

**READ THE SYLLABUS
ANY QUESTIONS THAT CAN BE ANSWERED IN THE SYLLABUS
WILL RESULT IN MY TELLING YOU TO READ THE SYLLABUS**

**OPM 188
Operations Management
Spring 2008**

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I. Course Description

Operations Strategy and Design covers strategic theories and methods for designing, managing and improving operations systems in order to achieve the competitive priorities--cost, quality, delivery and flexibility which support the business level strategies of cost leadership and differentiation.

Prerequisite: OPM 101. 3 units.

* Mandatory faculty meetings might be scheduled during office hours. I will notify you if that happens.

** TENTATIVE

II. What books and materials are required?

1. REQUIRED:

OPM 188 package, ISBN 0536422109 - Required

2. REQUIRED:

Supply Chain Game access codes - Required

3. REQUIRED:

iclicker - required

III. How will my grade be computed?

1	Class Participation	20%
2	The Supply Chain Game	30%
3	Midterm Exam	20%
4	Case Preparation and Presentation	30%

TEAMS:

Students will be divided into teams. You can form your own group, or you may choose to be randomly assigned to a group. Team members will work together throughout the semester.

1. Class Participation (20%)

Students are required to come to all classes and to participate actively in the learning process. To do so, you need to read carefully the assigned materials (book chapters or cases) before each class and to contribute to class discussion.

Your participation grade will depend on:

(i) Your **evaluations** of the cases presented by your classmates

(ii) **In-Class quizzes** on case and/or simulations details

(ii) **Your contribution to the class discussion**

Such contribution will take place right after the case when the presenters open the forum up for discussion

Your participation will be evaluated for content and not just for air time

Expect points in this portion of the grade to be very difficult to accumulate, as a perfect score means perfect attendance and rich contribution in every case

In the event a case presentation fails to elicit rich and substantive discussion, the maximum attainable participation grade will be reduced by 5 points

To fully grade your participation, you will be assigned seating by the second class meeting. I will use the seating chart to mark discussion points.

2. TWO Supply-Chain Game Simulation exercises & presentations (40%)

During the semester, there will be 2 factory simulations in which teams of two or three will compete against the other teams in the class.

Each simulation run will be evaluated as follows:

- (i) Presentation/analysis (70%)
 - A well-prepared presentation will be required after each simulation exercise.
 - I will evaluate your presentations according to the simulation presentation/analysis rubric on your course page. I urge you to review this evaluation so that you can get a good grade on this assignment.
 - I will rank-order the presentations, and assign grades on a strict normal distribution.
- (ii) Performance (20%)
 - Your performance ranking will determine this portion of your grade. You can expect 0, 10, or 20 points, depending on the tier in which you fall.
 - Groups in the top tier will be required to present their strategy to the whole class.
- (iii) Team-member evaluations (10%)
 - Your peer review rating will determine this portion of your grade. Your peers will evaluate your contribution to the team effort.

Top-ranked groups will be required to present their strategy to the whole class.

2. Midterm Exam (20%)

This exam will cover select topic from your text as well as lecture material

2. Group Case Analyses and Presentations (30%)

The evaluation of your team's case presentation will be based on

- (i) Executive summaries/reports (70%)
 - You will be assigned a case study for your written reports. You are required hand in your executive summary when due. Late papers will be subject to as much as 20% grade reductions
 - A case executive summary is a report of at most two double-spaced pages and, if necessary, additional pages of data, calculations, graphs, tables, etc. on which your analysis is based. A good executive summary is not a list of answers to questions at the end of each case. Instead, it is a managerial report that
 - (background) briefly describes the managerial situation;
 - (diagnostic analysis) provides a diagnostic analysis of the problems;
 - (solution options) identifies possible solution options, together with major advantages and pitfalls associated with each option; and
 - (recommendation and implementation) recommends one of the options and summarizes the course of actions for implementation;

- I will evaluate your reports according to the simulation write-up/analysis rubric on your course page. I urge you to review this evaluation so that you can improve your report-writing skill on your next writing assignment.
 - Next, I will rank-order the reports, and assign grades on a strict normal distribution.
 - My evaluation of your presentation will figure on this portion of your grade.
- (ii) A short presentation (20%)
- You need to design and prepare carefully each presentation so that it will last 10-15 minutes, with 3-5 additional minutes for answering questions from the audience.
 - Your classmates will rate your presentation for this portion of your grade
 - I strongly recommend that you use PowerPoint for your presentations.
- (iii) Team-member evaluations (10%)
- Your peer review rating will determine this portion of your grade. Your peers will evaluate your contribution to the team effort.

IV. How will my letter grade be assigned?

Percentile Ranking	Letter Grade
90 th percentile and above	A
80 th to 89 th percentile	B
70 th to 79 th percentile	C
60 th to 69 th percentile	D
59 th percentile and below	F

Note that there are no minuses and plusses assigned to your grade. Also note that any grade below an 89.99 precludes you from an "A". I encourage you to see this policy as an incentive to work harder (and therefore learn more operations management!) to make sure you do not miss the letter grade that you strive to get. As such, post-course attempts at grade negotiations to a higher letter grade because "I came so close" are fruitless.

Regarding the level of achievement required to get a particular grade, read the **CSUS official grading policy webpage**: <http://www.csus.edu/admbus/umannual/UMG05150.htm>.

Note the following from the CSUS official grading policy webpage:

[Grading Policy](#)

DEFINITION OF GRADE SYMBOLS

- A Exemplary achievement of the course objectives. In addition to being clearly and significantly above the requirements, work exhibited is of an independent, creative, contributory nature.
- B Superior achievement of the course objectives. The performance is clearly and significantly above the satisfactory fulfillment of course requirements.
- C Satisfactory achievement of the course objectives. The student is now prepared for advanced work or study.

This policy is official and will be enforced! Upon perusing the above, you will notice that many students consider "B" and "C" level work to be an "A". In fact, the description of a "B" grade makes earning a "B" very challenging. Therefore only a handful of students can expect to earn an "A".

THE NEW AND OFFICIAL OPM 101 DEFINITION OF GRADE SYMBOLS

- A When applying for a job using OPM 101 course requirement skills, the student was the hiring authority's first pick.
- B When applying for a job using OPM 101 course requirement skills, the student was the hiring authority's second pick.
- C When applying for a job using OPM 101 course requirement skills, the student was generally rated as very competent by the hiring authority, but would not be offered the job.

These are to be regarded as fully compatible with the university definitions and just worded differently for a business college audience.

Read the policy on [incompletes](#) carefully as it will be enforced as well.

V. What is expected of me in this course?

This course is intended to prepare you to

- (i) learn the basics of operations management **and**
- (ii) conduct yourselves professionally in the workplace

To meet objectives (i) and (ii), I expect the following:

1. Class Preparation

To succeed in this course you are expected to spend two or more hours per class meeting preparing for the lecture, reviewing the lecture, practicing exercises and completing online assessments. Some of you may require more time. **To be realistic, you should plan on three hours per class meeting.** As such your schedule needs to be flexible so that you can schedule six, nine, or more hours for this course on any given week.

- (a) **Use the course Website.** Check the course page frequently (several times a week—daily is optimal) for announcements, assignments, documents, templates, and grades. If recurrent questions come to me by email, I will address them so that every student can view the answers.
- (b) **Use WebCT.** All correspondence will take place via WebCT only. Check the course page frequently (several times a week—daily is optimal) for quizzes.

Homework exercises will be handed out approximately every week. It is essential for you to do each of the problems carefully. The homework will help you understand and grasp the subjects. **Homework exercises are also intended to prepare you for the exams.**

- (c) Although you are not required to turn in your homework, your best strategy is to complete assigned problems by the next lecture or two. Doing so will
 - o reinforce what you learned in class
 - o enable you to seek feedback from the instructor
 - o prepare you fully for the exams
 - o provide you with a comprehensive review for the exams
 - o meet the stated learning objectives for each course topic

If you approach the lectures and homework assignments as one long exam-prep, you will be ready for the exams.

2. Class Participation

You are required to come to **all** classes and to participate actively in the learning process. To do so, you need to **carefully read** the assigned materials (book chapters or cases) **before** each class and to **contribute to class discussion/exercises**. You will be assigned online self-study quizzes (either on WebCT or eGrade) to test your preparation. You will be required to complete the quiz before the class on which the preparation is due.

- (a) **Bring Your Calculator to class.** Central to your participation in this course is the use of **calculators** and other materials (to be specified by the instructor) during class. Students are required to bring a calculator to class and use it when instructed to do so. Students are also required to know how to operate their calculators. The use of the calculator feature on your cell phones is **not allowed** during exams and quizzes. I therefore strongly recommend you don't use your the calculator feature on your cell phones during in-class exercises. **Use the calculator that you plan to use during exams and quizzes.**
- (b) **Course as a Team Sport.** We will approach this course as a team sport. No athlete goes to practice expecting to sit back and watch the coach put on a slide show, thinking 'I'll look over my notes during the week and figure out how I'll be playing during the game'. This would never work for the Patriots or the Red Sox, and it will not work for you in MGMT180. Each class will be a workout! We will run drill sessions, practicing for the big games—the midterm and the exam. You will practice and coordinate your moves in class using your calculators. You will learn from the exercises as you practice them. And you will also learn from each other.

3. Professional Demeanor¹

You are also required to maintain a professional demeanor toward and display proper respect for one another and faculty members at all times. Although a relaxed atmosphere that is conducive to learning is sought, you may not mistake that for a license to behave in a manner that is not businesslike. Misbehavior of any kind in classroom will not be tolerated, and will be punished severely, at least by a low grade or an F. **A typical consequence of misbehavior is to take five points off your final grade.**

The following list of examples of professional conduct is by no means complete. The onus is on you to make ongoing efforts to hone your manners.

(1) Before Class

Come to class on time, except for the rare and unavoidable occasion.

If you must come to class late, take precaution to avoid being disruptive:

- DO enter the room quietly,
- DO take a seat on the edges of the classroom, and
- DO NOT walk in front of the professor or other students

(2) During Class

a. *Basics*

- ***Do not*** leave class once the lecture has begun.

Instead, Plan your environmental breaks and interview schedules accordingly. On the rare occasion where you must leave class, do so with utmost discretion.

- ***Do not*** take calls in class or leave class to return calls.

Unless you are expecting an emergency call; do let me know in advance.

- Turn off the sound on pagers and cell-phones when entering class.

b. *Your learning environment*

In order to provide a suitable learning environment for you, I will not tolerate the behaviors that disrupt you during the lecture.

- ***Do not*** carry on personal conversations, pass notes, make faces, giggle, or otherwise interacting inappropriately with neighboring class members during class time

You may assist your neighbors during in-class exercises (except quizzes)

- ***Do not*** sleep, read the newspaper, or surf the web on your laptop
Instead, use the class time to learn the material, assist your neighbors during exercises, use the laptop to take class-notes and follow online tutorials.

c. *Misbehavior*

Examples of ***misbehavior*** that tend to occur when I ask tough questions and set high expectations include:

- ***derisive***² remarks to lecture content – whether you make them to the entire class or to your neighbors

¹ "demeanor." *Dictionary.com Unabridged (v 1.1)*. Random House, Inc. 19 Jun. 2007. <Dictionary.com <http://dictionary.reference.com/browse/demeanor>>.

- [saucy](#)³ conversational styles during classroom discussion
- temper [tantrums](#)⁴ or [hissy fits](#)⁵

You may alternatively engage in the following **constructive behaviors**:

- request clarification – as often as necessary – when difficult material is presented
- ask for help on proceeding with difficult assignments
- graciously and professionally admit not having an answer and express willingness to provide one next time we meet

(3) At the End of Class

- **Do not** begin putting your books away until the lecture is completed
- **Do not** sit on the edge of your seat or partially stand from your seat at the end of the lecture
- **Instead** you may politely inform me that I just ran past the scheduled end-of-class time

(4) Outside of Class & at all times

- **Do not** use vulgar language
- **Do not** be rude to **any** faculty member
- **Do not** be loud – walking or talking – on floors with faculty offices
- **DO** address your faculty as “Professor Smith”, “Dr. Jones”, or “Dean Varshney” as appropriate
- **Avoid** “Mr. Collins”, “Miss Johnson”, or “Ms. Stevens” with full-time faculty unless they instruct you otherwise. When *formally* addressing another person, you need to use a title along with the person’s last name. As such, “Erickson, how are you doing” is improper.

IV. What are the course policies?
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1. Cheating in any form will be reported both to the College of Business and to the University, and will automatically result in an F in this course. Read the information about academic dishonesty on the following website carefully as the rules will be enforced.
<http://www.csus.edu/admbus/umannual/UMA00150.htm>
2. Misbehavior of any kind in classroom will not be tolerated, and will be punished severely, at least by a low grade or an F. A typical consequence of misbehavior is to change your most recent quiz grade to a zero. I also reserve the option to administer a quiz on the spot.

² "derisive." *Dictionary.com Unabridged (v 1.1)*. Random House, Inc. 19 Jun. 2007. <Dictionary.com <http://dictionary.reference.com/browse/derisive>>.

³ "saucy." *Dictionary.com Unabridged (v 1.1)*. Random House, Inc. 19 Jun. 2007. <Dictionary.com <http://dictionary.reference.com/browse/saucy>>.

⁴ "tantrum." *Dictionary.com Unabridged (v 1.1)*. Random House, Inc. 19 Jun. 2007. <Dictionary.com <http://dictionary.reference.com/browse/tantrum>>.

⁵ "hissy." *Dictionary.com Unabridged (v 1.1)*. Random House, Inc. 19 Jun. 2007. <Dictionary.com <http://dictionary.reference.com/browse/hissy>>.

3. In case of an emergency, which will prevent you from taking an examination, I must be notified **in advance** in order for you to be eligible for a makeup. However, a makeup exam will cover **much more** material and will be **much harder** than the original one. Unexcused or un-notified absence means a “zero” grade for the test and will not be made up later. **Documentation must be provided to the instructor by the end of the following class meeting in order for an absence to be excused.**
4. Re-grading of quizzes and examinations will not be accommodated unless there are **exceptional** reasons to do so. Grades will not be subject to renegotiations.
5. Requests to complete **additional** assignments to boost your final grade will **NOT** be accommodated. Your opportunity to maximize your course grade is only by excelling in the graded assessments presented in this syllabus.