SYLLABUS

BM 3130  FOUNDATIONS OF OPERATIONS MANAGEMENT

Spring 2016- Tuesday & Thursday Sections

Course Location & Contacts

Knowlton Hall 250 on either Tuesdays or Thursdays at 3:55 – 5:15 p.m.

Instructor:  Steven Dickstein
Email address:  dickstein.2@osu.edu   Office Location:  Fisher Hall, Room 618
Phone number:  (614) 292-4600

Office hours for the instructor and teaching assistants (all rooms are in Fisher Hall):

Monday, 11:30 – 1:30 p.m.       Farhana Samdani (.4) in Room 046
Tuesday, 11:00 – 12:30 p.m.      Steven Dickstein (.2) in Room 618
Tuesday, 12:45 – 2:45 p.m.      Vin Viswanath (.12) in Room 046
Wednesday, 3:15 – 5:15 p.m.    Farhana Samdani (.4) in Room 046
Thursday, 11:00 – 12:30 p.m.     Steven Dickstein (.2) in Room 618
Thursday at 12:45 – 2:45 p.m.    Vin Viswanath (.12) in Room 046

(The .# in parentheses is the OSU user number for e-mail contact.  The phone for Room 046 is 292-5289, but the office is shared with other course TAs, so Vin or Farhana may not always answer this phone.)

Changes to this office schedule will be published as a Carmen NEWS ITEM or in an e-mail from the Carmen CLASSLIST.

Course Description

This survey course for non-business majors is designed to introduce fundamental processes of creating and delivering the manufactured goods and services used in society.  No prior business
knowledge is necessary to be successful in this course. The focus combines conceptual and quantitative approaches to managing and controlling Operations.

This course is being delivered in a “hybrid” format, which combines online learning with one weekly, in-class meeting. Course lectures are delivered in the Carmen CONTENT tab organized by week in the LECTURES module. The format utilizes “Camtasia”, which provides an audio lecture combined with relevant slides. Separately, the Course Outline may include additional videos or articles each week that can be found in the weekly LECTURES modules (for videos) or in a separate SUPPLEMENTAL READINGS module (articles) that follows below.

The in-class time will be used for a review of key topics, to demonstrate selected problem applications, and to review supplemental videos or articles.

In 1962 two businesses began with similar names and business objectives. Over the years, one focused on marketing communications and promotions while the other, far less recognized, concentrated on operations issues. Today, Wal-Mart is the largest retailer in the world with over 2.2 million employees and annual sales above $476 billion. Its competitor, former industry leader K-Mart, emerged from Chapter 11 in 2003, a much smaller and weaker company. Clearly, the growth and success of Wal-Mart cannot be attributed to a single issue alone, but their strategy demonstrates that companies can achieve competitive advantage through their operations.

The teaching strategy will attempt to balance academic, “textbook” learning with actual business applications. For this reason, the student will get the most practical benefit from this course by approaching each topic with a combination of provided course materials: text lectures, videos, and supplemental readings.

Course Learning Outcomes

By the end of this course, students will be able to identify and explain how companies can achieve competitive advantage through their Operations. More specifically:

1. Explain the fundamental processes of managing and controlling a variety of operations, covering both manufacturing and services
   a. Link operations activities to the strategy of the organization
   b. Identify the trade-offs among multiple competitive dimensions
   c. Measures of productivity

2. Explain the differences between Manufacturing and Service processes
   a. Design the flow (process selection) to produce goods
   b. Use breakeven analysis to make operations decisions
   c. Organize services to satisfy customer requirements and expectations
   d. Design of different service delivery systems

3. Explain how a process is designed and analyzed in Manufacturing and Services
   a. Develop a flow chart
b. Identify behavioral considerations in Service design
c. Inspect the role of Inventory in process design

4. Demonstrate how and why companies must manage Capacity
   a. Explain what is “set up”, “run time” and why does it matter
   b. Compute machine or people requirements based on demand
   c. Compare measures of Capacity
   d. Use modeling tools to understand performance of lines (queues)

5. Demonstrate the role of Sourcing and Distribution in Operations management
   a. Examine the elements that comprise Distribution: transportation, warehousing, handling
   b. Explain the role of Inventory Carrying Cost in Distribution and Sourcing decisions
   c. Calculate the total costs of a Supply Chain
   d. Identify how global sourcing decisions are made

6. Develop the methods of managing inventory
   a. Determine different inventory costs and the difference between Independent and
      Dependent demand
   b. Calculate optimal order quantities and related Holding and Set-up costs
   c. Relate inventory planning to control system methods: single period, fixed order quantity,
      and fixed time period models
   d. Demonstrate tools to prioritize inventory management

7. Construct a network diagram to manage a Project
   a. Compare the Critical Path Method (CPM) to alternative management tools
   b. Develop a network diagram to define a project duration and critical path
   c. Calculate the path and cost to shorten (Crash) a project

8. Design a lean supply chain
   a. Define what is a “lean” supply chain
   b. Identify the elements that represent “waste”
   c. Demonstrate “value stream mapping” as a tool to identify sources of waste

9. Explain the importance of Quality to the organization
   a. Identify familiar quality management systems such as TQM
   b. Compare the various Costs of Quality
   c. Analyze various tools available to measure quality
   d. Point out the role of ISO in quality management
   e. Demonstrate the difference between process control and process capability
Course Text

*Operations and Supply Chain Management, 14th edition, 2014* by Jacobs and Chase, Publisher- McGraw-Hill Irwin; You have different format options available:

- **OSU Custom Text** ISBN 9780078131844 or 0078131847
  
  *(This is a full text in color with soft cover including an introduction by the Management Sciences department; OSU bookstores stock this format)*

- **Hard bound** ISBN 978-0-07-802402-3 or MHID 0-07-802402-1

- **Loose Leaf** ISBN 978-0-07-753517-9 or MHID 0-07-753-517-0

- **Online, downloadable into most readers** Direct purchase from the publisher’s web site

OSU Custom Text (as above) purchased direct from the Publisher at $92.50 + tax, S&H: [http://shop.mcgraw-hill.com/mhshop/productDetails?isbn=0078131847](http://shop.mcgraw-hill.com/mhshop/productDetails?isbn=0078131847)

The Publisher's distribution center is in Columbus, so turnaround = 3 to 4 days; this option offers the best pricing for a new text with a Connect license.

**CAUTION-** the International Edition is usually a good match for content, but end-of-chapter problems may be scrambled or different.

Two copies are available in Closed Reserve, Thompson Library

Course Materials- Not Required

A used textbook will also work, but this will not include any license for CONNECT (an online tool offered through the publisher *McGraw-Hill*). While CONNECT is not mandatory, it offers two benefits:

- Interactive, reinforced learning with a proprietary tool LearnSmart, customized to the content covered in this course
- Provides practice problem solutions in a dynamic format, which allows you to re-work problems with different data

LearnSmart was introduced in spring semester, 2015 after positive student feedback the prior semester. While this tool cannot be replicated without a CONNECT license, practice problem solutions WILL be available in Carmen CONTENT, module = GENERAL AND SYLLABUS. You do have an option to purchase CONNECT access separately for approximately $50, but keep in mind this is included with any of the new source materials identified above.
Course Technology

Baseline technical skills necessary for this course

- Basic computer and web-browsing skills
- Navigating Carmen
- Working within a Publisher’s website, specifically Connect
- Ability to use Excel for problem analysis and presentation

Publisher Technology- CONNECT and LearnSmart

- **Connect** provides the practice problem exercise solutions in a dynamic format that allows you to practice and to repeat applications with changing sets of problem data. The format is organized to align with the course schedule and includes LearnSmart modules.
- **LearnSmart** is an adaptive learning tool that maximizes productivity and identifies the most important learning objectives for each student to master at a given point in time. LearnSmart also knows when students are likely to forget specific information and brings that content back so students can advance the knowledge from their short-term to their long-term memory. Data-driven reports, found in the Reports tab under LearnSmart reports, highlight the concepts with which individual students are — or the entire class is — struggling. The tool is proven to improve academic performance, including higher retention rates and better grades. A brief, introductory video can be found at:  
  https://www.youtube.com/watch?v=qm-dmzXjZ8c

This tool is intended to be incorporated in your reading and preparation for class. You will find the icon and link at the bottom of the course home page in CONNECT. While the coverage has been customized to align with the course content, not every topic is covered. Also, only conceptual learning is targeted; problems have to be practiced through Connect.

Technology Support

For assistance with Connect and LearnSmart, there are Help tools within the McGraw Hill web site for the course. Anything not covered should be addressed with the Support resources identified, NOT from the Instructor or university IT staff.

As instructor, my responsibility is the course content and evaluating performance. Please contact me about any concerns in these areas. However, I am generally not able to assist in matters relating to technology, connectivity or Carmen access. Such issues may be addressed directly to either the Carmen or Fisher Technical Support Staff:
The Fisher technology team that is familiar with the course and content format comprises:

Randy Spears (spears.4@osu.edu) or Christiana Cordiano (cordiano.2@osu.edu)

Alternative sources of help are available from helpdesk@osu.edu (or by phone at 292-8976) and Carmen@osu.edu or 614-688-HELP at any time.

At present (considering the most recent Carmen updates), the most stable browser to access course content is Firefox. Google Chrome is also effective. While Internet Explorer and Safari are functional, you may experience problems with older versions, so make certain you have the latest release. Many access problems can be solved simply by re-booting or by using a different browser. Continuing problems should be addressed with the support resources identified above.

For any contact by e-mail or phone with technical staff, teaching assistants or the instructor, please identify the Course Number and the section (day) to facilitate follow-up action as required.
Grades

Refer to the Course Schedule, below, for due dates.

The final grade determination is formula-based in which 30% of the two, actual exam scores is added to the case scores (two, totaling 30 points) and the quiz scores (two, totaling 10 points). (Note that this format is NOT the same as the Student default view in Carmen.) Both exams will offer extra point-earning opportunities, but there will be NO other curve or extra credit available. There is a “Grade Calculator” in the Contents tab, Syllabus and General module, to help you assess your progress.

The formula calculates a FINAL CALCULATED GRADE in the Carmen gradebook that is converted to a letter grade using the following, customized scale:

**Grading scale**

<table>
<thead>
<tr>
<th>Assignment or category</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm Exam</td>
<td>30</td>
</tr>
<tr>
<td>Final Exam</td>
<td>30</td>
</tr>
<tr>
<td>Team Case 1</td>
<td>15</td>
</tr>
<tr>
<td>Team Case 2</td>
<td>15</td>
</tr>
<tr>
<td>Quiz 1</td>
<td>5</td>
</tr>
<tr>
<td>Quiz 2</td>
<td>5</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

92.1 and higher: **A**
89.1–92.0: **A-**
76.1–79.0: **C+**
72.1–76.0: **C**
Details on Graded Elements

EXAMS
- The exams are closed book, closed notes, closed neighbor, closed electronic communication devices, etc. and should represent the work of only the student taking the exam with no unauthorized outside assistance.
- Formula sheets, if applicable, are provided at the back of the exams.
- Each exam will be a combination of conceptual questions and problem solving. The material could be based on anything covered in the lecture, text, other assigned readings, videos, or homework. The format will be multiple choice questions.
- Each student must bring his/her own calculator and writing instruments. Cell phones or any other storage type of device for this purpose are NOT permitted. Sharing of materials is prohibited.
- **NO MAKE-UP, LATE OR EARLY EXAMS WILL BE GIVEN**, except in the case of documented medical emergency or university-authorized absence. Business related absences are not excused. Students should make arrangements now to avoid time conflicts. The exams are one class period in length, 1 hour, 20 minutes.
- The Final is NOT comprehensive.

CASES
A group approach to problem-solving is increasingly common to many careers. Collaboration may be required across different functional disciplines and/or among geographically and culturally diverse personnel. To duplicate, as best as possible, this experience within the course,
- A team effort is required for both the assigned Cases. **Teams must comprise a minimum of three and a maximum of five individuals**
- Single or two person submissions without prior permission will be penalized up to 25%
- Submit one paper per assignment
- Late papers are penalized at 2 points/day

You may change teams for the second submission without prior approval but still subject to these minimums. You are responsible for putting together your own teams and are welcome to use Carmen’s communication tools to seek out partners. At the end of the second week Recitation session, I will invite students without partners to meet after class.

The purpose of these assignments is to provide the student with an opportunity to experience problem-solving in operations based on actual situations. The cases are designed for you to: 1) demonstrate clear and professional analysis of a business situation by applying course content, 2) experience effective team-building skills to solve a business problem, and 3) demonstrate clear and professional written communication.
Specific instructions and questions can be found in the Carmen CONTENT module under **CASES**. See the Course Outline for due dates. Cases will be evaluated by the TAs, and any review of deductions or grade discussion should take place with them. Please note that the window for discussing any grade issues is limited to two weeks after posting in Carmen.

**THE PEER EVALUATION PROCESS**

This PEER EVALUATION form is a confidential submission by each member of the Case team, designed to assess the contribution of the individual members for group work. It is due in the last class or may be delivered to my office- hard copy only- by the last day of semester classes. No e-mails will be accepted.

The approach is distribute a $12,000 “fee” per case to each participant, including the student preparing the form, based on effort, reliability and the quality of input.

This PEER EVALUATION PROCESS *may be used to adjust grades:* I look for three conditions before taking such action:

1. Is the difference significant? (One member rated at $2,900, another at $3,100 does not justify grade action.)

2. Is there consensus within the team? (Although the measures may differ, I look for any lesser effort to be reflected in most of the individual inputs, excluding the affected student.)

3. Does the Comment section provide a clear explanation of WHY the team member was rated poorly? (I want to avoid grade action based on personality differences or clashes on the approach or solution to the problem. I am looking for examples of lack of effort or failing to meet commitments.)

When a team must make up for the lack of contribution by one of its members, there is no bonus or extra credit to those students (can’t ‘steal’ points). The PEER EVALUATION process only penalizes non-performance. There is an underlying presumption that the Team remains responsible for the quality and completeness of its submission, regardless of any shortfall by any individual member(s).

The actual reduction is reflected as a % adjustment of the final case(s) grade. It is not equal to the computed distribution of effort although such math is used as a guideline. Also, excluding exceptional cases, the deduction is rarely more than 50% in recognition that the team has some collective responsibility for all members regardless of individual effort.

Since adjustments (if any) cannot be applied until the Evaluations are submitted in the final week of class, case grades in Carmen are not necessarily final until exam week. Peer Evaluation submissions are confidential; a student affected by the process may not see the inputs used in determining any grade penalty, but the reason will be explained clearly.
Peer Evaluation - GROUP PROJECTS

This submission is recommended, but NOT mandatory. There is no automatic penalty for not submitting this form. However, if a student provides no input and is poorly evaluated in the forms submitted by other teammates, there is a risk of a higher penalty.

Your group can earn $12,000 for each case as a consulting fee. Divide the money among your group based on the quality and effort of each team member’s contribution. This evaluation is due to the instructor in hard copy format only either in the last class meeting or to my office. Please justify your response only if an unequal valuation is assigned.

<table>
<thead>
<tr>
<th>Case 1</th>
<th>Case 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your name:</td>
<td></td>
</tr>
<tr>
<td>Team members:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

$12,000 $12,000

Please include Discussion on this sheet ONLY if the assigned values above are NOT approximately equal; you may use the back of this sheet:
**QUIZZES**
The quizzes tend to emphasize quantitative applications though multiple choice questions may be used. Typically, each quiz is limited to three questions with the coverage specified in the COURSE SCHEDULE below. Practicing the Homework problems, which are NOT turned in, is useful preparation for the quiz. The format will utilize Carmen tools and is organized in this way:

- Each quiz is to be taken online in Carmen
- There will be a forty-five minute window of access at the end of class. From the start/log-in, you have 30 minutes to complete your work.
- Each quiz is open book, open notes, open computer, but you are assumed to be an honorable individual and collaboration with anyone else on this work is NOT permitted
- The quiz format *may* allow a second chance on problems when the original submission is incorrect.
- Be careful to match the exact answer format (for problems) prescribed in the question.

Any web crashes or technical problems must be identified and communicated by e-mail at the time of such occurrence. You will have immediate feedback on your score.

**BONUS for Spring 2016-** My experience with online SEIs is that the participation is quite low. As an incentive for your feedback, EVERY student will receive a one point bonus in Quiz 2- including resulting scores > 5- if Participation reaches 67%.

Note that I cannot identify who does or does not complete this form.

**Faculty Feedback and Response Time**
I am providing the following guidelines to give you an idea of my intended support throughout the course.

**Grading and feedback**
- Quiz scores taken in Connect will be known immediately upon completion. (If a hard copy format is used due to technical issues or excused absences, those scores will follow 2 - 4 days later.)
- Cases require up to two weeks for grading.
- Exam scores should be posted within 3 – 5 days after the test date.

**E-mail**
I will generally reply to e-mails within **24 hours on school days** and on many weekends. TA response should be similar.
Discussion board
I consider this Carmen tool a resource for student-to-student communication and exchange. I may not actively participate or oversee these streams, so questions or information for my specific response are best directed to me via e-mail.

Attendance and Communication

Attendance
Attendance is not tracked, but experience suggests that the learning outcomes of the course and best grade results are achieved from staying current with course materials and regular attendance at the Recitation sessions.

Communication Guidelines
The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While this may not be an English course, the ability to communicate clearly and convincingly is essential to success in any career. Your Case evaluation will consider not just technical accuracy, but also presentation style and effective use of exhibits.

- **E-mail courtesy:** Please always include the course number and day in your communications with me. I teach as many as five classes a semester, all “Operations”, so more specific identification is needed.

- **Backing up your work:** Any Case submitted in this class should be saved in a word processor, just in case a submitted copy is lost or misplaced.

Course Communication Strategies
There may be occasions over the semester when information needs to be provided about the course or scheduling issues. Anything of an urgent nature will be communicated by e-mail from the Carmen course Classlist. I will assume that you track your OSU e-mail regularly.

Less urgent news may be posted in Carmen. A common example of this is when competing commitments require the TAs to cancel or to re-schedule their office hours. These News Items appear on the Home Page when you log into the course.
Other Course Policies

Academic Integrity Policy
The Ohio State University’s Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University’s Code of Student Conduct is never considered an “excuse” for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University’s Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages (COAM Home)
- Ten Suggestions for Preserving Academic Integrity (Ten Suggestions)
- Eight Cardinal Rules of Academic Integrity (www.northwestern.edu/uacc/8cards.htm)

Accommodations for Accessibility

Requesting accommodations
If you would like to request academic accommodations based on the impact of a disability qualified under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, contact the Office of Disability Services (ODS) as soon as possible to discuss your specific needs (614-292-3307 or ods@osu.edu). Discussions are confidential.

I rely on ODS for advice and direction as to the specific accommodation your situation may require in this course.

If you use ODS services for a quiz, it will only be administered in hard copy, not taken in Carmen.

Go to http://ods.osu.edu for more information.
Accessibility of Course Technology
This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations as part of your consultation with ODS.

- Carmen (Desire2Learn) accessibility
- Streaming audio and video
- Synchronous course tools

Other
An online course delivery can be a challenging format. My recommendation is to stay current and to proactively seek out our help when concepts or applications are not clearly understood.

Although this course is being offered in a large section relying primarily upon online delivery, I hope to create a more personalized experience through in-class discussions, real-world examples using articles and videos, and a case approach that many of the smaller Fisher College of Business courses employ.

Please feel free to ask questions and to participate during class. I hope to provide both a stimulating and fun environment for BM 3130; please feel free to contact me or to stop by if I can help in any way.
Course Schedule

The class meets weekly on Tuesdays OR Thursdays (called a Recitation session). You may attend either one, regardless of actual registration, but Case teams and Quizzes must align with your actual Section.

The outline below provides a template for our weekly progress. For your convenience, each Chapter assigned under Topic cross-references the Learning Outcomes listed earlier. Any Video and Article can be found in Carmen CONTENT, under the Lecture Week assigned.

Practice Exercises under Assignments are not turned in; solutions are available in Connect and Carmen CONTENT- SYLLABUS AND GENERAL module. Selected, representative problems will be reviewed in the Recitation. The class prior to the two exams will include a review of format and coverage, which is also available in Carmen-CONTENT- EXAMS.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Chapter 1- Introduction</td>
<td>Chapter 1 to page 10</td>
</tr>
<tr>
<td>Jan 12</td>
<td>Course introduction &amp; Review syllabus</td>
<td></td>
</tr>
<tr>
<td>Jan 14</td>
<td>Video- An Historical Odyssey</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Chapter 2- Strategy and Sustainability (L.O. 1-a,b,c)</td>
<td>Chapter 2- all</td>
</tr>
<tr>
<td>Jan 19</td>
<td>Video- Green Manufacturing at Xerox</td>
<td></td>
</tr>
<tr>
<td>Jan 21</td>
<td>Article- “Coffee on the Double”</td>
<td>Practice Exercises: #14, #19</td>
</tr>
<tr>
<td>3</td>
<td>Chapter 7- Manufacturing Processes (L.O. 2-a,b)</td>
<td>Chapter 7 to page 153</td>
</tr>
<tr>
<td>Jan 26</td>
<td>Video- Process Choice at King Soopers</td>
<td></td>
</tr>
<tr>
<td>Jan 28</td>
<td></td>
<td>Practice Exercises: #13, #14</td>
</tr>
<tr>
<td>Date</td>
<td>Assignment</td>
<td>Reference</td>
</tr>
<tr>
<td>------------</td>
<td>----------------------------------------------------------------------------</td>
<td>--------------------</td>
</tr>
<tr>
<td><strong>Feb 2</strong></td>
<td><strong>Quiz 1 covers Weeks 1 - 3</strong></td>
<td>Chapter 9- all</td>
</tr>
<tr>
<td></td>
<td>Chapter 9- Service Processes <em>(L.O. 2-c,d)</em></td>
<td>Carmen CONTENT</td>
</tr>
<tr>
<td></td>
<td>Video- Service Process Design at Noodles &amp; Co.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Article- “Customer Service Quandry”</td>
<td></td>
</tr>
<tr>
<td><strong>Feb 9</strong></td>
<td>*<em>Chapter 11- Process Design and Analysis (L.O. 3-a,b,c)</em></td>
<td>Chapter 11- all</td>
</tr>
<tr>
<td></td>
<td></td>
<td>except page 278,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>middle to 282, top</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Practice Exercises #11, #14, #16</td>
</tr>
<tr>
<td><strong>Feb 16</strong></td>
<td><strong>Case 1 Due (See Carmen CONTENT- Cases)</strong></td>
<td>Chapter 5- all</td>
</tr>
<tr>
<td></td>
<td>Chapter 5- Strategic Capacity Management <em>(L.O. 4-a,b,c)</em></td>
<td>except page 116,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>middle to 119,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>middle</td>
</tr>
<tr>
<td></td>
<td>Capacity Supplement lecture in Carmen- How many machines, People?</td>
<td>Practice Exercises: #4; Supplemental exercise in Carmen</td>
</tr>
<tr>
<td><strong>Feb 23</strong></td>
<td><strong>Chapter 23- Theory of Constraints <em>(L.O 4-c)</em></strong></td>
<td>Chapter 23 to page 624, middle</td>
</tr>
<tr>
<td></td>
<td>Chapter 10- Waiting Line Analysis <em>(L.O. 4-d)</em></td>
<td>Chapter 10 to page 231</td>
</tr>
<tr>
<td></td>
<td><em>(Note- See Carmen CONTENT- Syllabus and General module for Q.xlsx file for problems)</em></td>
<td>Practice Exercises using Q.xlsx: #6, #13</td>
</tr>
<tr>
<td><strong>Feb 25</strong></td>
<td><strong>Chapter 15 to page 380,</strong></td>
<td>Chapter 15 to page 380,</td>
</tr>
<tr>
<td>Date</td>
<td>Chapter/Exercise</td>
<td>Notes</td>
</tr>
<tr>
<td>------------</td>
<td>-------------------------------------------------------</td>
<td>--------------------------------------------</td>
</tr>
<tr>
<td>Mar 1</td>
<td>Chapter 15- Location, Logistics &amp; Distribution (L.O. 5-a,b,c)</td>
<td>middle</td>
</tr>
<tr>
<td>Mar 3</td>
<td>Exercise- Elmer’s Glue distribution (Carmen)</td>
<td>Chapter 16- all except page 411, bottom to 414, top</td>
</tr>
<tr>
<td></td>
<td>Chapter 16- Global Sourcing &amp; Procurement (L.O. 5-d)</td>
<td>Practice Exercise: #16</td>
</tr>
<tr>
<td></td>
<td>Mini-Case- Sport Obermeyer (Carmen)</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>COMMON MIDTERM EXAM (Covers Weeks 1 – 7)</td>
<td></td>
</tr>
<tr>
<td>Wed, Mar 9</td>
<td><strong>Tuesday Section- Smith Lab 1153</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Thursday Section- Knowlton Hall 250</strong></td>
<td></td>
</tr>
<tr>
<td>Week of</td>
<td>SPRING BREAK – NO CLASS</td>
<td></td>
</tr>
<tr>
<td>March 14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Chapter 20- Inventory Management (L.O. 6-a,b,c,d)</td>
<td>Chapter 20- all except page 519, bottom to 521</td>
</tr>
<tr>
<td>Mar 22</td>
<td>Video- Inventory &amp; Textbooks</td>
<td>Practice Exercise: #12, #14, #38, #41</td>
</tr>
<tr>
<td>Mar 24</td>
<td>Article- “Yes, Ma’am, that Part is in Stock”</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Chapter 4- Project Management (L.O. 7-a,b,c)</td>
<td>Chapter 4- to page 82, bottom; and page 85, middle to page 89, middle without page 86, top</td>
</tr>
<tr>
<td>Mar 29</td>
<td></td>
<td>Practice Exercise: #7a,b; 15</td>
</tr>
<tr>
<td>Mar 31</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>QUIZ #2 covers Weeks 9 - 11</td>
<td>Chapter 14- all</td>
</tr>
<tr>
<td>Apr 5</td>
<td></td>
<td>Practice Exercise: #12</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Additional Information</td>
</tr>
<tr>
<td>----------</td>
<td>------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Apr 7</td>
<td>Chapter 14- Lean Supply Chains <em>(L.O. 8-a,b,c)</em></td>
<td>Video- Lean at Hotel-Dieu Grace Hospital</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Article- “Streamlined Plane Making”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Article- “Pepsi’s Supply Chain Fix”</td>
</tr>
<tr>
<td></td>
<td><strong>CASE 2 DUE (See Carmen CONTENT- Cases)</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chapter 12- Six Sigma Quality <em>(L.O. 9-a,b,c,d)</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Video- Six Sigma at Caterpillar</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Article- “Sure, the Labor is Cheap over there..”</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Chapter 12- all</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Practice Exercise: #8</td>
<td></td>
</tr>
<tr>
<td>Apr 13</td>
<td><strong>Chapter 13- Statistical Quality Control (L.O. 9-e)</strong></td>
<td></td>
</tr>
<tr>
<td>Apr 12</td>
<td></td>
<td>Final Exam Review</td>
</tr>
<tr>
<td>Apr 14</td>
<td><strong>Chapter 13 to page 324, top</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Practice Exercise: #6</td>
<td></td>
</tr>
<tr>
<td>Fri, Apr 29</td>
<td><strong>COMMON FINAL EXAM (covers Weeks 9 – 14)</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>BOTH SECTIONS - Independence Hall 0100 at 8:00 p.m.</td>
<td></td>
</tr>
</tbody>
</table>