
BASC 500: PROCESS FUNDAMENTALS

Program: PMBA
Course Outline

COURSE INFORMATION

Division: Operations and Logistics

Instructor: Harish Krishnan

Email: harish.krishnan@sauder.ubc.ca

Phone: 604 822 8394

Office hours: By appointment

Classroom location: Henry Angus 132

Term: 2018 Winter

Credit value: 1.5

Section number: 301

Course duration: Jun 2 to Jul 21, 2019

Class meeting times:

Sunday, Jun 02, 8:30 a.m. - 4:00p.m.

Sunday, Jun 16, 8:30 a.m. - 4:00p.m.

Sunday, Jul 07, 8:30 a.m. - 4:00p.m.

Course website: <https://canvas.ubc.ca>

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 GOALS & LEARNING OBJECTIVES

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

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.

BASC 500: PROCESS FUNDAMENTALS

Program: PMBA
Course Outline

ASSESSMENT SUMMARY

Each student's grade will be based on:

Group Case Analyses	50%
Individual Assignments	30% (3 case memos + The Goal review; top 3 counted; 10% each)
Class Participation	20%

COURSE MATERIALS & REQUIREMENTS

Required Course Materials:

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 a textbook in some operations management courses (will be available through UBC bookstore).

2. Course pack containing Harvard cases (details about purchasing are on the course website).
3. Class notes (will be posted before class on course website: login using <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 DESCRIPTION

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 the start of classes on the day that the case or assignment is due. The individual report on The Goal is due by the date and time specified in 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.

BASC 500: PROCESS FUNDAMENTALS

Program: PMBA *Course Outline*

Individual assignment details:

- Three case memos are assigned: 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.
- In addition, an individual report on the book, *The Goal*, is assigned.
- Questions to address in the report will be posted on the course website.
- Students are encouraged to complete all four individual assignments, and the grades of the top 3 assignments will be counted.
- Note: 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.

BASC 500: PROCESS FUNDAMENTALS

Program: PMBA
Course Outline

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.
- 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.

A reminder:

- If you search online, you may be able to find “solutions” to case studies. These are typically assignments that students at other universities have submitted and uploaded to some repository. Given the availability of these online “solutions”, it may be useful for me to remind you about the reason we do case studies.
- Each of you has a unique perspective and understanding of the topics that we study in this course. Your case submissions give you an opportunity to articulate your perspective and, by doing so, you contribute to your own learning and to the learning of the class. Looking for the “correct” answer online does not benefit you. In fact, it hurts you because it constrains your ability to learn. Furthermore, it exposes you to the risk of academic misconduct.
- Maintaining the highest standard of academic integrity enhances your educational experience, both individually and as a cohort. I fully expect that you are committed to getting the best possible experience from this program.

BASC 500: PROCESS FUNDAMENTALS

*Program: PMBA
Course Outline*

SCHEDULE

Date	Class	Topic	Readings	Assignments Due
Note: In addition to the readings identified below, please start reading "The Goal" as soon as possible.				
Sun, Jun 2, 2019	Class 1: 8:30am - 10:20am	Course overview Introduction to Processes House building game	• Class 1 notes (introduction)	
	Coffee Break: 10:20am-10:40am			
	Class 2: 10:40am - 12:30pm	Process mapping Process analysis	• Class 2 and 3 notes (process analysis)	
	Lunch Break: 12:30pm-1:30pm			
	Class 3: 1:30pm- 2:30pm	Process analysis continued	• Same as above	
	Coffee Break: 2:30pm-2:45pm			
	Class 3 (contd.): 2:45pm- 4:00pm	Kristen's Cookie case analysis and discussion	• Kristen's Cookie case	
Sun, Jun 16, 2019	Class 4: 8:30am- 10:20am	National Cranberry case discussion	• National Cranberry case	National Cranberry case <u>group</u> <u>analysis</u>
	Coffee Break: 10:20am-10:40am			
	Class 5: 10:40am- 12:30pm	Impact of variability in processes	• Class 6 notes (variability)	
	Lunch Break: 12:30pm-1:30pm			
	Class 6: 1:30pm- 3:30pm	Lean operations and Quality Management	• Class 7 notes (lean and quality)	
	Discussion/office hours (optional): 3:30pm-4:00pm			

BASC 500: PROCESS FUNDAMENTALS

Program: PMBA
Course Outline

Sun, Jul 7, 2019	Class 7: 8:30am-10:20am	Shouldice case discussion	• Shouldice case	Shouldice case <u>individual</u> <u>memo</u>
	Coffee Break: 10:20am-10:40am			
	Class 8: 10:40am - 12:30pm	Manzana case discussion	• Manzana case	Manzana case <u>group analysis</u>
	Lunch Break: 12:30pm-1:30pm			
	Class 9: 1:30pm- 2:30pm	Toyota case discussion	• Toyota case	Toyota case <u>individual</u> <u>memo</u>
	Coffee Break: 2:30pm-2:45pm			
	Class 10: 2:45pm- 3:45pm	Alcoa case discussion	• Alcoa case	Alcoa case <u>individual</u> <u>memo</u>
	3:45pm- 4:00pm	Course wrap-up and evaluation	• Class 10 notes (wrap up)	
	Submit on course website by the end of the day on Sun, Jun 21, 2019.			The Goal <u>(individual)</u> <u>review</u>

BASC 500: PROCESS FUNDAMENTALS

Program: PMBA ***Course Outline***

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.