a budget to a project * Record the progress of a project * Analyze the progress of a project | |  |
|  |  | Day 5 | Hour 1 to 4 | **Posting a Material Transaction to a Project**   * Create Materials Management transactions that post costs to a project * Create Financial Accounting and Management Accounting transactions that record actual costs to a project * Perform period-end closing activities for a project * Identify the integration points of a project system | | * **Task 4**   *Details may be seen at Annexure-I* |
| **Week 12** | **SAP Human Capital Management (HCM)** | Day 1 | Hour 1 to 4 | **Explaining HCM Processes and Defining HCM Structures**   * Explain HCM processes * Describe HCM in the cloud * Define an enterprise structure * Define a personnel structure * Define an organizational structure | |  |
|  |  | Day 2 | Hour 1 to 4 | **Explaining the Employee Hiring Process and aa Managing Employee Records**   * Explain the employee hiring process * Describe the structure of an employee master record * List the methods to maintain employee master records * Outline the functionality available with HR Renewal | |  |
|  |  | Day 3 | Hour 1 to 4 | **Describing Qualifications and Requirements and Outlining Training and Event Management**   * Describe qualifications and requirements * List the procedures to define training events * Perform training event enrollment | |  |
|  |  | Day 4 | Hour 1 to 4 | **Describing HCM Support Processes**   * Explain compensation and benefits * Describe the payroll process * Discuss employee performance management | |  |
|  |  | Day 5 | Hour 1 to 4 | **Identifying the Activities in a Self-Service Interface**   * List the activities that can be performed using employee self-service * List the activities that can be performed using manager self-services | |  |

***Annexure-I:***

**Tasks for Certificate in TERP10-SAP ERP Integration of Business Processes**

| **Task No.** | **Task** | **Description** | **Week** |
| --- | --- | --- | --- |
|  | Familiarize yourself with the TERP10-SAP ERP integration framework and program objectives. | Familiarize yourself with the TERP10-SAP ERP integration framework and program objectives: Understand the structure and goals of the integration framework between TERP10 and SAP ERP. | **Week 1** |
|  | Research and present a case study showcasing the benefits of automation in a business process. | Research and present a case study showcasing the benefits of automation in a business process: Investigate and illustrate with real-world examples how automation enhances efficiency and productivity in a specific business process. | **Week 2** |
|  | Complete a hands-on exercise on creating and posting journal entries in the FI module. | Complete a hands-on exercise on creating and posting journal entries in the FI module: Practice entering financial transactions and posting them to the general ledger in the Financial Accounting module of SAP ERP. | **Week 3** |
|  | Analyze cost center reports and identify opportunities for cost optimization. | Analyze cost center reports and identify opportunities for cost optimization: Review reports detailing costs by department or project and propose strategies to reduce expenses or improve resource allocation. | **Week 4** |
|  | Simulate a purchase requisition and approval process using SAP ERP. | Simulate a purchase requisition and approval process using SAP ERP: Create a simulated scenario where a purchase requisition is initiated, approved, and processed into a purchase order within SAP ERP. | **Week 5** |
|  | Develop a production plan for a selected product using SAP ERP's Plan-to-Produce module. Determine the production schedule, including materials required, production quantities, and timelines. | Develop a production plan for a selected product using SAP ERP's Plan-to-Produce module: Create a detailed plan outlining production schedules, material requirements, and timelines for manufacturing a specific product. | **Week 6** |
|  | Utilize the MRP (Material Requirements Planning) functionality to ensure availability of materials for production. | Utilize the MRP (Material Requirements Planning) functionality to ensure availability of materials for production: Use SAP ERP's MRP feature to analyze demand, plan procurement, and ensure sufficient inventory levels to meet production needs. | **Week 7** |
|  | Execute a complete sales order cycle in SAP ERP. Create a sales order for a specific product, process the order through delivery and billing stages, and generate an invoice for the customer. | Execute a complete sales order cycle in SAP ERP: Manage the entire process of fulfilling a customer's order, including order entry, delivery scheduling, invoicing, and revenue recognition, within SAP ERP. | **Week 8** |
|  | Monitor the order status and track revenue recognition throughout the process. Develop a budget and allocate costs to internal orders in SAP ERP. | Monitor the order status and track revenue recognition throughout the process. Develop a budget and allocate costs to internal orders in SAP ERP: Track the progress of sales orders, recognize revenue as goods are delivered, and allocate costs to specific projects or activities using internal orders within SAP ERP. | **Week 9** |
|  | Perform a preventive maintenance task for a selected asset using SAP EAM. | Perform a preventive maintenance task for a selected asset using SAP EAM: Schedule and complete routine maintenance activities to prevent equipment downtime and ensure optimal performance of a designated asset using SAP Enterprise Asset Management. | **Week 10** |
|  | Create a project plan and assign resources using SAP ERP's Project Systems module. | Create a project plan and assign resources using SAP ERP's Project Systems module: Develop a comprehensive plan outlining project objectives, tasks, timelines, and resource requirements within SAP ERP's Project Systems module. | **Week 11** |
|  | Conduct a training needs analysis and develop a training plan using SAP HCM. | Conduct a training needs analysis and develop a training plan using SAP HCM: Assess the skill gaps and training requirements of employees within an organization and devise a training plan to address these needs using SAP Human Capital Management. | **Week 12** |

# *Annexure-II:*

# Motivational Lectures

# TERP10-SAP ERP Integration of Business Processes

# SAP Training and Adoption ( Official

At given below URL, you can check out the latest information about the training portfolio, including upcoming course schedules, digital learning options, SAP Certification and more.

# <https://training.sap.com/>

# TERP10 - SAP ERP Integration of Business Processes

<https://training.sap.com/course/terp10-sap-erp-integration-of-business-processes-classroom-017-us-en/>?

PDF document:  
<https://cdn.training.sap.com/cdn/course-pdf/TERP10_EN_Col17_ILT_FV_CO_A4.pdf/G/EN/TERP10/017>

# ERP Integration - Business Process Integration with SAP ERP Systems

https://www.youtube.com/watch?v=qgHlU\_ll6mk

# SAP Business Process Integration C TERP10 67: Latest Questions Answers and Study Tips

https://www.youtube.com/watch?v=fBHsg1mNs7c

# SAP Podcast EP-1 | Journey of Non - IT Student | Roadmap | Company Switch Experience [@ChandanPatel](https://www.youtube.com/channel/UCNFfS6HwD-Jg8q-Bvx5P5Ig)

https://www.youtube.com/watch?v=JXJi3VTJ7Z8

**Annexure-IV:**

**Workplace/Institute Ethics Guide**

Work ethic is a standard of conduct and values for job performance. The modern definition of what constitutes good work ethics often varies.  Different businesses have different expectations. Work ethic is a belief that hard work and diligence have a moral benefit and an inherent ability, virtue, or value to strengthen character and individual abilities. It is a set of values-centered on the importance of work and manifested by determination or desire to work hard.

The following ten work ethics are defined as essential for student success:

1. **Attendance:**Be at work every day possible, plan your absences don’t abuse leave time. Be punctual every day.
2. **Character:**Honesty is the single most important factor having a direct bearing on the final success of an individual, corporation, or product. Complete assigned tasks correctly and promptly. Look to improve your skills.
3. **Team Work:**

The ability to get along with others including those you don’t necessarily like. The ability to carry your weight and help others who are struggling. Recognize when to speak up with an idea and when to compromise by blend ideas together.

1. **Appearance:**Dress for success set your best foot forward, personal hygiene, good manner, remember that the first impression of who you are can last a lifetime
2. **Attitude:**Listen to suggestions and be positive, accept responsibility. If you make a mistake, admit it. Values workplace safety rules and precautions for personal and co-worker safety. Avoids unnecessary risks. Willing to learn new processes, systems, and procedures in light of changing responsibilities.
3. **Productivity:**Do the work correctly, quality and timelines are prized. Get along with fellows, cooperation is the key to productivity. Help out whenever asked, do extra without being asked. Take pride in your work, do things the best you know-how. Eagerly focuses energy on accomplishing tasks, also referred to as demonstrating ownership. Takes pride in work.
4. **Organizational Skills:**

Make an effort to improve, learn ways to better yourself. Time management; utilize time and resources to get the most out of both. Take an appropriate approach to social interactions at work. Maintains focus on work responsibilities.

1. **Communication:**Written communication, being able to correctly write reports and memos.  
   Verbal communications,being able to communicate one on one or to a group.
2. **Cooperation:**Follow institute rules and regulations, learn and follow expectations. Get along with fellows, cooperation is the key to productivity. Able to welcome and adapt to changing work situations and the application of new or different skills.
3. **Respect:**Work hard, work to the best of your ability. Carry out orders, do what’s asked the first time. Show respect, accept, and acknowledge an individual’s talents and knowledge. Respects diversity in the workplace, including showing due respect for different perspectives, opinions, and suggestions.