Syllabus
Business Process and Quality Improvement 660.341
Spring 2015
3 Credits

Description
This course focuses on both quantitative and qualitative analytical skills and models essential to operations process design, management, and improvement in both service and manufacturing oriented companies. The objective of the course is to prepare the student to play a significant role in the management of a world-class company which serves satisfied customers through empowered employees, leading to increased revenues and decreased costs. The material combines managerial issues with both technical and quantitative aspects. Practical applications to business organizations are emphasized.

Prerequisites
660.105 Introduction to Business

Instructor
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Office Hours: TBD

Meetings
Monday, 1:30pm-4:15, Hodson 203

Textbook


Online Resources:
Please log in to Blackboard for additional materials related to this course.
Objectives of the Course:

The general objective of this course is to prepare the student to play a significant role in the management of a world-class organization which serves "delighted" customers and clients through "empowered" employees, leading to increased revenues and decreased costs. The focus of the course is on the management of the processes of the organization with particular attention to the resource function. The course also lays the foundation for integrating the resource function with the customer and finance functions which will be covered in depth in later courses. The overall objective for the student is to apply the information learned to current business situations.

At the completion of the course, the student will:

1. Be able to construct a diagram of the framework for the "value-added" organization.
2. Be able to describe the linkages between the customer, resource, and financial functions in a business environment.
3. Be able to explain the role of activity-based costing in a process environment.
4. Be able to explain and identify the application of continuous improvement in comparison to the application of process management.
5. Be able to discuss the role of mass customization in the value-added organization.
6. Be able to identify the key processes in an organization
7. Be able to diagram the flow of activities in the key processes of an organization.
8. Be able to identify the processes which are candidates for redesign.
9. Be able to analyze and redesign the flow of activities to improve the management of a key process.
10. Be able to identify the critical sponsors of a process at both the executive and working levels.
11. Be able to identify the appropriate members of a process management team.
12. Be able to construct an implementation plan for the redesign of a business process.

Conduct of the Course:

The course will consist primarily of lectures, class discussion, and group interactions. Some of the group work will be incorporated into the class period rather than assigned outside the class. Because of the size of the class, the importance of student participation to the learning of the class as a whole, and the inability of the instructor to collect large amounts of data to evaluate each student's contribution, class attendance is imperative and participation will be graded.

As an upper level course, the instructor expects the students to complete the readings. While many of the concepts will be covered in class, the majority of the time will be spent discussing how to apply the concepts to business situations. The students will be challenged to think of ways to apply the conceptual models, justify their perspectives, and explain their ideas in a clear and concise professional business format.
**Cases as a methodology:**

This course uses cases as a primary learning vehicle. Material given should be sufficient for the analysis of the case. Because of the importance of alternative viewpoints, it is important that one case submitted result from the collaborative effort of your team.

Preparation of cases will consist of two parts, preparation of responses to given questions, and preparation and class discussion. Written responses will be evaluated using the following criteria:

1. How well you answered the questions
2. How well you supported the answer
3. How well you demonstrated knowledge of the concepts, lectures, and readings, and applied them to the case.

Your team will submit a written analysis of 1 of the course cases. Any case may be chosen for written analysis however, experience has shown it is generally wiser NOT to select the very first case, since the students have less familiarity with the professor's expectations and style. The written case analysis should be 10-15 pages (guideline), double spaced, and be comprehensive and in-depth. There should be no "re-hash" of the case materials. Instead, the groups should delve deeper than the events themselves to the root causes and systemic successes or failures which have placed the firm in the position they find themselves.

For the remaining cases, you will be INDIVIDUALLY responsible for a 4-5 page in-depth response to ONE of the questions assigned. Collaboration on analysis for individual cases is allowed, however the submitted response must be the sole work of the individual. The cases will be evaluated based on the same criteria from above. It is expected a written case submitted by a group will provide a SIGNIFICANTLY more in-depth analysis than an individual case response.

Discussion in class will be on the full case and its implications, not just the questions. Student contribution and understanding of the entire case is assumed.
Techno-Minutes Presentations:

On March 30 groups will be responsible for a presentation on current or state-of-the-art technology which you have researched. The purpose of this presentation is to expand the knowledge of the class on current technologies which enable re-designed processes.

Each group will meet and choose a technology of interest to research and present. This should be a general technology rather than a specific product. For example, a group may choose to research "SmartPhone Operating Systems," however, a group may not choose to research IPhone or Galaxy Phones. The group will research the technology and make an oral presentation of 15 minutes (including questions). The presentation will address the following questions about the technology:

1. What is it?
2. How does it work?
3. Who are the major players/vendors in the research, development, and marketing of this technology?
4. Why do you (or the industry) have an interest in this technology? How does it change the limitations of a current technology?
5. How can it have a profound effect on the way people work?
6. How does it enable a process or process re-design? Give an example.
7. What has been the track record of this technology - similar technologies - this company - this industry?
8. What mistakes have been made with this technology in the past? How does this technology improve upon recent mistakes? (if no mistakes, what has been done well?)
9. What process would you suggest to assure this technology is a success?

It is required that all group members participate in the presentation. Submitted projects and the presentations will be graded to give the groups an opportunity to improve their presentation skills before the final project presentation at the end of the semester.

Topics for techno-minutes can be found in Technology or Business Journals. You may also use any other trade journals, library materials, or legitimate internet resources to select a technology topic. To avoid duplication, each group will submit a first, second, and third choice technology topic to the instructor by February 9.

Your group will be notified as to which technology you will be responsible for presenting by February 16. The order for presentations on March 30 will be selected randomly.
Group Project:

Project Proposal Due Date: February 16
Project Due Date: Part 1: - questions 1-9: ("as is" process) March 2
Project Due Date: Part 2: - questions 10-15 ("to be" process) Finals Period

Each student working in groups will be responsible for a project to integrate the course materials. This project will consist of the application of course content to an organizational environment. Your solution will incorporate the development of an “app,” for the reengineering of a process.

It is important that each student keep this project in mind throughout the semester and collect data, ideas, and preliminary analysis for this project. Upon completion of the project proposal, the student will receive feedback as to the appropriateness of his/her topic and approach. The more complete the proposal, the more feedback the instructor will be able to give.

The project will be typed and turned in as an appropriate business report. It will include an executive summary and topic headings for explicit structure. All figures and diagrams submitted will have been completed using an appropriate computer application. Hand-drawn activity flow diagrams, for example, will not be accepted.

The following components are required for satisfactory completion of the project:

1. Critical Success Factors for your organization
2. A list of 6-10 processes of your organization
3. Process selection for redesign with justification of choice
4. Process mission
5. Process owners (executive and working)
6. Process management team identification
7. Process customer identification
8. A list of the process customer requirements
9. A diagram and analysis of current activity flow of the process
10. Diagram of proposed (redesigned) activity flow
11. Description of technology needed to support redesigned flow
12. Identification of process control points and ranges
13. Identification of process performance measurements
14. Implementation plan (process)
15. Lessons learned (what did you learn from this project?)

Your grade will be based on how well you complete these requirements, as well as your application of the course content to your organizational context, the depth of understanding of the course materials demonstrated, and the profoundness and professionalism of the analysis of your current organizational context.
Course Expectations & Grading

Group Case: 15%  
97+ = A+  
94-96 = A

Individual Cases: 40% (4 @ 10% each including re-write)  
90-93 = A-  
87-89 = B+

Group Project: 25% (Part 1: 10%, Part 2: 15%)  
84-86 = B  
80-83 = B-

Techno-Minutes: 10%  
77-79 = C+  
74-76 = C

Class Participation: 10%  
70-73 = C-  
And so on...

Assignments & Readings

<table>
<thead>
<tr>
<th>Day</th>
<th>Topic</th>
<th>Course Schedule</th>
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| 1/26 | Introductions, Expectations, & Syllabus  
Operating Processes in the Information Age: A Framework - "The Learning Organization" | |
| 2/2  | Identifying Key Business Processes  
"Process Selection Simulation" | HC Prologue 1-2 |
| 2/9  | CASE: Starbucks – Delivering Customer Service  
TECHNO-MINUTES PROPOSAL DUE | |
| 2/16 | The Process Perspective: Mngt, Planning & Ownership  
"Tire Changing Exercise," | HC 3-4 |
| 2/23 | Mass Customization - "Market Turbulence" Simulation  
CASE: Starbucks (Re-Write) | |
| 3/2  | Process Analysis  
"Build a House" video  
PART 1 GROUP PROJECT DUE | HC 5-6 |
| 3/9  | Process Redesign and Measurement  
CASE: Marvel Enterprises | HC 7-8 |
| 3/23 | Value Chain Analysis, Strategic Cost Management  
CASE: Samsung Electronics – Global Marketing Operations | HC 9-10 |
| 3/30 | TECHNO-MINUTES PRESENTATIONS | |
| 4/6  | Process Management Implementation and Control  
CASE: UnMe Jeans: Branding in Web 2.0  
Guest Lecture: TBA | HC 11-12 |
| 4/13 | Innovative Process Management Strategies  
Organizational Culture & Change Management  
CASE: Bank of America – Mobile Banking | HC 13 |
| 4/20 | PROJECT PRESENTATIONS  
Lessons Learned | |
| 4/27 | GROUP SIMULATION: Team Work: Achieving success by working in partnership | Epilogue |

GROUP PROJECT PART 2 DUE DURING FINALS TIME

PLEASE NOTE: Late assignments will NOT be accepted without prior approval of the instructor or teaching/course assistant

*Group Chapter Lectures
Suggested Process for Case Analysis

1. Competitive Environment at the time of the writing of the case.

Briefly, the ABC Company is in the industry and has been experiencing for the past years. The importance of this is and now they are faced with Other critical factors to consider are and this means

Using Michael Porter's Competitive Forces Model for analysis the environment in which the ABC Company operates is/is not competitive. (You may also add highly, strongly, slightly, moderately, increasingly, or whatever term you deem to be appropriate.) This is exemplified through

More specifically, looking at the CF Model the following factors are to be considered: (all should have specific issues relating to ABC Company)
Intra Industry Rivalry
Power of Suppliers
Power of Buyers
Threats of Substitutes
Barriers to Entry and Exit

Applying this information to ABC Company, this means
Therefore ABC Company may decide to

2. Learning Organization

The definition of a learning organization is and this means It is/is not therefore important for the ABC Company to follow these concepts because

Specifically the concepts relate to ABC in the following ways. (Identify specific issues for the following:)

Systems Thinking
Personal Mastery
Mental Models
Shared Vision
Team Building

Applying this information to the ABC Company means and they should consider If they do/do not it could mean

3. Market Turbulence Factors:

From an analysis of the ABC Company, the following Market Turbulence factors are to be considered (both structural and demand factors)

These factors are to be considered because
These other factors are not to be considered because

(Include the Market Turbulence Map)

Based upon the prior years, current year, and future year information this means

Applying this information to the ABC Company, they should consider because it will/will not allow them
4. Mass Customization

The definition of Mass Customization is........This differs from Mass Production....

At ABC, there are/are not numerous instances for mass customization in the areas of........and this is important because........

It is/is not important for ABC to modify their processes to........

This will/will not have a dynamic impact upon........

Applying this information specifically to ABC it means....... and this is critical to be able........

5. Process Reengineering

From a comprehensive analysis of the ABC Company, the following are processes which are used within the company........A process is defined as.............From a brief description of the processes, all meet/do not meet the definition. This is important because........

The critical success factors for the company include........because........

Using the Decision Matrix for analysis, the ABC Company should consider the following........because........

The........process received the highest/lowest score and this means........The ABC Company must also consider structural and cultural issues of ...........before deciding on modifying a process because........

Applying this information to the ABC Company, this analysis suggests........and it is important to ABC since........

6. Recommendations

As a business consultant and after extensive analysis of the ABC Company using the following tools, it is clear from the research they should consider the following........because the industry............and in order to gain a competitive advantage they should..................otherwise....................

Critical to the success of this recommendation is................

The implementation plan should include............

If this recommendation is implemented appropriately, the following benefit will accrue in ...........days/weeks/years...............................

Additional Points To Remember

1. Base your analysis on the class topics, readings, and your own knowledge
2. Think about the industry, the market, and the competition
3. What value does your analysis bring to the ABC Company?
4. Whenever you make a point, back it up, otherwise it doesn't mean anything.
5. As you analyze the case, be sure you consider the customer....Ask them!
6. Please proof read, have someone else proof read, then proof read again
7. Check for grammar, possessives, wordiness, and complete sentences
8. Bullets are fine, but explain them and back them up
9. Above all, APPLY, APPLY, APPLY and THINK, THINK, THINK
Grading:

Assuming a 20 point grading scale:

All responses will be clear, concise, professional, and well written. The intent is to challenge the student to think and apply the information in a creative and innovative manner. DO NOT REHASH THE POINTS OF THE CASE.

16 points: Explained the concepts and described some of the critical points
17 points: Explained the concepts and described many of the critical points
18 points: Explained the concepts and described most of the critical points
19 points: Same as 18 and applied the information in a creative manner
20 points: Same as 19 and included innovative and thought provoking ideas

Question: Can someone receive less than 16 points?
Answer: Yes, but let's all strive for at least 16 points please!

Please Note: Class Participation Grading

Students do NOT start at 100% for class participation and work their way down. On the contrary, students start at 50% for class participation and work their way up or down based on appropriate participation. If you have questions about this policy, please ask the instructor or teaching/course assistant.

REMEMBER:

RULE #1: Late assignments are not accepted
RULE #2: If you plan to turn in a late assignment without prior approval of the instructor or teaching/course assistant, re-read RULE #1
RULE #3: Assignments are due at the beginning of class and CANNOT be emailed.

Ethics

The strength of the university depends on academic and personal integrity. In this course, you must be honest and truthful. Ethical violations include cheating on exams, plagiarism, reuse of assignments, improper use of the Internet and electronic devices, unauthorized collaboration, alteration of graded assignments, forgery and falsification, lying, facilitating academic dishonesty, and unfair competition. Report any violations you witness to the instructor.

You can find more information about university misconduct policies on the web at these sites:

- [http://e-catalog.jhu.edu/undergrad-students/student-life-policies/](http://e-catalog.jhu.edu/undergrad-students/student-life-policies/)

Students with Disabilities

Any student with a disability who may need accommodations in this class must obtain an accommodation letter from Student Disability Services, 385 Garland, (410) 516-4720, studentdisabilityservices@jhu.edu.

ABET Outcomes

- Ability to function on multidisciplinary teams
- Understanding of professional and ethical responsibility
- Ability to communicate effectively
- Recognition of the need for and an ability to engage in life-long learning
- Knowledge of contemporary issues