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**Master Syllabus**

**Course:** *POM 446 Process Management*

**Cluster Requirement:** *5A & 5B*

This University Studies Master Syllabus serves as a guide and standard for all instructors teaching an approved course in the University Studies program. Individual instructors have full academic freedom in teaching their courses, but as a condition of course approval, agree to focus on the outcomes listed below, to cover the identified material, to use these or comparable assignments as part of the course work, and to make available the agreed-upon artifacts for assessment of learning outcomes.

**Course Overview:**

Management of integrated business processes through the application of process analysis and process improvement procedures. The course teaches students how to define, analyze, evaluate, and transform conversion and service activities to deliver better value to customers. Topics covered illustrate how people, processes, and systems can be combined most productively to create outputs that help fulfill organizational objectives.

**University Studies Course Rationale:**

 This course offered during the senior year of operations management major. It helps to fulfill 5A capstone study requirements by providing an opportunity to integrate their learning of operations management skills by working on real-world problem and submitting a written report along with oral presentation upon completion of the project. Upon completion of the study, students will be able to:

* Synthesize the knowledge and skills gained within major courses, independently complete a research-based project or creative work and integrate the results of both in an open-ended project or experience (projects within the major are encouraged).
* Integrate knowledge and principles from the field of study with those of the broader University Studies curriculum.
* Demonstrate advanced information literacy skills by selecting, evaluating, integrating and documenting information gathered from multiple sources into discipline-specific writing.
* Communicate effectively, both orally and in writing, the results of the project or experience.

 This course, which is also designated as service learning course, helps to fulfill 5B learning through engagement requirements by appropriately choosing and working on projects related to business community in the region. Upon completion of this requirement, students will be able to:

* Identify the needs and resources of the communities to which they belong.
* Apply knowledge and skills gained through academic study to real problems and/or opportunities within their communities.
* Describe the connections between learning on campus and the issues and needs of broader academic, professional or civic communities.
* Articulate the value of engagement to other members of their communities.

**Sample Course Outline:**

 **Session** **Activity or Short Title of Case HW Questions**  **Chapter**

1/25 Introduction, Housekeeping items, 1

 Course Overview. The Operations Function.

2/1 Operations & Supply Chain Strategy 4,6 2

2/8 Process Selection 4

 ***Pick groups for term project***

2/16(Tues) Test # 1 Chs 1,2,4

2/22 Service Design 5

 ***Term-project proposals due***

2/29 Process Flow Analysis 4,56

3/7 LEAN THINKING 7

3/14 NO CLASS SPRING BREAK

3/21 Test #2 Ch’s 5,6,7

3/28 Managing Quality 8

4/4 No Class – Travel

4/11 Quality Control and Improvement 9

4/18 No Class

4/25 Project Presentations

5/2 Class at Cadence

5/9 Test #3 Ch’s 8,9

**Grading Policy**

The course grade will be determined by the total of the scores received from the followings:

Test 1 20%

Test 2 20%

Test 3 20%

Team Project 20%

Homework Assignments 15%

Attendance 05%

**Recommended Report Format:** The report should have a minimum of 15 pages and maximum of 20 pages. The organization of the report (but not limited to):

1. Title of the project

2. Name of the authors

3. Reflection statement about project benefits to company and community

4. Abstract

5. Introduction

6. Literature survey on the specific topics of process management

7. Project methodology

8. The Case Study

9. Analysis of the current process management practices

10. Summary of findings and recommendations

11. Lessons learned from the project

12. Conclusions

13. References

Appendices

**Project Assessment Criteria**

* Nature of the project planning and execution
* Quality of the report
* Final presentation

**Examples of Texts and/or Assigned Readings:**

 • TEXT: Schroeder, R.G., ***Operations Management in the Supply Chain***, 6th edition, McGraw-Hill/Irwin: Boston, MA, ISBN # 978-0-07-352524-2

**Example Learning Activities and Assignments:**

The requirement of the project is linked to the University initiative towards ***service learning*** where students attain discipline specific knowledge through creatively designed active learning community based projects that benefits the students, the company and the community. The project report that each team needs to submit is to be prepared on a word- processor, double spaced, with a title page showing the title of the paper, the name and the number of the course, the date, team members and the name of the professor. The title is to be in capital letters centered on the page, and all other information is to be placed at the lower right-hand corner of the page. Any supporting documentation is to be placed at the end of the paper, and is the case of computer output only successful executions are to be included. The project report should be held together with a single staple in the upper left-hand corner. No cover of any kind is to be used, while computer paper is appropriate with the use of a word processor. The project details are given below:

Team Size: About four students

Description: Primarily, this project should deal with process management practices in a real-life organization. This industrial project should be based on the collection and analysis of data/information from a company concerning its process management practices. This should include the following: Company's background, current process management strategies/methods, problems and challenges with process management practices and their influence on productivity and quality, future strategic directions of the company, recommendations to improve the competitiveness of the company in terms of new strategies and techniques for process management practices. You can choose any company and it could in either in manufacturing or services.

**Learning Outcomes:**

 Course-Specific Learning Outcomes:Upon completion of this course, the student should be able to solve various interdisciplinary management problems using the tools of operations management, decision making under certainty and uncertainty, and refined reasoning. Through experiential and applied learning, the student will be familiar with:

* Process management and how it is used to create value
* Developing an ability to analyze processes from an operations perspective
* Understanding process analyses from a company-wide perspective
* Understanding a methodology for creating an environment for continuous improvement in an operations organization.
* Managing quality for continuous improvement and controlling quality within the supply chain

**University Studies Course Rationale**

POM 446 Process Management is a required class for operations management majors. For senior level students who may be in supply chain management, service operations management or general operations management option, this a required class. This course provides students with an opportunity to work on a team project and apply concepts and methodologies learnt in POM 212 business statistics, POM 333 quantitative business analysis, POM 345 operations management, POM 415 applied decision techniques, POM 445 managing quality, and POM 447 project management courses.

**5A: Capstone Study**

University Studies Learning Outcomes for clusters 5A:

*This course will give students the opportunity to integrate their learning and produce an original expression of knowledge or understanding. Students will also demonstrate mastery of both written and oral communication.*

*Upon completion of the capstone study, students will be able to:*

*5A-1. Synthesize the knowledge and skills gained within major courses, independently complete a research-based project or creative work and integrate the results of both in an open-ended project or experience (projects within the major are encouraged).*

*5A-2. Integrate knowledge and principles from the field of study with those of the broader University Studies curriculum.*

*5A-3. Demonstrate advanced information literacy skills by selecting, evaluating, integrating and documenting information gathered from multiple sources into discipline-specific writing.*

*5A-4. Communicate effectively, both orally and in writing, the results of the project or experience.*

**Example Learning Activities, Assignments and Outcome Map:**

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| --- | --- | --- |
| **Univ St Learning Outcome** | **Teaching and Learning Activities** | **Student Work Products** |
| 5A-1  | Students form teams to work on a process management related project. The process can be a product or a service related business operation. They make use of their knowledge in senior level operations management class such as POM 447 project management in identifying appropriate process for study and steps needed to successfully complete the project in a time bound manner. They also develop a proposal and submit it before starting any further work. The proposal is reviewed and approved before the team can get started. | Team formation and submission of project proposal. This is reviewed by the class instructor and up on approval, the project teams can start their work on the project. |
| 5A-2 | Students carry out process flow analysis starting with development of a process flow chart. It also involves data collection on each of the activities within the process under study including determination of flow rates. They make use of skills and knowledge from POM 445 managing quality and POM 448 supply chain management classes. The output of this stage helps to identify the bottleneck activity that can benefit from a process improvement study.  | Process flow analysis and identification of bottleneck activity. A reflective statement of one or two paragraphs should be included that helps to make connections between process management and broader university studies curriculum.  |
| 5A-3 | Students classify the activities into value adding and non-value adding activities. Each team works to find approaches that can help in reducing or eliminating non-value adding activities. It also involves carrying out research to determine best practices based on other similar processes and/or literature survey of studies involving similar processes. They make use of knowledge and skills from POM 415 applied decision models, POM 445 managing quality, and POM 448 supply chain management. | Data collection, analysis, and determining best practices. |
| 5A-4 | Students identify and if time permits implement actions that help to improve the overall process. Teams also carry out a cost-benefit analysis in order to justify implementation of the proposed actions. They make use of tools and techniques from POM 447 project management course. These activities are included in the written report. | Team presentation and project report that includes recommended corrective and preventive actions. |

**5B: Learning Through Engagement**

University Studies Learning Outcomes for clusters 5A:

The requirement of the project is linked to the University initiative towards service learning where students attain discipline specific knowledge through creatively designed active learning community based projects that benefits the students, the company and the community.

*Upon completion of this requirement, students will be able to:*

*5B-1. Identify the needs and resources of the communities to which they belong.*

*5B-2. Apply knowledge and skills gained through academic study to real problems and/or opportunities within their communities.*

*5B-3. Describe the connections between learning on campus and the issues and needs of broader academic, professional or civic communities.*

*5B-4. Articulate the value of engagement to other members of their communities.*

**Example Learning Activities, Assignments and Outcome Map:**

|  |  |  |
| --- | --- | --- |
| **Univ St Learning Outcome** | **Teaching and Learning Activities** | **Student Work Products** |
| 5B-1 | Students identify projects by interacting with the local business community. It may be a business where one of the team members is already working or has contacts and can seek permission from the immediate supervisor to carry out the operations management related project. Instructors also facilitate selection of an appropriate project. The project may also involve a business process at UMass-Dartmouth. | Selection of a business process and submission of proposal to the instructor This is reviewed by the class instructor and up on approval, the project teams can start their work on the project. |
| 5B-2 | Students apply operations management skills to carry out process analysis of a product or service related real-world process for developing insights that lead to recommendations for process improvement. Applying concepts and methodologies on a real-world business problem prepares students for challenges and difficulties that arrive when coordinating activities with team members and addressing issues where real-world problems seem more complicated than what is seen in the textbooks. | Team presentations and project report captures the work done by students. |
| 5B-3 | Students submit a detailed final report that helps to communicate their work more formally. The report also includes an executive summary and a reflective statement. Executive summary is meant to highlight a project team work to the senior management of a company. Reflective statement is meant to summarize key learning points of the team as they worked through the project. It can include difficulties and challenges faced during the project and new knowledge gained. | Project report that incudes reflective statement by the team captures the work done by students. More specifically, students would reflect on how real-world project helped them to better understand topics covered in class. |
| 5B-4 | Each student team also makes a formal oral presentation to the class. This provides an opportunity to learn from the presentations of other teams and get exposed to other processes and related work apart from their own projects. It also provides an opportunity to interact with other classmates through questions and answers, and look at the project each team has worked on through the perspective of others. | Team presentations captures the work done by students. In the presentation, students should also articulate how the real-world project helped them to understand concepts more effectively. |