

### COURSE INFORMATION

Course title:	Operations		
Course code:	BASC 550	Credits:	1.5
Session, term, period:	2021W2, Period 4	Class location:	Henry Angus 132
Section(s):	MM1	Class times:	M/W, 10 am to noon
Course duration:	Feb 28 to Mar 30, 2022	Pre-requisites:	n/a
Division:	Operations and Logistics	Co-requisites:	n/a
Program:	Masters of Management		

### INSTRUCTOR INFORMATION

Instructor:	Christopher Thomas Ryan		
Phone:	604 822 8435	Office location:	HA 463
Email:	chris.ryan@sauder.ubc.ca	Office hours:	By appointment, preferable before and after class

### 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.

### COURSE FORMAT

The class meetings will consist largely of discussions and exercises. Some lectures will be given to introduce technical content.

### ASSESSMENTS

#### *Summary*

<u>Component</u>	<u>Weight</u>
Case memos (group) [5 cases at 10% each]	50%
Case prep quizzes (individual) [3 at 2% each]	6%
Class contributions (individual)	20%
<u>Course reflection (individual)</u>	<u>24%</u>
Total	100%

#### *Details of Assessments*

For the **case memo assignments**, questions will be provided on Canvas that should be answered using the provided material. These assignments should be done in groups. Guidance on how to write the course memos will be posted in Canvas as an announcement. Case memos should be no longer than **1000 words**.

In the **case prep quizzes**, a short quiz on some of the content of the case will be posted on Canvas. The main purpose of the quizzes is to ensure that students come prepared to come to class to talk about the case.

**Class contributions** 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.

There will also be a discussion board available in Canvas where students can comment and ask questions after each class. Postings here will also be weighed in the class participation grade.

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”.

There are other activities that will appear in Canvas whose completion will be weighed as part of class-participation. This includes completion of:

- a student information request
- pre-discussion polls

These are graded on a simple “did/did not do” scale.

A **course reflection paper** is due during exam week. Students will be asked to reflect on what they have learned in class, implications of what was learned for their future career and life, and any unanswered questions. Further details of the assignments will be released in Canvas. The course reflection paper should be no longer than **1500 words**.

## LEARNING MATERIALS

Required: All required materials will be indicated on the Canvas site.

#### 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.

##### *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>. 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*

- Assessments due prior to a student adding the course will receive the average of their later assessment grades in that category.

#### POLICIES APPLICABLE TO COURSES IN THE ROBERT H. LEE GRADUATE SCHOOL

##### *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*

Devices such as laptops, tablets, and cell phones are not permitted to be used in class unless directed by the instructor for in-class activities. Students who do not follow the School's policy in this regard may be required to leave the room for the remainder of the class, so that they do not distract others. Research shows that students' use of laptops in class has negative implications for the learning environment, including reducing their own grades and the grades of those sitting around them.

##### *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

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-resourcessupport-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.

### **COPYRIGHT**

All materials of this course (course handouts, lecture slides, assessments, course readings, etc.) are the intellectual property of the instructor or licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline. Audio or video recording of classes are not permitted without the prior approval of the Instructor.]

### **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.

### **RESPECT FOR EQUITY, DIVERSITY AND INCLUSION**

It is our intent that all students from diverse backgrounds and perspectives will be valued and well-served by this course. We view the diversity that students bring to this course as a resource, benefit, and source of strength for your learning experience. While we expect rigorous discussion and even disagreement, we expect everyone to engage in these discussions with empathy and respect for others.

**COURSE SCHEDULE**

(Subject to change with class consultation)

Class	Date	Topic	Readings or Activities	Assessments due (at midnight the night before unless specified otherwise)
1	28 Feb	Process Flows		Student information assignment (individual)
2	2 Mar	Applying process flows	Case: CVS	CVS case memo (group)
3	7 Mar	Bottlenecks and critical paths		
4	9 Mar	Capacity expansion	Case: National Cranberry Cooperative	National Cranberry Cooperative case memo (group)
5	14 Mar	Managing time	Case: CRU Rentals	Prep quiz (individual)
6	16 Mar	Capacity expansion under variability	Read: Class summary Case: Sof-Optics	Sof-Optics Case memo (group)
7	21 Mar	Dealing with variability: Generalist strategy	Read: IBM credit inn "Reengineering: The Path to Change"	Prep quiz (individual)
8	23 Mar	Dealing with variability: Focus strategy	Case: Shouldice	Shouldice case memo (group)
9	28 Mar	Process improvement	Case: Trouble at Tessei  Read: Schein, excerpts from "Organizational Culture and Leadership"	Prep quiz (individual)
10	30 Mar	Operations and culture	Case: Affinity Plus  Read: "Why organizations don't learn" by Gino and Staats	Affinity Plus case memo (group)
Exam week				Course reflection due (due date TBD by RHL)