

Operations Strategy; MBA 660-50

University of Indianapolis • Day and Time: Wednesday – 5:45PM to 8:45PM
Class Meeting Dates: Commence August 26, 2009; Conclude December 09, 2009

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Office Hours: Tuesday 2:30 PM to 4:30PM
Wednesday 2:30 PM to 5:30PM
Thursday 2:30 PM to 4:30 PM
Other times by appointment

Textbook: Jacobs, Chase & Aquilano (2009), 12th Edition. *Operations and Supply Management*. McGraw Hill/Irwin: New York, NY
ISBN: 978-0-07-722893-4

Course Objective:

The objective of this course is to present a comprehensive program of current operations and supply management strategic thinking, tools, techniques, and considerations – **from a management perspective** - with particular emphasis on exposure to the practical application of theories and concepts found in the text. In the process of this presentation, students will participate in reading, discussion and hands-on, applied activities that will span a broad spectrum of topics, to include - but not necessarily limited to – the operational implications involved in competition, manufacturing and service process design, quality management, supply chain strategies, capacity management, "lean" manufacturing, and MRP.

Full development of the several important issues to be studied in MBA 660 can only be achieved through a combination of (a) thorough reading and study of the text material away from the classroom and BEFORE each class session, (b) thoughtful and continuous participation in the classroom, and (c) enthusiastic involvement in the opportunities presented for **student-developed, practical application of textbook and classroom concepts**. Recognizing that productivity in learning is a shared responsibility, it is a fair, reasonable, and uncompromising expectation that each student will (a) come to every class having studied the assigned reading material, and (b) be fully prepared to interact.

Course Outcomes:

This course will provide an **over viewing, management perspective** of key operational issues and processes used in both service and manufacturing organizations. It also reviews the basic concepts and principals that guide managers in their directional evaluation and assessment of a service or manufacturing process. Students will be exposed to – and be expected to actively participate in - a direct discussion of these management concepts and principals that will seek to illustrate the linkages between the inputs brought into the organization and the resultant products and/or services offered to customers. As such, students will – by the conclusion of the course – have been exposed to reading, lecture and discussion inputs that will provide them with the opportunity to have learned how to:

1. Demonstrate a capacity to think critically about the several and varied issues, inputs and outputs – and their dependent relationships - affecting the operations component(s) of a business enterprise.

2. Be able to apply the logic of key operations/supply management principals - found in the text - to practical, real world business environments and circumstances.
3. Recognize – and discuss - the universality of application of these fundamental principles to both product and service environments
4. Understand and explain – with precision – (a) how ever-occurring and evolving business, economic and legislative events - beyond their control - may positively or negatively impact the operations of a chosen business or industry, and (b) how they would address those events to their best advantage.

All students in this course are expected to have secured the appropriate text – and prepared the noted assignments – by the first class meeting.

Assigned Activity Values and Grading:

Activity	Potential Point Value (Each)	Potential Point Value (Total)
“Three Concepts” per chapter (See below for details)	1.0	20.0
Current Event per chapter (See below for details)	1.0	20.0
Exams (3)	20.0	60.0
Extra Credit Case Preparation (See below for details)	2.0	
TOTAL POSSIBLE POINTS		100.0

Accumulated Points	Letter Grade
95 to 100	A
85 to 94	B
70 to 85	C
60 to 69	D
Less than 60	F

Assignment(s) Activity, Detail, and Terminology:

“Three Concepts” and Discussion:

Commencing with the first chapter of the text – and for each subsequent chapter – students will be invited to identify, summarize and submit a minimum of three concepts, ideas or points of information taken from each chapter of that week’s reading assignment. Students should expect to be called upon – at the instructor’s discretion - to comment – in detail - upon why the issues they have identified are particularly interesting and how those issues apply – or could apply - to the student’s workplace or to an organization of the student’s choosing. “Application” is the key word here. Each chapter’s submission (total of 20 sets of three concepts each) may earn up to one point each (twenty total points are possible). Students are required to (a) bring this assignment to class for open discussion/sharing/strategizing with colleagues, and (b) submit this typed assignment on paper and electronically, as a Microsoft Word attachment to an e-mail. **“Three Concepts” assignments not received in both formats will be considered missing, and graded accordingly.**

Current Event Article or Example, and Discussion:

Commencing with the first chapter of the text – and for each subsequent chapter – students will be invited to identify a current event or news story regarding an issue of public interest that (a) is directly related to the course and/or the assigned readings for the week, and (b) could have an impact upon the operations of a business organization. “Directly related” and “applicable” are the key words here. The event, article or example may be taken from the student’s choice of sources and brought to class for detailed discussion/explanation by each student and with colleagues. Students should expect to be called upon – at the instructor’s discretion - to

comment – in detail - upon why, how, when – and to what extent - the issues they have identified may affect their organization(s), or an organization of their choice. Each chapter's submission (total of 20 current events) may earn up to one point each (twenty total points are possible). Students are required to submit these assignments on paper, electronically and on time, as noted above. **Current Event Articles not received in both formats will be considered missing, and graded accordingly.**

Exams and Written/Essay Assignments:

Three comprehensive exams will be administered during the semester. These exams will consider materials and information taken from the textbook, class lectures, guest speakers, outside sources, or other appropriate and relevant resources. The timing and format of these exams will be announced by the professor.

Extra Credit Case Preparation:

Commencing with the first class meeting – and for each subsequent week - students will be offered the opportunity to earn extra credit points, through preparation and submission of a typed assessment and commentary on the case study(ies) at the end of the chapter's assigned for that week. These assignments – as with all written assignments - are to be typed, double-spaced, using a 10-point font, with 1.25" margins left and right, and 1.0" margins top and bottom. These assignments must be submitted to the instructor - on paper - at the end of the class session, and received electronically by the instructor no later than 6:00PM on the same day, as a Word or Excel document attachment to an e-mail. **Case analyses not received in both formats – and at the required time - will be considered missing, and graded accordingly**

Important Other Issues:

Class Participation:

Lively and spirited classroom participation adds to the enjoyment of the learning experience, enhances the depth of learning, and encourages further investigation and study. It is a reasonable and uncompromising expectation that students will come to each class having read the assigned material, and thoroughly prepared to take an active role in the classroom experience. Students should expect to be called upon to offer comments and observations during the class session.

Any and all written/essay assignments prepared outside the classroom are to be typed, double-spaced, using a 10-point font, with 1.25" margins left and right, and 1.0" margins top and bottom.

Absences and/or Late Arrival to Class:

It is a reasonable expectation that students attend class regularly, and that they manage their respective schedules in such a way as to balance the demands of this course and other necessary activities. Students who may be engaged in University-sanctioned activities are responsible for alerting the professor - **in advance** - of absences. Students who expect to be absent from class, for any reason, must contact the professor – **previous** to the expected absence – to arrange for make-up work, with the caveat that any allowance for make-up work will be at the sole discretion of the professor. **Students should be aware that attendance is taken within five minutes of the published start of each class session**, and that – for each unexcused absence or tardy arrival – up to five points will be deducted from the student's total point achievement for the course.

Late Assignments and Make-Up Work:

Late assignments should be regarded as a serious infraction of course conduct. Any assignment received late by the professor will – at the sole discretion of the professor – result in at least a minimum deduction of half the assigned point value for that assignment. Decisions regarding allowing make-up work for missed assignments or exams – for any reason - will be made solely by the professor and will be based upon the circumstances surrounding the specific occurrence.

Originality of Work:

Plagiarism or cheating of any kind will not be tolerated. In all cases, each assignment **MUST BE THE ORIGINAL WORK OF THE STUDENT, COMPOSED ONLY FOR THIS COURSE, NEVER HAVE BEEN USED PREVIOUSLY FOR ANY OTHER COURSE WORK,** and must be submitted on time. Any written assignments that have been copied, or simply loosely rewritten from other sources, will not be accepted, and could – at the sole discretion of the instructor - result in failure in the entire course.

Communication and Electronic Devices:

Students are not permitted to use laptops, translators, telephones, camera phones, pagers, Blackberry's, PDA's or any other type of communication or unauthorized, distracting device during any class session, without the express approval of the professor. All such devices are to be turned off before entering the class session.

Weekly Assignment and Activity Calendar:

DAY	DATE	ACTIVITY
Wed	Aug 26-09	<ul style="list-style-type: none">●Read Chapters 1 and 2 Before Class●Student-generated, applied examples of a minimum of <u>three concepts from EACH assigned chapter</u> for this week; to be shared in class – in detail - with colleagues.●Student-generated, <u>current event</u> from student-chosen media source(s) illustrating a contemporary issue that could have some impact upon the operation of student's place of employment, or an organization of the student's choice; to be shared in class – in detail – with colleagues. Current events articles/examples due; Chapters 1 and 2●<u>Extra Credit Opportunity</u>: Student may choose to prepare and submit responses to the questions shown at the end of either of the cases in Chapters 1 and 2 (one case per chapter).
Wed	Sep 02-09	<ul style="list-style-type: none">●Read Chapters 3 and 4 Before Class●Student-generated, applied examples of a minimum of <u>three concepts from EACH assigned chapter</u> for this week; to be shared in class – in detail - with colleagues.●Student-generated, <u>current event</u> from student-chosen media source(s) illustrating a contemporary issue that could have some impact upon the operation of student's place of employment, or an organization of the student's choice; to be shared in class – in detail – with colleagues. Current events articles/examples due; Chapters 3 and 4●<u>Extra Credit Opportunity</u>: Student may choose to prepare and submit responses to the questions shown at the end of either of the cases in Chapters 3 and 4 (one chase per chapter).

- Wed Sep 09-09
- Read Chapters 5 and 6 Before Class**
 - Student-generated, applied examples of a minimum of three concepts from EACH assigned chapter for this week; to be shared in class – in detail - with colleagues.
 - Student-generated, current event from student-chosen media source(s) illustrating a contemporary issue that could have some impact upon the operation of student's place of employment, or an organization of the student's choice; to be shared in class – in detail – with colleagues.
Current events articles/examples due; Chapters 5 and 6
 - Extra Credit Opportunity: Student may choose to prepare and submit responses to the questions shown at the end of either of the cases in Chapters 5 and 6 (one case per chapter).
- Wed Sep 16-09
- Read Chapters 7 and 8 Before Class**
 - Student-generated, applied examples of a minimum of three concepts from EACH assigned chapter for this week; to be shared in class – in detail - with colleagues.
 - Student-generated, current event from student-chosen media source(s) illustrating a contemporary issue that could have some impact upon the operation of student's place of employment, or an organization of the student's choice; to be shared in class – in detail – with colleagues.
Current events articles/examples due; Chapters 7 and 8
 - Extra Credit Opportunity: Student may choose to prepare and submit responses to the questions shown at the end of either of the cases in Chapters 7 and 8 (one case per chapter).
- Wed Sep 23-09
- Read Chapters 9 and 10 Before Class**
 - Student-generated, applied examples of a minimum of three concepts from EACH assigned chapter for this week; to be shared in class – in detail - with colleagues.
 - Student-generated, current event from student-chosen media source(s) illustrating a contemporary issue that could have some impact upon the operation of student's place of employment, or an organization of the student's choice; to be shared in class – in detail – with colleagues.
Current events articles/examples due; Chapters 9 and 10
 - Extra Credit Opportunity: Student may choose to prepare and submit responses to the questions shown at the end of either of the cases in Chapters 9 and 10 (one case per chapter).
- Wed Sep 30-09
- Read Chapters 11 and 12 Before Class**
 - Student-generated, applied examples of a minimum of three concepts from EACH assigned chapter for this week; to be shared in class – in detail - with colleagues.
 - Student-generated, current event from student-chosen media source(s) illustrating a contemporary issue that could have some impact upon the operation of student's place of employment, or an organization of the student's choice; to be shared in class – in detail – with colleagues.
Current events articles/examples due; Chapters 11 and 12
 - Extra Credit Opportunity: Student may choose to prepare and submit responses to the questions shown at the end of either of the cases in Chapters 11 and 12 (one case per chapter).

- Wed Oct 07-09
- Read Chapter 13 Before Class**
 - Student-generated, applied examples of a minimum of three concepts from EACH assigned chapter for this week; to be shared in class – in detail - with colleagues.
 - Student-generated, current event from student-chosen media source(s) illustrating a contemporary issue that could have some impact upon the operation of student's place of employment, or an organization of the student's choice; to be shared in class – in detail – with colleagues.
Current events articles/examples due; Chapter 13
 - Extra Credit Opportunity: Student may choose to prepare and submit responses to the questions shown at the end of Chapter 13.
- Wed Oct 14-09
- Read Chapter 14 Before Class**
 - Student-generated, applied examples of a minimum of three concepts from EACH assigned chapter for this week; to be shared in class – in detail - with colleagues.
 - Student-generated, current event from student-chosen media source(s) illustrating a contemporary issue that could have some impact upon the operation of student's place of employment, or an organization of the student's choice; to be shared in class – in detail – with colleagues.
Current events articles/examples due; Chapter 14
- Wed Oct 21-09
- Read Chapter 15 Before Class**
 - Student-generated, applied examples of a minimum of three concepts from EACH assigned chapter for this week; to be shared in class – in detail - with colleagues.
 - Student-generated, current event from student-chosen media source(s) illustrating a contemporary issue that could have some impact upon the operation of student's place of employment, or an organization of the student's choice; to be shared in class – in detail – with colleagues.
Current events articles/examples due; Chapter 15
 - Extra Credit Opportunity: Student may choose to prepare and submit responses to the questions shown at the end of Chapter 15.
- Wed Oct 28-09
- Read Chapter 16 Before Class**
 - Student-generated, applied examples of a minimum of three concepts from EACH assigned chapter for this week; to be shared in class – in detail - with colleagues.
 - Student-generated, current event from student-chosen media source(s) illustrating a contemporary issue that could have some impact upon the operation of student's place of employment, or an organization of the student's choice; to be shared in class – in detail – with colleagues.
Current events articles/examples due; Chapter 16
 - Extra Credit Opportunity: Student may choose to prepare and submit responses to the questions shown at the end of Chapter 16.

- Wed Nov 04-09
- Read Chapter 17 Before Class**
 - Student-generated, applied examples of a minimum of three concepts from EACH assigned chapter for this week; to be shared in class – in detail - with colleagues.
 - Student-generated, current event from student-chosen media source(s) illustrating a contemporary issue that could have some impact upon the operation of student's place of employment, or an organization of the student's choice; to be shared in class – in detail – with colleagues.
Current events articles/examples due; Chapter 17
 - Extra Credit Opportunity: Student may choose to prepare and submit responses to the questions shown at the end of Chapter 17.
- Wed Nov 11-09
- Read Chapter 18 Before Class**
 - Student-generated, applied examples of a minimum of three concepts from EACH assigned chapter for this week; to be shared in class – in detail - with colleagues.
 - Student-generated, current event from student-chosen media source(s) illustrating a contemporary issue that could have some impact upon the operation of student's place of employment, or an organization of the student's choice; to be shared in class – in detail – with colleagues.
Current events articles/examples due; Chapter 18
 - Extra Credit Opportunity: Student may choose to prepare and submit responses to the questions shown at the end of Chapter 18.
- Wed Nov 18-09
- Read Chapter 19 Before Class**
 - Student-generated, applied examples of a minimum of three concepts from EACH assigned chapter for this week; to be shared in class – in detail - with colleagues.
 - Student-generated, current event from student-chosen media source(s) illustrating a contemporary issue that could have some impact upon the operation of student's place of employment, or an organization of the student's choice; to be shared in class – in detail – with colleagues.
Current events articles/examples due; Chapter 19
 - Extra Credit Opportunity: Student may choose to prepare and submit responses to the questions shown at the end of Chapter 19.
- Wed Nov 25-09
- NO CLASS-NO ASSIGNMENT; THANKSGIVING HOLIDAY**
- Wed Dec 02-09
- Read Chapter 20 Before Class**
 - Student-generated, applied examples of a minimum of three concepts from EACH assigned chapter for this week; to be shared in class – in detail - with colleagues.
 - Student-generated, current event from student-chosen media source(s) illustrating a contemporary issue that could have some impact upon the operation of student's place of employment, or an organization of the student's choice; to be shared in class – in detail – with colleagues.
Current events articles/examples due; Chapter 20
 - Extra Credit Opportunity: Student may choose to prepare and submit responses to the questions shown at the end of Chapter 20.
- Wed Dec 09-09
- FINAL EXAMINATION DUE**

MBA 660-50 Syllabus Addendum

The purpose of this addendum is to provide additional detail with respect to what is expected in the “Three Concepts” and “Current Event” portions of the assignment schedule. When the addendum refers to “your organization” please assume that you may substitute the phrase “...or an organization of your choice...”. In either case, the consideration questions below remain the same.

Three Concepts:

As you read, review and study each chapter, identify three separate idea, principles, or concepts that (a) interest you and (b) could, should – or should not - have some application to your place of employment.

When you have identified those concepts – three for each assigned reading chapter – begin to consider those concepts, ideas or principles in the following light:

1. Does our organization practice this - or some version of this – concept idea or principle?
2. If so, who owns responsibility for it in our organization?
3. What worthy, practical use does it serve?
4. Does this give us any kind of real, measurable advantage over our competitors?
5. Could it be improved?
6. If so, how, by whom, how soon, and what would be the benefit?
7. Ask that same set of questions of any two competitors to your organization?
8. Does our organization NOT practice this – or some version of this – concept, idea or principle?
9. If not, why not?
10. Are we missing ANYTHING by not practicing this idea, principle or concept?
11. If so, what are we missing?
12. How could it be implemented, by whom, and how would the organization benefit?
13. Who in the organization would NOT like to see such an idea, concept or principle implemented?
14. What other barriers might exist to prevent – or make more difficult – the implementation of this idea, concept or principle?
15. Would it require additional staff, capital equipment, money, etc?
16. Are regulatory issues involved?

At the very least, prepare a “speak sheet” for yourself, such that you may regale the rest of the class with your choice of ideas, concepts or principles from the text that could be discussed in the several contexts noted above. Use the sheet for your responses during class, and turn in the sheet to me at the end of class...and e-mail a copy to me.

Current Event:

Any genuinely well-intentioned business person is also a well-informed business person: that is, he or she knows what is going on about them...PARTICULARLY if it (a) is beyond his or her control and (b) might impact the organization...either positively or negatively.

For each class session, identify – and be prepared to speak to – any issue, public or private, that you believe has the very real potential to impact your business. Be prepared to discuss your article with the rest of the class, considering the following:

1. How do I believe this could positively or adversely affect my organization?
2. Does my organization have ANY level of control over or on this issue or event?
3. If so, how would that control be described?
4. If it is a positive impact, what could be done to maximize our opportunities to take advantage of the event?
5. If it is a negative impact, what could be done to eliminate/minimize that impact?
6. What are the timing issues involved here, both for a negative or positive impact?
7. What is the best way to quantify the upside/downside of the event, on my organization?
8. Do regulatory issues become part of the mix?

Student should be prepared to hand in a copy of the current event at the conclusion of class, and to e-mail a copy to the professor.

The expectation is that fully developing these two assignments each week will add to the flavor, liveliness and interest of the class. As always, please contact Professor Osweiler if you have questions regarding these two weekly assignments.