

COURSE INFORMATION

Course title:	Operations	Credits:	1.5
Course code:	BASC 550	Class location:	001: HA 133 002: HA 133
Session, term, period:	2022W1, Period 2	Class times:	001: T/R, 8-10 am 002: T/R, 10 am - noon
Section(s):	001, 002	Pre-requisites:	n/a
Course duration:	Nov 1 to Dec 1, 2022	Co-requisites:	n/a
Division:	Operations and Logistics		
Program:	FT MBA Class of 2024		

INSTRUCTOR INFORMATION

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

Teaching assistant:

Office hours:

Email:

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 format will be discussion-based, either on business cases or other material. Slides will not be provided before class. All content will be developed via discussion and so students should come prepared to take notes. Class summaries will be uploaded after class along with practice questions.

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 how "uncertainty" and how it relates to business decisions.

ASSESSMENTS

Summary

<u>Component</u>	<u>Weight</u>
Case memos [3 at 15% each] (group)	45%
Case prep quizzes [5 at 2% each] (individual)	10%
Class participation (individual)	20%
Final reflection (individual)	<u>25%</u>
Total	<u>100%</u>

Details of Assessments

Since the course is case-based, and student will benefit most from coming to class having thought deeply about the cases. There are two types of assignments related to this preparation.

The first are **case memos**. These are meant to be a thorough investigation of the case, tackling the core dilemma of the case. These will be undertaken in groups and will be graded carefully by the teaching assistant. *These case memos should **be no longer than 1250 words**, with at most two pages of figures or calculations.*

There will also be **quizzes** to prepare for class discussions of other cases. The quizzes are not meant to be tricky, they are mostly just meant to ensure that everyone has read the case. Class discussions are more meaningful when everyone has read the case.

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 contributions are 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” 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”.

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.

LEARNING MATERIALS

Required: All required material will be available either on Canvas or in the course pack.

Additional materials recommended but not required: *The Goal* by Eli Goldratt (highly recommended)

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](#).

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.

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.

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.

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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 xʷməθkʷəy̓əm (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	Nov 1	Operations strategy	Case: Rapid Rewards at Southwest	Student information assignment (individual)
2	Nov 3	Process flows	Read: Class summary of last class (Canvas) Case: Pharmacy Service Improvement at CVS (Course pack) Watch: Process flows and Little’s Law videos (Canvas)	CVS quiz (individual)
3	Nov 8	Managing capacity, I Bottlenecks and capacity	Read: Class summary of last class (Canvas) Case: Breakfast at the Paramount (Course pack) Video: Bottleneck analysis	Paramount case memo (group)
4	Nov 10	Sources of variability	Read: Class summary of last class (Canvas)	ezza quiz (individual)

			Case: ezza: Empowering women through nails (Canvas)	
5	Nov 15	Managing capacity, II Capacity management under uncertainty	Read: Class summary of last class (Canvas) Case: Sof-Optics, Inc. (A)	Sof-Optics case memo (group)
6	Nov 17	Managing flow, I	Read: Class summary of last class (Canvas) Case: IBM Credit (Library Online Course Reserves)	IBM quiz (individual)
7	Nov 22	Managing flow, II	Read: Class summary of last class (Canvas) Case: Reading Rehabilitation Hospital: Implementing Patient-Focused Care (A) (Abridged) (Course pack)	Reading Rehab case memo (group)
8	Nov 24	Customers as operators, I	Read: Class summary of last class (Canvas) Case: Zipcar: Influencing Customer Behavior (Course pack)	None
9	Nov 29	Customers as operators, II	Read: Class summary of last class (Canvas) Case: Coursera (Course pack)	Coursera quiz (individual)
10	Dec 1	Operational change management Operating culture	Read: Class summary of last class (Canvas) Case: Affinity Plus (A) (Course pack) Read: "Why organizations don't learn" by Gino and Staats (Library Online Course Reserves) Read: Schein, excerpts from "Organizational	Affinity Plus quiz (individual)

			Culture and Leadership” (Library Online Course Reserves)	
Exam week				Take-home final reflection (individual)