INFORMATION SCIENCE PUBLISHING



701 E. Chocolate Avenue, Suite 200, Hershey PA 17033, USA Tel: 717/533-8845; Fax 717/533-8661; URL-http://www.idea-group.com

ITB13381

This chapter appears in the book, Enterprise Systems Education in the 21st Century edited by Andrew Targowski and J. Michael Tarn © 2007, Idea Group Inc.

Chapter III

ERP Education: Hosting, Visiting, and Certifying

Andrew Stein, Victoria University, Australia

Paul Hawking, Victoria University, Australia

Brendan McCarthy, Victoria University, Australia

ABSTRACT

In recent times, there have been discussions by computing professionals about how to best respond to developments in the information technology and communications industry. At the same time, there has been a downturn in employment opportunities in this industry (ICT Skills Snapshot, 2004). Recent research also indicates that many of the entry-level positions that graduates traditionally entered have diminished due to the economic downturn and to companies outsourcing positions to off shore companies. This chapter presents the path that the Victoria University (Australia) school of Information Systems took in introducing multiple programs in an endeavour to compliment traditional course delivery and to better connect a University School with ICT industry requirements. The programs included the use of SAP hosting centres for access to ERP systems, conducting an ERP visiting expert teaching delivery model for SAP content and multiple SAP certification programs. The results of these programs as described in this paper show that flexibility in delivery mode and effective merging of ERP curriculum and ERP certification content is crucial to achieving successful programs.

INTRODUCTION

Many universities have committed considerable time and resources in modifying their curriculum to incorporate enterprise resource planning systems (ERP) (Hawking, Shackleton, & Ramp, 2001; Lederer-Antonucci, 1999; Watson & Schneider, 1999). For many universities it has been a struggle even though ERP vendors have developed a number of initiatives to facilitate curriculum development. As companies' ERP system usage has become more strategic in nature, ERP curriculum must evolve to reflect this usage. Information systems curriculum in universities has undergone rapid and continuous change in response to the evolution of industry requirements. Over a period of 40 years, the information systems (IS) discipline has become an essential component in the employment of information technology personnel in business and government organisations. In recent times there have been discussions by IS Professionals how to best respond to developments in the information technology and communications industry (Hawking & McCarthy, 2000). The industry now requires a broad range of skills that support the development, implementation, and maintenance of e-business solutions. A recent Australian report identified skill shortages in security/risk management, enterprise resource planning (ERP) systems, data warehousing and customer relationship management (CRM) (ICT Skills Snapshot, 2003). At the same time, there has been a downturn in employment opportunities in this industry (ICT Skills Snapshot, 2003. This chapter discusses the evolution of ERP education and the issues it now faces. It provides an example of how one university is addressing the "second wave" of ERP education and the challenges that educators face in preparing students for rapidly developing software environments.

ERP SKILLS AND CURRICULUM APPROACHES

The shortage of ERP related skills in not a recent phenomenon. A survey by Hewitt Associates (1999) found that people with ERP skills were in short supply, and consequently in high demand experiencing rapid changes in their market value. In Australia, an IT Skills Shortage study (ICT Skills Snapshot, 2003) commissioned by the Government, found skill shortages in enterprise wide systems, and more specifically SAP R/3 and PeopleSoft implementation and administration. The Department of Immigration and Multicultural Affairs in their Migration Occupations in Demand List (MODL, 2000) identified information technology specialists with SAP R/3 skills as people who would be encouraged to migrate to Australia.

In accordance with this demand, many universities identified the value of incorporating ERP systems into their curriculum. ERP systems can be used to reinforce many of the concepts covered in the business discipline (Becerra-Fernandez, Murphy, & Simon, 2000; Hawking et al., 2001). The ERP vendors argue that their products incorporate "world's best practice" for many of the business processes they support, making them an ideal teaching tool (Hawking, 1999; Watson & Schneider, 1999), while at the same time increasing the employment prospects of graduates. Universities also realised the importance of providing students with "hands on" experience with particular ERP systems and formed strategic alliances with ERP system vendors to gain access to these systems. The ERP vendor benefited from these alliances by increasing the supply of skilled graduates that can support their

Copyright © 2007, Idea Group Inc. Copying or distributing in print or electronic forms without written permission of Idea Group Inc. is prohibited.

9 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage: www.igi-global.com/chapter/erp-

education-hosting-visiting-certifying/18493

Related Content

Assessing Adult Learning and Learning Styles

Gregory C. Petty (2011). *Definitive Readings in the History, Philosophy, Theories and Practice of Career and Technical Education (pp. 140-159).*

www.irma-international.org/chapter/assessing-adult-learning-learning-styles/46703

On-Line Case Discussion: A Methodology

Henri Isaac (2003). *Current Issues in IT Education (pp. 396-403)*. www.irma-international.org/chapter/line-case-discussion/7358

High-Stakes Assessments in Online Competency-Based Higher Education: The Assessment Development Cycle

Heather Hayes, Sean P. Gyll, Shelley Raglandand Jason L. Meyers (2022). *Handbook of Research on Future of Work and Education: Implications for Curriculum Delivery and Work Design (pp. 230-252).*

 $\underline{\text{www.irma-}international.org/chapter/high-stakes-assessments-in-online-competency-based-higher-education/288166}$

Future of Business Education and Admission Challenges

Manoj Das (2021). Research Anthology on Business and Technical Education in the Information Era (pp. 1407-1418).

www.irma-international.org/chapter/future-of-business-education-and-admission-challenges/274435

Leadership Online: Student Facilitated Interprofessional Learning

Lynn Clouder, Marie Kruminsand Bernie Davies (2010). *Interprofessional E-Learning and Collaborative Work: Practices and Technologies (pp. 104-116).*

www.irma-international.org/chapter/leadership-online-student-facilitated-interprofessional/44436