

OPM 7120 (G02) (3.0 CH)
OPERATIONS IN SUPPLY CHAIN MANAGEMENT
WINTER 2021

INSTRUCTOR

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COURSE DESCRIPTION

The firm's operational system is primarily comprised of processes that change or transform inputs into outputs. While most people think of factories when they think of "operations," the discipline of operations management (OM) is more general. In fact, every organization in every industry uses operations-based principles to plan, control, or improve their business processes (e.g., better throughput flows, higher resource productivity, apt processing quality). Building world-class operations is crucial to an organization's ability to create and sustain a competitive advantage.

Consider Dell Inc., which utilizes part components, people, and customer information as inputs to produce individually configured computers as outputs. To accomplish this, a defined sequence of operating activities, such as order taking, parts insertion, soldering, assembly, and packaging are carried out. Moreover, OM is not limited to the manufacturing of goods, but also encompasses the creation and delivery of services. Consider Sun Life Assurance Company of Canada, which utilizes process activities involving the location of clients, the gathering of needed information, and the writing of policies. Each of these service delivery process activities can be studied and improved using operations-based principles. Our interest in OPM 7120 is the management of the operational system to achieve world-class operations. Tactical OM decisions such as process design and execution as well as strategic goals for lean operations, quality, and supply chain management are the main foci of the course.

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](#). Or use the link below:

[https://www.umanitoba.ca/faculties/management/media/UM_Learn_Operations_Guide_WebEx_Student_-_New_CiqLive_Version_7\(2\).pdf](https://www.umanitoba.ca/faculties/management/media/UM_Learn_Operations_Guide_WebEx_Student_-_New_CiqLive_Version_7(2).pdf)

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. To participate actively, the instructor may tell you to leave your microphone on during the class or may require you to mute yourself and unmute yourself only at certain times.

COURSE MATERIALS

1. **Required:** 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. **Required:** Package of cases and readings

AACSB Assurance of Learning Goals and Objectives.			
<p>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.</p>			
	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.	X	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.		
	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.		

	C. Students demonstrate moral development in ethical decision making.		
	D. Students demonstrate an understanding of the responsibilities of a leader's role as it relates to ethics.		
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.		
	C. Students are able to demonstrate a basic financial proficiency in understanding the role and flow of money in an organization.		
	D. Students are able to interpret the results of a financial analysis.		

COURSE ASSESSMENT

It is expected that you manage your individual preparation and group activities and that you remain current with the course assignments. It is your responsibility throughout the course to make sure that you understand the material that is presented and discussed and that you are up to date on the content if you miss a class. You should spend the necessary time and energy to make sure you get the best possible learning from your efforts and those of your classmates.

Your progress will be assessed through:

- Participation: Attendance & Contribution 15%
- Group Case Analysis Reports 20%
- Midterm Exam (March 24) 25%
- Group Project Presentation (April 7) 15%
- Group Project Written Report (April 20) 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
80-89.99	A	4.0	Very Good
75-79.99	B+	3.5	Good
70-74.99	B	3.0	Satisfactory
65-69.99	C+	2.5	Marginal
60-64.99	C	2.0	Unsatisfactory
50-59.99	D	1.0	Unsatisfactory
49.99 and below	F	0.0	Unsatisfactory

NOTE: Class attendance is required. Missing more than 20% of this course due to absences may result in a failing grade. It is your responsibility to inform your professor in advance of your absence and the reason for it (medical documentation or employer note if away for a work commitment) is required. The professor decides how to deal with the impact of missed classes on your final grade.

PARTICIPATION: ATTENDANCE & CONTRIBUTION (25%)

Attendance in all sessions is mandatory and missing more than two sessions may result in a failing grade. 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 (medical documentation or employer note if away for a work commitment). 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 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, arguing 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 6:00 pm on class day**). The reports must aim at answering the relevant Questions for each case (which will be posted on UMLearn) through some sort of analysis (qualitative/quantitative) rather than providing a summary of the case. They also should not be more than 3 pages of text (typed, single-spaced lines, font: Times New Roman 12, 1” margins) and the electronic copies should be emailed to me at

Richard.pound@umanitoba.ca by one group member. The filename should be in this format: "**Group # Case Name Date**".

These 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/free riding by a group member(s).

At the beginning of the semester, all 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 participation 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 **March 24, 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 **April 7, 2021**, each group will provide a presentation of the group project and defend their work during an on-line Q & A period with the class. This will give you the opportunity to receive feedback from the instructor 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 should email me their final presentations (in ppt and pdf format) by **6:00 pm on April 6, 2021** which is the day before the presentation in class on April 7. 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/free riding by a group member(s).

If you miss your group's presentation without a valid excuse, 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 **6:00 pm on April 20, 2021**. All group members will share the same grade, unless I notice evidence of slacking/free riding by a group member(s).

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.**

TENTATIVE COURSE SCHEDULE

Class: Date	Topic	Advance Reading for Class
1: Jan 27	Introduction to Operations Management Groups formed	Chapter 1 'Process Fundamentals' 'Capacity Analysis'
2: Feb 3	Process Configuration and Capacity Management	Chapter 4 Chapter 5, pg 116- 129, pg 132- 140 'Body Scans and Bottlenecks'
3: Feb 10	Inventory Management	Chapter 6, pg 175- 189, 194 'McLeod Motors'
Break Feb 17	No Classes	none
4: Feb 24	Production and Resource Planning	Chapter 11, pg 344- 352, 355- 359, 367- 369 Chapter 12, pg 379- 393 Chapter 13
5: Mar 3	Quality Management	Chapter 7, pg 208- 235 and 239-241, 'Deutsche Allgemeinversicherung'
6: Mar 10	Lean Systems	Chapter 8, 'Implementing LEAN Operations at Caesars Casinos' & 'From lean to lasting: ...'
7: Mar 17	Supply Chain Management	Chapter 2, 'Supply Chain Management at WalMart'
8: Mar 24	Midterm Exam Location and Layout	Chapter 10, pg 307- 322
9: Mar 31	Sustainable Supply Chains	Chapter 3, 'Sustainability at IKEA Group'
<p><i>By April 6 at 6:00 PM:</i> - Submission of Group Project Presentations</p>		
10: Apr 7	Group Project Presentations	none
<p><i>By April 20 at 6:00 PM:</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, 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 Manitob

Richard Pound, P. Eng, MBA

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

Richard Pound is a Lean Manufacturing expert with two decades of experience in operations across a variety of industries. His technical background includes diverse roles in Healthcare process improvement, manufacturing engineering, product design and development, project management, operations supervision, and change management in companies ranging from 20 employee start-ups to global industry leaders.

With a unique mix of hands-on experience and business savvy, Richard provides insight in all areas, from technical detail to business systems to strategic planning. He also draws on experience in product development having developed, certified, and marketed a proprietary product line for commercial airlines. Working with Lean Manufacturing and Lean Management tools and techniques for over a decade, he recently supported a world class aerospace manufacturer, leading a team of technical experts through a Lean Culture Change project. He is currently the Director of Transformation for St. Boniface Hospital, leading process improvement and operational excellence efforts to stabilize and improve patient care.

Richard holds a BA from the University of Winnipeg, a Mechanical Engineering degree from the University of Manitoba, and an MBA from the Asper School of Business.