

INTERNSHIP

BRIDGING THE GAP BETWEEN THE PROCESS CAPABILITIES AND THE PRODUCT ATTRIBUTES

Course code	<i>MNG213</i>
Compulsory in the programmes	<i>Industrial Technology Management</i>
Level of studies	<i>Undergraduate</i>
Number of credits	<i>18 ECTS (4 hours of theory, 8 hours of consultations, 58 hours of self-study, 300 hours of working practice in a company)</i>
Course coordinator (title and name)	<i>Assoc. Prof. Dr. Vytautas Būda</i>
Prerequisites	-
Language of instruction	<i>English</i>

THE AIM OF THE COURSE:

Any organisation can be viewed as a business process that transforms inputs into outputs to satisfy customer needs by providing them what they want, when they want it, and where they want it at a price they are willing to pay. Theoretically, satisfying all these requirements would mean developing, producing, and delivering individually customised products of the highest quality, in the shortest time, and at the lowest cost. In practice, given the organisational capabilities and constraints, trade-offs must be considered, expressed in terms of product (or product portfolio) attributes – cost, quality, variety, and response time. Competition forces organisations to improve their process capabilities to strengthen the product attributes in order to become better than their competitors or to push operational frontier further. Hence, the internship aims to develop the ability of students to diagnose the gap between the product attributes and process capabilities and, secondly, to identify the root causes of the gap and, finally, to determine the possible ways of bridging the gap.

Objectives of the course

- To develop the ability of students to diagnose the gap between the product attributes and process capabilities;
- To identify the root causes of the gap and determine the possible ways of bridging the gap, and, finally, to define the possible problems to be solved in the final bachelor thesis.

MAPPING OF COURSE LEVEL LEARNING OUTCOMES (OBJECTIVES) WITH DEGREE LEVEL LEARNING OBJECTIVES (See Annex), ASSESMENT AND TEACHING METHODS

Course level learning outcomes (objectives)	Degree level learning objectives (Number of LO)	Assessment methods	Teaching methods
SLO1. To be able to identify primary and supportive processes of an organisation	BLO1.1, BLO1.2, BLO 2.1, BLO4.1, BLO4.2, BLO4.	Assessment of internship report, Assessment by an internship supervisor	Lectures, internship activities in the selected company, preparation of internship report
SLO2. To be able to determine the product attributes in relation to the customer segment	BLO1.1, BLO1.2, BLO 2.1,	Assessment of internship report,	Lectures, internship activities in the

	BLO4.1, BLO4.2, BLO4.3	Assessment by an internship supervisor	selected company, preparation of internship report
SLO3. To be able assess the process capabilities in relation to the product attributes	BLO1.1, BLO1.2, BLO 2.1, BLO4.1, BLO4.2, BLO4.	Assessment of internship report, Assessment by an internship supervisor	Lectures, internship activities in the selected company, preparation of internship report

TEACHING AND LEARNING METHODS

Internship activities in the manufacturing company, students' self-study, report writing.

CHEATING PREVENTION

Students are assessed after preparing and presenting internship report. Cheating prevention is assured by variety of methods:

- there is a huge variety of companies where internship is implemented, and production processes, thus each report to a certain extent is individual;
- current problems have to be solved in the internship report, thus previously solved problems lose their relevance;

COURSE OUTLINE

Topic	In-class hours
Introduction to internship Presentation of internship requirements Presentation of requirements for internship report Current situation analysis: Company presentation: identification of the product, line of business, geographical coverage, experience in market, industry segment, competitors, relative market share, international activity. Market segmentation and competitor analysis What are the customer segments? What product attributes do they seek? How the company satisfies them in relation to the competitors? What are the major competing products and their attributes? What position the product of the company takes in the competitive product space? Internal company analysis: Classification of the processes of the company according to the Porter's value chain. Developing the production process map. Analysis of process capabilities in relation to the product attributes: Process flow time: identification of non-value creating activities and root cause of these Process flow rate: identification of the bottleneck activities and root causes of these Work-in-process: estimation of the amounts of WIP inside the process boundaries and identification of root causes of it. Process quality: identification of critical characteristics of quality and possible defect prevention measures of the product Process flexibility: identification of changeover process and determining the gap compared to the best practices Overall assessment and prioritization of possible ways of enhancement of a strategic fit of the company.	4
CONSULTATIONS*	4

ASSESSMENT AND FEEDBACK**	2
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* Only group consultations are available.

** Only group feedback is planned for this subject.

FINAL GRADE COMPOSITION

Type of assignment	%
<i>Individual Components 100%</i>	
Internship Report	100
Process of professional internship (assessed by direct supervisor in the company)	Not graded, however, compulsory for completion of the course
Total:	100

DESCRIPTION AND GRADING CRITERIA OF EACH ASSIGNMENT

Internship report aims to assess how a student comprehends actual situation of the company, collects and analyses data and implements strategic analysis for the company where the student has completed the internship. Data for internship report is collected during the internship in company. Student prepares written report and submits two hard copies to the Study department on the prescribed time. Volume of the report is approximately 15±2 pages excluding annexes. Structure of the internship report follows the course description with all kinds of necessary references included as annexes.

RETAKE POLICY

If the final grade is negative (less than 5), student has the right to submit the amended report following the schedule. The final grade for undefended reports is 80% (20 percent are lost automatically for the second chance).

REQUIRED READINGS

1. Aaker, D.A. (2008). *Strategic Marketing Management*, 8th ed, John Wiley & Sons Inc.
2. Ravi Anupindi, Sunil Chopra et al. Managing business process flows. Pearson Prentice Hall, Upper Saddle River. 2006 (or later edition).
3. Nicholas J. (2011). Lean production for competitive advantage. CRC Press.
4. The *Machine* that Changed the World: The Story of Lean Production by James P. Womack, Daniel T. Jones and Daniel Roos, Harper Perennial, 1991.
5. Liker J.K. The Toyota way fieldbook, 2004 (in Lithuanian: Toyota sėkmės kelias, 2006)
6. Eliyahu Goldratt, Jeff Cox. The Goal. North River Press, 2nd edition, 1992

ANNEX

DEGREE LEVEL LEARNING OBJECTIVES

Learning objectives for the Bachelor of Business Management

Programmes:

*International Business and Communication,
Business Management and Marketing, Finance,
Industrial Technology Management*

Learning Goals	Learning Objectives
Students will be critical thinkers	BLO1.1. Students will be able to understand core concepts and methods in the business disciplines
	BLO1.2. Students will be able to conduct a contextual analysis to identify a problem associated with their discipline, to generate managerial options and propose viable solutions
Students will be socially responsible in their related discipline	BLO2.1. Students will be knowledgeable about ethics and social responsibility
Students will be technology agile	BLO3.1. Students will demonstrate proficiency in common business software packages
	BLO3.2. Students will be able to make decisions using appropriate IT tools
Students will be effective communicators	BLO4.1. Students will be able to communicate reasonably in different settings according to target audience tasks and situations
	BLO4.2. Students will be able to convey their ideas effectively through an oral presentation
	BLO4.3. Students will be able to convey their ideas effectively in a written paper

Learning objectives for the Bachelor of Social Science

Programmes:

*Economics and Data Analytics,
Economics and Politics*

Learning Goals	Learning Objectives
Students will be critical thinkers	ELO1.1. Students will be able to understand core concepts and methods in the key economics disciplines
	ELO1.2. Students will be able to identify underlying assumptions and logical consistency of causal statements
Students will have skills to employ economic thought for the common good	ELO2.1. Students will have a keen sense of ethical criteria for practical problem-solving
Students will be technology agile	ELO3.1. Students will demonstrate proficiency in common business software packages
	ELO3.2. Students will be able to make decisions using appropriate IT tools
Students will be effective communicators	ELO4.1. Students will be able to communicate reasonably in different settings according to target audience tasks and situations
	ELO4.2. Students will be able to convey their ideas effectively through an oral presentation
	ELO4.3. Students will be able to convey their ideas effectively in a written paper