
OPERATIONS MANAGEMENT in Fall 2018 (BA3070)

Course Code	BA3070	Professor(s)	Evelyn Odonkor
Prerequisites	None	Office Number	G- 2A04
Class Schedule	W: 09:00-11:55 in G-L22	Office Hours	By appointment
Credits	4	Email	eodonkor@aup.edu
Semester	Fall 2018	Office Tel. Ext.	

Course Description

One of the key challenges in business (manufacturing and/or service) is how to manage operations effectively and efficiently. Thus, this course examines theories, concepts and strategies used in Operations Management. It is designed to introduce students to the strategic importance of various operations decisions (process and plant layout, quality, inventory and supply chain management...). We take both a theoretical and practical approach, beginning with a brief review of the fundamental purpose of management.

We'll explore the strategic role of operations, study some of the problems and challenges that managers face and examine the theories and strategic tools available to tackle these issues. We take this a little further by analyzing how managerial philosophy, attitudes toward work, technology and culture can affect successful implementation of an operations strategy.

I believe business is best understood by doing, thus this course is highly participative (interactive). Roughly half of class time focuses on traditional lectures with the balance of class time devoted to discussions and group presentations. You will learn from your fellow students as much as from lectures and outside readings.

The objective is to develop an appreciation of how the study of Operations Management can help an organization to successfully compete in the marketplace.

Course Learning Outcomes

Understand and apply the concept of efficiency and optimization to business practices
Understand modern approaches to the management of product/service design and quality improvement

Understand the roles of planning & organizing in management of operations
More broadly, I aim to push you to think like managers using the information and models at hand (which also includes dealing with LACK of information) and to think across the functions of a firm.

General Education

1. Understand the place of human factors that may influence job design and work measurement.
2. Demonstrate critical thinking and the application of core competencies in business decision making.
3. Understand the global environment.
4. Communicate well and work collaboratively.

Course Outline

Please note that the schedule below is subject to change, it will be revisited as the course progresses.

COURSE SCHEDULE

Session	Themes	Reading and tasks to be completed before class	In Class
Wednesday, September 12	Overview of course syllabus, requirements and expectations Introduction to Operations Management		
September 19	Winning Customers and competing effectively	Read: • How Smart Connected Products Are Transforming Competition • Chapters 1 & 2 (text book)	Pick a company to explain how it competes effectively (typed). Don't use sources. The assignment is presented on Canvas and submitted on Canvas keeping. Su

			<i>on Blackboard given in class begins).</i>
September 26	Operations Process and Lifecycles	Read: • Introduction to Process Analysis • Chapter 3 (text book)	
October 3	Locating, designing and Managing Facilities	Read: • It May be Cheaper to Manufacture at Home • Chapter 4 (text book)	Group: Pick a choice. Research in class how the manage facilities (typed). Don't forget sources. The assignment orally in class on blackboard for keeping. Submit on Blackboard given in class begins).
October 10	Managing Supply chain relationships Exam 1	Read: • Don't Let Your Supply Chain Control Your Business • Chapter 5 (text book) Review and master all the information provided in the assigned readings and lectures since the 1st day of class, including today Oct. 10. The exam will be in the form of multiple choice.	
October 17	Managing materials and inventory performance	Read: • Don't Tweak Your Supply Chain Manage it End to End • Chapter 6 (text book) • Be sure you have read up	Discussion:

		to Chapter 15 of the book The Goal.	
October 24	Managing capacity and demand	Read: • Should Your Business Be Less Productive? • Can Product Returns Make You Money? • Chapter 7 (text book)	
November 7	<i>Managing Queuing and Customer Satisfaction</i>	Read: • When Unhappy Customers Strike Back • Chapter 8 (text book)	
November 14	Quality Management	Read : • Medication Management at ACME Medical Center • Chapter 9 (text book)	
November 21	Exam 2 Review and master all the information provided in the assigned readings and lectures since Exam 1. The exam will be in the form of multiple choice. Be sure you have also read up to Chapter 30 of the book The Goal.		
November 28	Designing Processes and Using Technology & Designing jobs and managing people.	Read: • Are You Having Trouble Keeping Your Operations Focused? • Break Your Industries Bottlenecks • Chapter 10 and 11(text book)	Case: Can Y Without Add <i>Refer to the of this syllab</i> The assignm orally in clas blackboard f keeping. Su on Blackbo given in cla begins).
December 5	Planning for projects, crises and business continuity	Read: • How BMW is Defusing the Demographic Time Bomb	

		Chapter 13 and 14 (text book)	
December 12	<i>Operations Strategy: Lean and Agile Production</i>	Read: - Europe's Solution Factories - Chapter 15 (text book) Be sure you have finished the book The Goal.	Case: The O Mutiny <i>Refer to the of this syllab</i> Submit the Blackboard on the due printed copy
December ??	Exam 3	Please review and master all the lectures, articles cases we've covered since Exam 2. The exam will be multiple choice. Be sure to check the exam time and room before morning of the exam.	

Textbooks

Title	Author	Publisher	ISBN	Required
Operations Management	Peter Jones & Peter Robinson	Oxford	9780199593583	Yes
The Goal: A process of Ongoing Improvement	GOLDRATT & COX	Taylor&Francis	9780566086656	Yes

Attendance Policy

Students studying at The American University of Paris are expected to attend ALL scheduled classes, and in case of absence, should contact their professors to explain the situation. It is the

student's responsibility to be aware of any specific attendance policy that a faculty member might have set in the course syllabus. The French Department, for example, has its own attendance policy, and students are responsible for compliance. Academic Affairs will excuse an absence for students' participation in study trips related to their courses.

Attendance at all exams is mandatory.

IN ALL CASES OF MISSED COURSE MEETINGS, THE RESPONSIBILITY FOR COMMUNICATION WITH THE PROFESSOR, AND FOR ARRANGING TO MAKE UP MISSED WORK, RESTS SOLELY WITH THE STUDENT.

Whether an absence is excused or not is ALWAYS up to the discretion of the professor or the department. Unexcused absences can result in a low or failing participation grade. In the case of excessive absences, it is up to the professor or the department to decide if the student will receive an "F" for the course. An instructor may recommend that a student withdraw, if absences have made it impossible to continue in the course at a satisfactory level.

Students must be mindful of this policy when making their travel arrangements, and especially during the Drop/Add and Exam Periods.

Grading Policy

Student Performance will be evaluated based on the following factors:

Participation score: will be based on attendance and participation in class discussions and in-class activities.

- **Attendance:** this is not simply a matter of being present, but also involves arriving on time and being prepared for each course session. Please bring the assigned reading materials including printouts of the cases to be discussed to class.
- **Course Discussions:** Various activities, full class and small group discussions are an essential part of the learning experience in this course. Actively participating in these exercises by providing input and feedback to other students and by listening when other students are speaking will enhance your learning.

Exams & Assignments

- **Exams:** There will be 3 exams during the semester, each worth 20% of the final grade. Each will cover all the readings, lectures, videos and class discussions (during a specific period) and in multiple choice format.

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- **Assignments:** These must be submitted on Blackboard before the course commences on the due date. You must also bring a printed copy to class.

Individual or Group Presentations

Students may work alone or select a classmate to work with during the semester. The presentations are based on the articles available through purchase from Harvard Business Publishing and others are posted on Blackboard.

Group presentation grades are allocated equally to each member of the groups as long as each group member demonstrate equal knowledge of the work being presented.

If a student is absent the day of the assigned work, he or she will not receive a grade for the assignment.

Each group member is expected to give the required presentation even if all other group members are absent. Due to a tight course schedule, students have only one opportunity to give their presentation. So do not miss class during the day of your presentation. I may reschedule the day of an assigned presentation when necessary due to the course schedule.

All group members are expected to contribute equally on all assigned tasks. Please be sure to immediately talk to any group member who you feel isn't doing their fair share of the work. You will be asked to evaluate the contributions of each of your group members on each assignment. These evaluations will be used if deemed necessary to modify the grades of each group member.

The group presentations are based on the articles, book, research topic and/or cases.

Grade Allocation

Final grades will be weighted based on performance within the various factors as follows.

Class Attendance and Participation	15%
2 Presentations (each worth 10%)	20%
3 exams (each worth 20%)	60%
Individual Assignments (1)	5%

To give you a better understanding of what the grading scale means, let's take a quick look at the typical student profile for each category:

Excellent: Reserved for students that display superior quality and outstanding performance throughout the course, including the extensive use resources other than the textbook and assigned readings to complete assignments and presentations. An 'A' student is one who regularly reads supplementary material and incorporates it into their work. The student

participates fully (high quality) in course discussions and group activities, maintains excellent attendance, and **performs extremely well on course exams.** An 'A' student is highly motivated to learn the material and completes the course readings in advance of the lecture, showing strong skills in critical thinking, global learning, and exceptional informational literacy on all of the assignments, projects and exams. The student also takes a leadership role in the group projects and consistently responds to the presentations of other student groups. My goal is to see every student perform this well. This student may put in more than 8 hours of studying each week for this course.

Good: The student provides work that is above average in quality. He or she maintains good performance on exams and in class discussions, including the effective use of assigned readings and above average course participation. Occasionally refers to supplementary readings and other external sources. Assignments are turned in on time and to a good level of quality. There is some evidence of additional research and critical thinking on core topics. Attendance, while not perfect, is still good. The student shows evidence of critical thinking, global learning and information literacy through their engagement in the course.

Satisfactory: Adequate and acceptable work in meeting course requirements and average performance in assignments, exams and projects. There is little use of external resources beyond the required texts. The student shows some engagement with the course, but participates at a minimal level. He or she meets the minimum attendance requirements, displays some critical thinking, global learning and/or information literacy in assignments and group projects.

Unsatisfactory: Failed to meet basic course requirements, below average performance and attendance. Such students often show up late to class, are often unprepared for class, and/or are frequently absent. The student is rarely prepared for group presentations or discussions. Assignments are missing, late, or copied or paraphrased directly from Wikipedia. The student probably spends an inordinate amount of time in class on their smartphone or other devices unrelated to the course. Such students are encouraged to withdraw and try again when they have improved their academic skills or they are able to put more effort into their studies.

A significant amount of studying outside of the course meetings is expected from all students who expect a 'B' grade or higher in the course. This means AT LEAST two hours of reading, group work and research outside of class for every hour you spend in class - much more if the expected grade is an 'A'. I expect students to use resources other than the required materials to complete assignments. Outstanding and good performance will be awarded to those students who go beyond the required and suggested readings in their final projects, assignments and presentations.

Other

Verify that all the required articles are on Blackboard or on the Harvard Business site by

the 2nd week of class and let me know if I have forgotten to include any of them.

Note: The Harvard business articles are available for purchase on:<https://hbsp.harvard.edu/import/567654>

I strongly advise you to buy these articles from the site above, in the past students have found that articles they find online appear to be the same but are sometimes missing critical information. The presentation of the document you buy from the HBSP site is also better.

Required: Jones and Robinson, Operations Management, 12th ed., 2016.

Other readings will be posted on your Blackboard site.

Assigned readings and materials are vital. Preparing the assigned material before class, allows the student to gain a better understanding of the issue to be discussed in class. Students are also able to actively participate and provide valuable insights on the issues at hand.

The objective of the assigned articles is to help students think critically about the points of view of thought leaders in operations management. This will enhance our examination of how operations management models and principles can be applied to real world organizational challenges, and assist the student in developing leadership and managerial capabilities.

The course material is thus intended to help develop awareness and knowledge of multiple issues associated with operating a business. The cases and class activities are designed to help students in applying theory to practical situations.

GUIDELINES FOR ASSIGNED READINGS

These guidelines will help you to get a better grasp of what is most important in the articles. Following them assiduously is essential for any student who wants to pass this class.

Objective: Understand all the major concepts and the knowledge the author (s) is trying to convey.

Ask yourself the following questions:

- What are the main ideas of the document? What is the author trying to teach us?
- What are the key theories, concepts and strategies discussed in the document?
- What are the challenges the author(s) identified?
- What questions did the author(s) say are important to answer?
- What guidelines did the author(s) provide?
- What solutions did the author(s) provide for the issues (problems) they identified?
- If they propose steps to achieving an outcome, make sure you are familiar with them.
- Write down three or four questions that you believe anyone who has read this document should be able to answer.

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- **Keywords or phrases to look out for in the readings:** Idea in brief, Challenges, Require, Greatest, Risks, Gaps, Changes, Key, Steps, Stages, Performance, Six-Sigma, Rule, Advantages, Disadvantages, Question, Problem, Solution, Approach, Strategy, Objective, Argue (argument) and Prove.

Please bring the assigned reading materials to class as some of them are needed for activities and discussions.

ASSIGNMENTS

Throughout the semester students will be given assignments to be completed in groups or individually. During the first course, students will be asked to form groups of two to three students

A number of group assignments are required throughout the course. Your group will have to decide upon the best strategy to address the problems presented in these cases:

- Presentations will be allocated to groups after they are set. You will choose your own groups, but the work will be assigned randomly. Each group will be responsible for leading discussions on two or more issues or cases.
- All students in the group must be involved in the presentation and leading the discussion.
- You may choose whether or not to use PowerPoint for your presentations. You are strongly encouraged to use some sort of visual or written materials to support your efforts and to help organize the discussion.
- If your group is called to present a case and fails to do so or if no one from your group attends class, the group will not receive any credit for the presentation. You are required to present the work you are assigned even if other members of the group are absent and even if you are the only one present in class the day of your assigned presentation.

No late work will be accepted. If you are going to be absent on a day when an assignment is due, *submit the assignment on Blackboard no later than 16h54 on the due date and also ask one of your classmates to turn in a printed copy for you.*

INSTRUCTIONS FOR ASSIGNMENTS:

A. Articles (pairs): A 30-minute interactive oral presentation.

1. Overview of the main ideas of the article (with class involvement)
2. Discussing and analyzing the contents of the article with thought provoking questions about the issues or information presented in the article. ***Thought provoking questions, are questions that spark debates and requires the audience to think deeply about the response. These questions are related to the topic being discussed but not directly from the article.***

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3. You must do additional research to complete or update the information the article provides. You may also share information from your own experience.
 4. Conclude your presentation with a **well thought out** explanation of what you learned from the article. You have to **think deeply** about the article and discuss the implications of what is written. What you learned means: what is the significance of the information in the article. What did you get out of the article? Why is the article you read important? This is NOT A SUMMARY of the article but a reflection on the ideas provided in the article and the questions it may have raised in your mind or what the information provided made you realize...
 5. Always ask SO WHAT? You must demonstrate a clear understanding and mastery of the information in the article you've been assigned.

B. Cases: In class and Individual assignment

- **Identify the major issues in the case:**
 - What is the main question presented in the case?
 - What are the 3 main issues in the case?
 - What are the reasons for these issues (meaning what are the causes and why)?

Please note that the issues are not always identified in the case. You have to think.

Type your work (1 page, 1.5 spacing, Times New Roman, 12pt, Justified), submit the assignment on Blackboard no later than 16h54 on the due date, and bring a printed copy to class.

Late assignments will not be accepted. If you are going to be absent on a day when an assignment is due, *submit the assignment on Blackboard no later than 8h30 on the due date and also* ask one of your classmates to turn in a printed copy for you.