

***DePaul University
School for New Learning***

FA 313 PROCESS MANAGEMENT AND DESIGN

*O'Hare Campus
Saturdays, September 13 through November 15, 2008
9:00 am to noon*

Competences

L-7 (Can learn collaboratively, and examine the skills, knowledge and values that contribute to such learning)

H-2-X (Can explain the role and significance of organizational management and leadership in process-related change)

S-2-X (Understands process and quality measures, and can use mathematics and statistics to predict and explain process behavior)

F-X (To be written by student to support focus area)

Instructor

Gene McGinnis
847/931-7720 (voice mail)

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Instructor is available prior to class or by telephone, by appointment.

Course Description

From erecting an architectural monument to developing training materials to planning an international seminar, it is all process. *Process Management and Design* begins with an examination of process design, exploring significant contemporary ideas. Principles of Deming, Duran and Cosby are discussed, as well as Six Sigma methodologies. The course of study considers process within the context of organizations and leadership, as well as a contemplation of the manner in which process applies in each class participant's experience.

Participants will create, define, analyze and classify processes; develop and apply process measures; and determine internal and external customer needs and expectations. Other topics covered include process re-engineering, continuous process improvement, process benchmarking, and systems thinking.

Everyone is encouraged to engage in this learning experience with fresh perspectives about process, and its meaning in their lives.

Methodology and Learning Experience

The classroom experience for this course is designed to be informal. The learning experience will include lecture, class discussion, readings, and case studies. Other modes of learning include discussion of participant-identified examples, peer collaboration, and experiential activities designed to develop and improve newly acquired skills.

Blackboard (<http://oll.depaul.edu/>) will be used to post additional readings, general information, and assignment details.

Required Texts

Process Mapping, Process Improvement, and Process Management, by Dan Madison. (Paton Press. ISBN: 1-932828-04-4).

The Toyota Way: 14 Management Principles from the World's Greatest Manufacturer, by Jeffrey K. Liker. (McGraw-Hill. ISBN: 0-07-139231-9).

Students are encouraged to explore book purchase options at amazon.com, ecampus.com, and other discount retailers.

Recommended Texts

Business Process Improvement, by H. James Harrington. (McGraw-Hill. ISBN: 0-07-026768-5).

About the Instructor

Gene McGinnis has enjoyed a wide array of professional experiences, including long-range planning, call center and staff operations management, information technology management, training design, development and delivery, customer service management, business analysis, and internal and external consulting. Gene has a BA in Organization Development, an MA in Organizational Performance from DePaul University, and holds graduate certification in Organization Development from Benedictine University. Gene is a certified professional facilitator.

Course Policy

- *Attendance.* Expected in all class sessions. If it is absolutely necessary to miss a session, the instructor *must* be notified prior to the class. Participants missing a class will be required to complete additional work to receive a passing grade. It is the student's responsibility to arrange to discuss any make up work. Any absence not previously communicated with the instructor will result in the final grade being lowered by one letter, and the participant will not enjoy the opportunity to submit additional work. Students with more than one unexcused absence will receive an FX for the course. Partial absences are considered equivalent to missing an entire class.
- *Punctuality.* The class will begin on time, and we will end on time. Participants are expected to do the same.
- *Preparedness.* Weekly assignments should be completed prior to the beginning of the class in which they are due, and participants are expected to be ready to engage in discussions at the beginning of class. Blackboard (<http://oll.depaul.edu/>) will be used by participants to submit assignments.
- *Delivery.* All assignments will be delivered on or before the due date. Late delivery will not be accepted. Missing a class does not excuse participants from on-time delivery.
- *Integrity.* All work presented in class, and in written artifacts, should be the work of the participant, and should have appropriate attribution. Plagiarism of any kind will not be tolerated, and will result in a failing grade for the course and all registered competences.
- *Participation.* Active participation is strongly encouraged. The quality and quantity of class participation is evaluated and graded.
- *Scholarship.* All written assignments should be delivered in a manner consistent with college-level performance, and should reflect a commensurate degree of critical thought and personal reflection. Grades will be lowered for consistent grammatical and/or structural errors.

Course Policy, continued

- ***Responsibility.*** Learning is a shared responsibility between the instructor and the student. If a participant requires assistance outside of the classroom, needs to discuss or negotiate changes in the content or timing of required deliverables, is not learning the subject matter to their personal satisfaction, or has any other unmet need that interferes with their learning, it is their responsibility to contact the instructor to initiate an exploratory discussion at an appropriate time. The instructor will consider each request on a case-by-case basis, and make any changes deemed appropriate and necessary to facilitate the participant's learning.
- ***Technology.*** Please turn off all pagers, cell phones, and similar devices while class is in session unless otherwise requested.

Learning and skills acquired

At the completion of the course, the learner will understand the principles of process management, process measures, process modeling and process classification, as well as the principles of continuous improvement, benchmarking, and reengineering.

Other learning will include an understanding of Six Sigma Analyses, process capability indices, benchmarking methods, and the importance of organizational readiness in change.

Evidence to be submitted

Students will satisfy the requirement(s) of this course by submitting a series of written products demonstrating their understanding of the course topic(s) and their ability to apply the course's concepts. Specific evidence may vary, based upon the competences for which the student has registered. Alternative evidence will be considered and may be approved at the prior discretion of the instructor. Specific assignments will be made available in advance on Blackboard.

Written case reviews and reaction papers should be succinct, provide germane *analysis* of the case or reading, and should *integrate* learnings from class. Case reviews and papers should *not* be simply a summary.

Final papers, presentations and other artifacts submitted as evidence of learning are due no later than the end of the last class session. Students wishing their final work / papers to be returned should provide a self-address stamped envelope no later than the last class. Graded papers will not be returned to campus for general collection.

Evidence to be submitted, continued

All work submitted in writing should follow generally accepted rules of style (Chicago, APA, or MLA), including attribution, bibliography / references, and presentation. All papers should be double spaced, with one-inch margins, using 10- or 12-point font; include a cover page, numbered pagination and headers containing the author's name, date, and assignment topic. The website <http://www.ccc.commnet.edu/mla/index.shtml> is recommended for additional support.

The instructor is available to meet with individual students during the quarter to resolve any questions or issues they may have regarding projects or deliverables.

Assessment criteria

Assessment considers the following elements:

- The instructor's evaluation of the learner's progress (attainment and application of skills and knowledge) during the course;
- The quality, appropriateness, delivery and defense of discussions and learning products;
- The quality and appropriateness of peer review and feedback;
- The quality and depth of reflection, self-awareness and self-analysis.
- The quality and appropriateness in class discussions and activities.

Grading will use the following standards:

A: Work of high quality; reflects thorough and comprehensive understanding of the issues at hand; reflects a clearly identifiable thesis and argument that demonstrates cogent and creative development and support of idea.

B: Work of good quality; reflects clearly organized and comprehensive understanding of issues at hand; presents substantive thesis and argument with evident development and support of ideas.

C: Work which minimally meets requirements set forward in assignment; reflects some organization and development of ideas but develops argument in superficial or simplistic manner; may only address part of the assignment or be otherwise incomplete.

D: Work of poor quality which does not meet minimum requirements set forth in the assignment; demonstrates poor organization of ideas and/or inattention to development of ideas, grammar, and spelling; treatment of material is superficial and/or simplistic; may indicate that student has not done reading assignments thoroughly.

Overall, satisfactory completion of this course requires the student/learner to aptly demonstrate either significant personal progress between the beginning and end points of

the class, or the achievement of competence in integration and application of the concepts and practices offered during the course.

Schedule of Classes (Provisional)

Week	Topics
<i>Date</i>	
One	
September 13	Introductions and syllabus review
	Course expectations and overview
	Course content discussion
	Process and quality management
	<i>L-7 expectations and final product</i>
<i>Assignment</i>	Madison: Read chapters 1 - 3
	Liker: Begin Reading "The Toyota Way"
Two	Leadership, culture, and organizational readiness
September 20	Roles and responsibilities
	Process management
	Quality
Three	Process classifications
September 27	Core processes
	Efficiency and effectiveness
<i>Assignment</i>	Madison: Read chapters 4 - 6
Four	Measuring performance
October 4	Measuring efficiency
	Statistical measures
Five	"Math Week"
October 11	Six Sigma
	Tools for improvement
<i>Assignment</i>	Madison: Read Chapters 7 - 11

Schedule of Classes, continued

Week	Topics
<i>Date</i>	
Six	Understanding your customer
October 18	Documenting and assessing processes
	Undertaking a process improvement effort
	A redesign methodology
Seven	Statistical process control
October 25	Re-engineering
	Undertaking an improvement project
<i>Assignment</i>	Madison: Read Chapters 12 - 15
	Liker: Complete "The Toyota Way"
Eight	Continuous process improvement
November 1	Benchmarking
Nine	Installing the improved process
November 8	Process architecture and organizational strategy
Ten	Building and sustaining BPM / TQ organizations
November 15	The Toyota Production System
November 15	<i>ALL FINAL PRODUCTS DUE</i>

Addenda

DePaul University Academic Integrity Policy

DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility for oneself, for others and for society at large. Violations of academic integrity, in any of their forms, are, therefore, detrimental to the values of DePaul, to the students' own development as responsible members of society, and to the pursuit of knowledge and the transmission of ideas. Violations include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university's academic resources; alteration or falsification of academic records; and academic misconduct. Conduct that is punishable under the Academic Integrity Policy could result in additional disciplinary actions by other university officials and possible civil or criminal prosecution. Please refer to your Student Handbook or visit <http://studentaffairs.depaul.edu/homehandbook.html> for further details.

Incomplete Policy

Undergraduate and graduate students have one quarter to complete an incomplete. At the end of the quarter following the term in which the incomplete grade was assigned, remaining incompletes will automatically convert to "F" grades. Ordinarily no incomplete grade may be completed after the grace period has expired. Instructors may not change incomplete grades after the end of the grace period without the permission of a college-based Exceptions Committee. **NOTE:** In the case of a student who has applied for graduation and who has been approved for an Incomplete in his or her final term, the incomplete must be resolved within the four-week grace period before final degree certification.

The SNL student who wishes to receive the grade of IN must formally request in writing that the instructor issue this grade. This request must be made before the seventh week of the quarter in which the student is enrolled in a course.

Students who feel they may need an accommodation based on the impact of a disability should contact the instructor privately to discuss their specific needs. All discussions will remain confidential.

To ensure that you receive the most appropriate accommodation based on your needs, contact the instructor as early as possible in the quarter, preferably within the first week of class, and make sure you have contacted:

- PLuS Program (for LD, AD/HD) at 773-325-4239 in the Schmidt Academic Center, room 220 or;
- The Office for Students with Disabilities (for all other disabilities) at 773-325-7290, DePaul University Student Center, room 307.