

OM 411 Course Outline – Winter 2015

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Office hours: by appointment
(email 2-3 available times)

Required Texts:

1. Managing Business Process Flows, 3rd Ed. by Anupindi, Chopra, Deshmukh, Van Mieghem, and Zemel, Prentice Hall, 2012,
2. The Goal: A Process of Ongoing Improvement, 25th Anniversary Edition by Eliyahu M. Goldratt, North River Press, 2012,
3. Course Package: A course package containing the cases will be printed and will be required.

Course description: Businesses use processes to produce and deliver goods and services to customers. This course is about the conceptual and quantitative analysis of business processes. The emphasis is on strategic and tactical decision making about operations so as to create competitive advantage for the organization. The topics covered may include process flow analysis, inventory management, queuing, and quality. The topics will be illustrated through discussion and analysis of several case studies. The topics and techniques selected for this course are applicable to a wide variety of industries.

Class meetings:

Schedule	Location
Tuesdays 6:00 – 9:00 PM	BUS 1-09

Unless otherwise stated, starting with the second lecture on January 13, 2015, we will meet in a computer lab that will be announced in the first class.

Assessment: This course will be driven by the textbook and the cases. Therefore, attendance and participation are important. We will follow the textbook reasonably closely so the chapters in the book will give you a rough roadmap for the semester. Week by week, course materials will be posted on the uLearn website. We will use this website extensively in this course, so make sure that you check it frequently.

Case Studies: There are six cases in the course pack. We will discuss these cases, plus an additional case to be handed out later in the term, during seven of our lectures. Students must come to class prepared for the case discussions. Please see the course schedule below for the tentative dates and titles of case study discussions. For some of the cases, we can have group discussions and/or activities in class. Homeworks may contain questions based on our case study discussions – homeworks are assigned to be completed individually.

The Goal: This is a textbook disguised as a novel. As a novel, it won't win any prizes. As a textbook it is quite effective. Each week you will be required to read four chapters from this book and answer a few multiple choice questions and/or short essays, testing whether you read the book or not. These tests will be web based quizzes to be answered out-of-class during the designated hours.

Final Exam: There will be a final exam at the end of the semester. It will be an open book, 3-hour exam. The exam is scheduled to be on **April 7, 2015, Tuesday, between 6:00-9:00 PM.**

Please note that the final exam schedule is published by the Office of the Registrar and therefore, I will not be able to change its date and time.

Evaluation: The course mark will be based on:

Assessment	Weight	Comments
Class participation	10%	Lectures 1-13
Web quizzes	10%	1% each. 10 web quizzes based on <i>The Goal</i>
Homework 1-8	40%	5% each
Final exam	40%	3-hour, open book exam
Total	100%	

- **Class Participation** grade includes two elements: Attendance and active participation.

Timetable:

Lecture	Date	Chapters	Case	Assignments
1	06-Jan-15	1,2- Intro		
2	13-Jan-15	3- Little's Law	Samsung	
3	20-Jan-15	4- Flowtime		
4	27-Jan-15	5- Capacity	Kristen's Cookie Co.	Homework 1
5	03-Feb-15	6- Inventory I		
6	10-Feb-15	6- Inventory II	National Cranberry	Homework 2
	17-Feb-15	READING WEEK (No class)		
7	24-Feb-15	7- Safety Stock	TBA (Inventory Mgmt.)	Homework 3
8	03-Mar-15	8- Queuing I		
9	10-Mar-15	8- Queuing II	University Health Services	Homework 4
10	17-Mar-15	8- Queuing III	Logan Airport	Homework 5
11	24-Mar-15	9- Process Control		
12	31-Mar-15	10- Lean Operations	Toyota	Homework 6
13	07-Apr-15	Final Exam, 6:00-9:00 PM		Homework 7 & 8

Student learning outcomes: This course is designed to develop an understanding of the following key areas and their interrelationships:

- The core concepts in operations management,
- The key drivers of the process performance,
- Analytic methodologies for operations management analysis.

This course incorporates the Learning Goals of the BCom Program, in particular: critical thinking, quantitative skills, and written communications. For complete descriptions of the Learning Goals of the BCom program, see:

<http://business.ualberta.ca/programs/bachelor-of-commerce/prospective-students/about/learning-goals>

Notes: Policy about course outlines can be found in §23.4(2) of the University Calendar.

Students who require accommodations in this course due to a disability affecting mobility, vision, hearing, learning, or mental or physical health are advised to discuss their needs with Specialized Support and Disability Services (SSDS), 2-800 Students' Union Building, 492-3381 (phone) or 492-7269 (TTY).

Recording is permitted only with the prior written consent of the professor or if recording is part of an approved accommodation plan.

The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at www.governance.ualberta.ca) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University. All assignments (except for the group activities) are to be completed individually. However, I recognize the value of studying together and comparing notes when working on assignments. To help you judge what I consider acceptable and non-acceptable collaboration, consider the following:

Do's:

- Discuss the course material with other students.
- Ask classmates for help when you are stumped.
- Offer help to other students.
- Do your own work.

Don'ts:

- Discuss numerical answers with other students.
- Use someone else's words without proper attribution. The best way to avoid using another student's words is to never look at another student's written answers to an assignment. If you quote an article, book, web page, or any other source, then you must reference that source.
- Copy another student's spreadsheet file or other computer file. There are no exceptions to this rule. Copying another student's file for an assignment (or another group's work, for the group activities) is not acceptable, under any circumstances. It is immaterial whether the copying is done electronically or manually.