Fisher College of Business
Department of Management Sciences

THE OHIO STATE UNIVERSITY

SYLLABUS

BM 3130 FOUNDATIONS OF OPERATIONS MANAGEMENT

Autumn 2018

Course Location & Contacts

Hitchcock Hall 131 on Thursdays at 3:55 – 5:15 p.m.

Instructor: **Steven Dickstein**
Email address: **dickstein.2@osu.edu** Office Location: Fisher Hall, Room 618
Phone number: **(614) 292-4600**

Office hours for the instructor and teaching assistants (all rooms are in Fisher Hall):

Monday, 11:15 – 1:15 p.m.	Justin Hill (.1919) in Room 046
Monday, 2:00 – 4:00 p.m.	Jordyn Cohen (.854) in Room 046
Tuesday, 11:10 – 12:10 p.m.	Xueting Zhang (.7855) in Room 046
Tuesday, 2:30 – 3:30 p.m.	Steven Dickstein (.2) in Room 618
Wednesday, 10:10 – 11:10 a.m.	Xueting Zhang (.7855) in Room 046
Wednesday, 11:15 – 1:15 p.m..	Justin Hill (.1919) in Room 046
Thursday, 10:20 a.m. – 12:20 pm	Xueting Zhang (.7855) in Room 046
Thursday, 1:00 – 3:00 p.m.	Jordyn Cohen (.854) in Room 046
Thursday, After class	Steven Dickstein (.2) in classroom or 618 Fisher

(The .# in parentheses is the OSU user number for e-mail contact. The phone for Room 046 is 292-5289, but the office is shared with other course TAs, so a BM 3130 TA may not always answer this phone.) Any changes to this office schedule will be published in Canvas as a NEWS ITEM or communicated via e-mail from the Canvas ROSTER.

Course Description- Why Operations?

In 1962 two businesses began with similar names and business objectives. Over the years, one focused on marketing communications and promotions while the other, far less recognized, concentrated on its supply chain. Today, Wal-Mart is the largest retailer in the world with over 2.3 million employees and annual sales above $485 billion. Its competitor, former industry leader K-Mart, emerged from Chapter 11 in 2003, a much smaller and weaker company. Clearly, the growth and success of Wal-Mart cannot be attributed to a single issue alone, but their strategy demonstrates that **companies can achieve competitive advantage through their operations**.

The course strategy will attempt to balance academic, "textbook" learning with actual business applications. For this reason, the student will get the most practical benefit from this course by approaching each topic with a combination of provided course materials: text material, videos, and supplemental readings.

Course Description- Delivery Format

This survey course for non-business majors is designed to introduce fundamental processes of creating and delivering the manufactured goods and services used in society. No prior business knowledge is necessary to be successful in this course. The focus combines conceptual and quantitative approaches to managing and controlling Operations.

This course is being delivered in a "hybrid" format, which combines online learning with one weekly, in-class meeting. Course content is delivered by textbook and online learning modules provided by the publisher (for which a license is required). Certain supplemental content provided by the instructor is delivered in the Carmen **LECTURES** module, organized by week. The format utilizes "Camtasia", which provides an audio lecture combined with relevant slides.

In addition, the weekly **LECTURES** modules may contain supplemental materials, including: videos, articles, mini-cases, and/or special exercises. Your coverage of the course content then requires a combination of all these resources.

The in-class time will be used to review key topics, to demonstrate selected problem applications, and to discuss supplemental videos or articles (which are included on exams).

Course Learning Outcomes

By the end of this course, students will be able to identify and explain how companies can achieve competitive advantage through their Operations. More specifically, the Learning Outcomes are summarized here, organized in the approximate sequence of coverage:

Chapters 1, 2: Explain the fundamental processes of managing and controlling a variety of operations, covering both manufacturing and services

a. Link operations activities to the strategy of the organization
b. Identify the trade-offs among multiple *competitive dimensions*
c. Understand the new importance of *sustainability* and how this affects operations
d. Measures of *productivity*

Chapter 7: Explain the differences between Manufacturing and Service processes

a. Design the flow (*process selection*) to produce goods
b. Use breakeven analysis to make operations decisions

Chapter 10- Use models to analyze waiting lines (Queuing)

a. Waiting = waste; develop performance measures for line management

Chapter 9- An examination of Operations tools to manage Services

a. Organize Services to satisfy customer requirements and expectations
b. Design of different service delivery systems
c. Identify behavioral considerations in Service design

Chapter 11: Explain how a process is designed and analyzed in Manufacturing and Services

a. Develop a flow chart
b. Inspect & measure the role of Inventory in process design

Chapter 20: Learn the quantitative methods of managing inventory

a. Determine different inventory costs and the difference between Independent and Dependent demand
b. Calculate optimal order quantities and related Holding and Set-up costs
c. Relate inventory planning to control system methods: single period, fixed order quantity, and fixed time period models and the impact of discounts
d. Demonstrate tools to prioritize inventory management

Chapters 5, 23: Demonstrate how and why companies must manage Capacity

a. Explain what is “set up”, “run time” and why does it matter
b. Compute machine or people requirements based on demand
c. Compare measures of Capacity in terms of flow rather than individual equipment

Chapters 15, 16: Demonstrate the role of Sourcing and Distribution in Operations

a. Examine the elements that comprise Distribution: transportation, warehousing, handling
b. Explain the role of Inventory Carrying Cost in Distribution and Sourcing decisions
c. Calculate the total costs of a Supply Chain
d. Identify how global sourcing decisions are made

Chapters 12, 13: Explain the importance of Quality to the organization
a. Identify familiar quality management systems such as TQM
b. Compare the various Costs of Quality & analyze various tools available to measure quality
c. Point out the role of ISO in quality management
d. Demonstrate the difference between process control and process capability

Chapter 4: Construct a network diagram to manage a Project
a. Compare the Critical Path Method (CPM) to alternative management tools
b. Develop a network diagram to define a project duration and critical path
c. Calculate the path and cost to shorten (*Crash*) a project

Chapter 14: Design a lean supply chain
a. Define what is a "lean" supply chain
b. Identify the elements that represent "waste"
c. Demonstrate "value stream mapping" as a tool to identify sources of waste

Course Text

***Operations and Supply Chain Management*, 15th edition, 2017** by Jacobs and Chase, Publisher- McGraw-Hill Irwin; You have different format options available:

1) Print Package, loose leaf: JACOBS-CHASE with Connect Access
ISBN **978126024057** from OSU bookstore locations ($ 132)

https://tinyurl.com/BUSMGT-3130-29365

2) Print Package (same as 1) for purchase on the McGraw Hill e-commerce site
http://shop.mheducation.com/mhshop/productDetails?isbn=1260240576
at $ 99 + sales tax, S&H (ships from a Central OH distribution center);
includes the Connect license code card

3) Connect Access –Digital Only $89 (e-book, called *Smartbook,* already set up)
http://connect.mheducation.com/class/s-dickstein-bm-3130---fall-2018
Caution! ***There are three dashes after "3130"; this link allows you to purchase the license or to use the Code provided in options 1) or 2) above.***

4) Original Hard copy available, not stocked by OSU
ISBN 978-0-07-802402-3 or MHID 0-07-802402-1

5) Two copies are available in Closed Reserve, Thompson Library; PLEASE be considerate of your fellow students by avoiding damage or note-taking in these copies

ALTERNATIVES:

- The previous (14e) text is a reasonable match to the updated edition. ALL chapter and problem numbers are identical in both versions. However, a used text does not include the CONNECT license with LEARNSMART for online delivery of content and problem solutions (see next Section). **A summary of the differences in the newer edition is available in the Canvas module RESOURCES**. Please note that not every change will affect the course delivery (i.e. compared to the prior edition).

Course Materials- Not Required

A new text in any format includes a license for CONNECT (an online tool offered through the publisher ***McGraw-Hill***). The CONNECT license includes LEARNSMART, which reinforces conceptual topics. Although not mandatory, benefits include:

- Interactive, reinforced learning with a proprietary tool LearnSmart, customized to the content covered in this course. (Refer to **Publisher Technology** below.)
- Connect provides assigned practice problem solutions, which allows you to re-work problems. (*Note that detailed practice problem solutions can be found in Canvas module RESOURCES in a file titled PRACTICE PROBLEM SOLUTIONS- FIRST HALF (and separately, - SECOND HALF)*
- Pre-recorded Lecture parts in Canvas as an alternative to the Publisher's software are no longer provided. (Selected instructor supplements ARE covered by these lectures.)
- A bonus of up to **3 points** is available based on the successful % completion achieved in LearnSmart for the semester. (See GRADES below.)

Course Technology

Baseline technical skills necessary for this course

- Basic computer and web-browsing skills
- Navigating Canvas
- Working within a Publisher's website, specifically Connect
- Ability to use Excel for problem analysis and presentation

Publisher Technology- CONNECT and LearnSmart

- **Connect** provides the practice problem exercise solutions that allows you to practice and to repeat applications. The format is organized to align with the course schedule by Week and includes LearnSmart modules.

  The Connect license comes with a new text purchase in any format. You will have an authorization code to access the system. Then, separately, you will need a link to get into this course. That link is:

  http://connect.mheducation.com/class/s-dickstein-bm-3130---fall-2018

  Caution! ***There are three dashes after "3130".*** Please refer to Canvas > ***RESOURCES*** for a Powerpoint file titled CONNECT INSTRUCTIONS for more detailed information.

- **LearnSmart** is an adaptive reading and learning tool that maximizes productivity and identifies the most important learning objectives for each student to master at a given point in time**. LearnSmart** (developed under the proprietary name **SmartBook**) knows when students are likely to forget specific information and brings that content back so students can advance the knowledge from their short-term to their long-term memory. Data-driven reports, found in the Reports tab under **LearnSmart Reports**, highlight the concepts with which individual students are — or the entire class is — struggling. The tool is proven to improve academic performance, including higher retention rates and better grades. Be aware that **LearnSmart** covers concepts only, problem solving is found in Connect. A brief, introductory video can be found at:

SmartBook Video Series

SmartBook Overview https://youtu.be/PTOr6clmkyo

This 4+ minute video provides a summary look at the tool. More detailed descriptions and demonstrations can be found to the right of the opening YOUTUBE screen and are provided below as a full portfolio of the Publisher's tools.

Read Phase https://youtu.be/BzJ74lGyMXo

Practice Phase https://youtu.be/z8Xa37ZA7-Y

Self-Study Plan https://youtu.be/Gbnhdwa6RaM

SmartBook Reports https://youtu.be/Tqwx6Qw6PJ0

LEARNSMART is intended to be incorporated in your reading and preparation for class. You will find the icon and link in CONNECT by Chapter, organized by Week in the sequence the course follows. Please be aware that CONNECT does NOT cover every topic in the course. Selected, supplemental content by the instructor can be found in Canvas > LECTURES. roblems have to be practiced through Connect.

Technology Support

For assistance with the publisher's resources Connect and LearnSmart, there are Help tools within the McGraw Hill web site for the course. Anything not covered should be addressed with THEIR Support resources identified, NOT from the Instructor, TAs or university IT staff.

McGraw Hill Resources & Contacts

Call: (800) 331-5094 Email & Chat: www.mhhe.com/support
Monday - Thursday ● 24 hours
Friday ● 12 AM - 9 PM
Saturday ● 10 AM - 8 PM
Sunday ● 12 PM – 12 AM
(All times Central)
Find more support at: www.connectstudentsuccess.com

As instructor, my responsibility is the course content and evaluating performance. Please contact me about any concerns in these areas. However, I am generally not able to assist in matters relating to technology, connectivity or Carmen access. Such issues may be addressed directly to either the Carmen or Fisher Technical Support Staff:

The Fisher technology team that is familiar with the course and content format comprises:

Randy Spears (spears.4@osu.edu) or Megan Troyer (troyer.59@osu.edu)

Alternative sources of help are available from helpdesk@osu.edu **(**or by phone at 292-8976**)** and Carmen@osu.edu or **614-688-HELP** at any time.

At present (considering the most recent Canvas updates), Fisher IT recommends Chrome as the most stable browser to access course content. Firefox and Safari are also effective. Internet Explorer is best avoided due to issues with the Carmen Courses home page. Also, you may experience problems with older versions, and speed is often slower, so make certain you have the latest release. Many access problems can be solved simply by re-booting or by using a different browser. Continuing problems should be addressed with the support resources identified above.

For any contact by e-mail or phone with technical staff, teaching assistants or the instructor, please identify the Course Number and the section (day), if applicable, to facilitate follow-up action as required.

Grades

Assignment	Percent (%)
Midterm Exam	**33**
Final Exam	**33**
Team Case 1	**12**
Team Case 2	**12**
Quiz 1	**5**
Quiz 2	**5**
TOTAL	**100**

The final grade determination is formula-based in which 33% of the two, actual exam scores (including point values > 100) are added to the case scores (two, totaling 24 points) and the quiz scores (two, totaling 10 points). The CANVAS set-up tracks grades on an ongoing basis. However, a better indicator to answer "what if" questions about your grade is a **"Grade Calculator"** Excel file in the Canvas module **RESOURCES** using the identical calculation method to the course grade determination.

In order to encourage use of LearnSmart, there will be a point bonus offered based on overall % of successful completion (a Publisher report) for the semester, as follows: Point values vary by week and topic and are aligned to the estimated time anticipated for successful completion.

70+%- + 1 points
80+%- + 2 points
90+%- + 3 points

These bonus points will be added to actual Quiz #2 scores at the end of the semester. Each LearnSmart module (oftentimes > one per chapter) will be available two weeks prior to the scheduled Recitation covering that material (longer for the first week only), and closing two days after the Recitation covering this material. In order to earn the bonus, your usage must take place within this window. However, for subsequent exam review or any reason, you do have access to these materials AT ANY TIME, but just not for the bonus credit when opened outside the two-week window.

No other curves or scales are anticipated. **CAUTION-** You **MUST** achieve a cumulative Exam score > 50% of actual, available points in order to earn a **C-** or higher in the course, regardless of your calculated grade.

Grading scale

92.1 and higher: **A**	76.1–79.0: **C+**
89.1– 92.0: **A-**	72.1–76.0: **C**
86.1–89.0: **B+**	69.1–72.0: **C-**
82.1–86.0: **B**	66.1–69.0: **D+**
79.1–82.0: **B-**	59.1–66.0: **D**

Details on Graded Elements

EXAMS

- The exams are closed book, closed notes, closed neighbor, closed electronic communication devices, etc. and should represent the work of only the student taking the exam with no unauthorized outside assistance.
- Formula sheets, if applicable, are provided at the back of the exams.
- Each exam will be a combination of conceptual questions and problem solving. The material could be based on anything covered in the lecture, text, other assigned readings, videos, or homework. The format will be multiple choice questions.
- Each student must bring his/her own calculator and writing instruments. Cell phones or any other storage type of device for this purpose are NOT permitted. Sharing of materials is prohibited.
- **NO MAKE-UP, LATE OR EARLY EXAMS WILL BE GIVEN**, except in the case of documented medical emergency or university-authorized absence. Business related absences are not excused. Students should make arrangements now to avoid time conflicts. The exams are one class period in length-1 hour, 20 minutes.
- The Final is NOT comprehensive.

CASES

A group approach to problem-solving is increasingly common to many careers. Collaboration may be required across different functional disciplines and/or among geographically and culturally diverse personnel. To duplicate, as best as possible, this experience within the course,

- A team effort is required for both the assigned Cases. **Teams must comprise a minimum of three and a maximum of five individuals**
- Single or two person submissions without prior permission will be penalized up to 25%
- Submit one paper per assignment, per team
- Late papers are penalized at 2 points/day

You may change teams for the second submission without prior approval but still subject to these same minimums. You are responsible for putting together your own teams and are welcome to use Carmen's communication tools to seek out partners. At the end of the second week

Recitation session, I will invite students without partners to meet after class. After this opportunity, there will be ONE follow-up invitation to contact a TA if you do not yet belong to a team or only have one other partner.

The purpose of these assignments is to provide the student with an opportunity to experience problem-solving in operations based on actual situations. The cases are designed for you to: 1) demonstrate clear and professional analysis of a business situation by applying course content, 2) experience effective team-building skills to solve a business problem, and 3) demonstrate clear and professional written communication.

Specific instructions (including format) and questions can be found in the Canvas module **CASES**. See the Course Outline for due dates. Cases will be evaluated by the TAs, and any review of deductions or grade discussion should take place with them. Please note that the window for discussing any grade issues is limited to two weeks after posting in Carmen.

Case grades *may* be adjusted based on feedback from the PEER EVALUATION PROCESS, explained in the following pages. This is an optional submission due in the last Recitation or at my office in hard-copy format only AFTER the submission of Case #2 THROUGH the last class day of the Semester. (Note that e-mail submissions are not accepted.)

QUIZZES

Each Quiz comprises three questions; almost all will be problems but a multiple choice question on concepts may be included. The Course Outline identifies the exact coverage from which the questions will be taken. Problems will be similar in scope and difficulty to the practice homework Assignments (which are NOT turned in).

- Each quiz is to be taken online in Canvas
- There will be a forty-five minute window of access at the end of class. From the start/ log-in, you have 30 minutes to complete your work for Quiz #1, 45 minutes for Quiz #2.
- Each quiz is open book, open notes, open computer. You may collaborate with one another, but keep in mind that each quiz is randomly constructed from a pool of questions that offers 27+ possible combinations.
- The quiz format allows ONE submission only.
- Be careful to match the exact answer format (for problems) prescribed in the question; there is some flexibility for integer answers as both ## and ##.0 are acceptable. Do NOT use other punctuation (i.e. a comma to separate thousands) or insert units (i.e. “days”).
- ODS eligible students have the option for either extended time online or scheduling at the ODS offices, but you must let me know at least one week in advance (or when you submit the Proctor Forms for approval, early in the semester).
- Please be certain you have a reliable internet connection; web crashes must be documented immediately by e-mail at the time of any such occurrence.

THE PEER EVALUATION PROCESS FOR CASES

This PEER EVALUATION form is a confidential submission by each member of the Case team, designed to assess the contribution of the individual members for group work. It is due in the last RECITATION or may be delivered to my office- hard copy only- by the last day of semester classes. No e-mails will be accepted.

The approach is distribute a theoretical $12,000 "fee" per case to each participant, including the student preparing the form, based on effort, reliability and the quality of input. The purpose is to measure the contributions of each team member.

This PEER EVALUATION PROCESS ***may be used to adjust grades****;* I look for three conditions before taking such action:

1. Is the difference significant? (One member rated at $2,900, another at $3,100 does not justify grade action.)
2. Is there consensus within the team? (Although the measures may differ, I look for any lesser effort to be reflected in most of the individual inputs, excluding the affected student.)
3. Does the Comment section provide a clear explanation of WHY the team member was rated poorly? (I want to avoid grade action based on personality differences or clashes on the approach or solution to the problem. I am looking for examples of <u>lack of effort or failing to meet commitments</u>.)

When a team must make up for the lack of contribution by one of its members, there is no bonus or extra credit to those students (can't 'steal' points). The PEER EVALUATION process only penalizes non-performance. There is an underlying presumption that the Team remains responsible for the quality and completeness of its submission, regardless of any shortfall by any individual member(s).

The actual reduction is reflected as a % adjustment of the final case(s) grade. It is not equal to the computed distribution of effort although such math is used as a guideline. Also, excluding exceptional cases, the deduction is rarely more than 50% in recognition that the team has some collective responsibility for all members regardless of individual effort.

Since adjustments (if any) cannot be applied until the Evaluations are submitted in the final week of class, case grades in Carmen are not necessarily final until exam week. Peer Evaluation submissions are confidential; a student affected by the process may not see the inputs used in determining any grade penalty, but the reason will be explained clearly.

THE ATTACHED FORM MAY BE USED- HANDWRITTEN IS FINE- OR THERE IS A SEPARATE PAGE IN THE RESOURCES FILE OF CANVAS.

Peer Evaluation - GROUP PROJECTS

This submission is recommended, but NOT mandatory. There is no automatic penalty for not submitting this form. However, if a student provides no input and is poorly evaluated in the forms submitted by other teammates, there is a risk of a higher penalty.

Divide a $12,000 award among your team, including yourself, for each case based on the quality and effort of each team member's contribution. This evaluation is due to the instructor in hard copy format only either in the last class meeting or to my office. Please justify your response only if an unequal valuation is assigned.

		Case 1	**Case 2**
Your name:	_____	_____	_____
Team members:	_____	_____	_____
	_____	_____	_____
	_____	_____	_____
	_____	_____	_____
		$12,000	$12,000

Please include Discussion on this sheet ONLY if the assigned values above are NOT approximately equal; you may use the back of this sheet:

Faculty Feedback and Response Time

I am providing the following guidelines to give you an idea of my intended support throughout the course. This should be consistent with your expectations from all the TAs.

Grading and feedback

- Quiz scores taken in Canvas will be known immediately upon completion.
- Cases require up to ten days for grading.
- Exam scores should be posted within 3 – 5 days after the test date. No special notice or arrangements are necessary for the Final covering graduating Seniors.

E-mail

I will generally reply to e-mails within **24 hours on school days** and on many weekends. TA response should be similar.

General Announcements and E-mail Communication from CANVAS

There may occasions when TA have to change Office Hour availability or announcements are published regarding exam rooms and times. Please make certain that you have activated the options in Canvas to receive all communications for this course.

Attendance and Communication

Attendance

Attendance is not tracked, but experience suggests that the learning outcomes of the course and best grade results are achieved from staying current with course materials and regular attendance at the Recitation sessions.

Communication Guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style**: While this may not be an English course, the ability to communicate clearly and convincingly is essential to success in any career. Your Case evaluation will consider not just technical accuracy, but also presentation style and effective use of exhibits.
- **E-mail courtesy:** Please always include the course number in your communications with me. I teach as many as five classes a semester, all "Operations", so more specific identification is needed.
- **Backing up your work**: Any Case submitted in this class should be saved in a word processor, just in case a submitted copy is lost or misplaced.

- **Canvas communication tools**: Please make certain your personal options in Canvas allow receipt of e-mails and/or announcements.

Course Communication Strategies

There may be occasions over the semester when information needs to be provided about the course or scheduling issues. Anything of an urgent nature will be communicated by e-mail from the Canvas ROSTER. I will assume that you monitor your OSU e-mail regularly.

Less urgent news may be posted as a Canvas ANNOUNCEMENT. A common example of this is when competing commitments require the TAs to cancel or to re-schedule their office hours.

Other Course Policies

Academic Integrity Policy

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an "excuse" for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages (COAM Home)
- *Ten Suggestions for Preserving Academic Integrity (Ten Suggestions)*
- *Eight Cardinal Rules of Academic Integrity* (www.northwestern.edu/uacc/8cards.htm

Accommodations for Accessibility

Requesting accommodations

If you would like to request academic accommodations based on the impact of a disability qualified under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, contact the Office of Disability Services (ODS) as soon as possible to discuss your specific needs (614-292-3307 or ods@osu.edu). Discussions are confidential.

I rely on ODS for advice and direction as to the specific accommodation your situation may require in this course. For the two quizzes, you may elect to use EITHER ODS services OR contact me the week prior (by Friday) to customize your Carmen access.

Go to http://ods.osu.edu for more information.

Please prepare and submit your PROCTOR SHEETS early in the semester. You should also advise me at that time how you prefer to take the two quizzes- extended time online or in the ODS facilities (with more flexible scheduling).

Accessibility of Course Technology

This online course requires use of Canvas (Ohio State's learning management system) and other online communication and multimedia tools provided by the publisher, McGraw Hill Education. If you need additional services to use these technologies, please request accommodations as part of your consultation with ODS.

- Carmen (Desire2Learn) accessibility
- Streaming audio and video
- Synchronous course tools

Other

An online course delivery can be a challenging format. My recommendation is to stay current and to proactively seek out our help when concepts or applications are not clearly understood.

Although this course is being offered in a large section relying primarily upon online delivery, I hope to create a more personalized experience through in-class discussions, real-world examples using articles and videos, and a case approach that many of the smaller Fisher College of Business courses employ.

Please feel free to ask questions and to participate during class. I hope to provide both a stimulating and fun environment for BM 3130; please feel free to contact me or to stop by if I can help in any way.

Course Schedule

Each week the class meets on Thursdays, referred to as a Recitation session.

The outline below provides a template for our Weekly progress; the date below represents the Recitation (class). Any **Video** and **Article** can be found in Canvas **LECTURES** module, under the assigned week. Practice Exercises under **Assignments** are not turned in; solutions are available in CONNECT or Canvas module- **RESOURCES**.

The class prior to the two exams will include a review of format and coverage.

Week	Topic	Assignments
1 **Aug 23**	**Chapter 1- Introduction** **Course introduction & Review syllabus** **Video- An Historical Odyssey**	**Chapter 1 to page 9**
2 **Aug 30**	**Chapter 2- Strategy and Sustainability** **VIEW- Green Manufacturing and Sustainability at Frito Lay** **https://www.youtube.com/watch?v=7jzxdi6KoQg** **Article- "Coffee on the Double"**	**Chapter 2- all** **Practice Exercises: #14, #19**
3 **Sep 6**	**Chapter 7- Manufacturing Processes** **Video- Process Choice at King Soopers** **Chapter 10- Waiting Line Analysis** **(Note- See Canvas RESOURCES module for Q.xlsx file for problems)**	**Chapter 7 to page 155** **Practice Exercises: #10, #13, #14** **Chapter 10 to page 230** **Practice Exercises using Q.xlsx: #6, #13**

4 **Sep 13**	**Quiz 1 covers Weeks 1 - 3** **Chapter 9- Service Processes** **Video- Service Process Design at Noodles & Co.** **Article- "The Customer Service Quandary"**	**Chapter 9- all**
5 **Sep 20**	**Chapter 11- Process Design and Analysis**	**Chapter 11- all <u>except</u> pg. 281, bottom to 285, middle** **Practice Exercises #11, #14, #16**
6 **Sep 27**	**Case 1 Due (See Canvas module- Cases)** **Chapter 20- Inventory Management** **Video- Inventory & Textbooks**	**Chapter 20- read to page 521, bottom, and from page 525, bottom to 534, bottom** **Practice Exercises #12, #14**
7 **Oct 4**	**Chapter 20- Inventory Management** **Article- "Yes, Ma'am, that Part is in Stock"** **MIDTERM REVIEW**	**Chapter 20- read from page 534, bottom to page 539, bottom** **Practice Exercises #38, #41**
Oct 11	**AUTUMN BREAK- No Class**	
8 **Oct 18**	**MIDTERM EXAM (Covers Weeks 1 – 7)**	

9 **Oct 25**	**Chapter 5- Strategic Capacity Management** **Capacity Supplemental lecture in Canvas- How many machines, people?** **Chapter 23- Theory of Constraints**	**Chapter 5- all <u>except</u> page 116, middle to 119, middle** **Practice Exercises: #4;** **Supplemental exercise in Canvas** **Chapter 23 to page 627, top** **Practice Exercise from Chapter 7, #16**
10 **Nov 1**	**Chapter 15- Logistics, Distribution & Transportation** **Exercise- Elmer's Glue distribution (Canvas)** **Chapter 16- Global Sourcing & Procurement** **Mini-Case- Sport Obermeyer (Canvas)**	**Chapter 15 to page 384, but <u>exclude</u> Linear Programming** **Chapter 16- all <u>except</u> page 414 to 416, top** **Practice Exercise: #16**
11 **Nov 8**	**Chapter 12- Six Sigma Quality** **Video- Six Sigma at Caterpillar** **Article- "Sure, the Labor is Cheap over there.."** **Chapter 13- Statistical Quality Control**	**Chapter 12- all** **Practice Exercise: #8** **Chapter 13 to page 323, bottom** **Practice Exercise: #6**
12 **Nov 15**	**Quiz 2 covers Weeks 9 – 11** **Case 2 *may* be turned in- DUE next Tue** **Chapter 4- Project Management**	**Chapter 4- to page 83, middle; and page 86, top to page 89,** **Practice Exercise: #6; #7; #15**

Tuesday, Noon **Nov 20**	**Case 2 is due in 600 Fisher by NOON, Tuesday, November 20**	
Nov 22	**HOLIDAY – No Class**	
13 **Nov 29**	**Chapter 14- Lean Supply Chains** **Video- Lean at Hotel-Dieu Grace Hospital** **Article- "Streamlined Plane Making"** **Article- "Pepsi's Supply Chain Fix"** **Final Exam Review**	**Chapter 14- all** **Practice Exercise: #12**
FRI, Dec 8	**FINAL EXAM** **Time and Location TBD**	

Caution- Due to the Autumn holiday, Thursday only courses lose a class day. The material to be covered will not be reduced, so the course material is not always balanced on a week-to-week schedule. Please plan accordingly.