

### COURSE INFORMATION

|                        |                          |                 |  |
|------------------------|--------------------------|-----------------|--|
| Course title:          | Operations               | Credits:        | 1.5  |
| Course code:           | BASC 550                 | Class location: | HA 337   |
| Session, term, period: | 2022S1, Period 1         | Class times:    | June 5, June 19, and July 10, 8:30 am to 4:00 pm |
| Section(s):            | 300                      | Pre-requisites: | None   |
| Course duration:       | June 5-July 10           | 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:      | <a href="mailto:chris.ryan@sauder.ubc.ca">chris.ryan@sauder.ubc.ca</a> |                  |   |

|                     |  |
|---------------------|--|
| Teaching assistant: | Travis Towsley   |
| Office hours:       | By appointment   |
| Email:              | <a href="mailto:travistowsley@gmail.com">travistowsley@gmail.com</a> |

### 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

This course uses the case method. All in-class time will be devoted to discussion of cases that are prepared before class in anticipation of class discussion. Video lectures will cover technical content that is applied during in-class discussions. Online discussion boards are also provided for interaction outside of class hours.

### 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.

## ASSESSMENTS

### Summary

| <u>Component</u>                                   | <u>Weight</u> |
|--|---------------|
| Case preparation assignments [3 at 12%]<br>(group) | 36%           |
| In-class assignments [3 at 6%] (group)             | 18%           |
| Final reflection (individual)                      | 26%           |
| Class participation (individual)                   | <u>20%</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.

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 reflection** is a take-home exercise that asks students to reflect on their learning from class. A detailed description of the assignment is available on Canvas.

**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.

For students who have things to share but were not able to speak up during class, there are **discussion forums** on Canvas where they can post comments, questions, reflections, anecdotes, etc. These posting will be considered in class participation grading. The suggestions for “good” class contributions listed above apply to posts on the discussion forums.

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
- a request for feedback on the contributions of fellow group members

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

### LEARNING MATERIALS

Required: Reading package. There is no textbook.

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.

#### *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](#).

### 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.

#### *COVID-19 Policies for Attendance & Academic Concessions:*

If a student feels unwell, they should stay home and send a courtesy email to each impacted instructor and cc their program manager. The student should also submit an [Academic Concession Request & Declaration Form](#).

If a student suspects possible COVID-19 infection, they should use the BC Ministry of Health’s [self-assessment tool](#), to help determine whether further assessment or testing for COVID-19 is recommended.

If a student is required to self-isolate (e.g., while waiting for test results), they should follow the steps above (stay home, email instructor(s) and program manager, submit an [Academic Concession Request & Declaration Form](#), and follow BC Health Guidance.

Students who are required to quarantine, should get in touch with their Program Manager to discuss the possibility of academic concessions for each impacted course. The Program Manager will work closely with your instructors to explore options for you to make up the missed learning.

#### *COVID-19 Safety in the Classroom:*

**Masks:** Masks are **required** for all indoor classes, as per the BC Public Health Officer orders. For our in-person meetings in this class, it is important that all of us feel as comfortable as possible engaging in class activities while sharing an indoor space. For the purposes of this order, the term “masks” refers to medical and non-medical masks that cover our noses and mouths. Masks are a primary tool to make it harder for COVID-19 to find a new host. You will need to wear a medical or non-medical mask for the duration of our class meetings, for your own protection, and the safety and comfort of everyone else in the class. You may be asked to remove your mask briefly for an ID check for an exam, but otherwise, your mask should cover your nose and mouth. Please do not eat in class. If you need to drink water/coffee/tea/etc, please keep your mask on between sips. Students who need special accommodation are asked to discuss this with the program office.

**Seating in class:** To reduce the risk of COVID-19 transmission, please sit in a consistent area of the classroom each day. This will minimize your contacts and will still allow for the pedagogical methods planned for this class to help your learning.

Visit the following website for the most recent updates regarding COVID-19 protocol on campus:  
<https://students.ubc.ca/campus-life/returning-to-campus>

#### *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

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>.

### *Respect for Equity, Diversity, and Inclusion*

The UBC Sauder School of Business strives to promote an intellectual community that is enhanced by diversity along various dimensions including status as a First Nation, Metis, Inuit, or Indigenous person, race, ethnicity, gender identity, sexual orientation, religion, political beliefs, social class, and/or disability. It is critical that students from diverse backgrounds and perspectives be valued in and well-served by their courses. Furthermore, the diversity that students bring to the classroom should be viewed as a resource, benefit, and source of strength for your learning experience. It is expected that all students and members of our community conduct themselves with empathy and respect for others.

### *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. Any lecture recordings are for the sole use of the instructor and students enrolled in the class. In no case may the lecture recording or part of the recording be used by students for any other purpose, either personal or commercial. Further, audio or video recording of classes are not permitted without the prior consent 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.

**COURSE SCHEDULE**

(Subject to change with class consultation)

| Class | Date    | Topic  | Class preparation   | Assessments due  |
|-------|---------|--|---|--|
| 1     | June 5  | Operations strategy and process flow perspective | Read: Southwest case<br><br>Watch: Process flow videos<br><br>Read: CVS case<br><br>Read: Paramount case                    | Southwest poll (individual)<br><br>CVS case prep (group)<br><br>Student information<br><br>In-class assignment: Paramount (group)      |
| 2     | June 19 | Dealing with variability                         | Read: Sof-Optics case<br><br>Read: Reading Rehab case   | Sof-Optics case prep (group)<br><br>Reading Rehab poll (individual)<br><br>In-class assignment: IBM Credit (group, nothing to prepare) |
| 3     | July 10 | Operating culture                                | Read: ezza<br><br>Read: Schein reading<br><br>Read: "Why organizations don't learn" article<br><br>Read: Affinity Plus case | ezza case prep (group)<br><br>Affinity poll (individual)<br><br>In-class assignment: Zipcar (group, nothing to prepare)                |
|       | July 17 |  |   | Final reflection due   |