INSTRUCTOR

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Office: Drake 614
Office Hours: Tuesday @ 12:00-14:00
Classroom: Drake 106
Class Time: Tuesday @ 14:30-17:45

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, and 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 MATERIALS**


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

**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.

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

After the first session, I will form learning groups of four or five students (depending on class size). The purpose of these groups is to help you learn by discussing each case/session’s material with others prior to class. As well, I may periodically ask you to perform other group tasks.

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 — efficiently, of course — 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  25%
- Group Case Analysis Reports  15%
- Midterm Exam  20%
- Group Project Report  30%
- Group Project Presentation  10%

Tentative final grade cut-offs will be assigned as follows:

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

PARTICIPATION: ATTENDANCE & CONTRIBUTION (25%)

Attendance in all sessions is mandatory and merits 5% of the participation mark. **Missing more than 20% of this course due to absences 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.

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, 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 (15%)

Each group should submit a **Case Analysis Report** before the case discussion sessions (by 2:30 pm). The reports must aim at answering the relevant “Questions for Consideration” (see page 10 of the course outline) through some sort of analysis (qualitative/quantitative) rather than providing a summary of the case. They also should not be more than 3 pages (typed, single-spaced lines, font: Times New Roman 12, 1” margins) and the electronic copies should be uploaded to the assigned Dropbox folder on UM Learn (in pdf format). If the report is more than 3 pages, only the analysis on the first three pages will be graded.

These reports will be graded on a scale of 0 to 5 (5: “very strong analysis”, … , 1: “very poor analysis”, 0: “no analysis/no submission”). 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 (students are also welcome to inform me about these situations, if they emerge, at any time during the course).

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 (20%)

The midterm exam will take place on **March 22, 2019 (please note it is a Friday!) at 5:30pm.** It will consist of a closed-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 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 details of the exam will be discussed in class, as we approach the test date.

GROUP PROJECT REPORT (30%)

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 on **April 15, 2019 at 6:00 pm.** Electronic copies of the group project report (in pdf format) should be uploaded to the assigned Dropbox folder on UM Learn. All group members will share the same grade, unless I notice evidence of slacking/free riding by a group member(s).
GROUP PROJECT PRESENTATION (10%)

On April 2, 2019, each group should provide a presentation of the group project (including the Q & A period). This will give you the opportunity to receive feedback from me 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 upload the presentation file (in ppt or pdf format) to the assigned Dropbox folder on UM Learn by 9:00am on the day of the presentation (April 2, 2019). 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.

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.

Class seating and name cards: Please choose a permanent seat at the beginning of our second session. As well, bring and use your name cards to each session. I need to learn your names quickly; these arrangements help me to do so.

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 Midterm Exam. If you have an excused absence on the Midterm 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.

Other: Detailed note-taking during class can often be distracting for others and counter-productive to your own learning. Be selective in taking notes during class. At the end of each class, or at the end of the day, it is a good idea to consolidate what you have learned.

Using your computer during class for personal activities such as reading/writing emails, surfing the Web, playing games, etc. is distracting and counter-productive. I expect you to keep your laptop closed unless you are using it in connection with the class. Please turn off and put your cell phones away before the class starts.
TENTATIVE COURSE SCHEDULE

Details of each sessions’ content, readings and assignments can be found on page 8 and 9 below.

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>January 29</td>
<td>Introduction</td>
</tr>
<tr>
<td>2</td>
<td>February 5</td>
<td>Process Configuration and Capacity Management</td>
</tr>
<tr>
<td>3</td>
<td>February 12</td>
<td>Inventory Management</td>
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</tbody>
</table>

*Winter Break*

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>February 26</td>
<td>Production and Resource Planning</td>
</tr>
<tr>
<td>5</td>
<td>March 5</td>
<td>Quality Management</td>
</tr>
<tr>
<td>6</td>
<td>March 12</td>
<td>Lean Systems</td>
</tr>
<tr>
<td>7</td>
<td>March 19</td>
<td>Supply Chain Management</td>
</tr>
</tbody>
</table>

**8** <br>
**March 22 (Friday) @ 5:50pm**<br>
- Midterm Exam<br>- Facility Location and Layout

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Topic</th>
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</thead>
<tbody>
<tr>
<td>9</td>
<td>March 26</td>
<td>Sustainable Supply Chains</td>
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</table>

*By April 2 at 9:00am:*<br>- Submission of Project Group Presentations (UM Learn Dropbox folder)

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>April 2</td>
<td>Group Project Presentations</td>
</tr>
</tbody>
</table>

*By April 15 at 6:00 pm:*<br>- Submission of Group Project Reports (UM Learn Dropbox folder)<br>- Peer Evaluation Forms (UM Learn Dropbox folder)

*Session 8 will take place on **March 22**, which is a **Friday** at classroom #106 at Drake Centre (our regular classroom) at **5:30pm-8:45pm**.*
DETAILED SESSIONS PLAN

Session 1: Introduction

Readings
- Course Outline
- Textbook - Chapter 1: pg. 1-23
- Case Package: Process Fundamentals
- Case Package: Capacity Analysis

Assignments Due
- None

Session 2: Process Configuration and Capacity Management

Readings
- Textbook - Chapter 4: pg. 84-109; Chapter 5: pg. 116-123; 123-129; 132-140
- Case Package: Sunset Grill at Blue

Assignments Due
- Group Case Analysis Report # 1 on Sunset Grill case
- Have a group meeting before class to discuss the Sunset Grill case with your groupmates. Two groups will be selected to present their Flow Chart and Case Analysis in class.

Session 3: Inventory Management

Readings
- Textbook - Chapter 6: pg. 175-187; 189; 194
- Case Package: McLeod Motors

Assignments Due
- Group Case Analysis Report # 2 on McLeod Motors case
- Have a group meeting before class to discuss the case with your groupmates. Two groups will be selected to present their Flow Chart and Case Analysis in class.

Session 4: Production and Resource Planning

Readings
- Textbook - Chapters 11, 12, 13: pg. 344-352; 355-359; 363-365; pg. 379-389; pg. 407-425

Assignments Due
- None

Session 5: Quality Management

Readings
- Textbook - Chapter 7: pg. 208-235; 239-241
- Case Package: Deutsche Allgemeinversicherung

Assignments Due
- Group Case Analysis Report # 3 on Deutsche Allgemeinversicherung case
- Have a group meeting before class to discuss the Deutsche Allgemeinversicherung case with your groupmates. Two groups will be selected to present their SPC Chart and Case Analysis in class.
**Session 6: Lean Systems**

**Readings**
- Textbook- Chapter 8: pg. 252-265; 272-274
- Case Package: Implementing LEAN Operations at Caesars Casinos

**Assignments Due**
- Group Case Analysis Report # 4 on Caesars Casinos case
- Have a group meeting before class to discuss the Caesars Casino case with your groupmates. Choose one of the process improvement approaches to be implemented at Metropolis facility (an expert-driven vs. an employee-centred approach). Assume that you are in Hirsch’s shoes and prepare to pitch your group’s choice to the rest of the Metropolis leadership team in 10 minutes. Two groups will be selected to pitch their choice in class.

**Session 7: Supply Chain Management**

**Readings**
- Textbook- Chapter 2: pg. 27-56
- Case Package: Supply Chain Management at Wal-Mart

**Assignments Due**
- Group Case Analysis Report # 5 on Wal-Mart case
- Have a group meeting before class to discuss the Wal-Mart case with your groupmates. Two groups will be selected to present their Case Analysis in class.

**Session 8: Facility Location and Layout + Mid-Term Exam**

**Midterm Exam**
- **Day:** March 22 (Friday)
- **Location:** Drake 106
- **Time:** 5:30pm-8:45pm

**Readings**
- Textbook- Chapter 10: pg. 307-322

**Session 9: Sustainable Supply Chains**

**Readings**
- Textbook- Chapter 3: pg. 62-77
- Case Package: Sustainability at IKEA Group
- UM Learn: IKEA Sustainability Strategy- People and Plant Positive

**Assignments Due**
- Group Case Analysis Report # 6 on IKEA case
- Have a group meeting before class to discuss the IKEA case with your groupmates. Two groups will be selected to present their Case Analysis in class.

**Session 10: Group Presentations**

- Presentations
CASE DISCUSSIONS QUESTIONS

Sunset Grill at Blue
1. Draw the process flow chart, calculate the capacity and throughput time for all the resources at different times of the year and day (Summer Weekday, Summer Weekend, Winter Weekday, Winter Weekend), and identify the bottleneck(s).
2. What changes, if any, could Mellhuish implement to reduce the queues?

McLeod Motors LTD.
1. Prepare a process flow of the BN-88-55 production process. Identify where Work-in-Process (WIP) inventory exists in the system. What is the cycle time of each stage of the process (in days, per batch)? What is the throughput time of the whole process? Calculate the amount of WIP in the process given that production should meet total demand of 2500 units/week (i.e., 2 batches/week). Calculate the amount of WIP assuming that BN-88-55 is produced in assembly line (Assume that it takes 1 min for each unit to move from each stage to the next).
2. As Sue Reynolds, what actions would you recommend to John Ingram?

Deutsche Allgemeinversicherung
1. The first twelve weeks of the data in Exhibit 4 represent the diagnostic period for the Policy Extension Group. Using this data, calculate the 3-sigma control limits for the process and draw the control chart(s). Then check in which of the subsequent weeks the process is out of control (if any).
2. As Annette Kluck, what are your specific implementation plans? How do you intend to begin improving the performance of the operation and deal with each of the challenges mentioned?

Implementing LEAN Operations at Caesars Casinos
1. What are the most important elements of the process-improvement approach pursued at Tunica? What benefits were derived from this approach? What would be the advantages and disadvantages of adopting an expert-driven approach to process improvement at the Metropolis facility, in contrast to the employee-centred approach used at Tunica?
2. Assume Hirsch has decided to follow a high-involvement approach similar to the one he led at Tunica. What challenges and risks do you anticipate Hirsch will face in moving forward at Metropolis, and how should he be prepared to respond?

Supply Chain Management at Wal-Mart
1. If you were in the position of Johnnie C. Dobbs, what would be your analysis of Wal-Mart’s supply chain? Are the company’s supply chain capabilities still a source of competitive advantage? Why or why not?
2. Is the company’s target of maintaining inventory growth at a rate of 50 percent of sales growth reasonable? As Johnnie C. Dobbs, what recommendations would you make to the CEO? Where do you see the opportunities for Wal-Mart in its global supply chain?

Sustainability at IKEA Group
1. How would you assess IKEA Group’s People and Planet Positive sustainability plan? Is the plan likely to help the company transform its business? Are the plan’s targets too limited, appropriate, or too ambitious? How do you feel about the progress IKEA Group has made implementing this plan?
2. Which option(s) should IKEA Group pursue to address Wood Supply Chain sustainability?
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.

EXAM RESCHEDULING POLICY

Students are expected to write ALL exams with their classmates at the scheduled exam time. Requests for final exam rescheduling must be referred to the Graduate Program Office (rescheduling of midterm tests is overseen by individual instructors). Please refer to Missing a Test/Exam on page 14 of the MBA Student Handbook for further information:


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.

COPYRIGHT REGULATIONS

All students are required to respect copyright as per Canada’s Copyright Act. Staff and students play a key role in the University’s copyright compliance as we balance user rights for educational purposes with the rights of
content creators from around the world. The Copyright Office provides copyright resources and support for all members of the University of Manitoba community. Visit http://umanitoba.ca/copyright for more information.

STUDENT SUPPORT RESOURCES AND ACADEMIC POLICIES

For a list of free Academic and Mental Health support services please refer to the “Student Support Resources and Academic Policies” PDF found on our website: http://umanitoba.ca/faculties/management/programs/graduate/mba/media/Schedule-A-ROASS.pdf

STUDENT ACCESSIBILITY SERVICES

Students are encouraged to contact Accessibility Services at 474-6213, or the instructor, should special arrangements need to be made to meet course requirements. For further information please visit http://umanitoba.ca/student/saa/accessibility/
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 ensure 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.
Bruno Silvestre, PhD  
Department of Supply Chain Management  
I.H. Asper School of Business  

Dr. Bruno Silvestre is currently the Director of the Transport Institute and an Associate Professor in the Department of Supply Chain Management at Asper School of Business, University of Manitoba. Previously, he was an Associate Professor and the Chancellor’s Research Chair in Sustainable Supply Chain & Innovation Management in the Faculty of Business and Economics, University of Winnipeg. Prior to that, Dr. Silvestre worked as a Research Associate at the Beedie School of Business, Simon Fraser University and a Visiting Research Scholar at SPRU, University of Sussex, UK.

Dr. Silvestre’s research mainly focuses on two interconnected streams. The first research stream is related to sustainable supply chain management, and more specifically why and how supply chains incorporate sustainability aspects (including environmental and social aspects) into their business practices. The second stream is related to the management of innovation, and how innovation dynamics affect organizations, businesses, industries, operations and supply chains.

Dr. Silvestre’s research includes articles published in top tier business journals, which received more 5,000 cites from peers (Google Scholar). His research has appeared in journals such as Energy Policy, International Journal of Production Economics, International Journal of Production Research, Journal of Management Studies, Journal of Cleaner Production, Business Horizons, Technological Forecasting & Social Change, Journal of Engineering and Technology Management, Production Planning & Control, Technovation, Long Range Planning, Organization Studies and others.

In addition to his academic work, Dr. Silvestre has 13 years of industry experience prior to joining the academy. His experience has been in manufacturing/operations/supply chain management, business development and project management in the energy, mining, manufacturing and high-tech industries.