

OPM 7120 (G02) (3.0 ch)
OPERATIONS AND SUPPLY CHAIN MANAGEMENT
FALL 2021

INSTRUCTOR

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COURSE DESCRIPTION

Operations and Supply Chain Management focuses on the management of processes that transform inputs into valuable outputs within supply chains. This case method course will allow students to learn systematic ways of seeing, thinking, and managing key related processes.

COURSE OBJECTIVES

The course has three related objectives. The first goal is to contribute to your general management understanding by exposing you to the fundamental operations and supply chain management issues. By the end of the course you should be able to do the following:

- Use operations and supply chain's primary tools, concepts, and analysis.
- Identify the major components of the operations and supply chain systems.
- Identify, analyze, and propose workable solutions to operations problems.
- Analyze the important quantitative and qualitative factors in specific operating situations and make appropriate trade-offs between them.
- Apply appropriate techniques and concepts (to put theory into practice).
- Differentiate between critical/non-critical as well as short-term/long-term; and recognize the pros/cons of alternative operations-based solutions in practical situations. In short, develop judgment regarding operations decisions.
- Formulate an operations strategy consistent with an overall business strategy while taking into consideration the financial, marketing, and personnel goals and constraints.

The second objective is to cultivate critical thinkers and problem solvers. You should significantly improve your abilities in the following areas:

- Discover and clearly define the problem(s).

- State and analyze the causal sequence of circumstances that may be contributing to such problems;
- Generate and critically evaluate a series of plausible alternatives for resolving these problems;
- Decide which alternative or combination of alternatives is the “best”; and
- Develop an implementation program and action plan that provides the highest probability of resolving the identified problem(s) and contributes effectively to the organizational objectives and strategy.

The third objective is to dispel the myths surrounding the OM discipline and its associated technologies. During your business career you may not be directly involved in managing an operations system, but you will deal with those who hold such responsibilities. For example, consultants and investment bankers, while not directly working on a daily basis on a shop floor, are concerned with assessing the present, future or potential value of an organization’s operations system. In this regard, this course will assist you in developing the following abilities:

- Discuss problems with operations and technical experts.
- Solve operations problems within your own jurisdiction.
- Identify the skills required in the people you must call on for assistance.
- Evaluate the impacts of actions taken in the operations and supply chain area for other parts of the organization and vice versa.

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 FORMAT AND ONLINE ACCESS

The course will be conducted “live” via videoconferencing using Cisco Webex and will not involve in-person instruction. Classes will be held during the scheduled class time. Discussions will be based on the book, case readings and other sources.

To join the class, log in to the UM Learn course and then choose Communication → Cisco Webex from the top menu and then click Join. Detailed instructions are available [here](#).

For recording attendance and class participation, you will be expected to have your camera on for the duration of the class. Have your microphone muted and unmute yourself only when you speak.

Class participation is important. You are expected to be in a location with a reliable internet connection that is strong enough for streaming video.

AACSB Assurance of Learning Goals and Objectives.

The Asper School of Business is proudly accredited by AACSB. Accreditation requires a process of continuous improvement for 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 **MBA 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.

	Goals and Objectives in the MBA Program	Goals and Objectives Addressed in this Course	Course Item(s) Relevant to these Goals and Objectives
1	Strategic Thinking Students will think critically and creatively about solutions to organizational problems, considering short-term and long-term goals, resources, risks, and opportunities.		
	A. Students are able to identify situations where strategic thinking is necessary.	X	Throughout the course
	B. Students are able to identify different strategies.	X	Throughout the course
	C. Students are able to perform a basic strategic analysis.		Throughout the course
	D. Students are able to recommend strategic alternatives and their implementations.	X	Throughout the course
2	Global Perspective Students will adopt a global mindset in considering organizational decisions.		
	A. Students have an awareness of global diversity, and multicultural awareness.	X	Chapters 2 & 3
	B. Students have an awareness of different global perspectives.	X	Chapters 2 & 3
	C. Students have been exposed to global business environments through course materials	X	Teaching Cases
3	Ethical Mindset Students will consider ethical and moral issues when analyzing and recommending solutions to organizational problems.		
	A. Students demonstrate an understanding of the responsibility of business in society.	X	Chapter 3
	B. Students demonstrate an understanding of ethical decision making.	X	Chapter 3
	C. Students demonstrate moral development in ethical decision making.	X	Chapter 3
	D. Students demonstrate an understanding of the responsibilities of a leader's role as it relates to ethics.	X	Chapter 3
4	Quantitative and Financial Proficiency Students will demonstrate the ability to approach organizational issues using quantitative and financial analysis.		
	A. Students are able to identify that a problem containing a quantitative aspect exists.	X	Throughout the course
	B. Students are able to apply financial methodologies in the answering of business questions.	X	Chapters 6 & 11
	C. Students are able to demonstrate a basic financial proficiency in understanding the role and flow of money in an organization.	X	Chapters 6 & 11
	D. Students are able to interpret the results of a financial analysis.	X	Chapters 6 & 11

COURSE MATERIALS

Required

- 1) Ritzman, L.P., Krajewski, L.J., Malhotra, M.K., and Klassen, R.D. (2016), *Foundations of Operations Management*, 4th Canadian Edition: Pearson Canada Inc.
- 2) Case Reading Package available from University of Manitoba Bookstore.
Alternatively, you can obtain the Coursepack from Ivey Publishing. Here is the link:
<https://www.iveypublishing.ca/s/ivey-coursepack/a1R5c00000F1hsXEAR/opm-7120>
You will need to create an account, and then will be directed to a list of the cases for our course, which you can choose to order in either print or digital format. These materials are for your personal use only and are not to be shared or distributed in any form.

COURSE ASSESSMENT

Your course grade is made up of five components. The weighting is as follows;

- Class Participation worth 15%
- Group Case Analysis Reports worth 20%
- Midterm Exam (Nov 25) worth 25%
- Group Presentation (Dec 9) worth 15%
- Group Project Report (Dec 16) worth 25%

Final Grades

Final grades will be assigned as follows. Please note that the MBA office reserves the right to determine the final class average and grade distribution in order to ensure compatibility across courses, and final grades may be adjusted accordingly.

Cumulative Marks	Grade	GPA	Performance
90-100	A+	4.5	Excellent
80-89	A	4.0	Very Good
75-79	B+	3.5	Good
70-74	B	3.0	Satisfactory
65-69	C+	2.5	Marginal
60-64	C	2.0	Unsatisfactory
51-59	D	1.0	Unsatisfactory
Below 50	F	0.0	Unsatisfactory

NOTE: Class attendance is required. Missing more than two classes due to absences may result in a failing grade. It is your responsibility to inform your instructor in advance of any planned

absence, and as soon as possible for any unplanned absence- and provide a legitimate reason for the absence. The instructor decides how to deal with the impact of missed classes on your final grade. I will endeavour to do my best to work with you, to accommodate any challenges that you have with respect to issues arising from the pandemic.

PARTICIPATION: ATTENDANCE & CONTRIBUTION (15%)

If you miss a class, you will not receive any participation credit for that class; there is no way to “make up” for the activities of a missed day. A grade of zero will be assigned to those classes, unless you have a valid reason. If you have a valid reason for your absence, I will then decide how to deal with the impact of missed classes on your final grade. Typically 1,2 or 3 marks is given for your contribution to each class discussion, and your total mark can contribute up to 15% of the available course mark.

Preparation for and contribution to classes are vital parts of the development of your managerial skills. These include: identifying, analyzing and solving problems; communicating ideas; using basic concepts and tools; and developing a managerial savvy. You are expected to develop these to the point where you can contribute freely, confidently, and positively to class discussions.

As the instructor, my role will be to guide discussions and aid your understanding of underlying OM concepts and their application. You should arrive at each class session (including the first session) having carefully read the assigned readings and case studies so that you can make active and informed contributions to class discussions. Generally, you may choose your moments. However, I may sometimes call on you for your contribution or I may include your name in a list of people from whom I expect to hear.

Examples of meaningful contribution include, but are not limited to, being involved in a discussion of assigned material, defending your point of view during a case discussion, asking a relevant question, suggesting an alternate viewpoint, redirecting our attention to something else in need of discussion, or being actively involved in in-class exercises and other activities. You do not have to have the “right answer”.

Your class participation grade will be based on a daily assessment of your performance. Both the quantity and quality of your class contributions will be assessed. High participation marks will be assigned to students who participate consistently (throughout the course, multiple times per class) and meaningfully to class discussion.

GROUP CASE ANALYSIS REPORTS (20%)

Each group should submit a **Case Analysis Report** before the case discussion sessions (**by 8:00 am on class day**). The reports must aim at answering the relevant “Questions for Consideration” which will be posted on UM Learn) through some sort of analysis (qualitative/quantitative) rather than merely providing a summary of the case. The written analysis includes maximum 4 pages of

double-spaced, 12 pt. font, with 1 additional page if required, of tables and calculations to illustrate your analysis. A *pdf copy* should be uploaded by one designated group member to the relevant Assignment folder on UM Learn.

The pdf file name needs to be in the format: '**Group #, Case Name, Date**'

There are a total of 6 cases to be reviewed and analyzed during the course. The submitted case reports will be graded on a scale of 0 to 10. **Late submissions will not be accepted.** All group members will share the same grade, unless I notice evidence of slacking/unequal contribution by a group member.

Groups will be assigned to present 1 or 2 of their case analysis reports. The assigned group(s) will be responsible for leading the discussion on their respective cases in class. The style and content of these presentations will be graded and will account for part of the mark of those group members involved in the presentation/discussion leadership. Absent group members will receive grade zero.

MIDTERM EXAM (25%)

The midterm exam will take place on **Nov 25, 2021**. It will consist of an open-book exam, which is designed to check your knowledge of the assigned readings, cases, and text material. It may consist of one or different types of questions (e.g., case scenario/vignette, essay style, short answer, multiple-choice, problems). The details of the exam will be discussed in class, as we approach the test date.

GROUP PROJECT PRESENTATION (15%)

On **Dec 9, 2021**, each group will present their group project and defend their work during an on-line Question and Answer session. This will give you the opportunity to receive feedback from myself and your classmates and improve your group project report. The duration of presentations will be defined once we have the number of groups in the class.

Groups will upload the presentation file (in ppt or pdf format) to the relevant Assignment folder on UM Learn by **8:00 am on the day before the presentation (scheduled for Dec 9, 2021)**. The presentations will be evaluated based on a rubric which will be discussed in class. All group members will share the same grade, unless I notice evidence of slacking/unequal contribution by a group member.

If you miss your group's presentation without a valid reason, you will lose the Group Presentation mark.

GROUP PROJECT REPORT (25%)

OPM 7120 course has a required group project. In essence, the project requires each group to select and analyze an actual operational process, to offer suggestions for its improvement, and to implement and measure the impact of the change(s) on some aspect of internal or external customer service in an organization. More details (including the evaluation rubric for group project report) will be discussed in class.

The group project report is due at **8:00 am on Thursday, Dec 16, 2021**. All group members will share the same grade, unless I notice evidence of slacking/unequal contribution by a group member.

OTHER INFORMATION AND REQUIREMENTS

Peer Evaluation Form for group work: At the end of the course, students are required to fill out a Peer Evaluation Form for the group work performed during the course, including Case Analysis Reports, Project Report, and Project Presentation. This form is confidential and will give the students the opportunity to assess the performance of their groupmates.

Deferments: No extensions for case analysis reports, group project report, and presentations will be provided. If you have an excused absence on your presentation day, your presentation mark will be reallocated to the exam mark. If you have an excused absence on the exam day, a deferred exam will be scheduled for you.

Course materials: The lecture notes will be posted on UM Learn after each session. Please check UM Learn regularly for course material, updates, and news.

Preparation for course sessions: You are expected to be fully engaged in the entire learning process. This means devoting time and energy to preparation before class, attending group meetings, listening to others during class discussions, and engaging in class discussions. **Using the notes/information from others who have experienced the course material (including cases) in a previous semester or other venues is a violation of Academic Integrity.**

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. Readings will be used to expand upon concepts discussed in class. Often there will be no *single, correct* answer to the questions posed in the case readings, which is similar to actual management challenges in the real world. Your case analysis and participation grade will depend both on the extent of your preparation, and the quality of your reasoning and analysis.

Tentative Course Schedule

I reserve the right to make any changes to this Schedule and Syllabus with notice to the students.

Class: Date	Topic	Preparation: Text, Readings, Cases
1: Sept 23	Introduction to Operations Management	Chapter 1, Readings: "Process Fundamentals" and "Capacity Analysis"
2: Oct 7	Process Configuration and Capacity	Chapter 4, Chapter 5, pg 116- 129, pg 132- 140 'Body Scans and Bottlenecks'
3: Oct 14	Inventory Management	Chapter 6, pg 175- 189, 194 'McLeod Motors'
4: Oct 21	Production and Resource Planning	Chapter 11, pg 344- 352, 356- 359, 367- 369 Chapter 12, pg 379- 393 Chapter 13
5: Oct 28	Quality Management	Chapter 7, pg 208- 235 and 239-241, 'Deutsche Allgemeinversicherung'
6: Nov 4	Lean Systems	Chapter 8, 'Implementing LEAN Operations at Caesars Casinos' & 'From lean to lasting: Making operational improvements stick'
7: Nov 18	Supply Chain Management	Chapter 2, 'Supply Chain Management at WalMart'
8: Nov 25	Midterm Exam Location and Layout	Chapter 10, pg 307- 322
9: Dec 2	Sustainable Supply Chains	Chapter 3, 'Sustainability at IKEA Group'
<p><i>By Dec 8 at 8:00 am:</i> - Submission of Group Project Presentations</p>		
10: Dec 9	Group Project Presentations	
<p><i>By Dec 16 at 8:00 am:</i> - Submission of Group Project Report - Submission of Peer Evaluation Forms</p>		

ACADEMIC REGULATIONS AND STUDENT SERVICES

HUMAN ETHICS APPROVAL FOR DATA COLLECTION

As part of coursework, if you will be collecting data from people who are not students in this class, you must obtain Human Ethics approval from the UofM's Research Ethics Board (REB) prior to data collection. This applies to data collection such as surveys, interviews, focus groups, experiments, video recording, etc., where a respondent is solicited for participation.

If the entire class will be working on the same project, your instructor will apply for human ethics approval from the REB. If individuals or small groups of students will be working on different projects, it is the responsibility of the students to obtain approval (only one group member needs to apply). Your instructor will tell you whether s/he will be or you need to. When in doubt, please talk to your instructor.

Instructions and forms to apply for human ethics approval can be found at:

<http://umanitoba.ca/research/orec/ethics/guidelines.html>

In most cases, you will be using the "Protocol Submission Form" which is under the "REB Forms - Fort Garry Campus" heading.

It can take up to six weeks to process human ethics applications and obtain approval. Therefore, plan early. Note that approval must be obtained prior to data collection and cannot be obtained during the data collection phase or retroactively. Violation can get you, your instructor, and the Asper School in serious trouble with the REB.

If you will be collecting data only from other students in the class, you do not need REB approval. If you have any questions, please contact humanethics@umanitoba.ca or your instructor.

UNCLAIMED ASSIGNMENT POLICY

Pursuant to the FIPPA Review Committee's approved recommendations of August 15, 2007, all unclaimed student assignments will become the property of the faculty and will be subject to destruction six months after the completion of any given academic term.

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 or concerns, please do not hesitate to contact your instructor or the Graduate Program Office.

For Information on...	...follow this link
Course Outlines, Year-at-a-Glance, Concentrations, Textbooks, VW Dates and Final Exams	MBA Course Information
Exam Rescheduling Policy - <i>Please refer to Missing a Test/Exam on page 18 of the MBA Student Handbook</i>	MBA Student Handbook
Help with research needs such as books, journals, sources of data, how to cite, and writing	Library Resources
Tutors, workshops, and resources to help you improve your learning, writing, time management, and test-taking skills	Writing and Learning Support
Support and advocacy for students with disabilities to help them in their academic work and progress	Student Accessibility Services
Copyright-related questions and resources to help you avoid plagiarism or intellectual property violations	Copyright Office
Student discipline bylaws, policies and procedures on academic integrity and misconduct, appeal procedures	Academic Integrity
Policies & procedures with respect to student discipline or misconduct, including academic integrity violations	Student Discipline
Students' rights & responsibilities, policies & procedures, and support services for academic or discipline concerns	Student Advocacy
Your rights and responsibilities as a student, in both academic and non-academic contexts	Your rights and responsibilities
Full range of medical services for any physical or mental health issues	University Health Service
Information on health topics, including physical/mental health, alcohol/substance use harms, and sexual assault	Health and Wellness
Any aspect of mental health, including anxiety, stress, depression, help with relationships or other life concerns, crisis services, and counselling.	Student Counselling Centre
Support services available for help regarding any aspect of student and campus life, especially safety issues	Student Support Case Management
Resources available on campus, for environmental, mental, physical, socio-cultural, and spiritual well-being	Live Well @ UofM
Help with any concerns of harassment, discrimination, or sexual assault	Respectful Work and Learning Environment
Concerns involving violence or threats, protocols for reporting, and how the university addresses them	Violent or Threatening Behaviour

ACADEMIC INTEGRITY

I.H. Asper School of Business, The University of Manitoba

It is critical to the reputation of the I. H. Asper School of Business and of our degrees that everyone associated with our faculty behaves 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 Graduate 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 tests 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.

Many courses in the I. H. Asper School of Business require group projects. Students should be aware that group projects are subject to the same rules regarding academic dishonesty. Because of the unique nature of group projects, all group members must exercise extraordinary care to insure that the group project does not violate the policy on Academic Integrity. Should a violation occur on a group project, all group members will be held jointly accountable, no matter what their individual level of involvement in the specific violation.

Some courses, while not requiring group projects, encourage students to work together in groups (or at least do not prohibit it) before submitting individual assignments. Students are encouraged to discuss this issue as it relates to academic integrity with their instructor to avoid violating this policy.

In the I. H. Asper School of Business, all suspected cases of academic dishonesty involving a graduate student (i.e. MBA, MFin, MSCM, MSc or PhD student) will be reported directly by the instructor to the Dean of the Faculty of Graduate Studies.

FACULTY BIOGRAPHY

I.H. Asper School of Business, The University of Manitoba

John Wilms

Instructor in the Departments of Business Administration and Supply Chain Management,
I.H. Asper School of Business

John Wilms is a Business Executive with over two decades of experience across a variety of industries. Throughout his career with IBM Canada, John gained experience in IT project management and organizational process improvement while working with internal and external clients in air freight logistics, procurement and the life sciences sector. John's interests in emerging technologies and healthcare led to consulting projects with hospitals and health systems across North America. These engagements mainly focussed on improving patient safety and hospital operations while protecting the integrity of confidential healthcare data. John led the strategic development and deployment of projects using Lean and KPI systems to; improve ED flow, reduce surgical wait-times, and use wireless networks deployed with sensors to track assets, perform geo -location mapping of potentially infectious equipment and remove costs from the supply chain.

Moving from IBM to lead a biotechnology startup in the cancer diagnostics field, John established partner sales channels and opened new markets across North America and Asia. In addition, he led the company's efforts to build a culture of continuous improvement, ensuring consistent quality processes for the collection and testing of patient tissue samples, and giving patients early warning of a potentially deadly disease.

He has taught Project Management at IBM locations across North America, Sales Strategy in Hong Kong, Singapore and Indonesia, and Entrepreneurship, Operations and Lean Management in Manitoba. John has a BSc (Honours) from McMaster University in Hamilton, and an MBA from the Schulich School of Business, at York University in Toronto.