

**Management and Organizational Studies 3330 A
Operations Management**

CONTACT

Instructor: Clarence Borja
 Office: Ursuline Hall Room 353
 Phone: 519-432-8353
 E-mail: cborja@uwo.ca (preferred method of contact)
 Office Hours: by appointment or Mondays 11:30 to 12:30

INFORMATION CLASS INFORMATION

Mondays 2:30am – 5:30pm
 Rm: BR 304

COURSE DESCRIPTION

Operations is the term that refers to the process by which an organization converts inputs (e.g., labor, material, knowledge, equipment) into outputs (goods and/or services)/Value –added products/services for both internal and external markets. In this course, we will study how to manage this process. MOS 3330 is an introductory course providing an overview of the operations management concept used as a framework for analyzing operations management situations and as a basis for general management decision making. Students interested in accounting, finance, HR, IT, general management, marketing, supply chain management, logistics, sales, e-business, entrepreneurship and many other functional areas will benefit from learning the strategies and tactics covered in this course. We will study strategic issues related to how firms determine the way in which they will compete as well as tactical and operational decision making. Topics include: scheduling, forecasting and planning, inventory policy, theory of constraints, TQM (Total Quality Management), JIT (Just-in-Time) and Lean Techniques.

COURSE LEARNING OUTCOMES

Upon successful completion of this course, students should be able to

1. Apply a range of quantitative methods to analyze decisions related to inventory, forecasting, production/service planning, and quality control
2. To analyze and suggest improvement for managing supply chains, inventory, production/service planning, production processes, and product/service quality
3. To explain the effects of the evolution of supply chain management, manufacturing control systems, just-in-time systems, and total quality management on global businesses
4. To identify the success factors and major challenges faced in implementing enterprise wide information systems, just-in-time systems, and total quality management
5. To work effectively in teams and accept leadership roles and responsibilities throughout the course in all group activities.

Student competency levels on these outcomes will vary. You can expect to achieve these outcomes if you honour course policies, attend classes regularly, complete all assigned work in good faith and on time, demonstrate understanding of the course content, and meet all other course expectations of you as a student.

BRESCIA UNIVERSITY COLLEGE COMPETENCIES

Primary competencies developed in this course include:

(Refer to The Brescia Competencies Manual)

Brescia Competency	Teaching Level
Communication	3
Problem Solving	2
Critical Thinking	3
Self-Awareness and Development	1

Communication includes the articulation of one's ideas, developing informative and persuasive arguments in all forms of communication, understanding the communication context. Students will also develop interpersonal communication skills including working with others in groups, sharing opinions, resolving conflicts, offering ideas, listening to others, asking questions, and demonstrating effective nonverbal behaviors.

Problem Solving includes the development of a problem statement, identification of proposed solutions, selection of a solution, evaluation of that solution, iteration based on communication and feedback from the proposed customer. The student will be able to identify what she knows about the problem, her assumptions and biases, and will test her assumptions.

Critical Thinking involves reasoning, a process where we create arguments by connecting thoughts together so that some thoughts (premises) provide support for other thoughts (conclusions). There are three basic skills involved in critical thinking: interpretation, verification and reasoning. The first skill comprises understanding how words express or fail to express thoughts, expressing clearly what we mean, and discerning an argument's structure. The second skill involves determining whether premises are acceptable. And the third skill encompasses evaluating whether premises make it reasonable accept the conclusion.

Self-Awareness and Development: The ability to draw meaning, knowledge and value from honest and fair reflection and self-evaluation. Students can recognize their emotions and patterns of thinking, their impact on others, and make a commitment to personal growth.

COURSE MATERIALS

1. Ritzman L.P., Krajewski L.J.; Malhotra M.J.; and Klassen R.D.; (2016) *Foundations of Operations Management* (4th Canadian edition), Pearson: Toronto, ON

Note: *The following alternative loose leaf ready book is an ACCEPTABLE alternative / or e-copy version.*

ISBN: 978013325166-1

2. Selected IVEY cases will need to be accessed and purchased for group work and Case topics will be e-mailed the 2nd week of classes

COURSE PREREQUISITES AND ANTIREQUISITES

Prerequisite(s): 1) Enrolment in BMOS, 2) Successful Completion of Business 2257

COURSE STRUCTURE AND CONTENT

Week 1	Sept.10	Course Overview; Ch.1 Value Creation Through Operations: Supply Chains, Customer Value and Competitive Priorities, Operational Strategy; Ch.4 Process Configuration	Groups determined today
Week 2	Sept.17	Text Ch.5 Capacity: Inventory, Variability and Planning	Team 1 Presentation
Week 3	Sept.24	Text Supplement 5S : Waiting Lines	Team 2 Presentations
Week 4	Oct.1	Text Ch.11 Managing Demand and Forecasting IVEY Case Method Lecture	Team 3 Presentation
Week 5	Oct.9-12	Reading Week	NO CLASSES
Week 6	Oct.15	Text Ch.6 Inventory Management	Team 4 Presentations
Week 7	Oct.22	Mid Term (2 hrs. In-Class)	All course Text, PPT, exercise, Case Material covered to date will be testable on the mid-term.
Week 8	Oct.29	Text Ch.2 Supply Chain Management	Team 5 and Team 1 Case
Week 9	Nov.5	Text Ch.7 Quality Process Improvements	Team 2 Case and Team 3 Case
Week 10	Nov.12	Text Ch.8 Lean Systems	Team 4 Case and Team 5 Case
Week 11	Nov.19	Text Ch. 10 Location and Layout	

Week 12	Nov.26	Text Ch. 9 Managing Projects	Final Exam Review	
Week 13	Nov.30	Last day Class		Hard Copy Due – Case Study recommendations/Implementation
Exam	Week			

Class Activities Schedule

A **tentative** schedule for this course is available on OWL. There may be departures from this list as some topics take up more (or less) time than is scheduled. Readings may be expanded upon by way of guest speakers, online discussions, class exercises, videos, and class discussions. Following this schedule is the responsibility of each student. Students should anticipate spending a minimum of 3-5 hours per week preparing for classes, completing readings, cases and exercises, as well as studying for tests and preparing assignments.

COURSE EVALUATION

Component	Timing	Course Learning Outcomes	Brescia Competencies	Weight
Class Contribution (individual)	Wk. 1 – 13	5	Communication Self-Awareness	20%
Mid-Term Exam	Wk. 7	1,2,5	Communication Problem Solving Critical Thinking	15%
Group Case Assignment (Selection of Ivey Cases to Evaluate and Analyze)	Wk. 6 Select Wk. 8-11 Presentations	1,3,4,5	Communication Problem Solving Critical Thinking	20%
Weekly Case Study In-Text / Group Presentation or Exercise	Weekly	4,5	Communication Problem Solving	15%
Personal Reflection – On each Weekly Case Study – in the Text or Exercise review	Weekly	1, 2, 3,5	Communication Problem Solving Critical Thinking Self-Awareness	10%
Final Exam	TBD Office of the Registrar	1, 2,3,4,5	Communication Problem Solving Critical Thinking	20%

Evaluation

Students must complete all elements of evaluation to receive a passing grade in the course. There will be no re-weighting of components within the course unless a student has received an academic accommodation. Please note that grades cannot be adjusted based on need. Your mark in the course will be the mark that you earn based on your demonstrated understanding of the course content. Extra credit assignments are not available and tests and exams cannot be rewritten to obtain a higher mark. Once a student has written a test or examination she is committed to the mark earned.

Late assignments without an academic accommodation will receive a “0”. It is expected that work will be your own. All academic standards, including providing references where citing another author’s work, will be applied to assignments (see the attached Brescia Academic policies for information on plagiarism, cheating and other academic honesty behaviors). Writing, spelling, and grammar are important and are taken into account when a grade is assigned. If you are particularly concerned about your written language skills, seek help from the Brescia Writing Instructor, a friend, a group member, from student services or consult with your instructor.

Submission to Turnitin

All required assignments may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

Evaluation Component Descriptions

Midterm Exam

The midterm may include multiple-choice, true and false, short-answer, essay or computational questions and may include material from the assigned readings, lectures, exercises, case studies, videos, small group-work and student presentations.

Final Exam

The final exam may include multiple-choice, true and false, short-answer, essay or computational questions and may include material from the assigned readings, lectures, exercises, case studies, videos, small group-work and student presentations. Formula sheets will be provided to students at each exam or you can choose to bring your own. While this exam will be cumulative, the weight of the material will focus on the second half of the course.

Contribution

Contribution by each student is a cornerstone of any effective learning experience. Active class involvement augments the learning experience, increases assimilation of material and stimulates the level of class discussion. Students' contribution to this course is initiated through thorough class preparation. Contribution is expected to be relevant to the current discussion and includes answering direct questions, volunteering answers, advancing the discussion to a new issue, developing one side of an argument, clarifying difficult concepts and asking questions pertinent to the topic. Class contribution may also include assignments, hand-ins, group evaluations and prompt attendance. Just as important is listening attentively to your classmates and critiquing ideas constructively.

Contribution will be graded daily with the assistance of your peers. Attending class is important but minimal credit will be given for attendance alone. If you are unable to attend a class for any reason you must advise your instructor in advance so that your absence will not negatively affect your contribution grade. Students are encouraged to speak to the instructor if they have concerns about their performance or if they would like to discuss strategies to support regular contribution.

Your class contribution grade will be made up of peer evaluations as well as instructor evaluations of each class. During class each student will be asked to fill out an evaluation form for the class. The students will record their number and quality of participation and contribution. These forms will be used by the instructor to ensure an accurate evaluation of your participation is recorded. If you are asked to perform the peer evaluation, you will receive full participation credit for the class. If you are not comfortable filling out a peer evaluation please tell the instructor. You will not be penalized for this choice.

Team/Group Case Assignment:

- The Group/Team will be a Total of 5 teams out of a class of 25 students. 5 members per team/group
- To be released in Week 6 Selections of Ivey Cases to choose from topics covered in class (Total of 6 Cases)
- 5 Teams of will have an opportunity to choose 1 out of a possible 6 Ivey Cases
- The team will analyze and evaluate the case using the Case analysis format to form a decision analysis complete with alternatives, recommendations and implementation plan.
- Presentations to begin – (Week 8 -10)
- Due on Week 11 Hard copy

Team/Group Weekly Case Presentation / or Learning Objective review:

- Each week a Group/team will present Key Learning objectives for the weeks topic
- Presentation can come in a form of a Case study review of at least 2 cases in the text reviewing key learning objective or a presentation of the of selected Questions/Exercises.
- Groups will upload to a drop box in OWL key learning objective for the week's topic.

Weekly Individual Personal Reflection on the Week's Topic:

- Reflection on the Week topic (note there are 11 general topics covered in the course). Requirement: one page 3 short Paragraph: 1) Key take away from your perspective, 2) Alignment with the topic, 3) Application or synthesis of the topic/key takeaway where you might find it in industry, society and/or community as a whole. "Operations" is everywhere.
- 10 Reflections are expected considering you will not be required to put a Personal Reflection the week you present
- Your reflection may also be a basis for questioning what is presented to you to challenge colleagues and gain a wider perspective or understanding of the week's topic.
- Weekly reflection will only be accepted in electronic format with specific due date the following week. For example, Week 1 Reflection is due on Week 2 of classes etc. (Due prior to Mondays class ie. Sunday evening at 11pm)
- Pass/Fail mark

CLASS ETIQUETTE

Attendance:

Attendance at all classes in this course is expected; however, circumstances may arise which make it impossible for you to attend. For example, if you are unable to attend a class due to health-related or other compelling reasons, you are expected to advise your instructor in advance (email communication is perfectly acceptable). Under University regulations, your instructor can determine at which point absenteeism has become excessive and approach the Dean who may prevent you from writing the final exam, thus preventing you from passing the course. **At the discretion of individual instructors, any student who misses more than 25% of scheduled classes will receive a class contribution grade of 0 out of 10 for the course.**

Student Use of Technology in Class

Talking privately with classmates or using your computer during class for personal activities such as reading/writing e-mail, surfing the Web, playing games, etc. is distracting for others, is not conducive to your own learning, and is disrespectful to the instructor. In addition, cell phones ringing during class will not be tolerated: please ensure your phones are turned OFF prior to entering the classroom and placed inside a bag (not on desk or in your pocket). **Texting in class will result in an immediate "0" in contribution for that class.**

Recent research has shown that laptop use in class for non-education related purposes, such as checking email, texting, using Facebook or other social networking websites, to view movies, listening to music or surf unrelated websites is negatively related to academic performance. That is, grades decline when you use laptops in the classroom for non-educational tasks. Additionally, students find other students use of laptops in the classroom the number one source of interference with their ability to learn (Fried, 2008). As a result, if I find a student using a laptop for non-class related activities, I will ask them to close the laptop for the remainder of the class or until a class exercise requires the use of the laptop. Research also shows that texting substantially reduces academic performance. Researchers asked half the students in an accounting class to text their professor three times, while the other half was requested to refrain from texting. Students were then tested at the end of the lecture on the contents of the lecture. The students who texted scored 16% points lower than those who did not text (Ellis, Daniels and Jauregui, 2010). As a result, if I find a student texting I will ask them to put their cell phone away.

Carrie B. Fried, In-class laptop use and its effects on student learning. *Computers and Education* 50(2008) 906-914.

Ellis, Yvonne, Daniels, Bobbie and Jauregui, Andres. The effect of multi-tasking on the grade performance of business students. *Research in Higher Education*. June 2010. Vol. 8. P 1 – 10.

A Note Regarding Email

Email is a useful communication tool, especially if used for sharing information; however, it is not a good tool for complex questions, discussion or for decision making. Therefore please follow these guidelines regarding the use of email in this course:

1. Email is fine for sharing info (e.g. you will be absent or late for class, or about what assignments are planned for class that week).
2. Email is fine for setting up meetings and appointments.
3. It is useful for simple questions of clarification regarding assignments, but do not use it for anything that requires more than a one or two sentence response. Instead, make an appointment with your instructor to discuss more complex questions.
4. Email is not an appropriate way to discuss grades or an issue with group dynamics, please make an appointment to discuss in person.
5. Email, although informal, still requires a tone of respect and proper language. Rudeness and disrespect will not be tolerated.
6. I will check email on a daily basis Monday through Friday during the term. I will try to respond to your emails as promptly as possible, usually within 24 hours. Over weekends and holidays, I will not be checking email, so plan accordingly. Instantaneous responses will not be provided.

Appointments

Students are welcome to meet with the professor during the designated weekly office hours, or by arranging an appointment at a mutually convenient time. Make sure to be on time for your appointment, have an objective for the discussion and bring a copy of your assignment that you wish to discuss.

Privacy

To respect privacy laws, and the privacy of individual students, all grades will be distributed on OWL only. If a student wishes to discuss a grade, or review a test or paper, she must make an appointment with the professor to do so in person. To respect the privacy of each student, the professor may only discuss grades with the student in question. Please do not

share or compare your grades. The professor cannot share information about another student's grades, so discussions that are about comparison of grades between students will not be entertained.

2018-19 BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

1. POLICY REGARDING MAKEUP EXAMS AND EXTENSIONS OF DEADLINES

When a student requests academic accommodation (e.g., extension of a deadline, a makeup exam) for work representing 10% or more of the student's overall grade in the course, it is the responsibility of the student to provide acceptable documentation to support a medical or compassionate claim. All such requests for academic accommodation **must** be made through an Academic Advisor and include supporting documentation.

Academic accommodation for illness will be granted only if the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete her academic responsibilities. Minor ailments typically treated by over-the-counter medications will not normally be accommodated.

Students must submit their documentation along with a request for relief specifying the nature of the accommodation being requested no later than two business days after the date specified for resuming responsibilities. In cases where there might be an extended absence or serious issue, students should submit their documentation promptly and consult their Academic Advisor for advice during their recovery period. Whenever possible, students who require academic accommodation should provide notification and documentation in advance of due dates, examinations, etc. Appropriate academic accommodation will be determined by the Dean's Office/Academic Advisor in consultation with the student's instructor(s). Academic accommodation may include extension of deadlines, waiver of attendance requirements for classes/labs/tutorials, arranging Special Exams or Incompletes, re-weighting course requirements, or granting late withdrawals without academic penalty

Please note that personal commitments (e.g., vacation flight bookings, work schedule) which conflict with a scheduled test, exam or course requirement are **not** grounds for academic accommodation.

A UWO Student Medical Certificate (SMC) is **required** if a student is seeking academic accommodation on medical grounds. This documentation should be obtained at the time of the initial consultation with the physician/nurse practitioner or walk-in clinic. A SMC can be downloaded from: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf . The student must request documentation sufficient to demonstrate that her ability to meet academic responsibilities was seriously affected. Please note that under University Senate regulations documentation stating simply that the student "was seen for a medical reason" or "was ill" is **not** adequate to support a request for academic accommodation.

The full policy on requesting accommodation due to illness can be viewed at: <http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page 12>

2. ACADEMIC CONCERNS

If you feel that you have a medical or personal challenge that is interfering with your work, contact your instructor and Academic Advisor as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. Retroactive requests for academic accommodation on medical or compassionate grounds are not normally considered.

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult your Academic Advisor. If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines (refer to the Registrar's website, <http://brescia.uwo.ca/academics/registrar-services/> or the list of official sessional dates in the Academic Calendar, see the Sessional Dates tab at <http://www.westerncalendar.uwo.ca/index.cfm?SelectedCalendar=Live&ArchiveID=>). You should consult with

the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. *Note that dropping a course may affect OSAP eligibility and/or Entrance Scholarship eligibility.*

3. ABSENCES

Short Absences: If you miss a class due to a minor illness or other problems, check your course outline for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate. Contact the course instructor if you have any questions.

Extended Absences: If you have an extended absence, you should contact the course instructor and an Academic Advisor. Your course instructor and Academic Advisor can discuss ways for you to catch up on missed work and arrange academic accommodations, if appropriate and warranted.

It is important to note that the Academic Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year or for too frequent absence from the class or laboratory (http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=5&SelectedCalendar=Live&ArchiveID=#SubHeading_68).

4. SCHOLASTIC OFFENCES

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at: http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_20.

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. Note that such offences include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. Students are advised to consult the section on Scholastic Discipline for Undergraduate Students in the Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Academic Dean's Office, or the Registrar. A claim that "you didn't know it was wrong" is not accepted as an excuse.

The penalties for a student guilty of a scholastic offence (including plagiarism) include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

Plagiarism:

Students must write their essays and assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

Computer-marked Tests/exams:

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating. Software currently in use to score computer-marked multiple-choice tests and exams performs a similarity review as part of standard exam analysis.

5. PROCEDURES FOR APPEALING ACADEMIC EVALUATIONS

All appeals of a grade must be directed first to the course instructor. If the student is not satisfied with the decision of the course instructor, a written appeal is to be sent to the School Chair. If the response of the

Chair is considered unsatisfactory to the student, she may then submit a written appeal to the Office of the Dean. If the student is not satisfied with the decision of the Dean, she may appeal to the Senate Review Board Academic (SRBA), if there are sufficient grounds for the appeal. For information on academic appeals you can consult your Academic Advisor or see the Student Academic Appeals – Undergraduate in the Academic Calendar

<http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page 14>.

Note that final course marks are not official until the Academic Dean has reviewed and signed the final grade report for the course. If course marks deviate from acceptable and appropriate standards, the Academic Dean may require grades to be adjusted to align them with accepted grading practices.

6. PREREQUISITES

Unless you have either the prerequisites for a course or written special permission from the Dean to enroll in it, you will be removed from the course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisite(s).

7. SUPPORT

Support Services

The Brescia University College Registrar's website, with a link to Academic Advisors, is at <http://brescia.uwo.ca/academics/registrar-services/> . The website for the Student Development Centre at Western is <http://www.sdc.uwo.ca/> .

Mental Health and Wellness

Students may experience a range of issues that can cause barriers to your learning, such as increased anxiety, feeling overwhelmed, feeling down or lost, difficulty concentrating and/or lack of motivation. Services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about mental health and wellness at Brescia at <http://brescia.uwo.ca/life/mental-health-wellness/>. Students who are in emotional/mental distress should refer to Health and Wellness at Western, http://uwo.ca/health/mental_wellbeing/index.html, for information about how to obtain help for yourself or others.

Sexual Violence

All members of the Brescia University College community have a right to work and study in an environment that is free from any form of sexual violence. Brescia University College recognizes that the prevention of, and response to, Sexual Violence is of particular importance in the university environment. Sexual Violence is strictly prohibited and unacceptable and will not be tolerated. Brescia is committed to preventing Sexual Violence and creating a safe space for anyone in the Brescia community who has experienced Sexual Violence.

If you or someone you know has experienced any form of Sexual Violence, you may access resources at <http://brescia.uwo.ca/life/sexual-violence/>.

Portions of this document were taken from the Academic Calendar, the Handbook of Academic and Scholarship Policy and the Academic Handbook of Senate Regulations. This document is a summary of relevant regulations and does not supersede the academic policies and regulations of the Senate of the University of Western Ontario.