
COURSE BASC 500 001: PROCESS FUNDAMENTALS

*Program: FT MBA Period 3
Course Outline*

COURSE GOALS

To introduce students to the principles of process management and process improvement. To expose students to the challenges faced by organizations in identifying and improving processes. To develop student expertise with the concepts, tools and skills necessary to continually improve processes.

LEARNING OBJECTIVES

Upon completion of the course, students will be able to:

- Map processes.
 - Perform capacity analysis and identify bottlenecks.
 - Understand Little's Law and the relationship between throughput, flow time and in-process inventory.
 - Understand and quantify the impact of uncertainty on process performance
 - Be able to articulate the key principles of lean management.
 - Be able to apply the above concepts and tools to specific cases.
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ASSESSMENT SUMMARY

Each student's grade will be based on:

Group case analyses	50%
Individual Assignments	30% (3 case "memos" plus The Goal review; each 7.5%)
Class participation	20%

COURSE INFORMATION

Division: Operations and Logistics

Term/period: Period 3

Instructor: Harish Krishnan

Teaching Assistant: TBC.

Email: harish.krishnan@sauder.ubc.ca

Email:

Phone: **604 822 8394**

Phone:

Office hours: **By appointment**

Office hours:

Class meeting times:

Section 001: Tuesday and Thursday, 10:00am - 12:00pm

Course duration: Jan 2nd to Feb 8th, 2019

Classroom location: Henry Angus 133

Pre-requisites:

Tutorials / labs:

Course website: UBC Canvas (login at <https://canvas.ubc.ca>)

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BRIEF COURSE DESCRIPTION

An organization's success depends on how efficiently and effectively it *executes* its strategic goals. This requires a detailed understanding of the *processes* that are used to produce and deliver goods and/or services to customers. This module will provide students with an introduction to operations analysis. Topics included are process analysis, capacity analysis, process design, theory of constraints, and lean operations. The module is designed to serve students interested in pursuing a career in operations and supply chain management, and those students with career interests in other areas who wish to expand their knowledge of this area.

COURSE MATERIALS & REQUIREMENTS

Course Materials:

Required:

1. ***The Goal: A Process of Ongoing Improvement by Goldratt and Cox***

NOTE: This is a fictional story about a manager dealing with operational challenges in his job. The book is written like a novel, but is often used as textbook in some operations management courses (will be available through UBC bookstore).

2. Course pack containing Harvard cases (details about purchasing this will be on the course website).
3. Class notes (will be posted before class on course website: <https://canvas.ubc.ca>).
4. Links to some required (and some recommended) readings will be posted on the course website.
5. Syllabus (will be posted on course website).

ASSESSMENT

Assignment submission details:

- All cases and assignments must be submitted online through the course website.
- All cases analyses and cases memos must be submitted by 8:00am on the day that the case or assignment is due. The individual report on The Goal is due on the course website by the end of exam week (please see the detailed day-by-day outline below).
- For group case analyses, only one member of each group needs to submit the analysis. Please make sure that the names of all group members are noted clearly in the submission. *In addition, to facilitate class participation, I require all students to individually answer a few questions that will be provided online. (More details will be provided on the course website.)*

Group case analyses:

- Two case analyses are required: National Cranberry and Manzana.
- For each case analysis, students must work in groups of 3.
- Students are free to form their own groups.
- Case analysis guidelines will be posted on the course website.
- Questions to guide the analysis will also be posted on the course website.

Individual case memo details:

- Three case memos are required: Shouldice, Toyota and Alcoa.
- These case memos are to be completed individually by each student, and are short summaries of the key issues in the case.
- Details and guidelines for the case memos will be posted on the course website.

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Individual review of The Goal:

- Each student will need to submit an individual report on The Goal.
- There is no page limit, but most reports are two double spaced pages or less.
- Questions to address in the report will be posted on the course website.

Other details about assignments:

- Students are free to *discuss* the individual assignments with each other, but each student must complete and submit the assignments individually.

Final Exam:

There is no final exam for this course.

Class Participation:

Please be ready and willing to actively engage in all aspects of the classroom learning experience. We all have something to contribute to the collective learning experience each day, and we all want to benefit from it.

Grading:

- Individual case memos and The Goal review will be marked on a “**CheckPlus/Check/CheckMinus**” scale. These will then be converted into a number. Usually, a “Check” means an “average” memo and will receive approximately 80%. CheckPlus will receive more than this and CheckMinus will receive less. The exact percentage mark for CheckPlus and CheckMinus will depend on the quality of the memos. Also, all CheckPlus memos and all CheckMinus memos need not receive the same percentage mark. Some differences in quality may be accommodated by assigning different percentage marks. For example, while most CheckMinus memos may receive 75%, a really bad memo may receive a much lower mark. Also, while most CheckPlus memos may receive 85%, a really outstanding memo may receive a higher mark. In general, a “**CheckPlus**” means that the memo is thorough and thoughtful. This means that the key issues in the case were clearly identified, appropriate analysis was discussed, and recommendations were clearly justified. “**Check**” means that the memo is satisfactory but with room for improvement. For example, the issues were clearly identified but the analysis and recommendations were not as compelling as they could be. Finally, “**CheckMinus**” means that the memo was unsatisfactory with significant room for improvement. For example, the key issues were not identified or discussed, and/or the analysis and recommendations were unclear or unsupported by facts. Again, if there are any questions, please e-mail me and I am happy to meet individually to address your concerns.
- Group case analyses will be marked out of 20 points. Evaluation of the case reports will be based on the clarity of the report, the depth of the analysis, the logic of arguments, the effective use of fact and opinion from the case to defend arguments, and the appropriateness of the issues identified. Considerable attention will be paid to the quantitative analyses. The reasonableness of assumptions chosen to guide the analysis will enter in as well. Again, if there are any questions, please e-mail me and I am happy to meet with your group to address your concerns.

Feedback:

- This is a case-heavy course. Grading cases can be time consuming. There is usually not one “correct” approach to a case, and students often provide diverse responses each of which may consist of a well-thought argument. These nuances can be hard for a marker to pick up. As a result, I often grade cases by myself. A downside of this approach is that it is not always possible to provide quick feedback. Students however often request quick feedback. While I will make an effort to provide feedback as quickly as possible, I would like to emphasize a few ways that students can proactively address this issue.

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- First, note that after each case is submitted, it is discussed in class. This class discussion is a form of feedback. Although it is not individualized feedback, I am happy to have one-on-one discussions with students in case they want to discuss their approach to the case and how it compared to what was discussed in class. In other words, after the case discussion, if you want to discuss your case write up, I am happy to do so.
- Second, graded assignments are not the only form of feedback. While you are waiting for a particular assignment to be returned, if you have questions, I am happy to meet and discuss this with students.
- Third, I am happy to discuss any questions you have about an upcoming assignment. This is often done over e-mail (because cases are often due after a weekend), but please consider this as a form of feedback as well.
- Finally, at the end of the course, if you would like to receive feedback on specific assignments, I am happy to provide it.

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SCHEDULE

BASC 500 (001 and 002): January – February 2019: Course Outline

Week	Date	Topic	Readings	Assignment s Due
Note: In addition to the readings identified below, please start reading "The Goal" as soon as possible.				
1	Jan 3	Course overview Introduction to Processes House building game	<ul style="list-style-type: none"> Class 1 notes (introduction) 	
2	Jan 8	Process mapping Process analysis	<ul style="list-style-type: none"> Class 2 and 3 notes (process analysis) Kristen's Cookie case 	
	Jan 10	Process analysis continued Kristen's Cookie case discussion	<ul style="list-style-type: none"> Same as above 	
	Jan 11	Impact of variability in processes	<ul style="list-style-type: none"> Class 6 notes (variability) 	
3	Jan 15	National Cranberry case discussion	<ul style="list-style-type: none"> National Cranberry case 	National Cranberry case <u>group analysis</u>
	Jan 17	Shouldice case discussion	<ul style="list-style-type: none"> Shouldice case 	Shouldice case <u>individual memo</u>
4	Jan 22	Manzana case discussion	<ul style="list-style-type: none"> Manzana case 	Manzana case <u>group analysis</u>
	Jan 24	Lean operations and Quality Management	<ul style="list-style-type: none"> Class 8 notes (lean and quality) 	
5	Jan 29	Toyota case discussion	<ul style="list-style-type: none"> Toyota case 	Toyota case <u>individual memo</u>
	Jan 31	Alcoa case discussion Course wrap-up	<ul style="list-style-type: none"> Alcoa case Class 10 notes (wrap up) 	Alcoa case <u>individual memo</u>
		Submit on course website by midnight, February 8, 2019.		The Goal <u>(individual) review</u>

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TEACHING & LEARNING ACTIVITIES

Students should complete all readings and assignments on time and come prepared to all classes. Some classes will be based more on a lecture format while others will involve discussion of cases.

COURSE AND INSTITUTIONAL POLICIES

Attendance: As per RHL policy on Professionalism, Attendance and Behaviour, students are expected to attend 100% of their scheduled classes. Students missing more than 20% of scheduled classes for reasons other than illness will be withdrawn from the course. Withdrawals, depending on timing, could result in a “W” or an “F” standing on a student’s transcript. Students must notify their instructors at the earliest opportunity if they are expected to miss a class due to illness. A medical note from a licensed, local doctor is required if more than 20% of scheduled classes for a course are missed due to illness. Students are required to notify the Student Experience Manager if they are absent from two or more classes due to illness.

Tardiness: As per RHL policy on Professionalism, Attendance and Behaviour, students are expected to arrive for classes and activities on time and fully prepared. Late arrivals may be refused entry at the discretion of the instructor or activity lead. Students arriving halfway through a scheduled class, or later, will be treated as absent for that class.

Electronic Devices: As per RHL policy on Professionalism, Attendance and Behaviour, laptops and other electronic devices (cellphones, tablets, personal technology, etc.) are not permitted in class unless required by the instructor for specific in-class activities or exercises. Cellphones and other personal electronic devices must be turned off during class and placed away from the desktop. Students who fail to abide by the RHL “lids down” policy will be asked to leave the room for the remainder of the class. Research has shown that multi-tasking on laptops in class has negative implications for the learning environment, including reducing student academic performance and the performance of those sitting around them.

ACADEMIC INTEGRITY

All UBC students are expected to behave as honest and responsible members of an academic community. Failure to follow appropriate policies, principles, rules and guidelines with respect to academic honesty at UBC may result in disciplinary action.

It is the student’s responsibility to review and uphold applicable standards of academic honesty. Instances of academic misconduct, such as cheating, plagiarism, resubmitting the same assignment, impersonating a candidate, or falsifying documents, will be strongly dealt with according to UBC’s procedures for Academic Misconduct. In addition to UBC’s Academic Misconduct procedures, students are responsible for reviewing and abiding by RHL’s policy on Academic Integrity.

STANDARD REFERENCE STYLE

The Robert H. Lee Graduate School uses American Psychological Association (APA) reference style as a standard. Please use this style to cite sources in your work unless directed to use a different style.

LATE ASSIGNMENTS

Late submissions will not be accepted and will receive a zero.