



COURSE SYLLABUS: ADMN 940 - Managing Operations

Semester: Term I (AUG 13, 2018 to OCT 05, 2018)

Time/Room: Durham (P01) Monday 5:40pm to 9:15pm Paul 235
Manchester (M1) Thursday 5:40pm to 9:15pm Pandora 347

Instructor: Russell A Miles

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Office Hours: By Appointment

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CLASS SCHEDULE / TOPICS:

Please reference the course schedule posted on canvas for details.

CANCELLATIONS:

See UNH websites for weather-related cancellations (watch email for other schedule changes)

REQUIRED TEXT:

Operations Management: Processes and Supply Chains

ELEVENTH EDITION

Krajewski, Ritzman & Malhotra

©2015 Prentice Hall

Hardcover, 3-Hole Punch, and eText versions available

REQUIRED COMPANION WEBSITE:

www.MyOMLab.com

Durham Section P01 - MyOMLab Course ID miles88817

Manchester Section M1 - MyOMLab Course ID miles88035

Contact Pearson Tech Support with any system questions

<https://support.pearson.com/getsupport/s/contactsupport>

NOTE: If you buy a used book be sure to check that the MyOMLab account access is included. If not, you will need to purchase access to the companion website separately at an additional cost.

REQUIRED COURSE PACK:

UNH MBA 2018 - Managing Operations (Miles)

Harvard Business Publishing Course Pack

- Baria Planning Solutions, Inc.: Fixing the Sales Process
- Toyota Motor Manufacturing, U.S.A., Inc.
- Scientific Glass Incorporated: Inventory Management
- Mission Impossible? Yummy77
- Jilltronics Security Systems: Vendor Selection Using Multi-Factor Analysis

Download here: <https://hbsp.harvard.edu/import/540963>

ADDITIONAL MATERIALS:

Additional course materials may be posted on MyCourses (Canvas) or www.MyOMLab.com

RECOMMENDED EQUIPMENT:

Laptop loaded with Microsoft Excel / USB Flash Drive / Calculator



The MBA core develops leadership and managerial skills through informed decision-making grounded in rigorous analysis

COURSE CATALOG DESCRIPTION: This course provides a foundation for dealing with managerial decisions about technology and operations issues. Based on the premise that the technology and operations can be a significant source of competitive advantage for a firm. Prepares students to identify and implement operating improvements that directly affect firm performance.

INSTRUCTOR DESCRIPTION: Understanding the role of the operations function and its impact on the competitiveness of a firm is an important part of any manager's training. In this course, we will study the concepts, practices, tools, and technologies used to manage operations in manufacturing and service organizations. Students will learn standard terms and concepts that will help them better communicate with operations personnel. Managers of all functional areas will build on their existing operational knowledge, which will help them make more informed "total business decisions". Some of the topic areas we will cover include quality management, lean process concepts, project management, inventory and supply chain management.

OBJECTIVES:

1. Differentiate the components of the management of the operations function in different types of organizations and identify the relationship of operations decisions to other business decisions.
2. To perform the necessary analysis related to operations management subjects including product development, process design, manufacturing strategy, quality management and control, materials management including inventory control, capacity, job design and work measurement, and manufacturing planning and control systems.
3. To explain the importance of using available and emerging technologies to enhance operations decision making and performance
4. To identify, define, analyze, and propose workable solutions to operating problems.

COURSE COMPETENCY:

Primary Competencies

1. Analytical Skills: Through the analysis of problems and case situations to identify the underlying problems and evaluate solution alternatives.
2. Problem Solving: Through the applications of concepts and techniques of operations management to problems posed by cases and exercises.

Secondary Competencies

1. Information Technology: Through the use of Excel and data analysis tools in Excel in applying decision-making techniques in operations management to cases and assignments.
2. Communication: Through written case assignments, presentations, and class discussions.
3. Teamwork: Through group work on case assignments and case presentations.
4. Leadership: Students will get a chance to function as informal team leaders when working in groups on case assignments and presentations.
5. Global Orientation: Students will attain a multidisciplinary global perspective through the application of operations management concepts and techniques in the global context.



COURSE DELIVERABLES AND GRADING

GRADING: Grades will be determined as follows:

Deliverable/Component	Submit Via	Value
Session Prep & Participation	Canvas	10%
Homework Questions & Problems	MyOMLab	25%
Group Case Presentation	Canvas / In Class Preso	20%
Individual Case Prep	Canvas	10%
In-Depth Strategic Whitepaper	Canvas	20%
Individual Topic Presentation	Canvas / In Class Preso	15%
	TOTAL	100%

SESSION PREP & PARTICIPATION

Each student is expected to prepare for, attend and participate in every class session. Following are the key components of PARTICIPATION.

1. **ATTENDANCE:** Student is physically present in class.
2. **PREPAREDNESS:** Student has completed all required readings, reviewed cases, and watched any assigned videos prior to class.
3. **PUNCTUALITY:** Student arrives to class on-time and stays until dismissed.
4. **ATTENTIVENESS:** Student is "awake" and focused for the entire class period
5. **ENGAGEMENT:** Student joins in class discussions, asks questions, shares viewpoints, and/or participates in activities.

A "Participation Tracker" for each session will appear as a quiz on MyCourses (Canvas). At the end of each session, students will answer five, "yes/no" to determine a participation score for the week. Students may also provide thoughts on what they learned during the session and/or provide feedback on how to improve the session.

HOMEWORK QUESTIONS & PROBLEMS

Assigned homework problems and questions have been chosen to give students experience with the wide range of topics covered in the course. Students shall submit answers to homework via the **MyOMLab** website on the due date indicated. Late homework submissions will not be accepted. Students are to work on homework problems independently, treating each weekly assignment as a "take-home" quiz. To get the most out of the quantitative exercises, students should develop a flexible excel model and be prepared to discuss different business scenarios in class.

GROUP CASE PRESENTATION

The class will form teams and be assigned a case (or cases) from the textbook. The team will act as consultants advising the subject company on the issues presented in the case. Consultants will be expected to provide a thorough presentation including the following (at a minimum).

1. **SITUATION OVERVIEW:** Concisely frame the situation and background. What are the client's pain points / challenges? Why were you hired as consultants / why are you here? Summarize the key points in the case.
2. **ANALYSIS/METRICS:** Identify and clearly summarize key metrics and data points. Focus on operational issues – but also cover pertinent collateral issues. Demonstrate proper analysis tools/techniques you used to analyze or solve problems.
3. **ALTERNATIVES/RECOMMENDATIONS:** Discuss alternative solutions considered (with pros and cons of each) leading logically to a clear actionable recommendation. What are the next steps and keys to success going forward?



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Teams must deliver presentations in a professional manner. That includes professional delivery, smooth transitions, and slides that are “business ready” (aka something you would be willing to present a real outside business client).

The rest of the class will read each case and come prepared to play the role of the company management team. After the consultant’s presentation, there will be a Q&A session with the company management team “grilling” the consultants on their findings and recommendations. The consultant presentations should take about 30 minutes followed by 20 minutes of Q&A. Consultant teams may contact the instructor regarding confirmation of any “assumptions” related to the cases. Note: In larger classes, consulting teams may “compete” with one another on the same case in order to win the client’s business.

Teams are to upload their powerpoint presentations and any supporting documentation to MyCourses (Canvas) prior to the in-class presentation.

INDIVIDUAL CASE PREP

For individual students - for the cases you are NOT assigned to present as a group - you will read each case and assume the role of a manager or key stakeholder in the firm. In preparation for the review session with the consulting firm (aka the student team presenting that week) – the company manager (aka you) will write a brief (300 to 400 word) summary prep sheet including your thoughts on the following.

1. The mission of your firm (the subject company in the case)
2. The key issues, challenges, and/or opportunities facing your firm
3. Questions that you hope to have answered by the professional consulting group that you hired

Post your brief write-up for each case to MyCourses (Canvas) prior to the presentation session (and have your notes handy as the consulting team presents their solution to you).

IN-DEPTH STRATEGIC WHITEPAPER

Building on the case-prep and the consultant presentations, each student will be assigned one of the cases presented in class to prepare a more in-depth written follow up report due the week after the case presentation. This whitepaper is an individual assignment. The student will assume the role of VP of Operations at the subject company and write-up a summary report to the company CEO (the instructor). The student will assume their CEO was unable to attend the consultant presentation(s) and submit a report including the following

1. **OVERVIEW:** Summarize the issues, challenges, or opportunities facing our company. Describe how these relate the competitive environment as well as the mission/vision of the company.
2. **ANALYSIS:** A summary of the analysis conducted by the consultant(s) along with any additional analysis you deemed pertinent. Include pros and cons of each option.
3. **RECOMMENDATIONS:** Your final recommendations (which may differ from the consultants’ recommendation). Ensure these align with our company mission/vision.
4. **NEXT STEPS:** Clearly state how to implement your recommendations. Include an action plan with clear actions, owners, and dates for implementation.
5. **CLOSING SUMMARY:** Close strong with a clear and concise “call to action” for your boss (aka your instructor). Let them know exactly what they need to do next to move forward.

Note: you are not to simply “critique” the consultants’ presentation – build on what the consultants present and develop a strategic go forward plan for our company. The report is limited to Two Thousand (2,000) words maximum and should be in a business whitepaper format. There is no limit on the number of appendix tables, figures, charts, and other exhibits (but make sure these contribute to the narrative). Feel free to bulletize information, use headings, or other formatting



techniques to efficiently communicate the information. Please see the appendix of the syllabus for more tips on writing your strategic whitepaper.

Post your whitepaper in MS Word format to MyCourses (Canvas).

INDIVIDUAL TOPIC PRESENTATION

Each student will deliver one individual presentation to the class covering an operations management topic related to the homework problems covered that week. Note: students are NOT to present the mathematical solution to the given homework problem (as the class will have already worked on the problems on their own.) Students may present basic industry research, share direct experiences, and/or lead a discussion related to the “real world” use of the tool / technique covered in the homework problem. Students may consider the textbook problem as a starting point for discussion of how one might apply the given operations analysis techniques in a real world situation – but they are expected to go well beyond the “textbook application” in their discussion. The topic presentations should take approximately 15 minutes.

Students are to post slides to MyCourses (Canvas) prior to presenting in class.

FINAL GRADE: Grades will be assigned based on the following initial scoring ranges.

GRADE	Low	High
A range	90	100
B range	80	89
C range	70	79
D range	60	69
F range	0	59

Please note:

- Rounding of final scores will be done using the MS Excel rounding function
- Final course scores may be scaled to achieve a targeted mean score for the class
- Individual scoring ranges may be adjusted to achieve a normal distribution of letter grades in alignment with other sections of this course (past and present)

If you have any concerns about the above information concerns, you please contact your instructor immediately.

CLASS POLICIES

STUDENTS WITH SPECIAL NEEDS: The University is committed to providing students with documented disabilities equal access to all university programs and facilities. If you think you have a disability requiring accommodations, you must register with Disability Services for Students (DSS). Contact DSS at (603) 862-2607. If you have received Accommodation Letters for this course from DSS, please provide your instructor with that information privately so that we can review those accommodations.

E-MAIL: Please check email daily. Your instructor will send important updates or any schedule changes to you via email. Your instructor will make every effort to respond to your e-mail messages within one business day. E-mails, like all correspondence, should be written in a professional, concise manner. Be sure to sign all e-mail messages with your full name.

COMPUTER USAGE: Computers are integral to this course. You will be using Microsoft Excel and Powerpoint extensively. The instructor will NOT be teaching you how to use Excel or Powerpoint in this course. If you lack these skills you should independently build these skills as soon as possible.



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ACADEMIC INTEGRITY: Breaches of academic honesty may result in course failure and disciplinary action. If you are caught cheating in this course you will fail and the incident will be reported to University Administration.

PROFESSIONAL ETIQUETTE AND EXPECTATIONS: Students should treat each class session as a business situation in which they are meeting with their manager (or a key client).

- Be punctual and prepared.
- Turn off and put away all mobile phones and/or other electronic distractions.
- Take responsibility for your own learning - let your instructor know if you need help.
- Take responsibility for your own ethical behavior.

A NOTE ON SCORING OF DELIVERABLES: When it comes to qualitative deliverables (like papers and presentations) “points off” do not necessarily mean “you are wrong”. A score of less than 100 indicates that a particular area of a deliverable could have been made stronger and/or the content did not fully convince your client (aka your instructor) that a presented position/recommendation is viable. Feedback and comments are provided as suggestions on how a deliverable could have been made stronger. Although in some cases there may be “no one right answer”, there is the instructor’s opinion on the quality of the answer - and this is what is reflected in the score.

A scoring grid may be used as a feedback mechanism and to ensure that scoring is consistent. In addition to using a standard scoring approach, each deliverable is viewed in totality to see if the score seems fair based on the instructor’s experience in having seen hundreds of student (and professional) deliverables and presentations. Detailed constructive criticism is intended to encourage students toward more critical thinking and better deliverables/presentations in the “real-world” (where it really counts).

Your instructor fully understands that scores are very important to students and, as such, scoring and final letter grading is taken very seriously. At times students may disagree with certain specific points of feedback or scores. Your instructor is open to discussing feedback and will answer any questions - but will not “negotiate” nor adjust a score once it has been recorded.



APPENDIX – STRATEGIC WHITEPAPER GUIDANCE

In the past students have asked for more specific guidance on how to write up the case whitepapers. Check out this link for a good definition of what I mean by “business writing”.

<http://grammar.about.com/od/ab/g/businesswritingterm.htm>

. . . and following is an example of the expected structure. Assume you are a VP of Operations at the company in question and you are writing a summary report to me, your CEO.

INTRODUCTION

Russ,

Since you were away during our recent meeting with XYZ consultants - I wanted to provide you with a brief overview of their proposal and my thoughts on a go forward plan. Etc.

OVERVIEW

As you are aware, we brought in XYZ consultants to help us address the issue of . . .
This is impacting our ability to . . . - resulting in . . .

ANALYSIS

The consultant's approach to analyzing the situation included . . .
Their conclusion(s) was/were as follows . . .
After conducting my own analysis, attached, I found . . .
The root cause(s) of our issue(s) is/are . . .
Given the above, we need to focus on . . .

ALTERNATIVES

XYZ presented several/only one alternative(s) including . . .
In addition I considered the following alternative(s) . . .
The alternatives and the pros and cons of each are summarized in the following table . . .

RECOMMENDATIONS

The consultants recommended that we . . .
Based on my analysis and a review of our options, I completely/somewhat agree/disagree with their findings and recommendations because . . .
My recommendations for improvement and corrective action are as follows . . .

NEXT STEPS

Following is a high level milestone chart showing the timing of the key next steps and the resources required to implement these recommendations . . .
During this transition we will need to keep an eye on the following risks . . .
We can mitigate these risks by . . .

SUMMARY

In conclusion . . .
In order to proceed we must . . .



Additional notes on the whitepaper:

- Please note - you are not just commenting on the consultants' performance in this white paper - and your recommendation as a VP of Ops should not simply be to "hire Consultant A and have them do more work". Assume the consulting budget is spent and you now need to take the project forward. You need to provide enough information to your CEO to get the green light on your go forward plan. With that in mind, build on what the consultant(s) presented (or throw out what they presented if that is your recommendation) and lay out how you will take the project (whatever that may be) to the next level.
- While writing the white paper - you should feel free to make logical assumptions and/or mock-up data, survey results, and/or analysis in order to create more actionable recommendations and next steps. If you find yourself about to recommend, "gather more data on this" or "conduct additional analysis on that" – then go ahead and create that data and do that analysis. Include the results in the write up. This will enable you to recommend a more detailed and actionable set of initiatives.

Business Writing Tips:

- In business writing there is no need to state "I think", "I feel", or "I believe". If your name is on the report - all that is implied.
- Read important deliverables aloud to yourself before submitting the final version. This helps uncover "clunky" sentences and improve the flow of the narrative.
- Use headers and formatting to make your deliverables more appealing and easier to digest.
- Use bullets, graphs, or tables when appropriate to help organize and deliver content to the reader more efficiently.
- Please single space the text portion of your write-ups (this is just your instructor's preference)