The University of Texas at El Paso
CoBA- Department of Marketing and Management
Course/Seminar: Concepts of Production Management 5308
AMBA Management Seminar / June 14- July 30-2018

By Diego Rivera
(1886-1957)
A Panel from the Detroit Industry Mural 1932-33
Detroit Institute of Art

Class Meeting
Times: Monday/ Thursday 1730-2130- Room 110C
Place: UTEP Graduate School of Business / Chase Building - Downtown
Instructor: Ricardo R. Blazquez
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Office Hours: By appointment
Syllabus Components:
- Course Description and Considerations
- Your Role and Responsibility
- Outcomes, Objectives and Goals
- Assessments
- Required Reading
- Link to Harvard Business School (HBS) for our Course Pack
- Class Policies
- Course Requirements
- Daily Class Schedule

Course Description and Considerations:

"Education is the kindling of a flame, not the filling of a vessel."
— Socrates

"The production/operations function is concerned with the planning and decision making activities of managers directly responsible for the conversion of resources into products and services. This course is a study of the issues underlying the management of operations, and introduces you to a variety of tools and techniques used by operations managers exploring alternative means of implementing decisions."

Gary Hamel defines Management as: “The Technology of Human Accomplishment.”
Operations to me is its embodiment- I love Operations because People are at its core.

We shall explore production/operations as the enterprise seeks to activate creativity, culture, philosophy, values, deep knowledge, a system, and resources to serve the ever-changing demands of the 21st century marketplace.

We shall review and discuss ideas, cases and articles that highlight this topic in virtually all regions of the world. We shall also reflect upon the unique political, socio-cultural, economic, strategic and aspirational factors that exist in the business environment where the firm operates.

The basis for the exploration of these issues shall be strategic foundations found in our foundational books.

Leadership is a common thread that we shall see exposed in all of our readings. This vital theme is expressed in our first book, Leadership Jazz by Max DePree. We shall then move on to the seminal work of Eliyahu Goldratt, The Goal and conclude the unique dimensions of the Toyota Production System (TPS) as outlined in Liker’s The Toyota Way.

TPS was born at Toyota over 50 years ago and it has evolved to a global standard that is emulated and followed in many organizations and in many lines of business. It has a very pronounced set of tools that are used to promote and evolve a system through a philosophy that pursues perfection.

In doing so, it helps to reflect and build a culture of people who are dedicated to this end with pronounced values and beliefs that go beyond the research, engineering, design, and production of their goods and services. It supports the prospect of future generations of employees and customers.

TPS is an organizational/social system that unites People and their infinite capacity for the pursuit of excellence-individually and collectively as we serve our Customers. It is a spirit and a place for realized potential!
I have lived it at Toyota and continue to do so. It is a source of constant learning as it evolves each and every moment of the day in the pursuit of excellence.

Many manufacturing firms in most sectors are engaged in the pursuit and modeling of elements of TPS. The interest and quest for TPS has shifted to other non-manufacturing sectors such as service, health care, education and financial services. We shall explore this with real cases and readings.

It will however be the reflections and lessons we contemplate in the words of the late Taiichi Ohno that will allow us to reach an apex in the pursuit of excellence and perfection. It is a journey that does not have a destination in a western sense, for as you liberate and reach a summit of performance you search for an elevated state of enterprise/operational performance and thus customer service.

Mr. Ohno is the “Father of TPS”, worked at Toyota for nearly 50 years. He is and will remain the spirit of the “Master Sensei” of TPS.

Taiichi Ohno’s legacy and work has touched and is touching the sphere of business globally as firms from virtually every sector seek to model themselves with the “Toyota Way”.

My words cannot reflect the depth, power, and yet simplicity of his thinking as it unleashes the infinite capacity of human beings within a “system”- (i.e. The Toyota-Way)! Mr. Ohno can be considered to be the one of the most powerful forces in enterprise and operations management in the last century.

Yet, the power of TPS is abundant at Toyota because of the Toyoda Family, their principles, and the Culture and Philosophy that it has fostered and guided for over three generations. This is a vital dimension that is often overlooked by those firms who seek to emulate TPS.

You will enjoy his words and they will complement and bring your personal thoughts about production/operations to closure in our course yet provide you with an impetus to find the pursuit of excellence in anything that you shall do as a professional in the future. This is the essence of your Final Paper!

Valuable participant centered learning and in class discussion in the Socratic method on carefully selected complimentary HBS cases and other readings will further enliven our understanding.

Sound, balanced, and unselfish leadership is often the difference between success and failure in the firm with its gradient effects. Therefore, our journey begins with a seminal book on this topic. The role of leadership from Max DePree shall be a constant companion on our journey in this course.

Take a moment to reflect right now on what leadership means to you. How have you felt it? What are its elements to you, both in a good and bad way? It will become very apparent that leadership along with several other dimensions that businesses engage requires balance in the firm. Sound corporate governance maintains this most necessary and delicate equilibrium.

Modern operational thinking on leadership can date back to the Lincoln Electric model in the last century as it proposed a new ideal on “shared” leadership. Today companies and organizations as distinct as IBM, Southwest, Morning Star, Toyota, Virginia Mason, Gore, Starbucks, and Whole Foods apply “shared” leadership in unique ways.

Yet, we must also consider that a culture of “Shared Leadership” will also imply the necessity for a foundational “operating system” by which to do this. A system exercised and shared by all members where the support for “people” at the most elemental levels is paramount.

Toyota and its TPS is a very strong example of such a “system” with its inherent philosophy and culture that develops people while sharing leadership in a very liberating way.
This is accomplished in the enterprise with clear and defined system rooted in philosophy and deep knowledge. These three components help create and reinforce the fourth, a unique and shared culture in which defined values are practiced.

Hence customer needs are met, and life (business) is sustained for future generations of people to serve customers.

Conversely an enterprise can collapse, as we will observe in some of our cases - the result of leadership-disequilibrium in one or more of its components. Yet with a disciplined system with a complimentary set of behaviors – patterns can be observed for prediction and prevention. We shall speak on how “red is good”.

Octavio Paz, the Mexican poet, diplomat, writer and Nobel Laureate spoke of “false monuments” in The Other Mexico. This metaphor is often at the root of failure in enterprise mismanagement.

Our cases will encompass 360 degrees of operational challenges and evaluations all over the world. We shall encounter many dimensions of operations with these cases as we discuss them in class with participant centered learning:

- We shall explore the fundamental structure (the what) of operations through two key readings from HBS
- We shall then discuss (the how) you can engage operations with The Goal and the Toyota Way
- We shall explore these issues in real cases that run the gamut of enterprise issues in its complete value stream.
- We shall evaluate the resurrection of a business with unselfish leadership, values, systems and the engagement of people.
- We shall be thrust into the operational decision- making process of a Chinese firm.
- We shall study the application of TPS in the American Healthcare System. This will be both on an operational and supplier development scale!
- We shall review the fundamental tools that are used to analyze the quality of the firm’s actions, processes, and products. This will be complemented with a review of global problem-solving tool that is a proven template for the pursuit of excellence.
- We shall be placed on the production floor of various companies faced with challenges in production, quality and supply.
- We shall be place in the boardroom of an international airline as they face the challenges and decisions required to resolve a major issue.
- Our cases shall take us to many places in our world of operations, where as members of our class (board) you shall be expected to contribute with your thoughts and analysis.

As the complexity and speed of the enterprise in the 21st century continues to expand at a pace heretofore unknown, our ability to both aspire and adapt while sustaining the “life” of the enterprise and its extension to society is imperative.

We shall touch upon many business disciplines in our case studies (cases). It shall be conducted in the Socratic Case Method through your Participant Centered Learning.

The case studies I have researched, read, and selected for you are very recent with the majority no more than 16 months old. Their unique and targeted combination with our core books will provoke a new dimension in your learning experience.
The case studies will reflect key lessons for management in the modern world and shall be augmented with literature (novels) and articles that illuminate academic theory and thoughts with real practice.

The course has been benchmarked against the very best pedagogy at graduate schools of business while infusing it, with the very best selection of current and pivotal cases and articles that reflect the contemporary nature and dynamics of "the struggle" for excellence in the business world.

Today, the practice of enterprise management and the pursuit of innovation in our world occur at a blistering pace, as time zones are erased, and traditional management canon disrupted or morphed by unorthodox value driven change.

You can either chase change or you can choose it in the relentless pursuit of customers and excellence through innovation with the infinite capability, development, and respect of human beings.

Our readings and anticipated discussions are designed to resonate in your minds and your hearts with a deep sense of experiential reality that brings theory to real enterprise life. This is where enterprise/individual value is aggregated in an authentic sense through capabilities and strategy rising above postulates.

Drawing upon our empirical management experiences on five continents (at least but maybe more), yet more importantly by our interactions with many wonderful teachers, colleagues, and leaders; the grace of learning is bestowed upon us, with the responsibility being to improve that which has been given to us and how we lead with these gifts; before we pass it on to the next generation of leaders.

The recurrent lessons from our course, its cases, and our experiences shall at times be bitter, sometimes sweet, and often a combination of both. They each will form a unique basis for your reflection and learning, the incremental forging of your character, and the manifestation and essence of your personal/professional legacy.

"By three methods we may learn wisdom: First, by reflection, which is noblest; Second, by imitation, which is easiest; and third by experience, which is the bitterest."
— Confucius

I ask that you take copious notes of the thoughts, questions, and ideas that the books generated in your mind as a Business student. This shall be critical, as your writing should reflect a foundation here, complimented with "visits"/cases, and articles. “i.e. The Lauren and Izabella Methods”

The reading and experiences in this class will allow you to view the world of management through your own unique prism for interpretation and understanding. The development of your prism is a direct function of the energy, initiative and creativity that you invest in it.

Again, this is reflective of what you shall engage in your professional careers. Visualize this! Your infinite talent permits this. Let us use our class as a Lab for this.

Your active participation in class is essential to your success.

The case method with “participant centered learning” is a valuable technique for practicing the art of business administration.

These singular and very real cases are absorbed on a class by class basis; however, we must humbly keep in mind that our decisions, proposed solutions, and evaluations made from them are “encapsulated” into very brief periods of time: our class period.

This is a unique prism that will give birth to our class discussion and viewpoints. The true timeframe of cases is often times months if not years.

Therefore, the product of our learning (our decisions, and our expressed leadership) must be tempered with a deep sense of humility for this reality of “encapsulated time”.
Leadership analysis is not a 24-hour immersion in data followed by deep judgments but rather intense engagement in the firm, its strategies, its issues, and its people. The best leadership is tuned by tireless energy, dedication, introspection, and the practice of ethics over long periods of time.

Keep the concept of “encapsulated time” in mind as we walk amidst these books and cases while formulating sound thoughts with responsibility, conviction, and humility.

Consideration of each of these complements/impacts and their importance will be made evident in many of our cases and readings in varying degrees.

- **Political:** This complement will allow us to explore the context of decisions, who makes them, and how they are made. This shall include the discussion and analysis of relationships within the applied realms of influence, power, and governance.

- **Socio-Cultural:** This complement shall allow us to explore patterns of human activity both individually and collectively within the milieu of the organizations and cultures.

- **Economic:** This complement will explore the role of finance and capital flows as a force that helps to frame management.

- **Strategic:** This complement guides and tempers all other interactions in a traditional enterprise fashion. Here we shall explore the creation of new forms of organizational strategy and the role that it plays in fostering structure, behavior, and the outcomes of the firm.

- **Aspirational:** This final complement highlights the need of the enterprise to explore and consider modern and humane factors such as resilience, circularity, sustainability, social responsibility along with a deep desire to consider and incorporate human and community enhancing paradigms and designs.

Practice through cases gives theory life. Theory alone can only suffice for a mere enterprise moment; practice gives theory life, allowing an evolution to effective and ethical decisions.

Thus enterprise sustainability can only happen with patient work and thoughtful reflection and not with the pushing of some magical button.

"Society has reached the point where one can push a button and be immediately deluged with technical and managerial information. This is all very convenient, of course, but if one is not careful, there is a danger of losing the ability to think. We must remember that in the end, it is the individual human being who must solve the problems."

These words are from the former President of Toyota, Eiji Toyoda, Father of Dr. Shuhei Toyoda. Organizations exist only with people! Organizations engage the future and solve challenges with people, thus, people are at their very core and it is from people, their actions, and their behaviors that give the enterprise its life.

To this end, your personal reflection, and that of others will be the bedrock for ideas and their exchange and thus evolution to higher and more creative and effective levels of action. Creating this environment of a collective, active, and thoughtful participation is reflective of the best enterprise forms of the 21st century.

In conclusion, the creation of the value for this course comes from you and your active engagement in it, not from a traditional concept of a lecture that is provided to you!

Your aspirations, your dreams and your careers can be reflected upon through the prism of this course.

Our course is a unique combination of academic theory and real practical cases supported by the rich experiences of leadership and management on a global scale. This in turn will expose deep learning, thus illuminating the path we embark upon.
Your Role and Responsibility:

Acts of Personal Difference and Not Acts of Presence are Essential

I ask that we create an environment that is akin to a boardroom or an executive committee. This is how I shall manage this class and this is how I expect you to participate. I shall initiate critical and expected discussions while executing the agenda and syllabus of the class. As the course progresses the role of initiation and transfer should pass to you with my guidance.

Many of the readings we will explore put us in the midst of complex issues. Therefore, it is imperative that each of us views our role in class as a member of a board or an executive committee that is exposed to this. Your thoughtful participation is vital for this class to progress.

1) **PERSONAL PREPARATION IS ESSENTIAL IN ORDER TO PROMOTE CRITICAL THINKING AND JUDGMENT**
2) **BEING UNPREPARED IS NOT.**
3) **READING ALL CLASS AND CASE MATERIAL PRIOR TO THE CLASS WILL BE FUNDAMENTAL.**
4) **THEREFORE, PREPARE YOUR MAJOR THOUGHTS, IDEAS AND QUESTIONS FROM EACH OF OUR CASES AND READINGS FOR EACH CLASS.**
5) **YOUR ACTIVE PARTICIPATION IN CLASS IS VITAL.**

Our class discussions will be a partnership that fuses our collective abilities into a powerful learning experience and force.

My expectation is that each of you will make a difference in our class with your thoughts as we reflect on the major issues of the cases and the readings.

**Acts of difference** are a clear element of leadership in any field and not just mere **acts of presence.** Participant Centered Learning demands acts of difference!

Therefore, presence alone in our classroom setting is not a component of success just as it is not in a boardroom or an executive staff meeting or in an enterprise.

Hopefully this class and its readings and its discussions will supplement your own personal improvement to higher dimensions of service and performance as a leader.

**Therefore:**

*My expectation for all of us is:

*The pursuit of our abilities along lines of excellence.*"

This is a definition of happiness from Classical Greece.

Outcomes, Objectives, and Goals:

**OUTCOMES:**

- To enhance the development of your enterprise management/leadership and motivational/collaboration skills through the prism of operations.
- To augment your understanding of global operational business structures, elements, processes, and key issues and your identity/awareness with them.
- To enhance your ability to see business issues with clarity, identify key conditions/dissonance and envision solutions with an improved future state. (This is a major theme of your Final)
- To enhance your understanding of the operational system and its tangents of organizational and process support
- To augment your respect for the public/private interface and the relationship between the enterprise and society (balance).
- To enhance your knowledge of enterprise risk and individual and institutional governance.
- To explore models of sound and respectful management/leadership.
- To enhance your concepts of management/leadership inspiration and respect and their role in the modern enterprise.
- To practice your fluency of business management fundamentals in cases/life (literature and models).
- To appreciate the necessity for systemic enterprise innovation that can augment or challenge current business models.
- To enhance your conceptualization/proficiency in systemic innovation application for enterprise sustainability.
- To contemplate the development of strategic and tactical cycles of improvement where individual, collective and enterprise potential is realized without the jeopardy of future generations.

OBJECTIVES:

1) To develop an awareness and personal understanding of modern operational challenges in a global context.
   - Intense competition and global enterprise discontinuity are driving change and thus innovation.
     - The movement to a “value” based moral renaissance of the enterprise.
     - The systemic application of innovation for enterprise sustainability.
     - The systemic adaptability of strategy improvement.
     - Building and supporting the expression of passion in the enterprise through emancipating structures and systems.
     - Business principles that enhance individual development and the pursuit of excellence with alignment to enterprise viability.

2) To develop your management skills in the enterprise through leadership self-reflection.
   - Through this process enhance your skills of individual and enterprise inquiry (to identify key questions and emerging answers):
     - Fundamental enterprise-operational issues, challenges and risks.
     - Personal and enterprise-operational accountability and governance.
     - Foundations of decision-making, problem solving, waste elimination, and continuous improvement.
     - The role and expression of enterprise/individual values and ethics
     - Individual choices, responsibilities, and improvement with parameters for operational freedom
     - Enterprise and societal sustainability.

3) To develop and enhance your ability to analyze enterprise issues/cases through the prism of course materials while enhancing your pathway to lifelong learning.

GOALS:

- To develop models and competencies that will serve you in your positions of leadership.
- To reflect said models within the dimension of production and operational issues.
- To augment your awareness of the ethical requirements and its dimensions to the enterprise.
- To enhance your understanding of character, it elements and its role in your professional and personal development when leading an enterprise.
• To augment your critical thinking and decision-making skills which are enhanced by analytical, quantitative, and qualitative methods.
• To facilitate the application of key business/management functional area concepts (fluency) and theories to the operational management demands/dilemmas at hand (cases) and their accountability.
• To develop a framework for operational business analysis and measurement for enterprise value and human development.
• To augment your effective communication both in oral and written forms.
• To understand, respect, and promote the expression and systemic application of personal and collective creativity and innovation as a key component of the 21st century sustainable organization.

In the final equation of any business or organization, leadership and the sharing of leadership is often the difference between success and failure.

Intrinsic and extrinsic balance/equilibrium as manifested and guided by leaders in the business/enterprise shall be contemplated intensely in this course.

It is my hope that this course will continue to lead to your personal and professional development, recognizing that learning never ends, and thus the hope for improvement and a better world is enhanced by your engagement and contribution!

ASSESSMENTS:

• Daily Individual participation.
• Team participation.
• Brief writing
• Performance on quizzes.
• Daily Course/Pad notes and Final Exam.

* See section on course requirements and grading for further information.

REQUIRED READING:


Eliyahu M. Goldratt's - The Goal - A Business Graphic Novel by Goldratt and Cox

The Toyota Way – 14 Management Principles from the World's Greatest Manufacturer by Liker-
ISBN 0-07-139231-9

You can secure the preliminary case-pack
(cases, modules, articles, e-learning) from HBS
at

https://hbsp.harvard.edu/import/540494

You can secure the balance of the materials with
a case pack number that I shall provide on the day the class initiates.
Your Final
Is

"Apply the “DePree-Goldratt-Toyota Way” Into Your Workplace and Life"

Express in written form:
Your choice of Outcomes, Objectives, and Goals of our Course
To Formulate your thoughts as it relates to this theme.
See Final Requirement in this syllabus for guidelines.

I shall share length requirement in class.

CLASS POLICIES:

YOU ARE EXPECTED TO BE ON TIME TO THE CLASS. WE ARE IN A BOARDROOM,

ALL CELL PHONES OR OTHER PERSONAL COMMUNICATION DEVICES SHOULD BE TURNED OFF
DURING CLASS, QUIZZES, AND EXAMS. NO TEXTING.

NON-CLASS USE OF A COMPUTER OR PDA IS NOT PERMITTED OTHER THAN TO BE READING CLASS
MATERIAL OR REFERRING TO NOTES.

I REQUIRE PRIOR NOTIFICATION FOR ALL CLASS ABSENCES. EXCESSIVE ABSENCES SHALL RESULT
IN POINTS OFF YOUR GRADE OR OTHER ACTION.

I RESERVE THE RIGHT TO ALTER ANY OF THE ELEMENTS OF THIS COURSE DESCRIPTION AND
OBJECTIVES AT MY DISCRETION. YOU WILL BE NOTIFIED IN ADVANCE OF THESE CHANGES, IF
ANY.

Scholastic/academic dishonesty is prohibited and considered a violation of the UTEP Handbook of Operating
Procedures. The University of Texas at El Paso prides itself on its standards of academic excellence. In all matters of
intellectual pursuit, UTEP faculty and students must strive to achieve excellence based on the quality of work produced
by the individual. In the classroom and in all other academic activities, students are expected to uphold the highest
standards of academic integrity. Any form of scholastic dishonesty is an affront to the pursuit of knowledge and
jeopardizes the quality of the degree awarded to all graduates of UTEP. It is imperative, therefore, that the members
of this academic community understand the regulations pertaining to academic integrity and that all faculty insist on
adherence to these standards.

Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but
is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials produced by
another person, taking an examination for another person, and any act designed to give unfair advantage to a student
or even the attempt to commit such acts. Proven violations of the detailed regulations, as printed in the Handbook of
Operating Procedures (HOP) and available in the Office of the Dean of Students and on the homepage of The Dean
of Students at www.utep.edu/deo, may result in sanctions ranging from disciplinary probation, to failing a grade on
the work in question, to a failing grade in the course, to suspension or dismissal, among others. (Source 2008 Graduate
Catalog or updated version)

COURSE REQUIREMENTS/GRADING:

Class Participation: Accounts for 70% of your final grade. This includes quality of your summary briefs. Your
ability to read and prepare your assignments for each class session is very critical and should reflect the quality of
your contribution. Your comments and thoughts will help to create a class setting that is conducive to a positive
learning environment.
Quizzes: can be a component of your daily participation and as such shall have an impact upon your class participation grade that was mentioned above. I shall share this concept and its means of measurement with you.

Final Exam: Accounts for 30% of your grade. The final exam will consist of assessing your ability to apply concepts and ideas gained in the course. The primary objective will be to review concepts learned in the class as you formulate thoughts, ideas, and conclusions in a coherent fashion.

You shall be given the final exam as indicated in the class schedule portion of this document, May 30-June 14th. It is due the final day of class in e-form (word document) on July 30th.

Your final exam grade will be determined by the quality and logic of your writing and the thought process that it reflects. These include:

1) Sound and consistent structure within a conceptual framework.
2) Depth and insight of the important themes and issues.
3) Understandable and consistent analysis.
4) Thematic linkages between the analysis, description and recommendation portions of your paper.
5) Clear and organized thoughts that lead to your conclusions with sound logic, reasoning, and creativity.
6) Use of course content to this end and other foundational data as you wish.

The FINAL will be due on last day of class July 30th.

THE GRADING FORMAT IS AS FOLLOWS:

“A” - 90 TO 100   Excellent Performance
“B” - 80 TO 89.99 Above Average Performance
“C” - 70 TO 79.99 Average Performance
“D” - 60 TO 69.99 Below Average Performance
“F” - 0 TO 59.99  Failure in Performance

Your participation, grade will also include your course/Pad notes (Lauren/Izabela Method) (due at start of class or earlier) and your briefs.

This is a highly critical element, just as it is, in a professional business milieu. This class does not seek acts of presence but acts that make a difference. PARTICIPATE!

It shall be expected that as the course progresses, so too should the value, degree, and sophistication of your comments in our class dialogue. As you begin to assimilate concepts in the area of Current Issues in Management you should begin to create a sense of intellectual momentum on the topic that should grow with each and every class. Leadership can be expressed by volunteering to help lead discussions, board development, and dialogue.

Some vital elements of Valuable Class Participation are as follows:

1) Respectful and relevant: Contributions should be respectful and relevant. They should be linked to the comments of others, to the themes or issues at hand and be made with respect for others contributions. Professional and ethical behavior is required at all times.
2) Preparation and advancement: Related to the earlier point of being poised, whether you are cold or warm called; do your comments reflect knowledge about the topic at hand? Can they be considered to advance the discussion in a deeper or more meaningful way? You should be ready at any moment to be cold called and be able to contribute.
3) **Factual** and **understandable**: Are your comments based in fact, theory, or are they an idea that can be clearly and quickly traced to a salient issue or concept at hand? Your ideas should be useful and succinctly expressed. You should also be able to express constructive disagreement with respect.

4) **Logical** and **insightful**: Do your comments support and reflect consistent and logical reasoning? Are they insightful, and do they provide a linkage to a relevant issue?

5) **Creativity** and **imagination**: Do your comments reflect originality and imagination by providing new and innovative ways of exploring the issue being discussed?

6) **Sophistication** and **depth**: Do your comments reflect deeper and richer understandings of the concepts that are studied and discussed as a function of time?

7) **Being unprepared is not**. (Thank you Dr. Moira Murphy)

Some characteristics of negative contributions include:

1) Arriving late to class.
2) Lack of engagement, reflected in silence, detachment, disinterest or comments that have no merits for the topic at hand.
3) Engaging in the use of an electronic device for purposes other than the essence of the class. No Texting or any other forms of electronic engagement.
4) Monopolizing discussion or leading it into unrelated areas or minor points.
5) Long and irrelevant or disjointed comments.
6) **Being absent or unprepared. Each class missed in this seminar is 8.3% of valuable learning that is lost!**
7) Inability to manage your conduct or performance in our class.

**If You Miss a Class:**

Absences Require:

1. Brief(s) of Cases and all Class Readings.

2. Additional document-hand written is appropriate as well of “Your Key Reading Highlights: Reflections, Questions and Thoughts: Course Pad”: This document should encompass all of your comments that you would have made in our “Socratic” discussion/ thus the elements of valuable class participation as described above should be a guideline to you.

The size should be commensurate with the aforementioned standards and your **pursuit of excellence**.

All are due at the start of the class that you miss in e-form to me.

**Business Cases Present:**

- Problems
- Decisions
- Or Evaluations
- Or a combination thereof; it is up to you to discern this with reason and logic.

**A Note on Business Case Brief Reading and Your Thought Development:**

-Cases are real and they contain deep lessons through individual reflection and learning.
  - Thinking while reading is the key!
- It can often be the case that you read a case as though you are (speed) reading a textbook. (not suggested)
  - When reading a case thinking about it is more vital than speed.
- Use the Case Title and Headers as clues for your key thought development
- Use models that can more deeply define your understanding of the case and its elements and thus your thoughts and preliminary conclusions/write them as you think and read.
-As you read ask questions about the content/ write them as you think and read
-Think about the way the case reveals answers to you and the relationship of these answers to the lessons that you begin to take away from the case.
-Develop your idea of the “big” concept of the case and its sub-components
-Thinking while reading is the primary instrument in Case Analysis as it shall be in your profession
-All case briefs shall reflect either the concept of a Problem, Decision, or an Evaluation or a combination thereof

Business Case Briefs:

Your Case Brief is to be written in Times New Roman 10 font with margins and spacing that reflect the pursuit of your abilities along lines of excellence.

Your Book/Case/Article Brief size is delineated in the daily requirement section. Briefs will be written on a single sheet of paper at times extended to both sides of the same sheet.

Your Case Brief is not a book report or restatement of case elements but should reflect your integrated thoughts in a coherent and organized fashion.

Your Case Brief should reflect either one or a combination of these options based on your individual interpretation of the case.

-Recommendations/thoughts for Problems should consider:

Both Process and People and any pertinent models to the degree that you feel are appropriate. Here are some thought starters:

<table>
<thead>
<tr>
<th>PROCESS IMPROVEMENT</th>
<th>PEOPLE DEVELOPMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grasp the situation</td>
<td>Understand people development needs</td>
</tr>
<tr>
<td>Clarify the problem vs. the ideal state</td>
<td>Vision of ideal team member</td>
</tr>
<tr>
<td>Break down the problem</td>
<td>Targeted areas to develop</td>
</tr>
<tr>
<td>Set the target</td>
<td>Skills matrix</td>
</tr>
<tr>
<td>Root-Cause analysis</td>
<td>Strengths and weakness</td>
</tr>
<tr>
<td>Develop countermeasures</td>
<td>Personal development plan</td>
</tr>
<tr>
<td>See countermeasures through</td>
<td>Coach through the process</td>
</tr>
<tr>
<td>Monitor both results and processes</td>
<td>Reflection (Hansel)</td>
</tr>
<tr>
<td>Standardize successful processes and identify gaps for next steps</td>
<td>Reinforce positive behaviors and identify next learning needs</td>
</tr>
</tbody>
</table>

-Recommendations/thoughts for Decisions should consider:

-Decision Options
- Relevant Evidence from case and use of models
- Decision Criteria (assess the case deeply for your thoughts on this)
- Develop the best fit between evidence and criteria

-Remember there is no correct answer only the best-derived decision that you present to our class balancing benefits against drawbacks

Recommendations/thoughts for Evaluations should convey a Judgment on:
- The Worth/utility of the actions in the case
- The Value of results in the case from an enterprise or entity perspective
- The Effectiveness of performance Act or Outcome as demonstrated by individuals, departments, the enterprise, countries, global regions or case entities.
- The Assessment of Outcomes using key criteria of the case and or models
- Remember there is no correct evaluation only the best-derived evaluation that you present to our class balancing benefits against drawbacks with case evidence
- Positive and negative consequences, strengths and weaknesses and other 180 degree based criteria can be used to derive conclusions

In summary to write an effective and compelling case brief insure that you use the aforementioned criteria as a guideline. As you build your conclusions insure that case evidence supports your position. Insure that the what, why and how of your reasoning and positions are clear. The use of evidence or models to develop your analysis is vital and if necessary provide an action plan for the future.

DAILY CLASS SCHEDULE AND AGENDA:

Arrive prepared to discuss all material on the day it is due, just as you would in a boardroom meeting as well as a responsibility for all previous readings.

Submit all your work electronically to me prior to class in word Microsoft Office- Word or a Power Point Model

“Our Vision, Mission, Values, Objectives, Strategies and Goals”
“If you do not know where you are going- a thousand roads will take you there”
“I’ve got 2 years, 4 months and 10 days to go”

June 14

1) Arrive Prepared to discuss all Readings.
2) Conclude the reading of Leadership Jazz by DePree.
3) We shall review the final syllabus and be prepared to pose any questions on its content and Participant Centered Learning and the Socratic Method
4) Review Course Pad or Notes concept! (Share Sample)
5) Review Brief Concept of Times New Roman 10-Margin *See Business Case Briefs in syllabus for additional information.
6) Handout Lincoln on Leadership and Toyota Organic vs. Mechanistic Manufacturing Structures
7) Be prepared to divide yourselves into teams / collaboration in this course is vital for study and for potential project work.
8) Review: Final Essay Requirements
9) Read “The Wise Leader” by Nonaka and Takeuchi from HBR and “Why you Should Make Time for Reflection” by Porter from HBR.
11) Turn in Two Page Brief (Both Sides-1000 words) With Your Thoughts – Not a Book Report on Leadership Jazz and its Relationship to the Wise Leader and Why You Should Make Time for Reflection articles from HBR
12) Be prepared to discuss and integrate all readings and key concepts into our case/class discussion in support of your thoughts.

“You are only as fast as your slowest operation”

June 18
1) **Arrive prepared** to discuss all readings through this class.
2) **Read** *Ellyahu M. Goldratt's - The Goal - A Business Graphic Novel* by Goldratt and Meyer- Adapted by Zimmerman and Motter
3) **Read** “The Fit Organization – How to Create a Continuous Improvement Culture” from HBR
4) **Read** “Bureaucracy Can Drain Your Company’s Energy – Agile Can Help Restore It” from HBR
5) **Turn in One Page Brief (500 Words)** Your Three Main Take-Aways from the Goal as it applies to your Current Job or a Past One and Why?
6) **Develop** Your Personal Model of “The Goal” – Be Prepared to Share in Class – *(See Sample Model)*
7) **Review and Discuss** Your Key Models of “The Goal”
8) Be prepared to discuss and integrate all readings and key concepts into our case/class discussion in support of your thoughts.

**“Red is Good”**

**June 21**

1) **Arrive prepared** to discuss all readings through this class.
2) **Read** “Operations Management Reading: Process Analysis” from HBS Core Curriculum
3) **Read** “Breakfast at the Paramount” Case from HBS
4) **Read** “Clear Eyes Cataract Clinic Case” from HBS
5) **Read** “Business Processes: How Nextdoor Addressed Racial Profiling on its Platform” from HBR
6) **Turn in** course/pad notes that you prepared for discussion today.
7) Be prepared to discuss and integrate all readings and key concepts into our case/class discussion in support of your thoughts.

**“Not one Improvement of a 1000% but a 1000 Improvements of 1%”**

**June 25**

1) **Arrive prepared** to discuss all readings through this class.
2) **Read Part One** of *The Toyota Way* by Liker. Be prepared to discuss and integrate key concepts into our class dialogue.
3) **Read** “Virginia Mason Medical Center (Abridged Case) from HBS
4) **Read** “Agile at Scale” from HBR.
5) **Read** “Lean as a Universal Model of Excellence: It is not just a Manufacturing Tool! From HBR- Industry and Background Note
6) **Turn in One Page Brief (500 Words)** on “What are the Major Parallels between the Virginia Mason Case and Toyota’s 14 Points or the Lean as a Universal Model of Excellence”? Article from HBS.
7) Be prepared to discuss and integrate all readings and key concepts into our case/class discussion in support of your thoughts.

**“The Power of Knowledge- The Knowledge Clock”**

**Bad cause bad...or**

**June 28**

1) **Arrive prepared** to discuss all readings through this class.
2) **Read Part Chapters 7-10** of *The Toyota Way* by Liker. Be prepared to discuss and integrate key concepts into our class dialogue.
3) **Read** “New Balance Athletic Shoe, Inc.” case from HBS
4) **Read** “Andrew Ryan at VC Brakes” case from HBS.
5) **Read** “Structure That’s Not Stifling” from HBR
6) **Read** “To Enlist Physicians in Reducing Costs, Show Them the Costs” from HBR
7) **Turn in One Page Brief (500 Words)** on “Why Would Physicians Not Know the Costs-Your Thoughts”?
8) **Begin Work on Your Final** – “Applying the “DePree-Goldratt-Toyota Way” Into Your Workplace and Life”. Initiate Your Outline for Submission on July 9th.

9) **Be** prepared to discuss and integrate all readings and key concepts into our case/class discussion in support of your thoughts.

*“Improvement has its pole-entropy and decay”*  
*“San Juan de Chamula in Management”*

**July 9**

1) **Arrive prepared** to discuss all readings through this class.
2) **Read Part Chapters 11-14 of The Toyota Way by Liker.** Be prepared to discuss and integrate key concepts into our class dialogue.
3) **Read** “United Airlines Service-Recovery Challenge After Reputation Meltdown” case from HBS
4) **Read** “Maggi a Tangled Mess” case from HBS
5) **Read** “How the US Army Redesigned Its Mental Health System” from HBR
6) **Read** “Why Do We Undervalue Competent Management” from HBR
7) **Be** prepared to discuss and integrate all readings and key concepts into our case/class discussion in support of your thoughts.
8) **Turn in Your Outline of** “Applying the “DePree-Goldratt-Toyota Way” Into Your Workplace and Life”

*“The abnormal becomes normal”*  
*“This cannot be the same place”* -GM CEO Mr. Jack Smith

**July 12**

1) **Arrive prepared** to discuss all readings through this class.
2) **Read Part Chapters 15-17 of The Toyota Way by Liker.** Be prepared to discuss and integrate key concepts into our class dialogue.
3) **Read** “NatureSweet” case from HBS
4) **Read** “Innovation Sourcing Excellence: Three Purchasing Capabilities for Success” case from HBS
5) **Read** “The First Step to Fixing US Manufacturing” From HBR
6) **Read** “Bureaucracy is Keeping Health Care from Getting Better” from HBR
7) **Turn in Your Initial Writing on Your Final (a)- “Applying the “DePree-Goldratt-Toyota Way” Into Your Workplace and Life”**
8) **Be** prepared to discuss and integrate all readings and key concepts into our case/class discussion in support of your thoughts.

*“If you can predict the future you have control-if you cannot, you have a problem of control.”*  
*“What is your Operating System?”*

**July 16**

1) **Arrive prepared** to discuss all readings through this class.
2) **Read Part Chapters 18-20 of The Toyota Way by Liker.** Be prepared to discuss and integrate key concepts into our class dialogue.
3) **Read** “SMRT: Getting Back on Track” case from HBS
4) **Read** “Warehouse Consolidation Project at Manipal Hospital Bangalore” case from HBS
5) **Read** “How the Gap Used an App to Give Workers More Control Over Their Schedules” from HBR
6) **Read** “7 Ways to Improve Operations Without Sacrificing Worker Safety” from HBR
7) **Turn in** Your next phase of Initial Writing on Your Final (ab) - “Applying the “DePree-Goldratt-Toyota Way” Into Your Workplace and Life”
8) **Be** prepared to discuss and integrate all readings and key concepts into our case/class discussion in support of your thoughts.
July 19

1) **Arrive prepared** to discuss all readings through this class.
2) **Read** Part Chapters 21-22 of *The Toyota Way* by Liker. Be prepared to discuss and integrate key concepts into our class dialogue.
3) **Read** “Mission Impossible? Yummy Delivers Groceries within an Hour” case from HBS
4) **Read** “A New Approach to Designing Work” case from HBS/MIT
5) **Read** “Decoding the DNA of the Toyota Production System” from HBR
6) **Read** “Making Time to Really Listen to Your Patients” from HBR
7) **Turn in** Your next phase of Initial Writing on Your Final (abc) - “Applying the "DePree-Goldratt-Toyota Way" Into Your Workplace and Life”
8) **Be prepared** to discuss and integrate all readings and key concepts into our case/class discussion in support of your thoughts.

“A Vision without a Plan is only a Dream”

July 23

1) **Arrive prepared** to discuss all readings through this class.
2) **Read** “Tetra Pak: Creating a Recycling Chain in China” case from HBS
3) **Read** “Humanitarian Agility in Action: The 2015 Yemen Crisis” case from HBS
4) **Read** “What to Expect from a Corporate Lean Program” from HBR
5) **Turn in** Your next phase of Initial Writing on Your Final (abcd) - “Applying the "DePree-Goldratt-Toyota Way" Into Your Workplace and Life”
6) **Be prepared** to discuss and integrate all readings and key concepts into our case/class discussion in support of your thoughts.

Purpose- Meaning – Passion
“The Story of the Broken Hose”

July 26

1) **Arrive prepared** to discuss all readings through this class.
2) **Read** “How Businesses Can Support a Circular Economy” from HBR
3) **Read** “Why Mining, Yes Mining Cares About Sustainability” from HBR
4) **Read** “Moon Shots for Management” from HBR
5) **Turn in** Your next phase of Initial Writing on Your Final (abcede) - “Applying the "DePree-Goldratt-Toyota Way" Into Your Workplace and Life”
6) **Be prepared** to discuss and integrate all readings and key concepts into our case/class discussion in support of your thoughts.

“Come to Work to Think and Not to Work” – Dr. Toyoda
“A Place for Realized Potential”

July 30

1) **Arrive prepared** to discuss all readings through this class.
2) **Read** “Cambridge Cooling Systems: Global Operations Strategy” case from HBS
3) **Read** “Winning The Brain Game: Fixing the Seven Fatal Flaws of Thinking” from HBR
4) **Read** “What We Learned About Bureaucracy from 7,000 HBR Readers” from HBR
5) **Turn in** Your Final “Applying the “DePree-Goldratt-Toyota Way” Into Your Workplace and Life”
6) **Wrap up Course**!
7) **Be** prepared to discuss and integrate all readings and key concepts into our case/class discussion in support of your thoughts.

**Thank you!**

I owe deep gratitude to the Late Dr. Stephen H. Fuller of Harvard Business School, a mentor to me for over three decades. The counsel and guidance of Dr. Deena Weinstein of DePaul University and Dr. Michael Weinstein of Purdue University is eternal. I also would like to cite the impact of three Great Leaders and Mentors from GM, Mr. Bill Terry, Mr. Jerry Elson and Mr. Mancel Cooper. Dr. Shuhei Toyoda and my Sensei Toshio Kidokoro from Toyota provided guidance to me and their teachings and lessons afforded to me form a major component of this course. I am also indebted to the many Great Students at UTEP whose energy and passion for learning gives me so very much and to our University!

Thank you very much. 非常に多くかれたありがとう-Arigatou Gozaimasu-!