The Implications of Value-Based Approach in the Compliance of a Faculty
Deliverable: A Lean Project Management Methodology

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Abstract - Educational success of a learner heavily relies on the learning facilitator/teacher. A good teacher holds accountability,
responsibility, and cooperation, and provides feedback on student academic performance efficiently and effectively. This paper
reports on a Lean project management methodology employed in a higher education institution in Metro Manila. The project
“Grades Distribution” was conceived using the Voice of Customer, an in-depth process of capturing customers’ expectation,
aversions and preferences. The project aimed to determine the factors on late finalization of grades, bottlenecks in the progression,
and improvement of the processes. The study presented pre-project implementation routes and the implications of the Lean project
to the customer (learner), faculty (facilitator), and to the management. The project has considered a value-based approach which a
chunk of value is delivered using incremental value-based delivery. Non-value sequences considered as wastes were eliminated. The
results show that students become preventative, proactive and sourced. The faculty becomes process and customer focus,
integrated and service-oriented. Based on the project results, the Grades Distribution project was successfully implemented and
that further improvement on the process and documentation must be regularly reviewed in adherence to the university’s academic
and administrative policies.

Keywords - lean project; voice of customer; grades; value-based approach; process-oriented; customer focus.

I. INTRODUCTION

José Rizal University is an autonomous university, non-
sectarian, non-stock private educational institution. It is
located at Shaw Boulevard, Mandaluyong City, Philippines.
It has attuned into the internal and external quality
management system as one of the few higher education
institutions with ISO Certification and awarded with
institutional accreditation. The university offers graduate,
undergraduate and basic education with the number of
programs awarded as Center of Development and Center of
Excellence by the Commission on Higher Education. In its
quest to providing good education, and by putting the value
on its customers first, the university strives to continuously
improve its current status by embracing best practices in the
processes of its administrative and academic divisions.

Aside from the educational transformation into an
Outcomes-based Education, a number of process
improvements have been institutionalized making it
consistent to its brand promise of becoming the market
leader in the use of technology for innovation in teaching
and learning to produce graduates of social importance. One
process improvement has been mocked based on the
internal and external environment scan using the Voice of
Customer (VOC).

The educational success of a learner heavily relies on the
learning facilitator/teacher. A good teacher holds
accountability, responsibility, and is cooperative, and
provides feedback on student academic performance
efficiently and effectively. In compliance with the internal
quality management system, finalization of grades seven
days after the major examination is a value-adding
deliverable, and as part of the four-fold function of a
faculty. Because of complaints of students and parents of
the grades availability online, a value-based approach lean
project has been institutionalized. Of numerous student
concerns and issues, students wanted their grades seven
days after their major examination. This has been identified
as the Voice of the Customer. Project management can
allude to the utilization of information, aptitudes, devices,
and methods to a wide scope of activities or exercises to
accomplish the venture targets as the Project Management
Institute 2005 puts it. Traditional project management
(TPM) strategy is one of the principle methods among other
current project management techniques. A project team may
perform and undertake a project with innovation in order to
meet specific goals. Among the innovations is the used of
Lean management system. Lean management framework is
intended to convey favored products to boost the important
assets and limit the waste assets in various industries [5,
14]. In the event that any undertaking pursues lean
administration framework, it is said to be 'lean' ventures [1]
and a methodical process management approach [6].
Fundamentally, lean framework conveys what is required,
in the correct sum and on the specific time [2].

Lean product management system was initially defined
by Eiji Toyoda, the Japanese automobile manufacturer of
‘TOYOTA’ who advocated the approach [7]. After visiting
Ford car manufacturing plants in the US in 1950, he chose to degree Toyota's effect internationally by accomplishing top notch, minimal effort and adaptable yield. So as to accomplish those objectives he thought of how to expand the esteem assets with the decrease of the waste, which was called Toyota production system (TPS). The basic principles of lean production came from the TPS [3] which advances the product development phases and process flow [8]. The LPDS has developed in 2000 from theoretical and sensible examination and is ceaselessly enhancing through experimentation [9, 10]. Recently the experimentation has focused on the correct definition and the correct plan period of the tasks while actualizing the hypothesis and technique that are taken from the TPS [1, 11]. In these competitive days, service quality and customer satisfaction are considered vital for the organizational success [15, 16, 17]. In the academic industry, customer evaluations are considered as main focus of the academic researchers [18] to identify the service gaps, and sustained conducive and competitive academic environment [19].

II. OBJECTIVES

The lean framework is driven by the distinguished needs of the client and expects to enhance processes by expelling non-value added activities [4]. An improvement methodology was proposed for the design and business processes. This paper reports pre and post-project implementation of a Lean Project Management methodology employed in a higher education institution in Metro Manila. This paper presents the implication of a value-based approach confined to the Information Technology Department. The project aimed to determine...
the factors on late finalization of grades, bottlenecks in the progression, and improvement of the processes.

III. METHODOLOGY

The project was conceived using the Voice of Customer; an in-depth process of capturing customers’ expectation, aversions and preferences. The project aimed to determine the factors on late finalization of grades, bottlenecks in the progression, and improvement of the processes. In the context of this study, Voice of Customer and secondary data analysis were utilized by the researchers. Fig 1 depicts the walkthrough of the Voice of Customer as the basis for embarking process improvement. Fig. 2 presents the result of the lean project simulating the solution of the 7-day customer voice, thus eliminating the non-value adding processes in the Grade Distribution flow in the college academic division of the university.

Fig. 2. The Voice-of-Customer Grade Distribution Process
IV. RESULTS AND DISCUSSION

The project has considered a value-based approach which a chunk of value was delivered using incremental value-based delivery. On the basis of secondary data analysis, factors identified as bottlenecks in the progression of faculty deliverables causing far off in time finalization of grades includes, the tedious and copious of grade component entries to be filled-out in the Academic Information Management System (AIMS), and unexpected rearrangement of grade component in the encoding window (AIMS interface). While the college thrives to deliver online grades on time, the university Administrative Manual personnel policies do not contain any sanctions and/or penalties for late grade submission. Non-value sequences considered as wastes were also eliminated. Fig. 3 depicts faculty compliance in finalization of grades shows that during the 1st semester of SY 2009-2010 only 74% finalized it on time, 4% (1/23) was late, 17% (4/23) finalized the grade 1-day advance, and 4% (1/23) for 2 days advance. On the second semester of the same SY, 87% (20/23) were able to finalize on time, 4% (1/23) for 1 day, 2 days and 3 days respectively. It was evident as reflected in Fig. 3, during the school year 2010-2011 1st semester, that only 43% (10/23) were able to finalize on time. A notable 13% (2/23) even submitted 2 days late, 17% (4/23) submitted 1 day late, and 13% (3/23) finalized their grades on a 1 day, 2 days and 3 days advance.

![Fig. 3. The IT Department Performance before the Project Implementation](image)

Because of the non-compliance, the project was conceived, and the design and process have been piloted, and eventually, it was institutionalized. A Lean Project Team was established who identified the inefficient processes and eliminated from the design and business processes. Fig. 4 shows the descriptive data generated a year after the project has been rolled-out. As depicted in Table 3, a significant change was observed during the 1st semester of 2012-2013, 1 year after the project implementation, 17% (4/23) able to finalize it, and a notable 65% (15/23) have done their finalization in 1 day advance, then, 9% (2/23) finalized 2 days advance, and 4% (1/23) who have made it to finalized 3 and 4 days prior to the deadline.

It was noted that during the second semester of the same SY, 9% (2/23) finalized their grades on time, and 13% (3/23) 1 day advanced, and a notable 39% (10/23) 2 days advanced, 22% (5/23) finalized 3 days advanced, and 13% (3/23) finalized 4 days advanced. It was noticeably evident that after the lean project implementation, there were no late in the finalization of grades. On the 1st semester of SY 2013-2014, 2 years after the project implementation, a notable 57% (12/21) was able to finalize it 1 day in advance, and the rest have done their finalization in 2 days advance which was 24% (5/21), and 3 and 4 days advance, 5% (1/21) have finalized prior to the deadline.

In an effort to continuously improve the current performance, during the second semester of SY 2013-2014, a prominent 62% (13/21) finalized their grades 1 day in advance, 24% (5/21) made it on time. Comprising those faculty who have shown finalization of grades in advance is a huge leap for the department, the 10% (2/23) finalized their grade 2 days advance, and 5% (1/23) clicked the finalized button 3 days before due date.
In the last data to prove the effectiveness of the lean project to the IT department, the following SY 2014-2015 showed that in the 1st semester, only 6% (2/31) finalized on time, a significant 58% (18/31) made it 1-day advance, 35% (11/31) for 2 days advance, and no late submissions. In the 2nd Semester, only 6% (2/31) finalized on time, a noteworthy 74% (23/31) for 1-day advance, 16% (5/31) for 2 days advance, and 3% (1/31) for 3 days advance. Evidently, the venture had been instrumental to the departmental processes enhancement, higher process and structure efficiencies [19], and more output tasks in work hours, enhanced conveyance execution, quicker advancement, more prominent consumer loyalty as for students and parents/guardians and faculty morale and involvement. With the implied results, the students become preventative, proactive and sourced [17, 18]. The faculty members become process and customer focus, integrated and service-oriented. Based on the project results, the Grades Distribution project was successfully implemented and that further improvement on the process and documentation must be regularly reviewed in adherence to the university’s academic and administrative policies as vital to generating set of customer requirements [20].

V. CONCLUSION AND RECOMMENDATION

On the basis of the results on the process efficiency and improvements, it can be gleaned that in improving the operational success and delivery of value or services, the Voice of Customers must be given priority over other matters based on customers’ value perspective. Implementing the value-based approach in implementing lean project can be a significant innovation in addressing customer lived experiences in the university. However, continuous process improvement and periodic processes review must be done by the department and university. Everyone who is a part of the university must know that lean is not a pattern or a development but instead an accumulation of tools, methodologies, systems and procedures when executed accurately and in the correct target groups, it will produce quantifiable outcomes, enable organizations deploy cost-efficient programs, and enhance operational effectiveness. The researchers recommend that the strategic leaders and academic managers should look into exploring other internal and external quality management systems, institutionalize Lean methodologies, and conduct an impact assessment of the process improvements, productivity management, and removal of reworks in the academic processes.

REFERENCES


