

### COURSE INFORMATION

Course title:	Process Fundamentals	Credits:	1.5
Course code:	BASC 500	Class location:	HA132
Session, term, period:	2020W2, Period 3	Class times:	Tuesday and Thursday <b>8am-10am (BA 1)</b> <b>10am-12pm (BA 2)</b>
Section(s):	BA1 and BA 2	Pre-requisites:	n/a
Course duration:	Jan 2 to Feb 10, 2023	Co-requisites:	n/a
Division:	Operations and Logistics		
Program:	MBAN		

### INSTRUCTOR INFORMATION

Instructor:	Harish Krishnan	Office location:	HA467 and online (check Canvas)
Phone:	604-822-8394	Office hours:	Wednesday 12:00pm-1:00pm
Email:	harish.krishnan@sauder.ubc.ca		

### 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 help students understand how work flows (and should flow) through an organization, and how resources should be organized and allocated to achieve desired outcomes. Topics covered include process analysis, capacity analysis, process design, theory of constraints, and lean operations, the impact of digitization on business processes, and the challenges that arise in process and operations management. This module is designed not only to serve students interested in pursuing a career in operations and supply chain management, but also those students who want to understand the fundamental principles of how to design processes that can help organizations of all kinds achieve their purpose.

### COURSE FORMAT

The course will include lectures, case discussions, in-class case activities and simulations. Please see detailed course schedule below.

### LEARNING OBJECTIVES

By the end of this 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.

## ASSESSMENTS

### Summary

Component	Weight
Individual case summaries	22.5%
Group case analyses	50%
Class participation	15%
Final assignment	12.5%
Total	100%

### Details of Assessments

#### **Group case analyses:**

- Two case analyses are required.
- Groups will be formed for you (please see Canvas).
- Groups will change for each case.
- Case analysis guidelines will be posted on Canvas.
- Questions to guide the analysis will also be posted on Canvas.

#### **Individual case summary details:**

- Four individual case summaries (short summaries of the key issues in the case) are required.
- Details and guidelines for the case summaries will be posted on Canvas.

#### **Final assignment:**

- One final assignment is required; there is no final exam.
- Questions for the final assignment will be posted on Canvas.

#### **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.

#### **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.

## LEARNING MATERIALS

### **Course Materials:**

#### **Required:**

1. Course pack containing Harvard cases (details about purchasing this will be on Canvas).
2. Class notes (will be posted on Canvas: login using <https://canvas.ubc.ca>).
3. Links to some required (and some recommended) readings will be posted on a library reading list available through Canvas.
4. Syllabus (will be posted on course website).

## 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](#). 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*

#### **Assignment submission details:**

- Assignments must be submitted at the time and in the manner specified on Canvas.
- All out-of-class submissions must be uploaded to the course website (deadline specified on course website).

#### **Grading:**

- Individual case summaries will be marked on a “**CheckPlus/Check/CheckMinus**” scale. These will then be converted into a number. Usually, a “**Check**” means an “average” submission 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 submissions. Also, all CheckPlus submissions and all CheckMinus submissions need not receive the same percentage mark. Some differences in quality may be accommodated by assigning different percentage marks. For example, while most CheckMinus submissions may receive 75%, a really bad submission may receive a much lower mark. Also, while most CheckPlus submissions may receive 85%, a really outstanding submission may receive a higher mark. In general, a “**CheckPlus**” means that the submission 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 submission 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 submission 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 a certain number of points, e.g. 20 points (please see assessment summary). 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.

#### **A note about case solutions:**

- 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.

**A note about 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.

**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*

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-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 and could be subject to legal action. 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. Students may not share class Zoom links or invite others who are not registered to view sessions.

#### 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)

Week	Date	Topic	Readings	Assignments Due	
<p>Before the course starts, please purchase the course pack containing Harvard cases (details about purchasing this will be on Canvas).  <b>Please see your Assignments in Canvas for details.</b></p>					
1	Jan 3	Course overview Introduction to Processes House building game	<ul style="list-style-type: none"> <li>Class 1 notes (introduction)</li> </ul>		
2	Jan 5	Process mapping Process analysis	<ul style="list-style-type: none"> <li>Class 2 and 3 notes (process analysis)</li> </ul>		
	Jan 10	Process analysis continued Kristen's Cookie case discussion	<ul style="list-style-type: none"> <li>Class 2 and 3 notes (process analysis)</li> <li>Kristen's Cookie case (in-class)</li> </ul>		
	Jan 12	Shouldice case discussion	<ul style="list-style-type: none"> <li>Shouldice case</li> </ul>	Shouldice case <u>individual summary</u>	
3	Jan 17	National Cranberry case discussion	<ul style="list-style-type: none"> <li>National Cranberry case</li> </ul>	National Cranberry case <u>group analysis</u>	
	Jan 19	Impact of variability in processes	<ul style="list-style-type: none"> <li>Class 4 notes (variability)</li> </ul>		
4	Jan 24	Vanguard Retail case discussion	<ul style="list-style-type: none"> <li>Vanguard Retail case</li> </ul>	Vanguard Retail case <u>group analysis</u>	
	Jan 26	Lean operations and Quality Management	<ul style="list-style-type: none"> <li>Class 8 notes (lean and quality)</li> </ul>		
5	Jan 31	Toyota case discussion	<ul style="list-style-type: none"> <li>Toyota case</li> </ul>	Toyota case <u>individual summary</u>	
	Feb 2	Trouble at Tessei case discussion Course wrap-up	<ul style="list-style-type: none"> <li>Trouble at Tessei case</li> <li>Class 10 notes (wrap up)</li> </ul>	Trouble at Tessei case <u>individual summary</u>	
		Due in exam week (RHL will confirm date and time)			Final assignment