INTRODUCTION

Operations Management is the process of converting resources into products. Resources may include materials, equipment, capital, and labor. Products may include manufactured goods or services. "Operations" is defined here as the set of activities directed toward the conversion of resources into goods and services. The “Management” of these resources and activities is called production/operations management (P/OM). Production/operations management is concerned with an almost unlimited spectrum of organized efforts -- from the manufacture of printed electronic circuit boards to the delivery of a social service by a local government, from the fast-food industry to the health services industry. All of these involve activities directed toward the conversion of resources into products.

Examples of questions that are of concern in the field of P/OM are:
--How do we cut costs in our firm?
--How do we increase our workers’ productivity?
--Are we having quality problems?
--Where should we locate our new central distribution facility?
--Should we sell our manufacturing plant in Asheboro?
--How many Beanie Babies should we carry in December's inventory?
--What is our sales forecast for next year?
--Should we work overtime in Greensboro or hire new production workers in Mexico?
--Can we afford to automate part of our production processes?
--Can we afford not to automate part of our production processes?
COURSE OBJECTIVES

We will be concerned with the decisions related to managing the production/operations function of any enterprise under the following general objectives:

1. Provide a basic understanding of the production/operations function of an organization, and how it relates to the rest of the organization.
2. Become familiar with the major decision areas of production/operations management and with some of the analytical and behavioral tools used to solve these problems.
3. Provide an opportunity to apply several kinds of problem solving methodologies to production/operations problems.
4. Provide actual examples of how different organizations manage the production/operations function.

The instructional methods used to achieve these objectives include:

1. Textbook reading, re-reading, and study.
2. Class lecture and review of textbook material.
3. Out-of-class suggested problem assignments from the textbook.
4. Out-of-class reading assignments and reports from sources other than the text, such as the Internet, Fortune, Business Week, etc.
5. Classroom discussion, student presentations, and participation.

Our major interest in this course is developing managerial competence in the operations function rather than in-depth expertise in operations technologies or analytical techniques. The analytical techniques will be used because they are needed to achieve managerial competence. We will attempt to achieve a balance between descriptive and analytical treatments of the subject areas since both are important.
COURSE POLICIES

1. **GRADING** - The semester grade will be based on the following distribution of points:

   - Examinations 1, 2, and 3: 300 points
   - Chapter Presentation: 30 points
   - Chapter Quizzes: 60 points
   - Chapter Research Activities (CRAs): 60 points
   - Plant Tour Report (100 pts) and Presentation (50 pts): 150 points
   - Total: 600 points

   Each individual student will write and present a chapter summarization. Choose an article (newspaper, magazine, or internet) that applies to any of the chapters covered over the semester. The write-up will consist of one to two pages and should summarize the article as well as tie in to the appropriate subject matter being covered. A full, appropriate reference must be attached. This short paper is worth 20 points, and will be graded on content as well as writing skills. A brief in-class presentation (2-4 minutes) will be worth an additional 10 points. This report, both written and verbal, must be presented in the week the material is covered in class.

   Each student will write six memos on various Chapter Research Activities. Topics and due dates will be posted on Blackboard. Each will be one to two pages in length and will be graded on content as well as writing skills. Each memo will be worth 10 points.

   There will also be twelve Chapter Quizzes. For the most part, these quizzes will be based on material from the textbook and class notes. They will cover basic material and are intended to test your understanding of the fundamentals of operations management. Quizzes will be announced in class and on Blackboard. Each quiz will be available for a limited time period and must be completed by the cutoff date listed in Blackboard. Quizzes will be given by Blackboard, and you may retake a quiz to achieve a better grade. Your last attempt will be your grade on that particular quiz. Chapter quizzes are worth 5 points each.

   Anyone earning 90% of the above 600 points will receive at least a grade of A-. Anyone earning 80% of the 600 will receive at least a grade of B-. Anyone earning 70% of the 600 will receive at least a C-. A grade of D will be given to all earning between 65% and 69.9%. All others will receive a grade of F.

   In addition to this general guideline, any student missing more than four classes will lose 10 points from the overall semester average. Penalties become more severe as you miss more classes.

2. **APPEALS**

   A student may appeal a grading decision within one week of the occurrence. You must send me a note (phone message, mail, email) explaining the issue. I will then schedule a meeting if necessary.

3. **INSTRUCTOR'S RESPONSIBILITIES**

   -- Provide the students with course policies.
   -- Be adequately prepared for covering course material during each class session.
   -- Conduct a full and informative class during each session.
 Provide a classroom environment conducive to student participation.
-- Refrain from belittling students' efforts.
-- Review assignments handed in by students.
-- Test students' knowledge of subject material.
-- Administer an effective, equitable grading system.
-- Refrain from giving students "busy" work.
-- Be available for students outside of class hours upon request.

4. STUDENTS' RESPONSIBILITIES

-- Understand and follow course policies.
-- Attend examinations or notify instructor in advance if absence is necessary (see "Examination Attendance").
-- Attend class regularly, arrive on time and avoid leaving early. If you must leave early, please inform the instructor at the beginning of class.
-- Hand in outside assignments on time as designated by instructor.
-- Determine class session content in event of absence.
-- Participate in class through questions, meaningful discussion, active listening and courteous respect for the comments of others.
-- Keep the instructor informed (on a timely basis) of specific areas of satisfaction or dissatisfaction with the progress and content of the course.

5. EXAMINATION ATTENDANCE

There are strict rules related to attendance at the three examination sessions. You should notify me prior to missing the exam. If you notify me in advance, we can usually reschedule your exam. There are no acceptable excuses for NOT notifying me in advance.

6. GUIDELINES FOR CONDUCT IN CLASS

It is necessary for each student to take an active part in the conduct and presentation of the course. This contribution should take the form of the following: (a) soliciting further explanation from the instructor when a topic is not clearly explained; (b) contributing to course content by relating relevant personal experiences, anecdotes, etc.; (c) listening to the comments of others in the class; (d) challenging and questioning the remarks of the instructor or other students when appropriate.

When participating in class discussion, observe rules of common courtesy. Try not to unconsciously or consciously dominate discussion. Above all, listen!

7. THIS COURSE WILL ALSO PLACE CERTAIN EMPHASIS ON THE FOLLOWING GENERAL CATEGORIES OF TOPICS:

Oral & Written Communications Content:
Oral and written communications for this course are addressed through the homework, class discussions, individual participation, and the term project as detailed above.

Technology Applications:
This is addressed through the application of spreadsheets to aid in the decision-making process. Several different spreadsheet models are used at different points throughout the course. Students will be expected, whenever possible, to use appropriate information technology in the completion of assignments.

Ethical Perspectives:
Even though specific coverage of ethical issues is generally not done in this class, students will be made aware of the importance of ethical considerations in making location decisions. Our discussion
here always includes the pros and cons of locating a new facility in say Mexico or Ghana or Germany.

**Global Perspectives:**
This course spends a great deal of time on worldwide competition, the Japanese development of JIT and its application by others, global supply chain management, and global manufacturing.

**Demographic Diversity Perspectives:**
This course discusses the cultural impacts on different work forces.

**Political, Social, Legal, Regulatory, & Environmental Perspectives:**
The environmental perspective receives the greatest amount of emphasis, as companies focus operations on making better products, and part of being better is being environmentally sound.

8. **Specific Areas of Concern**

A) **Homework**

Many of our learning objectives revolve around quantitative materials. One of the best ways of learning quantitative materials is through in-class demonstrations and the use of homework. The instructor will always work a complete quantitative problem in class, and then assign a set of similar homework problems. However, this set will not be collected or graded. The instructor will be more than happy to see if you are doing the work correctly. Even though the assignments will not be collected, you are still responsible for the material covered in those assignments with regard to the exams. Homework is intended to be a major learning tool and again, the material is “fair game” for exam questions. Hence, I expect you to collaborate with other students (if you wish) and/or ask questions about the homework if questions exist. Answers will be made available via several methods. Questions about a homework set can be asked at any time – in class or during office hours. The instructor may set aside a certain class time for discussion of all problems within the homework set – after consultation with the students!

B) **Oral & Written Communications Content: Plant Tour Report**

Each student group (consisting of three to five students) is to write a paper analyzing the operations function of an organization (or part of a large one). You may need to interview line managers or staff personnel in the organization to obtain an understanding of the operations function and how it is managed. The interview process must include a visit to the facility where the operations (to be described in the term paper) are carried out. The paper should use the Operations Management (SCM 302) course outline as a guide in organizing the analysis. All major topics in the course outline that are applicable to the organization should be addressed, preferably in the order in which they appear in the outline. If some of the topics in the course are not applicable to the organization, the reasons for the same should be provided. The analysis should make use of the concepts presented in the course with respect to the various topics. Where appropriate, it should also draw upon concepts presented in the class and from the text, current journals, and newspapers (such as the *Fortune* and *The Wall Street Journal*). If the organization deals with international suppliers or customers, then specific details of how the operations are different should be provided in the report.

In addition to analyzing the operations function as it exists in the organization, the paper should make one or two recommendations for improvement where appropriate. In general, the paper should be written from the point of view of an objective operations management professional, who is writing for
an audience that is familiar with the principles, concepts, decision/problem areas, and techniques of operations management (at the level of SCM 302), but is not familiar with the specific organization being analyzed.

Each group is encouraged to develop the outline of each section of the paper prior to the visit to the organization. This approach will not only reinforce the learning in preparation for exams, but also distribute the work associated with the term project more evenly over the semester. Students should feel free to discuss the term paper project with the instructor as it is being developed. The written paper should be typed (12 point font), and double-spaced on 8.5” by 11” paper. No minimum or maximum length is specified, although the papers are typically 17 to 25 pages long. Cover the topics thoroughly, but efficiently. Do not add verbiage for the sake of length. Include diagrams, photos, sketches, or other types of illustrations that will clarify your presentation. The paper should be stapled or placed in a binder. Write from an objective (third person) standpoint, that is, do not use pronouns. Use subheadings to correspond with specific issues.

The term paper will be graded on organization, thoroughness, insightfulness of analysis, recommendations, and written communication skills (including grammar, punctuation, and sentence construction). It is highly recommended that a project management approach (see Chapter 8 in our textbook) be taken for ensuring the timely completion of the project. The detailed procedure for completing the term project is given in a separate handout. During the semester, the instructor will be seeking feedback on the progress of the term paper. Points will be deducted if the proper procedure described is not adhered to.

Each group will present their findings to the class. Each team member must do part of the presentation. PowerPoint can be used if desired but handouts are not required. Visual aids can be used to enhance the presentation.

The term paper is to be submitted by 10:45 AM on April 27, 2006. Late submissions will not be accepted. Each member of the group should attest (with a signature) to the statement that "WE HAVE ABIDED BY THE ACADEMIC HONOR POLICY ON THIS ASSIGNMENT" on a separate cover page of the term project assignment. The separate cover page should also include the title of the assignment, course title and course number (including section number), and name of the student(s).

Academic Integrity Policy

You must abide by the UNCG Academic Integrity Policy on all assignments that are part of this class. Failure to do so will result in appropriate consequences as spelled out in the policy.

http://studentconduct.uncg.edu/policy/academicintegrity
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<th>TOPIC:</th>
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<td>1/10</td>
<td>Introduction to Operations Management</td>
<td>Course Syllabus</td>
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<td>Introduction to OperationsNow.com</td>
<td>Chapter 1</td>
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<td>Value, Strategy and Capabilities</td>
<td>Chapter 3</td>
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<td>Timeliness</td>
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<td>Quality Tools - Guest Lecturer</td>
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<td>Resource Planning - Guest Lecturer</td>
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