MBA 6010 Process Management Strategy

Workflow Curriculum Modification - Course Change

Please verify your answers to the previous questions before clicking Submit Request at the bottom of the page.

1. Proposed course prefix and number:
MBA 6010

2. Proposed credit hours:
3

3. Proposed course title:
Process Management Strategy

4. Proposed course prerequisites:
None

5. Proposed course corequisites:
None

6. Proposed course prerequisites that may be taken concurrently (before or at the same time):
None

7. Minimum grade for prerequisites (default grades are D for Undergrad and C for Grad):
None

8. Major and/or minor restrictions:
Include

9. List all the four-digit major and/or minor codes (from Banner) that are to be included or excluded:
ACTM, MBAM, MBBM, MBFM, MBGM, MBHM, MBIM, MBKM, MBSM

10. Classification restrictions:
Not Applicable

11. List all the classifications (freshman, sophomore, junior, senior) that are to be included or excluded:
none

12. Level restriction:
Include

13. List the level (undergraduate, graduate) that is to be included or excluded.
GR

14. Do prerequisites and corequisites for 5000-level courses apply to undergraduates, graduates, or both?
Not Applicable

15. Is this a multi-topic course?
No

16. Proposed course title to be entered in Banner:
Process Management Strategy

17. Is this course repeatable for credit?
No

18. Is this course mandatory credit/no credit?
No

19. Select class type:
Lecture/Lab/Discussion

20. How many contact hours per week for this course?
3

A. Please choose Yes or No to indicate if this class is a Teacher Education class:
No

B. Please choose the applicable class level:
Graduate

C. Please respond Yes if this is a current general education course and/or a course being submitted for the new WMU Essential Studies program. Please respond No if it is neither.
No

D. Explain briefly and clearly the proposed improvement.
Re-engineer the MBA curriculum at Western Michigan University to provide entry and middle level managers skills and knowledge that advance their careers through (1) credit for life experiences, (2) skill-based curricula, i.e. every course provides skills that can be immediately applied in professional life, and (3) hybrid/hyflex/online courses that maintain benefits of live

relationships and interaction, but reduce the time required to be on-campus.

E. Rationale. Give your reason(s) for the proposed improvement. (If your proposal includes prerequisites, justify those, too.).
Popularity of the traditional MBA is shrinking. Between 2014 and 2018, the number of accredited full-time M.B.A. programs in the U.S. shrank 9% to 1,189, with schools reporting 119 fewer two-year degrees in the most recent survey by the Association to Advance Collegiate Schools of Business. For the second consecutive year, even the highest ranked business schools in the U.S. are beginning to report significant declines in M.B.A. applications and the worse is yet to come, with many M.B.A. programs experiencing double-digit declines. About 10% to 20% of the top 100 M.B.A. programs in the U.S. will likely close in the next few years, with even greater fallout among second- and third-tier schools. On-line and specialized skills (credentials) are increasing. Shorter and more-flexible graduate business degrees have proliferated. Specialized subjects like data analytics are growing at 16%, on-line MBA programs have doubled in the last six years. Enrollment in the MBA program at WMU overall has declined 31% from its peak in fall 2010 to fall 2018. Main campus enrollment was down 30.9% and enrollment at regional sites was down 42.1%.

F. List the student learning outcomes for the proposed course or the revised or proposed major, minor, or concentration. These are the outcomes that the department will use for future assessments of the course or program.
MBA 6010 is a course designed for students to acquire and apply the knowledge and skills needed to improve integrated purchasing, operations, and logistics processes in manufacturing and service firms. Strategies, principles and techniques included in lean systems, total quality management, six sigma and constraints management will be used by students to develop innovative solutions to process design, management and improvement challenges presented in strategic business cases, simulated systems, or projects within the value chain of an organization. Learning Objectives: The broadest goal of the course is to develop skills related to improving "business processes". An appropriate understanding of the quantitative and qualitative processes used to manage and improve operations will be developed. Three management "systems", Lean/TPS, TQM/Six Sigma, and theory of constraints (TOC), will be examined to provide the foundation for understanding and improving processes across different business environments and functi

G. Describe how this curriculum change is a response to student learning assessment outcomes that are part of a departmental or college assessment plan or informal assessment activities.
This curriculum change is a result of research into market trends and the needs of business professionals and hiring organizations. Specific Learning Goals that will be assessed in the new program includes: 1. Students will be knowledgeable about and be able to put into practice effective Leadership Skills 2. Students will be knowledgeable about and be able to put into practice effective Communication Skills 3. Students will gain knowledge and be proficient in Strategic Decision Making by gaining an understanding of data analysis, functional business areas and the ability to develop strategic plans for business.

H. Effect on other colleges, departments or programs. If consultation with others is required, attach evidence of consultation and support. If objections have been raised, document the resolution. Demonstrate that the program you propose is not a duplication of an existing one.
N/A

I. Effect on your department's programs. Show how the proposed change fits with other departmental offerings.
This course allows students to meet the requirements of the new MBA.

J. Effects on enrolled students: are program conflicts avoided? Will your proposal make it easier or harder for students to meet graduation requirements? Can students complete the program in a reasonable time? Show that you have considered scheduling needs and demands on students' time. If a required course will be offered during summer only, provide a rationale.
There will be no effect on students meeting the graduation requirements.

K. Student or external market demand. What is your anticipated student audience? What evidence of student or market demand or need exists? What is the estimated enrollment? What other factors make your proposal beneficial to students?
Our anticipated audience are our current Haworth College of Business graduate students as well as other graduate students at WMU. In the short-term, we do not anticipate any significant change in demand for this course.

L. Effects on resources. Explain how your proposal would affect department and University resources, including faculty, equipment, space, technology, and library holdings. Tell how you will staff additions to the program. If more advising will be needed, how will you provide for it? How often will course(s) be offered? What will be the initial one-time costs and the ongoing base-funding costs for the proposed program? (Attach additional pages, as necessary.)
There is no expected change in departmental or university resources.

M. With the change from General Education to WMU Essential Studies, this question is no longer used.
For courses requesting approval as a WMU Essential Studies course, a syllabus identifying the student learning outcomes and an action plan for assessing the student learning outcomes must be attached in the Banner Workflow system.
Not Applicable

N. (Undergraduate proposals only) Describe, in detail, how this curriculum change affects transfer articulation for Michigan community colleges. For course changes, include detail on necessary changes to transfer articulation from Michigan community college courses. For new majors or minors, describe transfer guidelines to be developed with Michigan community colleges. For revisions to majors or minors, describe necessary revisions to Michigan community college guidelines. Department chairs should seek assistance from

college advising directors or from the admissions office in completing this section.
Not applicable.

O. Current catalog copy:
N/A - this is a new course.

P. Proposed catalog copy:
MBA 6010 – Process Management Strategy Students acquire and apply the knowledge and skills needed to improve integrated purchasing, operations, and logistics processes in manufacturing and service firms. Strategies, principles and techniques included in lean systems, total quality management, six sigma and constraints management will be used by students to develop innovative solutions to process design, management and improvement challenges presented in strategic business cases, simulated systems, or projects within the value chain of an organization. Prerequisites/Corequisites: None. Credits: 3 hours Restrictions: Enrollment in HCOB graduate business courses requires admission to the MBA or MSA program or the approval of the Director of Graduate Business Programs. Notes: Open to Graduate students only. When Offered: Fall, Spring, Summer 1, Summer 2

MBA 6010: PROCESS MANAGEMENT STRATEGY
Master Syllabus

Instructor:
Office:
E-mail:
Office Hours:

Course Description

Students acquire and apply the knowledge and skills needed to improve integrated purchasing, operations, and logistics processes in manufacturing and service firms. Strategies, principles and techniques included in lean systems, total quality management, six sigma and constraints management will be used by students to develop innovative solutions to process design, management and improvement challenges presented in strategic business cases, simulated systems, or projects within the value chain of an organization.

Goals and Objectives

The broadest goal of the course is to develop skills related to improving "business processes". An appropriate understanding of the quantitative and qualitative processes used to manage and improve operations will be developed. Three management "systems", Lean/TPS, TQM/Six Sigma, and theory of constraints (TOC), will be examined to provide the foundation for understanding and improving processes across different business environments and functions.

MBA Learning Goals

The MBA program emphasizes three specific learning goals listed below:

1) Students will be knowledgeable about and can practice effective leadership skills
2) Students will be knowledgeable about and can practice effective communication skills
3) Students will gain knowledge and be proficient in strategic decision making

Example Textbooks and Other Required Materials

The materials that would be required for MBA 6010 will be determined by the instructor and determined based on their ability to contribute to achieving the course learning objectives. These may include (but are not limited to):

- *OM 6*, David A. Collier and James R. Evans, South-Western Cengage Learning.
- *Matching Supply and Demand: An Introduction to Operations Management*, Gerard Cachon and Christian Terwiesch, McGraw-Hill.
- *Lean Thinking*, Daniel T. Jones and James P. Womack
- Supplemental Readings and Cases handed out in class and posted online.
- PowerPoints posted on E-Learning.
- In-class handouts, lectures and simulations.
- PowerPoints and lectures contain information that may not be in the readings.

Course Method

Course delivery method will vary based on the expertise of the instructor and the needs of the student. However, the method chosen (hybrid/hyflex/online) must maintain the benefits of developing and nurturing relationships through regular live student-to-student/student-to-instructor interactions.

Course Evaluation

The methods and outcomes from which to evaluate the course may include (but are not limited to): **examinations** (preferably essay/short answer), **written assignments (**in-class and/or out-of-class - in general, these will tend to be practical and informative assignments that will help to better understand how to apply strategic decision-making in operations to solve business problems), **presentations** (communication skills), **class participation**, **simulation results, teamwork/leadership assessments, value stream mapping, process improvements, etc.**

Example Structure

Week 1:

- In Class Discussion / Activities
- Course Introduction
- A3 Problem Solving
- In class assignment/discussion. Example: A3 Problem Solving: What it is and What it is Not" (by Larry Rubrich)

Week 2:

- Theory of Constraints (TOC); Capacity and utilization
- In class assignment/discussion. Example: "Short Term Capacity Planning: Theory of Constraints" (Meredith & Shafer)

Week 3:

- Theory of Constraints (TOC) Continued; Waste and Process Mapping
- In class assignment/discussion. Example: Lean wastes

Week 4:

- 5S; Lean and the Toyota Production System (TPS)
- In class assignment/discussion. Example: "Lean – Clean House with Lean 5S" (Chapman); Toyota Production System Case"

Week 5:

- Test In Class (or online)
- Work on group projects.

Week 6:

- Product/Process Choice, facility design
- In class assignment/discussion. Example: TPS

Week 7:

- Inventories
- In class assignment/discussion. Example: "The Myths and Truths about Inventory Optimization." Supply Chain Management Review 18 (2): 10-12,14,16-19.

Week 8:

- Value Stream Mapping.
- In class assignment/discussion. Example: "Value Stream Management for the Lean Office" (Tapping & Shuker)
- Conduct value stream mapping exercise (in class or online)

Week 9:

- Quality management
- In class assignment/discussion. Example: Total quality management as competitive advantage: A review and empirical study, Thomas C. Powell, Strategic Management Journal, 1995.

Week 10:

- Compare Six Sigma, Lean and TOC
- In class assignment/discussion. Example: "How to Compare Six Sigma, Lean and the Theory of Constraints," Quality Progress, March 2002, 73-78.

Week 11:

- Project Management
- In class assignment/discussion. Example: "The role of project management in achieving project success" International Journal of Project Management, 1996.

Week 12:
- Test In Class (or online)

Week 13:
- Group presentations
- Finalize class

Example assignments:

Individual Assignment: Simulations

Individual Assignment: Process Map
Analyze, map and improve a work process (e.g., processing loan applications, procuring materials, restocking shelves, sweeping/cleaning an office, manufacturing a product) that you are (were) involved with a place of employment.

Individual Assignment: 5S Project
Conduct a 5S project. Roughly translated, the components of 5S are sort, set in order, shine, standardize and sustain.

Individual Assignment: Continuous Improvement Interview

Interview at least one person in the organization who is heavily involved in "continuous improvement" activities. Prepare a written report based on findings.

Group Assignment: Case Analysis and Presentation

Prepare and discuss questions for an assigned case study. The main purpose of the presentation is to let the all view opinions, especially on some questions that are open-ended, and teams may suggest different solutions or actions.

Group Assignment: Process Improvement Project

The project will entail evaluating a business process in an organization to which you have access and developing a plan of action to improve the efficiency and effectiveness of the process. Examples of good processes for analysis include, 1) medical record completion process at a major hospital; 2) warranty claim process; 3) the receiving process at a major hospital; 4) the process of buying a new car at a car dealership; 5) the process of assembling, preparing and packing components for shipment

University Guidelines

Latest WMU guidelines (academic integrity, accommodations for persons with disabilities, etc.) that are required to be included in syllabus.