

<b>Course</b>	<b>BUSN 4110 Operations Management</b>	
<b>Term</b>	Fall 1, 2009	
<b>Instructor</b>	Name: Larry L. Lynch, Ph.D. Phone: 913-962-2667 (Home) 913-530-4346 (Cell)  Connections email: <a href="mailto:larrylynch25@webster.edu">larrylynch25@webster.edu</a> (Use of Connections is required for all correspondence and assignments that are to be submitted.)	
<b>Catalog Description</b>	The course introduces a series of areas of management concern and the tools and techniques to analyze them and to make good decisions based on the analysis. The focus of the course is on recognizing the tools that are appropriate for each situation and on mastering the use of the tools for analytical purposes.	
<b>Prerequisites</b>	ACCT 2025, ECON 2020, BUSN 2750, MNGT 2100, and FINC 3210.	
<b>Course Level Learning Outcomes</b>	<b>OUTCOMES</b>	<b>EXPECTATIONS</b>
	1. The student can derive theoretical models from variables observed in given environments.	The student can derive facilities layouts, scheduling, control, oral presentations, project management, transportation, assignment, statistical quality control, and network models.
	2. The student can solve equations associated with quantitative methods in this course.	The student can solve demand, utility, regression, inventory, production, linear programming, scheduling, controlling, transportation, network, equations.
	3. The student can identify significant or critical variables in a given business, manufacturing, or institutional problem.	The student can identify economic, production, social, financial, human resources, manufacturing, etc. variables that would be used in business, manufacturing, and institutional problems.
	4. The student understands given networks and activity processes.	The student understands transportation, queuing, inventory, communications, capacity, delivery, critical path, and sampling processes and networks.
5. The student can match performance criteria with actual	The student can match input, throughput, output, human resources, production, manufacturing, communications, manual, computer driven,	

	performance and draw analytical conclusions.	experimental, facilities layouts, and conditional performance with criteria presentations for the given context and situation.														
<b>Materials</b>	Jacobs, Chase, and Aquilano, <i>Operations and Supply Management</i> , 12th, McGraw-Hill/Irwin. ISBN978-0-07-340329-8. Text is available through MBS Direct Books at 1-800-325-3252 or <a href="http://www.mbsdirect.net">www.mbsdirect.net</a> . Checks and credit cards accepted.															
<b>Grading</b>	<table border="1"> <tr> <td>Exam 1</td> <td>150 points</td> </tr> <tr> <td>Exam 2-Take Home</td> <td>150 points</td> </tr> <tr> <td>Assignments</td> <td>270 points (30 points each class)</td> </tr> <tr> <td>Project Paper</td> <td>100 points</td> </tr> <tr> <td>Project Presentation</td> <td>105 points</td> </tr> <tr> <td>Attend/Participation</td> <td>225 points (25points each class)</td> </tr> <tr> <td>Total</td> <td>1000 points</td> </tr> </table> <p style="text-align: center;"><b><u>Grading Scale</u></b>  A = 95 - 100 %  A- = 90 - 94.9  B+ = 87 - 89.9  B = 83 - 86.9  B- = 80 - 82.9  C = 70 - 79.9  D+ = 67 - 69.9  D = 63 - 66.9  D- = 60 - 62.9  F = 59.9 and below</p> <p><b>The UNDERGRADUATE catalog provides these guidelines and grading options:</b></p> <ul style="list-style-type: none"> <li>• <b>A, A-</b> superior work in the opinion of the instructor</li> <li>• <b>B+, B, B-</b> good work in the opinion of the instructor</li> <li>• <b>C+, C, C-</b> satisfactory work in the opinion of the instructor</li> <li>• <b>D+, D</b> passing, but less than satisfactory work in the opinion of the instructor</li> <li>• <b>I</b> incomplete work in the opinion of the instructor</li> <li>• <b>ZF</b> An incomplete which was not completed within one year of the end of the course</li> <li>• <b>F</b> unsatisfactory work in the opinion of the instructor; no credit is granted</li> <li>• <b>W</b> withdrawn from the course</li> <li>• <b>IP</b> course in progress</li> <li>• <b>NR</b> not reported for the course</li> <li>• <b>Z</b> a temporary designation given by the registrar indicating that the final grade has not been submitted by the instructor. When the final grade is filed in the Office of the Registrar, that grade will replace the Z.</li> </ul>		Exam 1	150 points	Exam 2-Take Home	150 points	Assignments	270 points (30 points each class)	Project Paper	100 points	Project Presentation	105 points	Attend/Participation	225 points (25points each class)	Total	1000 points
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<b>Activities</b>	<ul style="list-style-type: none"> <li>• Exams will be essay. Time will be 90 minutes and will be open book (may contain basic problems).</li> <li>• Weekly Assignments will be assigned on a week to week basis: Eighteen assignments over the span of the course (15 points each). See “Weekly Assignments” found in the “Additional Information” section of this syllabus.</li> </ul>															

	<ul style="list-style-type: none"><li>• <b>Research Paper and Presentation:</b> See the “Requirements for the Development of the Research Project” found in the “Additional Information” section of this syllabus. Paper (100 points); Presentation (105 points).</li><li>• <b>Participation and Attendance:</b> Required (225 points-25 points per class).</li></ul>
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<p><b>Policy Statements:</b></p> <p><b>University Policies</b></p>	<p>University policies are provided in the current course catalog and course schedules. They are also available on the university website. This class is governed by the university's published policies. The following policies are of particular interest:</p> <p><b>Academic Honesty</b></p> <p>The university is committed to high standards of academic honesty. Students will be held responsible for violations of these standards. Please refer to the university's academic honesty policies for a definition of academic dishonesty and potential disciplinary actions associated with it.</p> <p><b>Drops and Withdrawals</b></p> <p>Please be aware that, should you choose to drop or withdraw from this course, the date on which you notify the university of your decision will determine the amount of tuition refund you receive. Please refer to the university policies on drops and withdrawals (published elsewhere) to find out what the deadlines are for dropping a course with a full refund and for withdrawing from a course with a partial refund.</p> <p><b>Special Services</b></p> <p>If you have registered as a student with a documented disability and are entitled to classroom or testing accommodations, please inform the instructor at the beginning of the course of the accommodations you will require in this class so that these can be provided.</p> <p><b>Disturbances</b></p> <p>Since every student is entitled to full participation in class without interruption, disruption of class by inconsiderate behavior is not acceptable. Students are expected to treat the instructor and other students with dignity and respect, especially in cases where a diversity of opinion arises. Students who engage in disruptive behavior are subject to disciplinary action, including removal from the course.</p> <p><b>Student Assignments Retained</b></p> <p>From time to time, student assignments or projects will be retained by The Department for the purpose of academic assessment. In every case, should the assignment or project be shared outside the academic Department, the student's name and all identifying information about that student will be redacted from the assignment or project.</p> <p><b>Contact Hours for this Course</b></p> <p>It is essential that all classes meet for the full instructional time as scheduled. A class cannot be shortened in length. If a class session is cancelled for any reason, it must be rescheduled.</p>
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<p><b>Course Policies</b></p>	<p>This syllabus may be revised at the discretion of the instructor without the prior notification or consent of the student. The schedule below presents an approximate expectation of course progress. The instructor reserves the right to add, delete, or modify any weeks of this schedule. The instructor also reserves the right to change the overall course grade weighting. Any changes will be announced in class.</p> <p>If you miss class you are responsible for getting notes and assignments. No late homework will be accepted unless prior approval to miss class is obtained from the instructor. Makeup exams will be scheduled only if arranged in advance of the scheduled exam date.</p> <p>The research paper should be typewritten with charts, figures and tables appropriately identified. All charts and diagrams included should be drawn neatly or printed using available software. All quotations/citations should be acknowledged and referenced appropriately. Supporting documents such as computer printout should be placed in the Appendix section of your report. Graphs and tables should be placed in report soon after first reference to it in ordered fashion.</p> <p>Assignments are due no later than the due date specified.</p> <p>The class is governed by University Policies on attendance, behavior, performance and grievances.</p> <p>Students with special needs are urged to contact the Academic Resource Center on campus in order to acquire services which may be available to them.</p>						
<p><b>Weekly Schedule</b></p>	<table border="1"> <thead> <tr> <th data-bbox="358 1213 516 1318"><b>Weekly Schedule</b></th> <th data-bbox="516 1213 673 1318"><b>Chpts</b></th> <th data-bbox="673 1213 1432 1318"></th> </tr> </thead> <tbody> <tr> <td data-bbox="358 1318 516 1948">Week 1</td> <td data-bbox="516 1318 673 1948">1 &amp; 2</td> <td data-bbox="673 1318 1432 1948"> <p>Introduction to Operations Management</p> <p><b>Chapter 1</b> – Introduction to the Field</p> <p><b>Chapter 2</b> – Operation Strategy in a Global Environment</p> <p>Discussions will center on developing an understanding of competitiveness, the importance of developing an operational strategy in business, and a review the primary topics in Operations Management.</p> <p>Weekly Assignments will be assigned on a week to week basis.</p> </td> </tr> </tbody> </table>	<b>Weekly Schedule</b>	<b>Chpts</b>		Week 1	1 & 2	<p>Introduction to Operations Management</p> <p><b>Chapter 1</b> – Introduction to the Field</p> <p><b>Chapter 2</b> – Operation Strategy in a Global Environment</p> <p>Discussions will center on developing an understanding of competitiveness, the importance of developing an operational strategy in business, and a review the primary topics in Operations Management.</p> <p>Weekly Assignments will be assigned on a week to week basis.</p>
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	<p>Week 2      9 &amp; 9A      Quality</p> <p><b>Chapter 9 – Managing Quality</b> Discussions will cover total quality management with further focus on understanding and recognizing quality issues from the standpoint of the company, the employee, the union, and the customer.</p> <p><b>Prepare for Term Paper</b></p> <p><b>Supplement 9A – Statistical Process Control</b> Statistical process control and the process of designing quality into the scope of Operations Management will be the topics of discussion.</p> <p>Weekly Assignments will be assigned on a week to week basis.</p>	
	<p>Week 3      15, 4 &amp; 6      Forecasting, Product Design, Process Strategy</p> <p><b>Chapter 15 – Forecasting</b> Discussions will cover various forecasting techniques used in the business setting. (Read this chapter to understand concepts, not to be able to solve complex mathematical problems.)</p> <p><b>Chapter 4-- Design of Goods and Services</b> Discussions will center on the design process including strategy, quality function, customer role, as well as process characterization and planning format (including the pressures of technology, customer demands and ease of manufacture).</p> <p><b>Chapter 6 – Process Strategy</b> Various strategies for process contingencies are discussed.</p> <p>Weekly Assignments will be assigned on a week to week basis.</p>	
	<p>Week 4      5 &amp; 11      Capacity Planning and Location Strategies</p> <p><b>Chapter 5 – Capacity Planning</b> This chapter will cover the capacity of the firm to produce its demand.</p> <p><b>Chapter 11 – Location Strategies</b> Discussions will cover process planning, facility location models, capacity planning strategies, and production modeling.</p> <p>Weekly Assignments will be assigned on a week to week basis.</p> <p><b>EXAM #1</b> (Chapter Content from Weeks 1-4)</p>	

	Week 5	7A & 12	<p>Facility Layout and Just-in-Time Manufacturing</p> <p><b>Chapter 7A</b> – Layout Strategy Different physical layouts for various functions will be studied.</p> <p><b>Prepare for Research Paper</b></p> <p><b>Chapter 12</b> – Just-in-Time Manufacturing Discussions will cover the use of just-in-time manufacturing relating to facility layout, inventory control, and other matters. Weekly Assignments will be assigned on a week to week basis.</p>
	Week 6	6A & 10	<p>Human Resources and Job Design; Supply Chain Management</p> <p><b>Chapter 6A</b> – Human Resources and Job Design Where do the people fit into all of this, and how do we design the job to fit the people?</p> <p><b>Prepare for Group Project.</b></p> <p><b>Chapter 10</b> – Supply Chain Management Discussions will cover supply chain management, purchasing, and suppliers. Weekly Assignments will be assigned on a week to week basis.</p>
	Week 7	17 & 18	<p>Inventory Management; MRP, MRP II, and ERP</p> <p><b>Chapter 17</b> – Inventory Management Discussions will cover inventory management and the impact of inventory on performance and how it affects the on-going corporate strategy.</p> <p><b>Prepare for Group Project.</b></p> <p><b>Chapter 18</b> – MRP, MRP II, and ERP Discussion will concentrate on MRP, MRP II, and ERP: the descriptions of each, the evolution process of these systems, and how the three interrelate today. Weekly Assignments will be assigned on a week to week basis.</p>
	Week 8		<p><b>EXAM #2 Due</b> (Take Home Exam-Chapter Content from Weeks 5-7)</p> <p><b>Research Paper and Presentations</b></p>

**Additional Information**

**Weekly Assignments**

270 points total: 30 points each class. Each week you will be assigned Discussion Questions at the end of the chapters that are to be covered for that week. You will be expected to present answers to the class for your assigned Discussion Questions as well as describe how each of the questions and your answers *apply* to an organizational/business situation with which you are familiar (e.g., your work, church, school, or any other organization with which you are currently involved or have been involved in the past). In the event the questions/answers do not apply to an organizational situation of which you are familiar, you may research the subject matter and explain how each of the questions/answers apply to an organizational/business situation uncovered by your research. The written portion of this assignment is due in Connections by 4:30 p.m. on the day of the assignment for the corresponding chapters.

**Requirements for the Development of the Research Project**

205 Points Total; 100 points for Paper; 105 points for Presentation)

Draft Due Week 5; Final Paper & Presentation Due Week 8

Develop a synopsis of Constraint Theory based on concepts from the text (Chapter 20), additional outside resources (as a minimum from the novel *The Goal: A Process of Ongoing Improvement* by [Eliyahu M. Goldratt](#)), as well as the experiences of the researcher.

This project consists of a written synopsis and an oral presentation.

**Written Synopsis (100 points):**

The written synopsis should be 7 full pages to 9 pages maximum (excluding the title page, resource page, and appendices). **Anything less than 7 full pages or more than 9 pages will not be accepted.** Proper APA format is required. As a minimum, your paper must contain the following components entered as headings in your paper. **Your paper will be unacceptable if the following headings are not utilized in your paper—unacceptable means zero points; no partial credit will be awarded.** Points will be rewarded as follows:

Title of Paper

(Begin writing the Introduction here—Because the introduction is clearly identified by its position in the paper, APA does not require a heading for the introduction.

Thesis

What is the thesis, or main idea, of the theory? (10 points)

Summary of the Theory

Summary of the theory with supporting details from your readings. (20 pts)

Analysis of the Theory

What do you think of this theory? (Pros and Cons - 20 points)

Recommendations  
Recommendations for using the theory (20 Points)

**(Start the “References” section on the next page after the last page of your Recommendations and Rational.)**

References (15 pts)

- Have you used proper APA format? Be sure to use the latest APA edition.
- The APA web site is [www.APA.org](http://www.APA.org)
- Another excellent Web site for the APA style is <http://owl.english.purdue.edu/owl/resource/560/01/>.
- Be sure that you have given credit to the source of all borrowed information whether quoted directly or paraphrased in your own words.

Attention to style, format, and proper mechanics (15 pts)

- Are the key points clear and well organized?
- **Have you proofread and have you had someone else proofread the final document that will be submitted?**
- **Is the document free of mechanical errors?**

**The instructor reserves the right to reject papers that contain an inordinate number of spelling, grammar, and/or mechanical errors. A rejected paper could result in zero points for the paper.**

**Oral Presentation (105 points):**

The 20-25 minute oral presentation may use a variety of delivery styles, formats, and techniques. While the oral presentation/demonstration will no doubt contain the same info as the written synopsis, it should be remembered that the two parts of the project serve different purposes, involve different styles and skill sets, and are intended for different audiences (remember that the entire class is the audience of the presentation, not just the instructor).

Think about the following before preparing for the presentation.

- Who is the audience, and what do they need to know about the problem, situation, organization, etc.?
- How can you ensure that lessons can be learned from your presentation?

The following components must be clearly included in the Oral Presentation:

- Introduction (15pts)
- Summary of the theory with supporting\_details (20 pts)
- Analysis of the theory (20 pts)
- Recommendations for using the theory (20 points)

Presentation skills (30 pts)

- Involve the audience and encourage participation.
- Allow opportunity for questions, critical thinking, and discussion.

Avoid verbal interrupters (uhm’s, ah’s, etc.) distracting behaviors, mannerisms, or body language (reading notes word-for-word, turning back to audience to look

at screen, minimizing eye-contact, “fidgeting,” etc).

**Additional Sources:**

Sources used for this assignment in addition to the text and Eliyahu M. Goldratt’s novel should be peer reviewed. If you want to utilize a source that is not peer reviewed, please obtain the instructor’s prior approval.

Examples of Peer Reviewed Journals:

Below are just a few examples of the kind of sources than can be used for this class. They give you a good idea of what is acceptable.

Peer reviewed sources are primary sources (direct observers). In addition, peer reviewed sources have been reviewed by the writer’s peers for authenticity and accuracy before being published.

Examples of peer reviewed journals are: *Harvard Business Review, Purchasing, International Journal of Production Research, Management, International Journal of Qualitative Methods, American Journal of Economics & Sociology, Journal of Economic Issues, The Sociological Quarterly, British Journal of Sociology*, as well as other professional journals.

The following publications are examples of secondary sources (those who are relying on others for their evidence). Secondary sources are often hearsay, opinions, and not necessarily factual. Your sources should not be articles from *Time, Newsweek, U.S. News and World Report, Ladies Home Journal, Reader’s Digest, New York Magazine*, and other secondary sources similar to these. If you find information from secondary sources that would enhance your project, be sure to have the source approved by your instructor.

**Example format of paper follows:** (Using the “header/footer” function, the title of your paper and page number should appear at the top right-hand corner of each page, beginning with the title page.)

Title of Your Paper

Begin with an introduction to your paper, background, definitions, etc. Start writing here with 1/2 inch indentation. You may or may not want subheadings in this section.

Thesis

Subheading (either underline or italicize)

Start writing here. You will name the subheadings your own title names. Again, you may or may not have subheadings in this section.

Subheading. Start writing here. (Next level of subheading. If you have one subheading at this level, then you must have at least two subheadings.) Note the period at the end of this level of subheading. Again, either underline or italicize.

Subheading (either underline or italicize)

Start writing here. If you have one subheading, then you must have at least two subheadings.

## Summary of the Theory

Subheading (either underline or italicize)

Start writing here. You will name the subheadings your own title names. Again, you may or may not have subheadings in this section.

Subheading. Start writing here. (Next level of subheading. If you have one subheading at this level, then you must have at least two subheadings.) Note the period at the end of this level of subheading. Again, either underline or italicize.

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Start writing here. If you have one subheading, then you must have at least two subheadings.

## Analysis of the Theory

From this point, follow the pattern from above.

Some questions to ask yourself when developing the analysis:

- What is the situational analysis of the problem or issue? (A SWOT analysis is appropriate here.)
- What are the causes/effects of the situation or problem?
- How did the problem evolve (over night or over time)?
- How can course concepts be applied to provide greater understanding of the situation?

## Recommendations

Follow the pattern from above.

Some questions to ask yourself when developing the Recommendations:

- How can the problem be solved?
- What specific recommendations can be made for improving the situation?
- How do we explain our rationale for these suggestions?
- How will these recommendations, if implemented, enhance organizational effectiveness?

(The References section begins on a new page. The title of your paper and page number are placed at the top right corner of each page—the page numbers continue from the previous page of the paper.)

## References

List references in alphabetical sequence utilizing a hanging indent.

(From [www.apa.org](http://www.apa.org))

In general, the list of references is double-spaced and listed alphabetically by first author's last name. For each reference, the first line is typed flush with the left margin, and any additional lines are indented as a group a few spaces to the right of the left margin (this is called a *hanging indent*).

### **For example:**

APA Publications and Communications Board Working Group on Journal Article Reporting Standards.

(2009). Reporting standards for research in psychology: Why do we need them? What might they be? *American Psychologist*, 63, 839–851. doi:10.1037/0003-066X.63.9.839

