

COURSE INFORMATION

Course title:	Operations	Credits:	1.5
Course code:	BASC 550	Class location:	Virtual
Session, term, period:	2020W1, Period 1	Class times:	Saturday September 19, October 3, and October 17 from 8:30 am to 4:00 pm
Section(s):	301	Pre-requisites:	None
Course duration:	September 19 to October 17	Co-requisites:	None
Division:	Operations and Logistics		
Program:	PMBA		

INSTRUCTOR INFORMATION

Instructor:	Chris Ryan	Office location:	HA 463
Phone:	604 822 8435	Office hours:	30 minutes before and after class or by appointment
Email:	chris.ryan@sauder.ubc.ca		

Teaching assistant:	Hariharan Mahadevan
Office hours:	By appointment
Email:	hariharan.m93@gmail.com

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 used to produce and deliver goods and services to customers. This course will provide students with the managerial tools needed to understand and articulate the impact of an organization's business processes, and the ability to analyze and continuously improve these business processes. The skills that students will develop in this course are relevant for all business students.

The course 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 FORMAT

We will use Zoom to have our classes during the scheduled class times. The format during class times will be discussion-based, either on business cases or other material. Short video lectures will serve as preparation for some of the class discussions.

LEARNING OBJECTIVES

By the end of this course, students will be able to:

1. Understand fundamental concepts related to Operations management and strategy.
2. Understand the role of operations and how it integrates with other business functions.
3. Understand "uncertainty" and how it relates to business decisions.
4. Get familiar with different frameworks for managerial decision making.

ASSESSMENTS

Summary

<u>Component</u>	<u>Weight</u>
Case preparation assignments (group)	30%
Pre-class polls (individual)	2%
In-class assignments (group)	15%
Final case take-home exam (individual)	28%
Class participation (individual)	<u>25%</u>
Total	<u>100%</u>

Details of Assessments

Before each class, students will answer **case prep assignments** in groups. These will consist of specific questions that can be answered using the content of the assigned case reading and handed-in online via Canvas. Due dates and times are posted on Canvas. Each of these assignments will be graded on a four-point scale (0 = not handed in, 1 = unsatisfactory, 2 = satisfactory, 3 = excellent). One assignment per group should be handed in.

Before each class, students will fill out a poll on one more of the case readings for the week. These polls are graded simply on a two-point scale (0 = not answered, 1 = answered) and completed in the Canvas system. Due dates and times are posted on Canvas. This is to be done individually.

There will also be **in-class assignments** that will ask students to work together to answer questions about a pre-assigned reading. These assignments will be released and handed in via Canvas during class time. These assignments will also be graded on the above four-point scale, but will be graded more lightly, given the time constrained nature of the assignment. One assignment per group should be handed in.

The final assignment is a take home **case exam** that students complete individually. It will be more detailed than the case prep assignments and will ask the students to carefully analyze a business case scenario. Details of the assignment will be posted after the first week of classes. The cases are original and represent realistic scenarios at companies or organizations of former MBA students.

Class participation is an integral part of the class. The purpose of evaluating class contribution is to encourage a richer learning environment where the source of knowledge grows from beyond the professor and course materials to include the experience, intuition, and knowledge of the participants. A “good” in-class contribution:

- builds on others’ contributions (preferably referring to the previous contributor by name),
- shares personal experience,
- uses detailed case facts (when appropriate),
- summarizes and clarifies several previous contributions,
- relates to previous discussions and the assigned readings, and
- expresses doubts, concerns, limits of the framework or model.

In class participation is recorded after each class on a check/check plus/check minus system, done by the professor. Students who do not attend receive a 0 (this in no way conflicts with the standard RHL policy on attendance, see below). The average score in each class is a “check”.

LEARNING MATERIALS

Required: Reading package. There is no textbook.

Estimated cost of required materials: \$xxx

Additional materials recommended but not required: None.

COURSE-SPECIFIC POLICIES AND RESOURCES

Missed or late assignments, and regrading of assessments

Late submissions will not be accepted and will receive a grade of zero. [This is standard for RHL courses.]
[Enumerate other policies on missed or late assignments, and regrading of assessments.]

Academic Concessions

If extenuating circumstances arise, please contact the RHL Graduate School program office as early as reasonably possible, and submit an [Academic Concession Request & Declaration Form](https://webforms.sauder.ubc.ca/academic-concession-rhlee) <https://webforms.sauder.ubc.ca/academic-concession-rhlee>. If an academic concession is granted during the course, the student will be provided options by RHL, or by the instructor in consultation with RHL, per [UBC’s policy on Academic Concession](#).

Other Course Policies and Resources

[Include the following policies and resources as appropriate.

- Policies on assessment due prior to students joining the course (i.e., during the add/drop period).

[Note that course policies must be reasonable and fair. For example, it is not reasonable to award zero to a student who missed an assignment due to registering into the class during the add/drop period. Policies cannot be punitive; only UBC’s President is authorized to impose discipline, and only after a finding of misconduct. For example, a grade deduction of 10% of the course grade for poor contribution to a group project when the student’s group members would have each earned 7% would be considered punitive. Unreasonable or punitive policies are appealable to the Dean’s Office and the Senate’s Committee on Appeals on Academic Standing.]

POLICIES APPLICABLE TO COURSES IN THE ROBERT H. LEE GRADUATE SCHOOL [DO NOT MODIFY]

Attendance

Excepting extenuating circumstances, students are expected to attend 100% of their scheduled class hours. Absent students limit their own academic potential, and that of their classmates, and cause unnecessary disruption to the learning environment. Students missing more than 20% of the total scheduled class hours for a course (including classes held during the add/drop period) without having received an academic concession will be withdrawn from that course. Withdrawals, depending on timing, could result in a “W” or an “F” standing on the transcript.

Punctuality

Students are expected to arrive for classes and activities on time and fully prepared to engage. Late arrivals may be refused entry at the discretion of the instructor or activity lead. Students arriving later than halfway through a scheduled class will be treated as absent for that class.

Electronic Devices

During online lectures, students are not permitted to use any electronic devices other than the primary one used for attending the online lecture (e.g. laptop or desktop). Only Zoom should be open during the online lecture unless an instructor advises the use of another for an in-class activity. Feedback from students indicates that personal devices is the number one distraction from effective learning and participation in the online learning environment.

Citation Style

Please use the American Psychological Association (APA) reference style to cite your sources.

Details of the above policies and other RHL Policies are available at:

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,199,506,1625>

UNIVERSITY POLICIES AND RESOURCES [DO NOT MODIFY THIS PARAGRAPH]

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available on the UBC Senate website at <https://senate.ubc.ca/policies-resources-support-student-success>.

Academic Integrity

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply if the matter is referred to the President's Advisory Committee on Student Discipline. Careful records are kept in order to monitor and prevent recurrences.

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ACKNOWLEDGEMENT

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəyəm (Musqueam) people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site.

COURSE SCHEDULE

(Subject to change with class consultation)

Class	Date	Topic	Readings or Activities	Assessments due
1	September 19	Operations strategy and process flow perspective	Read: Southwest case Watch: Process flow videos Read: CVS case Read: Paramount case	Southwest poll (individual) CVS case prep (group) Student information In-class assignment: Paramount
2	October 3	Dealing with variability	Read: Sof-Optics case Read: Reading Rehab case Read: Riverside Fashions case	Sof-Optics case prep (group) Reading Rehab case prep (group) In-class assignment: Riverside Fashions
3	October 17	Inventory Operating culture	Watch: Newsvendor model Read: LL Bean case Read: Schein reading Read: Affinity Plus case	LL Bean case prep (group) Affinity case prep (group) Schein reading poll (individual) In-class assignment: Zipcar (nothing to prepare)