



**TOMS - 5302 (A & D) OPERATIONS MANAGEMENT  
OTTAWA-MBA WINTER 2019**

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**A. COURSE OVERVIEW**

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Operations management encompasses the body of knowledge concerning management of the day-to-day operations of any type of company. It may be defined as the design, operation, and improvement of the systems that create the firm's products and services. As Ritzman et al. puts it 'In essence, operations management is really about creating customer value through the effective and efficient management of processes, including product, service, and product design'.

Three critical themes of operations management are emphasized: effective process management, importance of cross-functional integration, and the role of operations in the creation of customer value.

This is a **first level course** in the area of operations management specifically designed for MBA class to be delivered as 0.25 credit course. We will emphasize on limited topics in the course keeping in mind that at the end of the course you would have developed the abilities i) to recognize and solve an operations problem, ii) to present and discuss intelligently an operations issue with staff and management; iii) to identify necessary skill set that would be required to solve a complex operations problem; and iv) to see the impact of decisions and actions of operations area on other functions of the organization.

Students with a degree of B.Com. or Industrial Engineering may find course relatively easy; my attempt will be to make the course interesting, refreshing and experiential for them.

The Operations area is very broad and given the short time for the course we will be able to deal with limited topics; other topics would be covered in Supply Chain Management course. In particular, the following topics, some in depth while others at conceptual level, will be covered:

- Creating Customer Value through Operations

- Supply Chain: Overview and Basic Concepts
- Process Configuration
- Capacity Planning
- Quality Management: Focus on Statistical Quality Control
- Operations Planning and Scheduling
- Resource Planning

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## **B. CALENDAR DESCRIPTION**

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The provision of services and goods to customers, with focus on efficiency, effectiveness, and productivity. Planning and control of processes involving products, workers, equipment, suppliers, and customers. Effects of variation and uncertainty on lead time, inventory, quality, and customer service.

Prerequisite(s): [BUSI 5801](#).

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## **C. COURSE ORGANIZATION**

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The format of the course consists of a mixture of lectures, exposing the relevant material, case discussions on specific applications of management science approaches, and in-class problem solving. Students are required to read the assigned reading materials prior to the respective class. Learning will also be enhanced through a set of review problems that will be done in the class and/or assigned to practice some of the approaches discussed in class. The answers to these problems are not to be handed in, but should assist you in-class problem solving and discussion.

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## **D. COURSE MATERIAL**

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### **REFERENCE TEXTBOOKS**

The course content is more related to books on Operations Management authored by **L. P. Ritzman, L. J. Krajewski, and M. K. Malhotra**

In last 20 years , the above three authors have co-authored a variety of books including a few mentioned below, the content of each varies a bit.

- Foundations of Operations Management
- Foundations of Operations Management, Canadian Edition (with R.D. Klassen)
- Operations Management
- Operations Management: Processes and Value Chains
- Operations Management: Processes and Supply Chains

The price of each of the above latest edition is exorbitant, some time around/above \$200. For our purpose since we are going to cover just a few topics, it is advised that you search e-sources such as Amazon or eBay and pick up the one which fits with the budget keeping, e-version or hard-copy is your choice. However please keep two criteria in mind:

1. The book should have most (if not all) of the topics that we are covering in this course (as per the course outline)
2. The book edition should not be ancient i.e. newer the better; 2012 or beyond will be OK.

As part of my profession I continue to review books in my area. McGraw Hill publishers is bringing a new book 2018 edition of Stevenson book. After reviewing the book and finding it to be a competitive book, I have created an e-book taking relevant chapters from the book for future use.

<https://create.mheducation.com/shop/#/catalog/details/?isbn=9781307140422>

Cut/paste url; cost is USD \$65.90

For our upcoming course I am NOT ADVOCATING that you buy this book. However, in case you are interested in keeping a basis Operation Management book in your personal library, this may be a good one. Please note--you do not require to buy this book to succeed in our upcoming course.

Also note that I will be placing a few books on Reserve in the main library.

### **SOME OTHER OM REFERENCE BOOKS**

W. J. Stevenson, Operations Management, Irwin/McGraw-Hill.  
 N. Gaither and G. Frazier, Production and Operations Management, South Western College.  
 R. S. Russell, and B.W. Taylor III, Operations Management, Multimedia version, Prentice Hall.  
 J. Heizer and B. Render, Principles of Operations Management, Prentice Hall.  
 J. R. Evans and W.M. Lindsay, The Management and Control of Quality, Thomson South Western Publishers.  
 J. R. Meredith and S. J. Mantel, Jr., Project Management: A Managerial Approach, John Wiley & Sons.  
 D. P. Hobbs, Lean Manufacturing Implementation, J. Ross Publishers.  
 T. Burton, The Lean Extended Enterprise, J. Ross Publishers.  
 W. J. Stevenson and M. Hojati, Operations Management, McGraw-Hill Ryerson.  
 R. B. Chase, N.J. Aquilano and F.R. Jacobs, Operations Management for Competitive Advantage

### **CASE STUDIES**

We will use the following ten (12) case studies in the course. They include five (6) short and five (6) full cases. All will be loaded on CU-LEARN.

***Six cases are short cases- one or two page long.*** While the class is progressing, all students will be asked to spend 10-15 minutes to read the case individually or with their group. Subsequently, one group randomly will be asked to take the lead, and make a 2-4 minute summary presentation that will be followed by class discussion. Presentation of the summary/analysis could be made by **any one or (preferably at most) two members** of the group.

*Six cases are NOT-so-short or say full cases.* They require several hours of group work outside of the class. A designated group (see below) will take the lead, analyze the case, and make 15-16 minute presentation in the class (see tentative schedule at the end of the course outline). Presentation of the analysis should be made by ‘**all**’ members of the designated group.

**Full (NOT so short) cases for out of the class analysis and in class presentation**

- 1. Custom Molds, Inc (Process Configuration) [**Group 6**]
- 2. Facilities Maintenance (Processes and Organizational Improvement) [**Group 5**]
- 3. Fitness Plus (Capacity Planning) [**Group 4**]
- 4. Jose’s Authentic Mexican Restaurant (Quality and Process Improvement) [**Group 3**]
- 5. Food King (Operations Planning and Scheduling) [**Group 2**]
- 6. Memorial Hospital (Operations Planning and Scheduling) [**Group 1**]

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**D. COURSE EVALUATION**

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**Course Design**

The course will consists of seminars, class discussions, case assignments for class presentation and write-ups, and a final exam. The grading scheme is as follows:

-Class Participation	20%	Individual work
-2 Cases (one short and one full) Presentations	20%	Group work
-1 Case Write-up/Managerial Report	20%	Group work
-Final Examination	40%	Individual work

The date of the write-up submission and the exam will be announced in the class.

**Class Participation – Contribution to Class Discussions (20%)**

The general guidelines are: Read all the required readings and participate in class discussions as actively and constructively as possible. I will grade each student’s participation in class discussions. For each of the four classes the continuum of the instructors’ evaluation ranges from 0 to 5. That is, the minimum possible mark for participation in each class discussions is 0, the maximum is 5. Therefore, the total highest mark for participation in class discussions throughout the course is 20, the lowest is 0.

Instructor will evaluate your participation in class discussion by applying the following criteria:

1. Did the student participate in today’s class discussion (other than the assigned role of case presenter - as there are separate marks assigned for that)?
2. Was there evidence that the student’s participation in the discussion was based on his or her

knowledge of the required readings? Did the student really read ALL readings assigned for a given class or was the student's discussion based only on his or her past experience and/or common sense? (For classes in which readings/cases are required)

3. Was the student's discussion appropriate and to the point?

4. Did the student contribute to class learning?

Class discussions provide an opportunity to manifest your creative abilities.

**Case Presentations (5%(group) for the short case; 10%(group)+5%(individual) for the full case)**

There will be 6 groups in the class, each comprising of 4 (Section D) or 5 (Section A) students; one or two groups will end up have an extra member dependent upon the final class enrollment. Organizational and experiential diversity should prevail in the creation of student course groups.

Each group will be assigned one 'short' case randomly and one 'not-so-short/full' pre-assigned case to analyze and make presentation in the class. Marks will be based on primarily the group performance.

**Case Write-up (20%)**

There will be six NOT-so-short/Full cases (listed above) discussed in this course. You will be required to hand in write-ups for ONE of these cases (**other than the one your group is presenting**). The case write-up is worth 20% of the final grade. To assist you in completing this assignment a set of questions for each case that we expect to see answered in your write up will be provided in the preceding class and/or given at the end of the case. These questions will also form the basis of our discussion in class. When handing in the case write-up DO NOT just repeat case facts. Rather, you need to analyze the material given in the case when answering the case questions. Case write-ups should be precise and to the point not exceeding typed 6 pages double spaces; you may attach Appendices only if necessary.

Make sure that you give the rationale behind all your recommendations. Finally clarity of writing is an important part of communication. Marks will be taken off if the case submission is not well written.

**Deadline for Case write-up submission: TBD; Expect feedback one week after submission.**

Further tips for Case Analysis are appended to the course outline.

What skills you will develop:

- 1) Ability to understand client needs and scope.
- 2) Apply quantitative and qualitative concepts taught in this course
- 3) Ability to collect relevant information, analyze it, and present it effectively.

- 4) Ability to develop a professional report
- 5) Presentation Skills
- 6) Team Work and Collaboration

### **Final Examination (40%)**

Format of the exam will be discussed in the class. Structure of the exam and examples will be provided.

The goal of the final exam is to test knowledge acquired during the course. Examination will consist of short essay questions, qualitative and quantitative. Questions will be asked from the material covered in the class including cases, class notes and readings. Exam may include a mini-case which you would be expected to analyze and make recommendations.

We strongly recommend that you periodically review the required readings, case assignments, practice problems, and the notes you make during class discussions.

Students are advised that exam papers will not be returned back to them after being marked. If a participant is unable to sit for the final exam, the School's office will determine the eligibility for a deferred final examination. It should be noted that deferred examinations are not granted to participants who make travel plans that conflict with the examination period.

### **General Case Solving/Discussion Approach**

Cases are brief descriptions of a situation in which an organization finds itself at a point in time. Basically a case study is only a story, a description of events usually in a chronological order. These events provide one source of information you will need to answer questions posed. Other source is the lecture material and research articles discussed in the class. The main purpose of the case assignment is to identify the problem(s)/opportunities facing the organization and to utilize theories and ideas you have learned in this course to make decisions on how to solve those problems. You may feel uncomfortable making such decisions even after you have done a thorough analysis of all the information in the case. Some of what you consider to be key pieces of information may be missing, but this is part of normal reality. Management decisions are never made on the basis of complete information.

Cases will also be discussed in class. You may be called upon to discuss some aspect of a case during the case discussion. You should come to class prepared to discuss any and all aspects of the problem(s)/opportunities in the case and of the decisions you make.

The following steps are a suggested framework. You can modify them as necessary:

- Preview the Case - You may read rapidly or skim through the case, taking notes and jotting down the important ideas. Discover the parameters of the problem and keep in mind the questions that have been asked
- Read the Case – Once you have previewed the case, read it in detail. While reading in detail, you should be looking for major problems, variables, constraints, limitations,

alternatives. Keep in mind the relevant literature which may help in solving the case. Note down the relevant points

- Understand the CONTEXT and the ISSUE/PROBLEM on hand
- Identify the POSSIBLE CAUSES FOR THE PROBLEM and the type of relationship between the problem and the causes.
- Identify ALTERNATIVE SOLUTIONS, analyze PROs and CONs of each alternative, and try to determine the OPTIMUM SOLUTION.
- Give a RECOMMENDED SOLUTION and the IMPLEMENTATION PLAN. The action plan should attempt to solve both present and future problems. Undesirable solutions that may occur in the future should also be addressed during this stage. Try to answer what, who when and why. For example, what should be done, when it should be done, who should do it and why should it be done. Give clear rationale for the recommendation.
- Conduct RISK ANALYSIS. In other words what things could go wrong if your client/organization implements your recommendations, and how organization can prepare for least damage incase unwanted situation occurs. What are suggestions you can give to the firm for smooth implementation of your recommendations.
- Writing should be well organized, logical, clear and free of any grammatical or spelling mistakes. You must support statements with facts.

### **Team Approach**

An interactive learning environment provides the maximum potential to explore and truly grasp the material of the course. To facilitate interactive discussion teams will be formed.

It will be necessary for the teams to meet outside of class to discuss the case analyses. In addition, during class, teams may be given topics for discussion and/or small tasks to accomplish

Good group dynamics are essential. You are strongly advised to speak to the instructor about group problems as soon as they arise, rather than waiting until it is too late. Instructor will do her best to help mediate group problems as needed.

The Sprott School of Business encourages group assignments in the school for several reasons. They provide you with opportunities to develop and enhance interpersonal, communication, leadership, follower-ship and other group skills. Group assignments are also good for learning integrative skills for putting together a complex task. Before embarking on a specific problem as a group, it is your responsibility to ensure that the problem is meant to be a group assignment and not an individual one.

### **Missed assignments and deferred examination:**

Please discuss with instructor and provide appropriate reasons.

### **Deferred Final Examination:**

Students unable to write a final examination because of illness or other circumstances beyond their control must contact the instructor and the MBA office in writing to request a deferred exam. Permission may be granted when the absence is supported by a medical certificate and or appropriate document/s to support the reason for the deferral.

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## **E. CONDUCT**

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Professional conduct is built upon the idea of mutual respect. Such conduct entails (but is not necessarily limited to):

- *Attending the class.*  
Each class benefits from the attendance and participation of all participants. Class attendance is mandatory. The participation grade will be affected by absences. If any circumstances prevent attendance to the class, the participant is responsible for all materials discussed, handouts distributed, assignments covered, and announcements made.
- *Arriving on time.*  
Late arrivals are disruptive and show disrespect to those who are on time. Late arrivals are not allowed.
- *Minimizing disruptions.*  
You should not leave and re-enter the class. All cell phones and electronic communication devices must be turned off during class. You should avoid engaging in side conversations after class has begun.
- *Focusing on the class.*  
While you may take notes on laptops, do not use laptop computers or hand-held devices for other tasks while in class. Activities such as net surfing, and answering email are very impolite and disruptive both to neighbors and the class.
- *Being prepared for class.*  
Participants must be ready to discuss any assigned readings and to answer any assigned questions.
- *Respect.*  
Participants should act respectfully toward all class participants.

Class participation grading reflects student adherence to these principles; participants gain participation credit when they contribute with valuable insights and lose credit if they fail to adhere to any of the above guidelines.

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## **F. PLAGIARISM**

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The University's Senate defines plagiarism in the regulations on instructional offences as: "to use and pass off as one's own idea or product work of another without expressly giving credit to another."

Borrowing someone else's answers, unauthorized possession of tests or answers to tests, or possession of material designed to help answering exam questions, are also subject to university policy regarding instructional offences. For more information on Carleton University's Academic Integrity Policy, consult:  
[http://www.carleton.ca/studentaffairs/academic\\_integrity](http://www.carleton.ca/studentaffairs/academic_integrity)

The photocopying of substantial portions of a textbook (e.g. more than 1 chapter or 15% of the total page count) without the publisher's permission is another misuse of intellectual property, and is also a violation of Canadian copyright law. Access Canada's website provides guidelines on legitimate copying. You may also find useful information at:  
<http://library.wlu.ca/access/guidelines.htm>

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## G. CHANGES TO THE SYLLABUS

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Every effort has been made to make the course outline as complete as possible, but there may be occasions when changes are required. The instructor will announce any deviations from the course outline in class.

### Tentative Class Schedule

<b>Topic</b>	<b>Session</b>	<b>Full Case Allocation</b>	<b>Group#</b>
Creating Customer Value Through Operations	1		
Supply Chain Management- Overview and Basic Concepts	1		
Process Configuration	2	1. Custom Molds, Inc. 2. Facilities Maintenance	6 5
Capacity Planning	3	3. Fitness Plus	4

Quality and Process Improvement	4	4. José's Authentic Mexican Restaurant	3
Quality Control	5		
Operations Planning and Scheduling	6	5. Food King 6. Memorial Hospital	2 1
Resource Planning	6		

**Note: Presentations of cases will be announced in the class. Class schedule could vary dependent on the progress we make in the course. Every student is expected to read all required readings prior to the class.**

## **ADDITIONAL INFORMATION**

### **Course Sharing Websites**

Materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

### **Required calculator in BUSI course examinations**

If you are purchasing a calculator, we recommend any one of the following options: Texas Instruments BA II Plus (including Pro Model), Hewlett Packard HP 12C (including Platinum model), Staples Financial Calculator, Sharp EL-738C & Hewlett Packard HP 10bII

### **Group work**

The Sprott School of Business encourages group assignments in the school for several reasons. They provide you with opportunities to develop and enhance interpersonal, communication, leadership, follower-ship and other group skills. Group assignments are also good for learning integrative skills for putting together a complex task. Your professor may assign one or more group tasks/assignments/projects in this course. Before embarking on a specific problem as a group, it is your responsibility to ensure that the problem is meant to be a group assignment and not an individual one.

In accordance with the Carleton University Undergraduate Calendar (p 34), the letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100	B+ = 77-79	C+ = 67-69	D+ = 57-59
A = 85-89	B = 73-76	C = 63-66	D = 53-56
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52
F = Below 50			

Grades entered by Registrar:

WDN = Withdrawn from the course

DEF = Deferred

### **Academic Regulations**

University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university's website, here:

<http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/>

## **Requests for Academic Accommodation**

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

### **Pregnancy obligation**

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: [carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf](https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf)

### **Religious obligation**

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: [carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf](https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf)

### **Academic Accommodations for Students with Disabilities**

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with your instructor as soon as possible to ensure accommodation arrangements are made. [carleton.ca/pmc](https://carleton.ca/pmc)

### **Survivors of Sexual Violence**

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and is survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: [carleton.ca/sexual-violence-support](https://carleton.ca/sexual-violence-support)

### **Accommodation for Student Activities**

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

For more information on academic accommodation, please contact the departmental administrator or visit: [students.carleton.ca/course-outline](https://students.carleton.ca/course-outline)

### **Academic Integrity**

Violations of academic integrity are a serious academic offence. Violations of academic integrity – presenting another’s ideas, arguments, words or images as your own, using unauthorized material, misrepresentation, fabricating or misrepresenting research data, unauthorized co-operation or collaboration or completing work for another student – weaken the quality of the degree and will not be tolerated. Penalties may include; a grade of Failure on the submitted work and/or course; academic probation; a refusal of permission to continue or to register in a specific degree program; suspension from full-time studies; suspension from all studies at Carleton; expulsion from Carleton, amongst others. Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy which is available, along with resources for compliance at: <https://carleton.ca/registrar/academic-integrity/>.

### **Sprott Student Services**

The Sprott student services office, located in 710 Dunton Tower, offers academic advising, study skills advising, and overall academic success support. If you are having a difficult time with this course or others, or just need some guidance on how to successfully complete your Sprott degree, please drop in any weekday between 8:30am and 4:30pm. Our advisors are happy to discuss grades, course selection, tutoring, concentrations, and will ensure that you get connected with the resources you need to succeed! <http://sprott.carleton.ca/students/undergraduate/learning-support/>

### **Centre for Student Academic Support**

The Centre for Student Academic Support (CSAS) is a centralized collection of learning support services designed to help students achieve their goals and improve their learning both inside and outside the classroom. CSAS offers academic assistance with course content, academic writing and skills development. Visit CSAS on the 4th floor of MacOdrum Library or online at: [carleton.ca/csas](http://carleton.ca/csas).

### **Important Information:**

- Students must always retain a hard copy of all work that is submitted.
  - All final grades are subject to the Dean’s approval.
  - For us to respond to your emails, we need to see your full name, CU ID, and the email must be written from your valid CARLETON address. Therefore, in order to respond to your inquiries, please send all email from your Carleton CMail account. If you do not have or have yet to activate this account, you may wish to do so by visiting <http://carleton.ca/ccs/students/>
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