

Business Management 3230

Introduction to Operations Management: Improving Competitiveness in Organizations

DAYS	SECTION	TIMES	LOCATION
Tuesday / Thursday	0017	5:30 pm- 6:50 pm	Schoenbaum Hall: 330

FACULTY

NAME SOMAK PAUL

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OFFICE LOCATION Fisher Hall – 251A

OFFICE PHONE 614-292-4136

OFFICE HOURS Fridays: 1:30 pm – 2:30 pm (or by appointment)

TEACHING PHILOSOPHY

Everyone has the ability to learn . . . it is simply a matter of how. Some people learn from routine practicing. Some people learn from reading, memorizing, and understanding. Some people learn from observing and/or concentrated study. Still others learn from applications to real-world phenomena.

Everyone has the ability to learn . . . it is simply a matter of degree – a matter of how much and how fast. Some people can absorb vast amounts of knowledge in a short period of time. Still others learn in tiny leaps and bounds.

Everyone has the ability to learn . . . there is neither a right way nor a wrong way. As a provider of knowledge and facilitator of learning, my job is to help my students to learn in a manner satisfactory to their willingness and ability to learn.

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COURSE DESCRIPTION

What Is This Course About?

Suppose that OMEGA is in the business of manufacturing and selling brake pads. To be successful and survive, OMEGA has to develop strategies, make decisions, and solve problems to ensure the effective and efficient flow of quality materials, as well as the requisite knowledge that accompany these materials, through its supply chain. Its supply chain comprises (a) different, often multi-tiered, layers of organizations who supply OMEGA, (b) OMEGA itself, and (c) different, often multi-tiered, layers of organizations who deliver what OMEGA manufactures into the hands of the customer. The operations (and supply chain) function within OMEGA is responsible for the creation and delivery of brake pads to customers. This function typically accounts for 75% of any organization's total investment, comprises 80% of its personnel, and controls at least 85% of its expenditures for materials and equipment. Its goal is **right**⁶_{TM}:

- To provide products and/or services with the **right level of quality** to the **right customer** in the **right quantity**, at the **right place**, at the **right time**, and for the **right cost (or price)**.^[1]

Business Management 3230 is designed to provide students with an understanding as to how effective operations and supply chain management contributes to the competitiveness and survival of an organization. Students will be introduced to concepts, principles, and techniques that can be leveraged to analyze, control, and improve critical processes responsible for efficiently making and delivering goods and services without losing sight of **right**⁶_{TM} as the goal. These critical processes reside in manufacturing, as well as service, organizations; these critical processes are evident in for-profit, as well as non-profit, organizations. Students will be exposed to key operational and supply chain challenges having strategic and tactical implications, as well as various conceptual aids and quantitative techniques to cope with these challenges. While quantitative techniques are discussed, the focus is on using these techniques to help make informed decisions to overcome operational and supply chain challenges. The course explicitly recognizes that the operations (& supply chain) function is embedded within an organization that is, itself, embedded within supply chains and, therefore, adopts a "systems" perspective in presenting relevant issues, problems, and decision tools.

What Are the Course Objectives?

1. Identify how the operations (and supply chain) function contributes to the overall competitiveness of any organization.
2. Define the different components of the operations (and supply chain) function in different types of organizations – manufacturing or service; non-profit or for-profit; private or public.
3. Recognize problems and decisions facing processes and how these problems and resolution decisions relate to and affect other processes within the organization.
4. Apply various conceptual aids and quantitative techniques to improve processes by structuring, analyzing, and provide initial solutions to complex problems facing operations (and supply chain) managers.

^[1] **right**⁶_{TM} and what it stands for is trademarked to Professor M. Rungtusanatham.
Spring 2017 – T/R

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REQUIRED COURSE MATERIALS & PURCHASE OPTIONS

1. TEXTBOOK with MyOMLab	KRM	Krajewski, L. J., L. P. Ritzman, and M. K. Malhotra. 2013. <u>Operations Management: Processes and Supply Chains. 10th Edition.</u> Upper Saddle River, NJ: Prentice Hall.
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Purchase Option A: The Less Expensive Option – Direct from Pearson, the Publisher
 (Instructions below are for those of you who do not already have a Pearson account)

1. Go to <http://www.pearsonmylabandmastering.com/northamerica/myomlab/>
2. Find the box that is labeled “STUDENTS” and click “Support”
3. Make sure you review each of the circles under “Did you . . .” and follow the provided suggestions
 - o Make sure you “check your browser” to avoid issues
 - o Make sure you review the FAQ list for common questions
 - o When asked for the Course ID during registration, enter **PROFESSOR#####**
 - o You can expect to pay:
 - MyOMLab Access only (total cost ~ \$60.00) or
 - MyOMLab Access + e-Textbook (total cost ~ \$105.00)

NOTE: If you initially pay for access to MyOMLab only, you will be given the option to purchase the textbook later, either as the e-Textbook (additional cost ~ \$45.00) or as a three-ring loose-leaf binder (additional cost ~ \$55.00). To do so,

- Access MyOMLab
- Click Course Home
- Click Purchase Option

If you run into technical difficulties, please contact Pearson Technical Support (if you had reviewed and followed instructions above, you will know how); your instructor will not be able to solve technical problems between you and Pearson.

Purchase Option B: The More Expensive Option – “New” through the OSU Bookstore

1	ISBN-13: 9780132951814 or ISBN-10: 0132951819	
	MyOMLab Access + Binder Ring Textbook	~ \$190.00
2	ISBN-13: 9780132940474 or ISBN-10: 0132940477	
	MyOMLab Access + e-Textbook	~ \$140.00

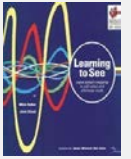
NOTE: Option B materials can also be purchased from the Pearson bookstore at www.mypearsonstore.com which offers free ground shipping and a 10% discount when students sign up for an account to become a member.

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Tuesday / Thursday	0017	5:30 pm- 6:50 pm	Schoenbaum Hall: 330

REQUIRED COURSE MATERIALS & PURCHASE OPTIONS (Continued)

2. PROFESSIONAL BOOK	RS	Rother, M. and J. Shook. 2009. <u>Learning to See: Value-Stream Mapping to Create Value and Eliminate Muda</u> . Cambridge, MA: Lean Enterprise Institute. (ISBN-0-966784308)	
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Purchase Options:

- Through the OSU Bookstore ~ \$15.00-\$20.00
- Direct from Lean Enterprise Institute at www.lean.org ~ \$50.00
- Amazon.com or any other online book sellers ~ \$ Varies

3. Simulation Access Code	<u>from</u> Responsive Learning Technologies
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Purchasing an Access Code and Registering Yourself

Go to <http://insights.responsive.net/in/osu> and you will see the following launch page for Simulations. Please follow the directions provided on the launch page.

Step 1 - Purchase a code.

Click [here](#) to purchase your code or view the code you purchased earlier. You will need to create a new account in the online store to purchase a code.

Step 2 - Register yourself for the in-class exercise.

- Click [here](#) to open the registration page in a new tab.
- Click on your section on the resulting page.
- Click the "register" button.
- Enter the course code **buckeyes** and click "OK".
- Enter the requested information. For your Login Id, enter your name.number in your e-mail address. For example, if your OSU e-mail address is epicstudent.789@osu.edu then your id should be **epicstudent.789**. Then use your MyOMLab password for your password and the code you purchased for the individual code. Leave the value of "Section Id" at "0".
- Click "Register" and you should see the message, "You have registered successfully. You will need to wait for your team assignment."

Business Management 3230

Introduction to Operations Management: Improving Competitiveness in Organizations

DAYS	SECTION	TIMES	LOCATION
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COURSE LEARNING ENVIRONMENT

This section of **Business Management 3230** is designed to “flip the classroom” to maximize active learning. Active learning engages students in the sharing of knowledge and the demonstration of acquired understanding of knowledge.

What Happens in the Classroom?

For this section of **Business Management 3230**, class time will not be used to deliver lectures about factual knowledge that can be found in the textbook. Factual knowledge includes definitions, bulleted listings, principles, and other easily-understood facts that are already well covered in materials assigned to be read. You are required to have carefully read and acquired basic understanding of factual materials from assigned textbook (or other relevant) readings before coming to a class session. Class time will, instead, be devoted to learning through:

- Discussions of real-world events, thought-provoking questions, and video materials
- Analyses of business cases
- Demonstrations of technical or quantitative content
- Hands-on simulations

NOTE:

- Periodically, I will use in-class learning activities to provide opportunities to reward you with Course Participation points.

Must You Attend Class?

You will be treated like a responsible adult who knows best how to manage his or her competing priorities. As such, class attendance is strongly encouraged. Please note, per university policy, the following:

3335-8-33 Conditions and procedures for disenrollment from a course

(A) The instructor (or in the case of a graduate teaching associate, the supervising faculty member), the chair of the instructor's department (with the agreement of the instructor), or other appropriate administrative official may disenroll a student from a course if:

- (1) After the third instructional day of the semester, summer term, or session, the first Friday of the semester, summer term, or session, or the student's second scheduled class meeting of the course, whichever occurs first, the student fails to attend the scheduled course without giving prior notification to the instructor. Under this paragraph, no student may be disenrolled from a course until after the first course meeting following the student's registration. When the department elects to use this procedure, the instructor, the chair, or other appropriate administrative official shall notify the student's enrollment unit. The enrollment unit will notify the student and take appropriate action to remove the student from the course.

Business Management 3230

Introduction to Operations Management: Improving Competitiveness in Organizations

DAYS	SECTION	TIMES	LOCATION
Tuesday / Thursday	0017	5:30 pm- 6:50 pm	Schoenbaum Hall: 330

NOTE:

- There is a historically strong correlation between class attendance and student performance on exams.
 - Students in prior years who miss more than 50% of class, in general, have received a letter grade that is no higher than a “C”.
- If you miss class without being excused, you are responsible for mastering materials presented in class from your peers (not from the professor).
 - Some in-class activities cannot be learned on your own.
- If you attended class but still need help or if you have an excused absence, you are welcome to stop by during office hours or set up an appointment.

Business Management 3230

Introduction to Operations Management: Improving Competitiveness in Organizations

DAYS	SECTION	TIMES	LOCATION
Tuesday / Thursday	0017	5:30 pm- 6:50 pm	Schoenbaum Hall: 330

COURSE LEARNING ENVIRONMENT (Continued)

What Must You Do If You Want an "A" for This Course?

To do well in this course, you will need to be disciplined in completing the following steps for each in-class session.

STEP 1	Download (and print) the Chapter Reading Support File from the SUPPORT Files tab in MyOMLab <ul style="list-style-type: none">You need to download either the PowerPoint file or the Notes file for each assigned reading from the textbook . . . you do not need to download both unless you really want both
STEP 2	Read the assigned materials and take notes on the file you downloaded in STEP 1 <ul style="list-style-type: none">You need to finish STEP 2 before you go on to STEP 3
STEP 3	Post and answer questions about materials assigned for reading in the appropriate folder in the DISCUSSION BOARD in MyOMLab <ul style="list-style-type: none">If you answer a question posted by a classmate, you will be rewarded with Course Participation points
STEP 4	Take the assigned quiz from the QUIZZES tab in MyOMLab <ul style="list-style-type: none">You have 30 minutes to complete a quiz once you beginYou are allowed to use all relevant materials
STEP 5	Download (and print) the appropriate SESSION PowerPoint file and other files from the SUPPORT Files tab in MyOMLab <ul style="list-style-type: none">The SESSION PowerPoint file contains review questions that you should be able to answer to prepare for exams, as well as additional factual knowledge not from the assigned readings
STEP 6	Come to class and actively engage in in-class discussions and activities
STEP 7	After class, complete homework problems from the HOMEWORK & STUDY PLAN tab in MyOMLab <ul style="list-style-type: none">To master technical course content presented in class, you will be required to work through a few assigned problems for Homework points

NOTE:

- You are advised to login to MyOMLab at least once in the morning and once in the evening to make sure that you do not miss any announcements that I post.

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Introduction to Operations Management: Improving Competitiveness in Organizations

DAYS	SECTION	TIMES	LOCATION
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STUDENT EVALUATIONS

Your Final Course Grade will be computed based on the following evaluation categories and subject to the **Academic Misconduct** policy (see the OTHER RELEVANT POLICIES section):

1.	Course Participation	Individual	5 points
2.	MyOMLab Quizzes	Individual	5 points
3.	MyOMLab Homework Problems	Individual	10 points
4.	Team-Based Homework Assignments (20% Total)		
	• Team-Based Homework Assignment 1	Team	10 points
	• Team-Based Homework Assignment 2	Team	10 points
5.	Team-Based Simulation Assignment	Team	10 points
6.	Exams (50% Total)		
	• Mid-Term Exam	Individual	20 points
	• Comprehensive Final Exam	Individual	30 points
			100 points

Course Participation

Course Participation can take various expressions including:

- Answering questions in class when called upon
- Answering questions posted by classmates in the DISCUSSION BOARD in MyOMLab
- Completing two in-class “pop” quizzes . . . dates are determined by instructor and will not be announced a priori
 - “Pop” quizzes make up 2 points of the 5 Course Participation points
- Sharing relevant insights from outside the assigned readings (e.g., “breaking news” on TV or in newsprint media) in class or in the DISCUSSION BOARD in MyOMLab, especially when these insights demonstrate course materials in real settings

Because there will be many students taking this course at the same time from me, you should work to help me associate your name to your face in a positive manner.

NOTE:

- If I know you because you have been frequently absent, you will not be maximizing your Course Participation points
- Likewise, if you attend class diligently but do not contribute to the in-class learning environment, you will receive, best-case scenario, only 50% of the points for Course Participation.

Business Management 3230

Introduction to Operations Management: Improving Competitiveness in Organizations

DAYS	SECTION	TIMES	LOCATION
Tuesday / Thursday	0017	5:30 pm- 6:50 pm	Schoenbaum Hall: 330

STUDENT EVALUATIONS (Continued)

MyOMLab Quizzes

There are 10 quizzes that you need to complete in MyOMLab, with each quiz contributing equally to determining your Final Course Grade. MyOMLab Quizzes include a number of multiple-choice questions designed to gauge how well you have read assigned materials in preparing for class and to evaluate your understanding of the non-technical materials in the assigned readings.

You are given only one chance to complete each quiz. MyOMLab Quizzes, once begun, have to be completed within 30 minutes; their due dates are not negotiable (see DETAILED SCHEDULE).

MyOMLab Homework Problems

For each technical topic involving computations, at least one problem has been assigned as homework for you to practice and submit for immediate grading via MyOMLab. You are given five attempts to master the assigned Homework Problems in MyOMLab. MyOMLab Homework Problems are generally due by noon of the next class unless otherwise noted; their due dates are negotiable (see DETAILED SCHEDULE).

Although you are strongly encouraged to work on your own, you may work with members of your team or with others of your choosing to complete the MyOMLab Homework Problems.

Team-Based Homework Assignments

You are required to work in teams of **3-4** members to complete two Team-Based Homework Assignments. Team-Based Homework Assignments integrate materials across chapters and topics and reinforce learning of both conceptual and technical materials.

NOTE:

- You are not allowed to change teams between Team-Based Homework Assignments but you can be dropped from a team because of non-participation or sub-par contributions
- You will be given the opportunity to evaluate contributions by your team members to Team-Based Homework Assignments and vice versa (see the **Peer Evaluation** policy in the OTHER RELEVANT POLICIES section)

Team-Based Homework Assignments are to be submitted as hard copies, one per team, by the due date (see DETAILED SCHEDULE).

Late team-based homework submissions will not be graded, with students on late submissions receiving 0 points accordingly.

Business Management 3230

Introduction to Operations Management: Improving Competitiveness in Organizations

DAYS	SECTION	TIMES	LOCATION
Tuesday / Thursday	0017	5:30 pm- 6:50 pm	Schoenbaum Hall: 330

STUDENT EVALUATIONS (Continued)

Team-Based Simulation Assignment

This course uses two simulations as part of the “flipped classroom” approach. You will need to buy an access code to participate in both simulations. Simulation One occurs approximately, midway through the semester; Simulation Two takes place near the end of the semester.

For Simulation One, you are required to work in your assigned teams to turn in a PowerPoint Presentation deck for grading. Specific instructions on how to build the PowerPoint Presentation deck and how teams are evaluated will be provided at an appropriate time during the semester.

Exams

Two exams – a Mid-Term Exam and a Comprehensive Final Exam – have been scheduled for this course. Both exams:

- Are “closed” in nature – that is, no access to textbook, notes, cheat sheets, friends, neighbors, etc., when working on the exams

NOTE:

- Relevant formulae and tables (e.g., Standard Normal Cumulative Probability) will be provided
- Have been scheduled for the date and time noted in the DETAILED SCHEDULE

NOTE:

- No make-up, late, or early exams will be given except for excused absences due to **documented** medical emergencies and university-sanctioned activities
 - All other absences (e.g., weddings, business trips, etc.) are considered unexcused absences
- Cover conceptual and technical content from assigned readings and in-class activities

NOTE:

- Remember to bring a calculator and writing instruments since sharing of such tools will be strictly prohibited
- Scientific calculators or calculators with the ability to save notes will not be allowed to be used
- Devices that can transmit or receive data (e.g., iPhones, iPads, smart phones, etc.) are also prohibited from being used . . . best to leave them at home

Business Management 3230

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DAYS	SECTION	TIMES	LOCATION
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OTHER RELEVANT POLICIES

A. *Academic Misconduct*

Academic integrity is essential to maintaining a learning environment that fosters excellence in teaching, research, and other educational and scholarly activities. The Ohio State University and the Committee on Academic Misconduct expect that all students have read and understand the Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. “Academic Misconduct” occurs when there is an intentional failure by students to follow the rules and guidelines established in the Code of Student Conduct and those established specifically for this course.

In particular, any material submitted for course credit must be the work of an individual student for an individual-based assignment or the work of a team of students for a group-based assignment. Plagiarism is a serious offense. Students should not discuss, read, text message, e-mail, provide access to documents, or share the work, thoughts, ideas, or solutions regarding graded evaluation categories with other individuals or teams of students. When outside references are used, they must be properly referenced. Students are recommended to protect their own work from being copied or plagiarized by others, such as by collecting printed materials from the lab printers and disposing of rough drafts at home. Written assignments that are similar to current or past written assignments beyond statistical chance may result in the initiation of serious disciplinary action.

Please remember that when a student is suspected of having committed “Academic Misconduct” in this course, I am obligated to report my suspicions to the Committee on Academic Misconduct. Such suspicions will be investigated and when determined to be in violation of the Code of Student Conduct will result in sanctions ranging from failing the course (“E” grade) to suspension or dismissal from The Ohio State University.

Business Management 3230

Introduction to Operations Management: Improving Competitiveness in Organizations

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OTHER RELEVANT POLICIES (Continued)

B. *Peer Evaluations*

Team-Based Homework Assignments offer students the opportunity to evaluate the contributions of peers on the team. Evaluations, while subjective in nature, are expected to be conducted in an honest manner and to fairly reflect the efforts that peers have expended in completing the assigned work. For example, a student who chooses to “opt out” should be evaluated by other team members to indicate that he or she did not participate in completing the for a Team-Based Homework Assignment.

How Will You Provide Peer Evaluations?

Peer Evaluation forms can be downloaded from the SUPPORT Files tab in MyOMLab. Peer Evaluation forms must be turned in to me in person and no later than one week after the due date has passed for Team-Based Homework Assignments.

What If a Student Does Not Provide Evaluations of His or Her Team Members?

If you choose to not evaluate your team members for any Team-Based Homework Assignment, you are, by default, signaling that all members contributed equally.

How Will Peer Evaluations Be Used?

Peer evaluations become inputs into the grade that a student receives for the submission of a for Team-Based Homework Assignment. Generally:

- A student whose peers consistently evaluate as having made significant contributions will receive a grade equivalent to that given to the for Team-Based Homework Assignment
- A student whose peers consistently evaluate as having made marginal contributions will receive a grade lower than that given to the for Team-Based Homework Assignment by 25%
- A student whose peers consistently evaluate as having made subpar contributions will receive a grade lower than that given to the for Team-Based Homework Assignment by 50%

C. *Disability Accommodation*

Students with a disability should arrange an appointment to meet with me as soon as possible so that we can discuss the course format and explore potential accommodations. Please remember that I will be relying on the Office for Disability Services for assistance in verifying need and developing accommodation strategies. The verification process should begin as soon as possible.

DETAILED SCHEDULE (TENATIVE)

Class Session & Date		Topic	BEFORE Class		IN Class	AFTER Class
			Read?	Quiz?		
1	1-10 Tues.	Introductions	Syllabus	Y (In Class)	Course Administration <ul style="list-style-type: none"> Syllabus / MyOMLab Team Formation Instructor & Student Introductions VIDEO <ul style="list-style-type: none"> What Is OM? 	COMPLETE Student Profile Card <u>DUE: 1-17</u>
2	1-12 Thur.	Using Operations to Compete (1) <ul style="list-style-type: none"> Importance of Operations Operations Strategy Products versus Services 	KRM-1 (pp. 1-25)	Y	ACTIVITY <ul style="list-style-type: none"> OM in the News VIDEO <ul style="list-style-type: none"> Noodles & Company 	Begin to form Team Membership and Work Plan <u>DUE: 1-24</u>
3	1-17 Tues.	Using Operations to Compete (2) <ul style="list-style-type: none"> Competitive Priorities Order Qualifiers Order Winners 	CASE: KRM-1 BSB, Inc. (from EXTRA: MyOMLAB Course Materials)	N	PROBLEM Demo <ul style="list-style-type: none"> KRM-1 Problem 7 (p. 27) CASE Discussion <ul style="list-style-type: none"> BSB, Inc. 	HOMEWORK PROBLEMS <ul style="list-style-type: none"> KRM-1 Problem 6 (p. 27) <u>DUE: 1-19</u> STUDY PLAN <ul style="list-style-type: none"> KRM-1 Problems 1, 5, & 8 (pp. 26-27)
4	1-19 Thur.	Process Strategy (1) <ul style="list-style-type: none"> Process Choice Product-Process Matrix Service Delivery Systems Break-Even Analysis 	KRM-3 (pp. 89-111) <ul style="list-style-type: none"> Skip Example 3.1 (pp. 99-100) KRM-Supplement A (pp. 31-35)	Y	VIDEO <ul style="list-style-type: none"> King Soopers Bakery PROBLEM Demo KRM-Supplement A Problems 2 & 6 (pp. 45-46)	HOMEWORK PROBLEMS <ul style="list-style-type: none"> KRM-3 Problem 1 (p. 112) KRM-Supplement A Problems 4 & 7 (p. 46) <u>DUE: 1-24</u> STUDY PLAN Practice 1, 3, 5, & 10 (pp. 45-47)
5	1-24 Tues.	Process Strategy (2) <ul style="list-style-type: none"> Layout Analysis 	CASE: KRM-3 The Pizza Connection (from EXTRA: MyOMLAB Course Materials)	N	CASE Discussion <ul style="list-style-type: none"> The Pizza Connection 	BEGIN Team-Based Homework Assignment 1
6	1-26 Thur.	Capacity Planning <ul style="list-style-type: none"> Capacity Definition Capacity Strategy Utilization Computations Estimating Capacity Requirements 	KRM-6 (pp. 201-217) <ul style="list-style-type: none"> Skip "Tools for Capacity Planning" (pp. 212-213) Skip Example 6.2 (p. 211)	Y	PROBLEM Demo <ul style="list-style-type: none"> KRM-6 Problems 1 & 13 (pp. 217-220) ACTIVITY Managing Demand and Supply: Asking Good Questions	HOMEWORK PROBLEMS <ul style="list-style-type: none"> KRM-6 Problems 2 & 5 (pp. 217-218) <u>DUE: 1-31</u> STUDY PLAN KRM-6 Problems 3, 4, & 6 (pp. 217-218) CONTINUE Team-Based Homework Assignment 1
7	1-31 Tues.	Constraint Management (1) <ul style="list-style-type: none"> Bottleneck Management 	KRM-7 (pp. 243-262) <ul style="list-style-type: none"> Skip "Managing Constraints in a Line Process" (pp. 254-259) & Solved Problem 2 (pp. 262-262) CASE: State Automobile License Renewals	Y	ACTIVITY <ul style="list-style-type: none"> Making Hand Puppets PROBLEM Demo <ul style="list-style-type: none"> State Automobile License Renewals (from SUPPORT Files in MyOMLab) 	CONTINUE Team-Based Homework Assignment 1

DETAILED SCHEDULE (TENATIVE)

Class Session & Date		Topic	BEFORE Class		IN Class	AFTER Class
			Read?	Quiz?		
8	2-2 Thur.	Constraint Management (2) • Bottleneck Management	-----	N	PROBLEM Demo • KRM-7 Problem 13 (p. 267) VIDEO The Goal	HOMEWORK PROBLEMS • KRM-7 Problems 1, 3, & 4 (p. 262-264) DUE: 2-7 STUDY PLAN KRM-7 Problems 2, 9, 10, 11, 12, & 14 (pp. 262-267) CONTINUE Team-Based Homework Assignment 1
9	2-7 Tues.	Supply Chain Inventory Management (1) • Inventory Costs • ABC Analysis • EOQ	KRM-9 (pp. 307-336)	Y	VIDEO • Inventory and Textbooks PROBLEM Demo KRM-9 Problems 2, 4, & 6 (p. 337)	HOMEWORK PROBLEMS KRM-9 Problems 3, 5, & 7 (p. 337) DUE: 2-9 CONTINUE Team-Based Homework Assignment 1
10	2-9 Thur.	Supply Chain Inventory Management (2) • Q Systems • P Systems	-----	N	PROBLEM Demo KRM-9 Problems 10 & 19 (pp. 337-339)	HOMEWORK PROBLEMS • KRM-9 Problems 20 & 21 (p. 339) DUE: 2-14 STUDY PLAN • Practice 8, 9, 11, 12, 13, 14, 16, 17, 18, 22, 23, 24, 25, 26, & 27 (pp. 336-340) FINALIZE Team-Based Homework Assignment 1
11	2-14 Tues.	Supply Chain Inventory Management (3) • Quantity Discounts • Inventory Decisions from a Sourcing Perspective	CASE: Industrial Cameras (from SUPPORT Files in MyOMLab)	N	PROBLEM Demo • Industrial Cameras	BEGIN preparing for the Mid-Term Exam
NOTE: Team-Based Homework Assignment 1 DUE in Class						
12	2-16 Thur.	Team-Based Homework Assignment 1: Comments	-----	N		
13	2-21 Tues.	Mid-Term Exam: Review Q&A Session	-----	N	Q&A • Mid-Term Exam	CONTINUE preparing for the Mid-Term Exam
14	2-23 Thur.	TAKE Mid-Term Exam in Class, normal place, normal time.				
15	2-28 Tues.	Lean Systems (1) • Forms of Waste • Key Principles	KRM-8 (pp. 275-299) • Skip "Determining the Number of Containers" and Example 8.2 (pp. 291-292) Skip Solved Problem 2 (p. 299)	Y	VIDEO • Toast Kaizen PROBLEM Demo KRM-8 Problem 12 (p. 302)	HOMEWORK PROBLEMS • KRM-8 Problem 11 (p. 301) DUE: 3-2 START Team-Based Homework Assignment 2

DETAILED SCHEDULE (TENATIVE)

Class Session & Date		Topic	BEFORE Class		IN Class	AFTER Class
			Read?	Quiz?		
16	3-2 Thurs.	Lean Systems (2) • Value Stream Mapping I	RS-Part 1 & Part 2 (pp. 1-34) CASE: The Case of the Pencil Pushing Process (A): Drawing a Current State Value-Stream Map	N	CASE Discussion • The Case of the Pencil Pushing Process (A): Drawing a Current State Value-Stream Map	STUDY PLAN • Practice RS-Your Turn (p. 30) CONTINUE working on Team-Based Homework
17	3-7 Tues.	Lean Systems (3) • Value Stream Mapping II	RS-Part 3 & Part 4 (pp. 35-74) CASE: The Case of the Pencil Pushing Process (B): Improving a Process and Drawing a Future State Value-Stream Map (from SUPPORT Files in MyOMLab)	N	CASE Discussion The Case of the Pencil Pushing Process (B): Improving a Process and Drawing a Future State Value-Stream Map	STUDY PLAN • Practice RS-Your Turn (pp. 74) CONTINUE Team-Based Homework Assignment 2
18	3-9 Thurs.	Lean Systems (4) • Value Stream Mapping III	CASE: The Case of the Pencil Pushing Process (C): Mapping Business Processes (from SUPPORT Files in MyOMLab)	N	CASE Discussion The Case of the Pencil Pushing Process (C): Mapping Business Processes	CONTINUE Team-Based Homework Assignment 2
	3-14 Tues.	No Class – SPRING BREAK				
	3-16 Thurs.	No Class – SPRING BREAK				
	3-20 Mon.	1st SUPPLY CHAIN SIMULATION BEGINS 8:00AM				
	3-21 Tues.	1st SUPPLY CHAIN SIMULATION – no class				
	3-22 Wed.	1st SUPPLY CHAIN SIMULATION ENDS 5:00PM				
19	3-23 Thurs.	Quality and Performance (1) • Definition of Quality • Cost of Quality Categories	KRM-5 (pp. 157-188) • Skip Example 5.2 (p.174) • Skip Solved Problem 4 (p. 188) CASE: Cost of Quality at Ulrich Company (from SUPPORT Files in MyOMLab)	Y	VIDEO • Cost of Poor Quality PROBLEM Demo • CASE: Cost of Quality at Ulrich Company ACTIVITY • Managing for Positive Customer Experience	CONTINUE Team-Based Homework Assignment 2
20	3-28 Tues.	Quality and Performance (2) • Special / Common Causes	KRM-5 (p. 198)	N	ACTIVITY • Can You Hit the Target? VIDEO • Quality Tools	CONTINUE Team-Based Homework Assignment 2
NOTE: 1st Simulation Assignment DUE in Class						
21	3-30 Thurs.	Quality and Performance (3) • Constructing Control Charts • Variable Control Charts: X bar/ R Control Charts	-----	N	ACTIVITY • SPC with a Coin Catapult (p. 198)	CONTINUE Team-Based Homework Assignment 2

DETAILED SCHEDULE (TENATIVE)

Class Session & Date		Topic	BEFORE Class		IN Class	AFTER Class
			Read?	Quiz?		
22	4-4 Tues.	Quality and Performance (4) • Cp and Cpk • Attribute Control Charts: p Control Chart c Control Chart	-----	N	PROBLEM Demo • KRM-5 Problem 30 (pp. 195-196) • KRM-5 Problems 17 & 18 (p. 192)	HOMEWORK PROBLEMS • KRM-5 Problems 13 & 15 (pp. 191-192) DUE: 4-6 • KRM-5 Problems 11 & 19 (pp. 190-193) DUE:4-6 STUDY PLAN • KRM-5 Problems 1, 2, 4, 5, 7, 8, 9, 10, 12, 14, 16, 20, 21, 23, 28 & 29 (p. 189-195) CONTINUE Team-Based Homework Assignment 2
23	4-6 Thurs.	Process Analysis • Quality Control Tools: Bar Chart Pareto Chart Cause & Effect Diagram Scatter Diagram	KRM-4 (pp. 119-144) • Skip “Work Measurement Techniques” (pp. 127-129)	Y	PROBLEM Demo • KRM-4 Problem 21 (p. 149)	HOMEWORK PROBLEMS • KRM-4 Problems 20 & 24 (pp. 149-150) DUE: 4-11 STUDY PLAN • KRM-4 Problems 20, 22, 23, 24, 25, 26, 27, 28, & 30 CONTINUE Team-Based Homework Assignment 2
24	4-11 Tues.	Project Management • AON • Critical Path Method • Project Crashing	KRM-2 (pp. 49-77) • Skip “Statistical Analysis” and “Analysis” (pp. 66-67) • Skip Example 2.4 (p. 67) • Skip “Analyzing Probabilities” and “Near-Critical Paths” (pp. 68) • Skip Example 2.5 (p. 69)	Y	VIDEO • Project Management at Six Flags PROBLEM Demo KRM-2 Problem 23 (p. 83)	HOMEWORK PROBLEMS • KRM-2 Problems 6 & 25 (pp. 78-80) DUE: 4-13 STUDY PLAN • KRM-2 Problems 1, 2, 3, 4, 5, 12, 13, 14, 15, 17, 18, 19, & 20 (p. 77-85)
		NOTE: Team-Based Homework Assignment 2 DUE in Class				
25	4-13 Thurs.	Supply Chain Design & Supply Chain Integration • Efficient versus Responsive Supply Chains • Outsourcing versus Offshoring	KRM-10 (pp. 359-377) KRM-12 (pp. 411-434) Skip Examples 12.1, 12.2, & 12.3	Y	PROBLEM Demo • KRM-10 Problem 10 (p. 379)	HOMEWORK PROBLEMS • KRM-10 Problems 9 (p. 379) DUE: 4-18 STUDY PLAN Practice 1, 3, 5, 6, & 12 (pp. 378-380)
26	4-18 Tues.	Team-Based Homework Assignment 2: Comments 2nd Supply Chain Simulation More details forthcoming	-----	N	Q&A Final Exam 2nd Supply Chain Simulation	CONTINUE preparing for the Final Exam
27	4-20 Thus.	Comprehensive Final Exam: Review Q&A Session				
May 1 Monday		TAKE Comprehensive Final Exam, 6:00-7:45 pm, Location TBD				