

1. General Information

1a. Submitted by the College of: BUSINESS AND ECONOMICS

Date Submitted: 11/25/2013

1b. Department/Division: B&E Graduate Center

1c. Contact Person

Name: Steven Skinner

Email: steve.skinner@uky.edu

Phone: 257-1543

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? No

2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: EMBA 615

2c. Full Title: Operations Management

2d. Transcript Title: 40

2e. Cross-listing:

2f. Meeting Patterns

LECTURE: 2

2g. Grading System: Graduate School Grade Scale

2h. Number of credit hours: 2

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

2j. Course Description for Bulletin: This course addresses how to design and operate a manufacturing or service company. The underlying fundamental and powerful concepts include (1) design of a system, (2) operations of a system, and (3) measuring and controlling the performance of a system from effectiveness (e.g., quality of a product) and efficiency (e.g., cost of producing a product) viewpoints.

2k. Prerequisites, if any: Admission to the EMBA program.

2l. Supplementary Teaching Component:

3. Will this course taught off campus? Yes

If YES, enter the off campus address: Possibly at the University of Louisville

4. Frequency of Course Offering: Summer,

Will the course be offered every year?: Yes

If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?: Yes

If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 40

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: Yes

Will it be of interest to a significant number of students outside the degree pgm?: No

If Yes, explain: [var7InterestExplain]

8. Check the category most applicable to this course: Traditional – Offered in Corresponding Departments at Universities Elsewhere,

If No, explain:

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: Yes

If YES, name the proposed new program: Joint Executive MBA Program with the University of Louisville

b. Will this course be a new requirement for ANY program?: No

If YES, list affected programs:

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: No

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached: Yes

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1.How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2.How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3.How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4.Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5.How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6.How do course requirements ensure that students make appropriate use of learning resources?

7.Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8.How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9.Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10.Does the syllabus contain all the required components? NO

11.I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|ZNNIKO0|Roshan N Nikou|EMBA 615 NEW Graduate Council Review|20140107

SIGNATURE|MKT210|Steven J Skinner|EMBA 615 NEW College Review|20131125

EMBA 615

Operations Management

Professor:

Office:

Office Hours:

Phone:

E-mail:

Course Description

The central question addressed in this core course is how to design and operate a manufacturing or service company. The underlying fundamental and powerful concepts include (i) design of a system, (ii) operations of a system, and (iii) measuring and controlling the performance of a system from effectiveness (e.g., quality of a product) and efficiency (e.g., cost of producing a product) viewpoints.

Whether economy is booming or in a recession, delivering a company's goods or services in the most effective manner is critical to its survival. If you have an interest in becoming an effective manager/owner of a company, operations management concepts, frameworks, and techniques are important for your achieving this goal. The concept provides the road map to follow. The framework is the vehicle for the journey and the technique acts as a driver, reading signs along the road. All too often we have seen expensive systems installed, only to fail because the managers did not begin with a firm grasp of the concepts involved, and thus failed to acquire the appropriate frameworks and exploit the best techniques.

Required Text

1. *Operations Management: Contemporary Concepts & Cases*, Roger Schroeder, McGraw-Hill, Inc. (4th edition)
2. *THE GOAL - A Process of Ongoing Improvement*, Eli Goldratt, North-River Press, Inc. (Available on CD as well).

Learning Outcomes

Upon completion of this course you will be able to

- structure and analyze practical Operations Management decision problems,
- identify information needs and sources,
- define operations goal and performance measures,
- employ quantitative and qualitative tools,
- secure and allocate resources,
- improve operations, and sell one's recommendations to peers, clients and superiors.

Grading scheme

Grading component	Grading percentage
Final exam	30%
Assignments (4@5% each)	30%
An executive memo on “ <i>The Goal</i> ”	30%
Class/Blackboard contribution	10%
Total	100%

Grading Scale

A	90%-100%
B	80%-89.99%
C	70%-79.99%
E	<70%

Assignments/Reports (See Blackboard)		
Grading component	Grading percentage	Due date
Manual Dice Game report	7.5%	
The Job Shop Game (in group if you like) report	7.5%	
Set of Process Capacity Analysis report	7.5%	
Set of Statistical Process Control Problems	7.5%	
Executive Memo on “The Goal” business novel	30%	

SCHEDULE		
Time	Date	Topic
		<p align="center"><u>Operations Management and Strategy</u></p> <ul style="list-style-type: none"> • Textbook: Read Chapters 1 and 2 and my ppt. slides. • Business novel: Read <i>The Goal</i>, Chapters 1-10 • Short Case: The Shipper Manufacturing Company (see Textbook, pp. 404) • Assignment #1: Manual Dice Game report due (see Blackboard) <p><u>You should be able to</u> (i) Discuss management of operations of a company as a function, process, and decision-making framework (ii) Explain differences between service and manufacturing; (iii) Discuss Operations Strategy model in the context of a real-life company (assume a specific business strategy); (iv) Discuss TOC Mindset (the goal and necessary conditions); (v) Discuss TOC Measures: Throughput, Inventory and Operating Expenses.</p>

		<p style="text-align: center;"><u>Process and Capacity Management</u></p> <ul style="list-style-type: none"> • Textbook: Chapters 4 and 7 and my ppt. slides. • Business novel: Read <i>The Goal</i>, Chapters 11-20 • Short Case: Eastern Gear, Inc. (see Textbook, pp. 414) • Assignment #2: The Job Shop Game report due (see Blackboard) <p><u>You should be able to</u> (i) Discuss characteristics of Line Flow (product focus) and Job Shop (process focus) operations with real-life company examples; (ii) Explain the concepts of product-process matrix, focused factory, and mass customization; (iii) Measure process flows i.e., Little's Law; capacity of a process, flow rate, throughput time, cycle time, labor utilization (Note on quantitative section: Review and redo solved problems 1-3, pp. 139-140); (iv) Explain Capacity concepts: Design, Nominal, Throughput, Protective, Unused; (v) Discuss TOC Methodology (Five Focusing Steps) of managing a company.</p>
		<p style="text-align: center;"><u>Quality Management and Control</u></p> <ul style="list-style-type: none"> • Textbook: Read Chapters 8, 9 and my ppt. slides. • Business novel: Read <i>The Goal</i>, Chapters 21-27 • Short Case: Bayfield Mud Company (see Textbook, pp. 471) • Assignment #3: Process Capacity Analysis Report due (see Blackboard) <p><u>You should be able to</u> (i) Discuss the concepts of quality and TQM; (ii) Develop and discuss Variable-based and Attribute-based control charts and Process Capability indices. (Note on quantitative section: Review and redo solved problems 1-3, pp. 190-194) (iii) Compare and contrast TOC, TQM and Six Sigma concepts</p>
		<p style="text-align: center;"><u>Lead-time (Inventory) Management</u></p> <ul style="list-style-type: none"> • Textbook: Read Chapter 6 and my ppt. slides. • Business novel: Read <i>The Goal</i>: Chapters 28-40 • Assignment #4: Statistical Process Control Report due (see Blackboard) <p><u>You should be able to</u> (i) Discuss the lead time concept and its relationship with WIP inventory, (ii) Discuss philosophy and elements of a lean system, (iv) Discuss TOC and JIT approaches to manage (reduce) WIP inventory and thereby, provide competitive advantages.</p>
		<p>Review of Concepts and Homework Problems (xxx) Final Exam: xxx (Close books, Close notes) Only Scientific Calculator is allowed. Executive Memo on “The Goal”</p>

ADDITIONAL WORK DETAILS

Final Exam

Final exam will consist of two parts: four essay questions, and two numerical problems. Note: There is no provision for make-up exam. If exam is missed, a student must produce evidence of cause (e.g., a doctor's note) to request a grade of incomplete – to be made up the next term.

Executive Memo on the Business Novel “The Goal”

I would like for you to write a ten page (double spaced, 12 point font) executive memo based on *The Goal*. The purpose is to provide a complete and accurate summary of the novel to an executive (may be your boss) at your current (or previous) company. The memo should convince him/her to examine a whole range of new ideas and management practices termed as the “theory of constraints” or “constraint management.” (See more details on the Blackboard)

Participation and Class Contribution

Contribution is defined as consistent and meaningful participation in class as well as on Blackboard discussions (not merely talking or making a point here or there). In order to participate, you must be present and be prepared (ready to submit your analysis of the assigned case). I will develop an overall impression of your performance in class, which includes a) the questions you ask in class and on Bb discussion board, b) your response to my and fellow students' questions asked, c) the insights and experience you bring to the class and on Bb discussion board. You must attend the classes regularly and participate on Blackboard. Failure to do so may result in loss of marks in the class contribution component of the course. More importantly, you will encounter difficulties in understanding the material discussed in the successive classes because of the integrative nature of the course. If you must miss a class, it is your responsibility to learn what was covered and be ready for the next class session as well as for the Final exam. In any case, you may want to consult with me in advance.

Course Policies

Submission of Assignments

Explicit instructions will be given when each assignment is handed out.

Attendance Policy

Given the nature of this program, it is hard to imagine that anyone would ever miss class except for a very good reason.

Makeup Policy

Makeup work will only be allowed if there is an excused absence. If possible, you must notify me before the due date.

Excused Absences

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

Verification of Absences

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

Academic Integrity

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate

acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Accommodations Due to Disability

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Guidelines for Writing an Executive Memo on “*The Goal*”

Eliyahu Goldratt (1947-2011) has been described by **Fortune** as a "guru to industry" and by **Business Week** as a genius. His book, *THE GOAL*, is the gripping fast-paced novel that is transforming management thinking throughout the world. Goldratt continued with a series of new novels e.g., *It's Not Luck* for marketing and strategy, *Necessary But Not Sufficient* for information systems, *Critical Chain* for project management, *The Choice* for life in general.

I would like for you to write a seven page (double spaced, 12 point font) executive memo based on *The Goal*. The purpose is to provide a complete and accurate summary of the novel to an executive (may be your boss) at your current (or previous) company. The memo should convince him/her to examine a whole range of new ideas and management practices termed as the “theory of constraints” or “constraint management.”

You should start with one or two paragraphs entitled "A brief" providing an overview of your memo. While writing your memo, you should keep the following grading key (and the respective weights) in mind to stay focused on the main concepts explained in the novel and discussed during the class.

	Points
• Discuss the goal of a for-profit organization (differentiate the goal from necessary conditions)	10
• Discuss TOC measures - Throughput, Inventory and Operating Expense (highlight their unconventional nature and relationship with measures e.g., net profit, ROI, cash flow)	10
• Discuss the concepts of dependent events, statistical fluctuations, and a balanced plant.	10
• Discuss Five Steps of Focusing of TOC.	30
• Discuss the concept of lead-time and its relationship with inventory management (highlight TOC approaches to manage inventory and create sustainable competitive advantages)	10
• Integrate examples from the novel throughout your memo and relate them to your employer	20
• Check your writing: proof read, creative headings, organization, and flow of the material.	10

Tip: Before you write your memo, you may want to check out blackboard and read a couple of articles (exemplifying TOC applications in a service industry). Feel free to look for more applications relevant to your business environment on the Internet