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INSTRUCTOR
Name: Imran Khan
Office: 356 Drake
Email: Imran.Khan@umanitoba.ca
Office hours: Mon/Wed 2.30-3.30 pm

COURSE DESCRIPTION
When thinking of operations, many people envisage factories (making things) and some picture hospitals (serving people). The field of operations entails both, as well as much in between. Organizations in all industries use operations to produce and deliver their goods and services. These include government services, financial institutions, education, health, manufacturing, transportation, utilities, as well as resource industries such as mining, forest products, and agriculture. What all organizations have in common are the processes that transform their inputs into outputs (goods and services). Operations management is about the design, planning, operation, and improvement of these transformation processes. Organizations also need to manage the goods and services that are moved to (inbound) and from (outbound) these transformation processes, called supply chain management. Our interest in this course centres on the management of these processes so that the operations and supply chain management function supports corporate strategy and contributes as much as possible to the enterprise. This course will help you prepare for a number of management roles. As a customer, banker, or investor, you might need to assess an organization’s capability to produce and deliver its goods or services on time.
manager, you will be challenged to continuously improve your technologies, structures, and systems to maintain operations as a key source of sustainable competitive advantage.

**COURSE OBJECTIVES**

The Supply Chain and Operations Management course aims to help you prepare for a general management career through three development objectives: (i) acquire a significant grasp of the body of knowledge in operations and supply chain management; (ii) acquire a management point of view; and (iii) enhance your confidence in addressing operations issues.

1. **The first goal is to expose you to the fundamental ideas of operations and supply chains.** By the end of the course you should be able to do the following:
   a) Use operations and supply chain’s primary terms and analysis.
   b) Identify the major components of the operations and supply chain systems.
   c) Identify, define, analyze, and propose workable solutions to operations problems.
   d) Analyze the important quantitative and qualitative factors in specific operations situations and make appropriate trade-offs between them.
   e) Apply appropriate techniques and concepts (to put theory into practice).
   f) Differentiate between: major/minor; short-term/long-term; the pros/cons of alternative solutions in practical situations. In short, develop judgment regarding operations decisions.

2. **The second objective aims to develop your general management viewpoints.** This course increases your abilities in the following areas:
   a) Discover and clearly define problems.
   b) State and analyze the causal sequence of circumstances that might be contributing to such problems.
   c) Generate and critically evaluate a series of plausible alternatives to resolve these problems.
   d) Decide which alternative or combination of alternatives is the best.
   e) Develop an implementation program and action plan that provides the best chance of solving the problems.

3. **The third objective intends to enhance your comfort level towards the operations and supply chain management area.** This course will help you develop the abilities below:
   a) Discuss problems with operations and technical experts.
   b) Solve operations problems within your own jurisdiction.
   c) Identify the skills required in the people you must call on for assistance.
   d) Evaluate the consequences of actions taken in the operations and supply chain area for other parts of the organization and vice versa.
   e) Organize and present your proposed solution in a credible and persuasive manner.

At the conclusion of this course, you should appreciate that operations and supply chain management is not simply a set of well-understood "nuts-and-bolts" techniques. Rather, it is primarily a management discipline that is strategically important for survival in today's competitive environment.
COURSE MATERIALS


Package of cases and readings mainly from the Harvard Business School or the Richard Ivey School of Business.

Please respect copyright laws. Photocopying textbooks or other reading material is a violation of copyright laws and is unethical, unless permission to copy has been obtained.

COURSE FORMAT

Class discussions and thinking/analytical exercises form a major component of this course. Class format will be lectures, cases and quantitative problem solving. There will also be a group presentation.

Due to the inability of the human brain to take in too much in too little time, we will not be able to cover the book page by page. However, the important portions will be discussed.

ASSESSMENT OF LEARNING

<table>
<thead>
<tr>
<th>Performance Evaluation</th>
<th>Weight (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation/Case Analysis</td>
<td>20%</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>20%</td>
</tr>
<tr>
<td>Group Assignments</td>
<td>5%</td>
</tr>
<tr>
<td>Group Presentation</td>
<td>10%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>45%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

I will be using the following tentative letter-grading scheme:

<table>
<thead>
<tr>
<th>Marks</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 and above</td>
<td>A+</td>
</tr>
<tr>
<td>80 – 89.99</td>
<td>A</td>
</tr>
<tr>
<td>75 – 79.99</td>
<td>B+</td>
</tr>
<tr>
<td>70 – 74.99</td>
<td>B</td>
</tr>
<tr>
<td>65 – 69.99</td>
<td>C+</td>
</tr>
<tr>
<td>60 – 64.99</td>
<td>C</td>
</tr>
<tr>
<td>50 – 59.99</td>
<td>D</td>
</tr>
<tr>
<td>Below 50</td>
<td>F</td>
</tr>
</tbody>
</table>

These tentative cut-offs are subject to adjustment up or down depending on the relative performance of the current class. The grades may also be compared with other instructors to maintain overall fairness.
1. Participation/Case Analysis (20%)

Participation will occur in each of the classes during the term (except for the class with midterm and last classes with group presentations) as such participation is very important. Although you may choose your own moment to participate, I may call on you for contribution at any time. I judge participation for each class on a scale of 0 to 4, where 0 indicates no contribution and 4 indicates an extensive contribution compared to everyone else in class. Additionally, stating a fact from the course textbook or cases is worth 1 or 2, explaining your opinion based on critical thinking is worth 1, 2, or 3, and arguing your point of view logically with others is worth 1, 2, 3, or 4. To get a high participation grade you don’t have to talk all the time nor do you have to have the “right answer”, instead, you must have genuine comments that advance the learning of the class. At the end of the term, I will determine overall class participation by assigning grades to the best and worst participators and scaling others accordingly, which makes it possible for everyone to do well in participation. To keep accurate participation records, you must use a name card and sit in the same seat so please choose a seat you like on the first day of class.

You are expected to attend class regularly. If you miss more than five classes for any reason (including personal, university, or medical) during the term you will receive a failing grade (F) in class participation/case analysis and you may not pass the course. If you miss more than ten classes for any reason (including personal, university, or medical) during the term you will automatically receive a failing grade (F) in the course. If you believe you will miss more than three classes during the term, you may want to consider to VW if possible.

Attendance will be taken starting on the first day of class. Note arriving late or leaving early (without instructor approval) will be considered absent for that class.

2. Midterm Exam (20%)

These is one midterm exam worth 20%, which will cover a number of textbook chapters (please see the Course Schedule). The midterm exam will consist of up to 40 conceptual multiple-choice questions.

3. Group Assignments (5%)

There will be five group assignments that are normally done during class, which may consist of “multiple analytical problems” related to the assigned textbook chapter (please see the Course Schedule). The details will be discussed in class. Please note all group members will receive the same group mark unless the group advises otherwise. As well, any group member that is not present for the in-class group assignment will get a mark of zero and there will be no make-up assignments.

4. Group Presentation (10%)

Each study group should visit one operations facility (manufacturing or service) in Winnipeg area. The group members are responsible for making all arrangements for the visit (including choosing a site and lining up contacts). At the end of the semester, each group should provide a 10-minute presentation of the site visit. Groups should email me their final presentations. The submitted files should be named as “Group”+ “Group #” + “ -” + “Presentation”. For example, the Group 2’s presentation submission should be named as “Group 2- Presentation”.

4 of 12
The presentations will be evaluated based on a rubric which will be discussed in class. All group members will share the same grade, with the following exceptions.

If you miss your own group’s presentation, you will lose half of the Group Presentation credit (e.g., if your group gets 10/10 on group presentation, your mark will be 5/10). If you miss other groups’ presentation sessions, you will lose 1 score for every session you miss (e.g., if your group presentation mark is 9/10 and you miss one presentation session other than yours, your presentation mark will be 8/10).

Before the site visit, you will be asked to sign a release form concerning these site visits. If you prefer not to sign the form, that would be ok, but you should not attend the site visit.

5. Final Exam (45 %) (Comprehensive)

The final exam will be a cumulative 3-hour closed-book exam, which is designed to test your knowledge of the assigned readings, cases, and text material. It will consist of one case and a number of conceptual/analytical multiple-choice questions. The only electronic device allowed will be a basic (non-text-capable) calculator and the only other material allowed will be a hard-copy English-language dictionary.

The Final Exam will not emphasize on problem sets, mathematics, or advanced quantitative techniques. Nevertheless, you should master a limited set of analytical techniques included in this course.

**MISS EXAM AND LATE SUBMISSION POLICY**

If you miss an exam or an assignment for medical reasons, your score will be added to the final exam. Asper School also has a list of events for which accommodations will be made for a missed term exam (not final exam) in that case also your score will be added to the final exam. There will be no make-up of missed graded assignments or exams.

Do not make travel plans before the Final Exam. I cannot give a make-up because you booked a flight ticket for a date earlier than the scheduled final exam. In the event you have to miss the Final Exam for a valid reason as noted above, a request for a deferred exam must be made at your home Faculty’s Undergraduate Program Office (268 Drake, if you are an Asper student).

**ATTENDANCE POLICY**

You are expected to attend class regularly. If you miss more than five classes for any reason (including personal, university, or medical) during the term you will receive a failing grade (F) in class participation/case analysis and you may not pass the course. If you miss more than ten classes for any reason (including personal, university, or medical) during the term you will automatically receive a failing grade (F) in the course. If you believe you will miss more than ten classes during the term, you may want to consider to VW if possible. Note attendance will be taken in every class. As well, arriving late or leaving early (without my prior approval) will be considered absent for that class. Marking attendance for a friend who is absent is Academic Dishonesty and will be dealt with severely.
**ELECTRONIC DEVICE POLICY**

You may use a laptop or tablet for note-taking. If you are using a laptop, please sit in the last row to avoid distracting those sitting behind you. Practice self-control—don’t browse the Internet or check your e-mail/social media messages in class. You may be interested in reading this [article](#).

You are not allowed to use a cell phone in class, even if it were to access UM Learn or take notes. Switch your phone to silent mode before class begins.

You are NOT allowed to audio/video record any lectures.

**OUT-OF-CLASS COMMUNICATION**

PowerPoint files, assignment/project guidelines, other class-related files, and grades will be posted on UM Learn. Moreover, any announcements outside of class will be posted on UM Learn. It is your responsibility to check your UofM e-mail account and UM Learn account frequently so that you don’t miss any announcements.

There are many questions that cannot be answered succinctly over email. If you email me a question, please consider whether it can be easily and effectively answered by email. If it cannot, please talk to me before or after class. If I receive a question that is difficulty to answer electronically or will require a lengthy response, I will ask you to meet with me to discuss instead.

**REFERENCING STYLE FOR WRITTEN WORK**

In the group project for this course, you are expected to use the APA style of referencing, for both the in-text citations and the Bibliography. To learn about the APA style, please consult a librarian in the Management Library or look up [http://libguides.lib.umanitoba.ca/citationmanagers/referencemanagers](http://libguides.lib.umanitoba.ca/citationmanagers/referencemanagers).
### CLASS SCHEDULE TENTATIVE

<table>
<thead>
<tr>
<th>CLASS #</th>
<th>DATE</th>
<th>TOPIC</th>
<th>PAGE NUMBERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTRODUCTION</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Sept 4</td>
<td>DISCUSSION: Introduction to course</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>DISCUSSION: Course Outline</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Sept 9</td>
<td>DISCUSSION: How to prepare for a case session</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>CASE: Hillview Hospital: The Hand Soap Decision</td>
<td></td>
</tr>
<tr>
<td>STRATEGIC &amp; SCM CONCEPTS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Sept 11</td>
<td>CHAPTER 1: Creating Value Through Operations</td>
<td>1-23</td>
</tr>
<tr>
<td>4</td>
<td>Sept 16</td>
<td>CHAPTER 2: Supply Chain Management</td>
<td>27-56</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CHAPTER 3: (More) Sustainable Supply Chains</td>
<td>62-77</td>
</tr>
<tr>
<td>5</td>
<td>Sept 18</td>
<td>CASE: Apple Inc: Managing a Global Supply Chain</td>
<td></td>
</tr>
<tr>
<td>OPERATIONS MANAGEMENT CONCEPTS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Sept 23</td>
<td>CHAPTER 4: Process Configuration</td>
<td>84-109</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CHAPTER 5: Capacity</td>
<td>116-129; 132-140</td>
</tr>
<tr>
<td>7</td>
<td>Sept 25</td>
<td>CASE: Process Fundamentals</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Sept 30</td>
<td>CASE: Capacity Analysis Sample Problems</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Oct 2</td>
<td>CASE: Bella Springs</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Oct 7</td>
<td>CHAPTER 6: Inventory Management</td>
<td>175-187; 189; 194</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CASE: McLeod Motors Ltd</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Oct 9</td>
<td>IN-CLASS MIDTERM (Chapters 3, 4, 5, &amp; 6)</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Oct 16</td>
<td>CHAPTER 7: Quality &amp; Process Improvement</td>
<td>208-235; 239-241</td>
</tr>
<tr>
<td></td>
<td></td>
<td>GROUP ASSIGNMENT 1: SPC</td>
<td></td>
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<tr>
<td>13</td>
<td>Oct 21</td>
<td>CASE: Benevento Foods</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Oct 23</td>
<td>CHAPTER 8: Lean Systems</td>
<td>252-265; 272-274</td>
</tr>
<tr>
<td>15</td>
<td>Oct 28</td>
<td>CASE: Implementing Lean Systems at Caesars ...</td>
<td></td>
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<tr>
<td>OPERATIONS MANAGEMENT PLANNING TECHNIQUES</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>16</td>
<td>Oct 30</td>
<td>CHAPTER 9: Managing Projects</td>
<td>277-292; 299-300</td>
</tr>
<tr>
<td></td>
<td></td>
<td>GROUP ASSIGNMENT 2: Network Diagram</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Nov 4</td>
<td>CHAPTER 11: Managing Demand &amp; Forecasting</td>
<td>344-352; 355-359; 363-365</td>
</tr>
<tr>
<td></td>
<td></td>
<td>GROUP ASSIGNMENT 3: Forecasting</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Nov 6</td>
<td>CHAPTER 12: Operations Planning &amp; Scheduling</td>
<td>379-389</td>
</tr>
<tr>
<td></td>
<td></td>
<td>GROUP ASSIGNMENT 4: Aggregate Planning</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Nov 18</td>
<td>CASE: MacPherson Refrigeration Limited</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>GROUP ASSIGNMENT 5: MRP</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>Nov 25</td>
<td>CASE: Illustrious Corporation</td>
<td></td>
</tr>
<tr>
<td>SITE VISIT PRESENTATIONS</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>22</td>
<td>Nov 27</td>
<td>Presentation Day 1</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>Dec 2</td>
<td>Presentation Day 2</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>Dec 4</td>
<td>Presentation Day 3</td>
<td></td>
</tr>
</tbody>
</table>

**Note:** I have attempted to match the content of readings and cases/discussions to some degree. However, there is no implied direct match; readings may contain concepts that are not in particular cases/discussions and vice versa.
## IMPORTANT DATES

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drop Date</td>
<td>September 17</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>October 9</td>
</tr>
<tr>
<td>Group Assign 1</td>
<td>October 16</td>
</tr>
<tr>
<td>VW deadline</td>
<td>November 18</td>
</tr>
<tr>
<td>Group Assign 2</td>
<td>October 30</td>
</tr>
<tr>
<td>Group Assign 3</td>
<td>November 4</td>
</tr>
<tr>
<td>Group Assign 4</td>
<td>November 6</td>
</tr>
<tr>
<td>Group Assign 5</td>
<td>November 20</td>
</tr>
<tr>
<td>Group Site Visit Presentation</td>
<td>November 27 to December 4</td>
</tr>
<tr>
<td>Final Exam</td>
<td>December 9 to 20 (TBD)</td>
</tr>
</tbody>
</table>
**INTENDED LEARNING OUTCOMES**

AACSB Assurance of Learning Goals and Objectives.

The Asper School of Business is proudly accredited by AACSB. Accreditation requires a process of continuous improvement of the School and our students. Part of “student improvement” is ensuring that students graduate with the knowledge and skills they need to succeed in their careers. To do so, the Asper School has set the **learning goals and objectives** listed below for the Undergraduate Program. The checked goal(s) and objective(s) will be addressed in this course and done so by means of the items listed next to the checkmark.

<table>
<thead>
<tr>
<th>Goals and Objective in the Undergraduate Program</th>
<th>Goals and Objectives Addressed in this Course</th>
<th>Course Item(s) Relevant to these Goals and Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Quantitative Reasoning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Determine which quantitative analysis technique is appropriate for solving a specific problem.</td>
<td>✓</td>
<td>Case discussions</td>
</tr>
<tr>
<td>B. Use the appropriate quantitative method in a technically correct way to solve a business problem.</td>
<td>✓</td>
<td>Case discussions</td>
</tr>
<tr>
<td>C. Analyze quantitative output and arrive at a conclusion.</td>
<td>✓</td>
<td>Case discussions</td>
</tr>
<tr>
<td>2 Written Communication</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Use correct English grammar and mechanics in their written work.</td>
<td>✓</td>
<td>Participation &amp; group presentations</td>
</tr>
<tr>
<td>B. Communicate in a coherent and logical manner</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>C. Present ideas in a clear and organized fashion.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>3 Ethical Thinking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Identify ethical issues in a problem or case situation</td>
<td>✓</td>
<td>Textbook &amp; Hillview Hospital Case</td>
</tr>
<tr>
<td>B. Identify the stakeholders in the situation.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>C. Analyze the consequences of alternatives from an ethical standpoint.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>D. Discuss the ethical implications of the decision.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>4 Core Business Knowledge</td>
<td>✓</td>
<td>Entire course</td>
</tr>
</tbody>
</table>
ACADEMIC INTEGRITY POLICY

It is critical to the reputation of the Asper School of Business and of our degrees that everyone associated with our faculty behave with the highest academic integrity. As the faculty that helps create business and government leaders, we have a special obligation to ensure that our ethical standards are beyond reproach. Any dishonesty in our academic transactions violates this trust. The University of Manitoba General Calendar addresses the issue of academic dishonesty under the heading “Plagiarism and Cheating.” Specifically, acts of academic dishonesty include, but are not limited to:

- using the exact words of a published or unpublished author without quotation marks and without referencing the source of these words
- duplicating a table, graph or diagram, in whole or in part, without referencing the source
- paraphrasing the conceptual framework, research design, interpretation, or any other ideas of another person, whether written or verbal (e.g., personal communications, ideas from a verbal presentation) without referencing the source
- copying the answers of another student in any test, examination, or take-home assignment
- providing answers to another student in any test, examination, or take-home assignment
- taking any unauthorized materials into an examination or term test (crib notes)
- impersonating another student or allowing another person to impersonate oneself for the purpose of submitting academic work or writing any test or examination
- stealing or mutilating library materials
- accessing test prior to the time and date of the sitting
- changing name or answer(s) on a test after that test has been graded and returned
- submitting the same paper or portions thereof for more than one assignment, without discussions with the instructors involved

Group Projects and Group Work

Many courses in the Asper School of Business require group projects. Students should be aware that group projects are subject to the same rules regarding academic integrity. All group members should exercise special care to ensure that the group project does not violate the policy on Academic Integrity. Should a violation occur, group members are jointly accountable unless the violation can be attributed to specific individuals.

Some courses, while not requiring group projects, encourage students to work together in groups before submitting individual assignments. If it’s unclear whether it is allowed, students are encouraged to seek clarification from the instructor to avoid violating the academic integrity policy.

In the Asper School of Business, all suspected cases of academic dishonesty in undergraduate courses are reported to the Dean's office and follow the approved disciplinary process.
**STUDENT SERVICES AND SUPPORTS**

The University of Manitoba provides many different services that can enhance learning and provide support for a variety of academic and personal concerns. You are encouraged to visit the below websites to learn more about these services and supports. If you have any questions, please do not hesitate to contact your instructor or the Undergraduate Program Office.

<table>
<thead>
<tr>
<th>For Information on…</th>
<th>...follow this link</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admission, Registration, Tuition Fees, Important Dates, Final Exams, Graduation,</td>
<td>Registrar’s Office</td>
</tr>
<tr>
<td>and Transcripts</td>
<td></td>
</tr>
<tr>
<td>Academic policies &amp; procedures, regulations, Faculty-specific information, degree</td>
<td>Academic Calendar</td>
</tr>
<tr>
<td>and major requirements</td>
<td></td>
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<tr>
<td>Help with research needs such as books, journals, sources of data, how to cite,</td>
<td>Library Resources</td>
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<tr>
<td>and writing</td>
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<tr>
<td>Tutors, workshops, and resources to help you improve your learning, writing,</td>
<td>Writing and Learning Support</td>
</tr>
<tr>
<td>time management, and test-taking skills</td>
<td></td>
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<tr>
<td>Support and advocacy for students with disabilities to help them in their academic</td>
<td>Student Accessibility Services</td>
</tr>
<tr>
<td>and progress</td>
<td></td>
</tr>
<tr>
<td>Copyright-related questions and resources to help you avoid plagiarism or</td>
<td>Copyright Office</td>
</tr>
<tr>
<td>intellectual property violations</td>
<td></td>
</tr>
<tr>
<td>Student discipline bylaws, policies and procedures on academic integrity and</td>
<td>Academic Integrity</td>
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<tr>
<td>misconduct, appeal procedures</td>
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<tr>
<td>Policies &amp; procedures with respect to student discipline or misconduct, including</td>
<td>Student Discipline</td>
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<tr>
<td>academic integrity violations</td>
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<tr>
<td>Students’ rights &amp; responsibilities, policies &amp; procedures, and support services</td>
<td>Student Advocacy</td>
</tr>
<tr>
<td>for academic or discipline concerns</td>
<td></td>
</tr>
<tr>
<td>Your rights and responsibilities as a student, in both academic and non-academic</td>
<td>Your rights and responsibilities</td>
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<tr>
<td>contexts</td>
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<tr>
<td>Full range of medical services for any physical or mental health issues</td>
<td>University Health Service</td>
</tr>
<tr>
<td>Information on health topics, including physical/mental health, alcohol/substance</td>
<td>Health and Wellness</td>
</tr>
<tr>
<td>use harms, and sexual assault</td>
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<tr>
<td>Any aspect of mental health, including anxiety, stress, depression, help with</td>
<td>Student Counselling Centre</td>
</tr>
<tr>
<td>relationships or other life concerns, crisis services, and counselling.</td>
<td></td>
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<tr>
<td>Support services available for help regarding any aspect of student and campus</td>
<td>Student Support Case Management</td>
</tr>
<tr>
<td>life, especially safety issues</td>
<td></td>
</tr>
<tr>
<td>Resources available on campus, for environmental, mental, physical,</td>
<td>Live Well @ UofM</td>
</tr>
<tr>
<td>socio-cultural, and spiritual well-being</td>
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<tr>
<td>Help with any concerns of harassment, discrimination, or sexual assault</td>
<td>Respectful Work and Learning Environment</td>
</tr>
<tr>
<td>Concerns involving violence or threats, protocols for reporting, and how the</td>
<td>Violent or Threatening Behaviour</td>
</tr>
<tr>
<td>university addresses them</td>
<td></td>
</tr>
</tbody>
</table>
ABOUT THE INSTRUCTOR

Imran Khan
Sessional Instructor
Departments of Business Administration, Accounting & Finance, Supply Chain Management

Imran has a BSc, MSc, MBA, and PhD degrees with expertise in applying engineering techniques (e.g. agent-based modelling and simulation, queueing theory, artificial neural networks, and fuzzy logic) to solve management problems.

Imran has over 18 years of management-engineering cross-disciplinary business experience as Business Analyst, Project Manager, Investments Manager, Business Consultant, and Business Incubation Manager.

Additionally, Imran has over 18 years of Sessional Instructor teaching experience in a variety of areas, including: Business Strategy, Production & Operations Management, Corporate Finance, and Management Information Systems.