

OIBUSY09 – Operations Management

Professor: Dr. Evelyn ODONKOR

Contact information:

evelyn.odonkor@dauphine.psl.eu

Department: International affairs

Office : A716

Office Hours: By appointment

Semester: 2

Course level: M1 Undergraduate

Domain: Business & Management

Teaching language: English

Number of in-class hours: 33

Number of course sessions: 10 + Exam

ECTS: 6

Course description and objectives

One of the key challenges in business (manufacturing and/or service) is how to manage operations effectively and efficiently. Thus, this course examines theories, concepts and strategies used in Operations Management. It is designed to introduce students to the strategic importance of various operations decisions (process and plant layout, quality, inventory and supply chain management...). We take both a theoretical and practical approach, beginning with a brief review of the fundamental purpose of management.

We'll explore the strategic role of operations, study some of the problems and challenges that managers face and examine the theories and strategic tools available to tackle these issues. We take this a little further by analyzing how managerial philosophy, attitudes toward work, technology and culture can affect successful implementation of an operations strategy.

I believe business is best understood by doing, thus this course is highly participative (interactive). Roughly half of class time focuses on traditional lectures with the balance of class time devoted to discussions and group presentations. You will learn from your fellow students as much as from lectures and outside readings.

The objective is to develop an appreciation of how the study of Operations Management can help an organization to successfully compete in the marketplace.

Prerequisites

Econ 101

Learning outcomes

Upon successful completion of this course, students should be able to:

1. Be familiar with core operations management concepts and processes, and their relationships with other business functions.
2. Understand how Operations Management is fundamental to the value-creation processes of an organization and how it can be a source of competitive advantage.
3. Understand the importance of operations to all organizations that produce goods and/or provide services.
4. Understand various systems for managing operations such as Material Requirements Planning (MRP), Enterprise Resource Planning (ERP) and Just-in-Time Production (JIT).
5. Analyze situations and identify appropriate techniques for planning and scheduling.
6. Understand quality theories such as TQM, Six Sigma, Lean and TOC.
7. Define, analyze and solve operations problems from a strategic perspective.
8. Analyze situations and offer solutions to business problems in the operations area.

9. Understand the place of human factors that may influence job design and work measurement.
10. Demonstrate critical thinking and the application of core competencies in business decision making.
11. Understand the global environment.
12. Communicate well and work collaboratively.

Assignments and grading

Throughout the semester students will be given assignments to be completed in groups or individually. During the first course, students will be asked to form groups of two to three students

A number of group assignments are required throughout the course. Your group will have to decide upon the best strategy to address the problems presented in these cases:

- Presentations will be allocated to groups after they are set. You will choose your own groups, but the work will be assigned randomly. Each group will be responsible for leading discussions on two or more issues or cases.
- All students in the group must be involved in the presentation and leading the discussion.
- You may choose whether or not to use PowerPoint for your presentations. You are strongly encouraged to use some sort of visual or written materials to support your efforts and to help organize the discussion.
- If your group is called to present a case and fails to do so or if no one from your group attends class, the group will not receive any credit for the presentation. You are required to present the work you are assigned even if other members of the group are absent and even if you are the only one present in class the day of your assigned presentation.

No late work will be accepted. If you are going to be absent on a day when an assignment is due, submit the assignment on Moodle no later than 09h30 on the due date and also ask one of your classmates to turn in a printed copy for you.

Instructions for assignments: Students may be assigned one or more of the tasks that follows

A. Practical Application (45 minutes): The goal is to create and lead an activity that will review as well as demonstrate a theory, issue or concept that is covered in the chapter or article you were assigned.

- Brief overview of the main ideas of concept you want to illustrate. Brief overview of the article or chapter: key concepts and key take-aways
- Explain the activity you've chosen, what it's supposed to demonstrate and what we're supposed to learn.
- Provide clear instructions of what the class need to do, if anything
- Do the activity
- You must involve the class
- After the activity provide some form of a clear conclusion / closing (ex. What were we supposed to learn or take away from the activity?)

Spend time in preparing and planning your activity, so you provide all documents, supports and instructions necessary for the highest efficiency.

Deliverables

1. Prepare an activity for the class that demonstrates a theory, issue or concept that is covered in the chapter or article you were assigned.
2. *Before your activity:*

-Turn in about a one-page typed summary about your activity, its objectives and expected learning outcome.

3. *After the activity:*

-Turn in about a one-page typed document providing a **well thought out** explanation of how your session went, what you had planned, how you expected the session to go and how it actually went. Explain what you learned from the exercise and how you can improve it in the future

B. The Goal

1. It's important to understand and remember all the key concepts discussed in the chapters.
2. You must demonstrate how the information in the chapters relate to the topics covered in class. Show a clear link between the course work and the chapters being discussed.
3. A **well thought out** explanation of what you learned from the chapters. You must **think deeply** about the contents of the chapters and discuss the implications of what is written. What you learned means: what is the significance of the information. What did you get out of the chapters you presented? Why are the chapters you read important? This is NOT A SUMMARY of the chapters but a reflexion on the ideas provided in the book and the questions it may have raised in your mind or what the information provided made you realize...
4. How does this relate to the concepts we're studying in class?

C. Core Curriculum

If you or your team have been assigned a Core Curriculum (i.e., Process Analysis or Forecasting) be sure your presentation includes exercises that students can work through.

D. Articles (individual or pairs): A 30-minute interactive oral presentation

1. Overview of the main ideas of the article (with class involvement)
2. Discuss and analyze the contents of the article with thought provoking questions about the issues or information presented in the article. **Thought provoking questions, are questions that spark debates and require the audience to think deeply about the response. These questions are related to the topic being discussed but not directly from the article.**
3. You must do and present additional research to complete, enrich, update or put into question the information the article is providing. You must present the sources of this information and complete citations (where you got the information, when it was published/broadcasted, by whom...)
4. Conclude your presentation with a **well thought out** explanation of what you learned from the article. You have to **think deeply** about the article and discuss the implications of what is written. What you learned means: what is the significance of the information in the article. What did you get out of the article? Why is the article you read important? This is NOT A SUMMARY of the article but a reflexion on the ideas provided in the article and the questions it may have raised in your mind or what the information provided made you realize...
5. Always ask SO WHAT? You must demonstrate a clear understanding and mastery of the information in the article you've been assigned.
6. Present 1 exam question that will demonstrate that students have understood and can apply the contents of this article in a real situation.

Submit the presentation slides you prepared for your presentation on **Moodle** before 09h30 on the day of your presentation.

B. Cases: In class and Individual assignment

- Identify the major issues in the case:**
 - What is the main question presented in the case?

- What are the 3 main issues in the case?
- What are the reasons for these issues (meaning what are the causes and why)?

Please note that the issues are not always identified in the case. You have to think.

Type your work (1 page, 1.5 spacing, Times New Roman, 12pt, Justified), submit the assignment on Moodle no later than 09h30 on the due date, and bring a printed copy to class.

No late work will be accepted. If you are going to be absent on a day when an assignment is due, submit the assignment on Moodle no later than 09h30 on the due date and also ask one of your classmates to turn in a printed copy for you.

Grading:

Student Performance will be evaluated based on the following factors:

Participation score: will be based on attendance and participation in class discussions and in-class activities.

- Attendance: this is not simply a matter of being present, but also involves arriving on time and being prepared for each course session. Please bring the assigned reading materials to class.
- Students desiring a grade above a 15 should always be present, attentive, non-disruptive and demonstrate a clear understanding and mastery of the information in the assigned readings. They must refrain from using their cell phones or computers for anything other than the current class activity. They must also not leave class during the session. Please note that students who are always present but do not actively participate in class discussions shouldn't expect a grade higher than a 10. Those who miss two or more class sessions, regardless of their active involvement when present, should also not expect a participation grade above a 10.
- Course Discussions: Various activities, full class and small group discussions are an essential part of the learning experience in this course. Actively participating in these exercises by providing input and feedback to other students and by listening when other students are speaking will enhance your learning

Exams & Assignments

- Exams:** There will be 2 exams during the semester, each worth 30% of the final grade. Each will cover all the readings, lectures, videos and class discussions (during a specific period) and in multiple choice format.
- Assignments:** These must be submitted on **Moodle** before the course commences on the due date. You must also bring a printed copy to class.

Individual or Group Presentations

Students may work alone or select a classmate to work with during the semester. The presentations are based on the articles available through purchase from Harvard Business Publishing and others are posted on **Moodle**.

Group presentation grades are allocated equally to each member of the groups as long as each group member demonstrate equal knowledge of the work being presented.

If a student is absent the day of the assigned work, he or she will not receive a grade for the assignment.

Each group member is expected to give the required presentation even if all other group members are absent. Due to a tight course schedule, students have only one opportunity to give their presentation. So do not miss class during the day of your presentation. I may reschedule the day of an assigned presentation when necessary due to the course schedule.

All group members are expected to contribute equally on all assigned tasks. Please be sure to immediately talk to any group member who you feel isn't doing their fair share of the work. You will be asked to evaluate the contributions of each of your group members on each assignment. These evaluations will be used if deemed necessary to modify the grades of each group member.

The group presentations are based on the articles, book, research topic and/or cases.

Grade Allocation

Final grades will be weighted based on performance within the various factors as follows.

Class Attendance and Participation including Exercises	20%
1 or 2 Presentations	20%
2 exams (each worth 30%)	60%

To give you a better understanding of what the grading scale means, let's take a quick look at the typical student profile for each category:

Excellent: Reserved for students that display superior quality and outstanding performance throughout the course, including the extensive use resources other than the textbook and assigned readings to complete assignments and presentations. An 'A' student is one who regularly reads supplementary material and incorporates it into their work. The student participates fully (high quality) in course discussions and group activities, maintains excellent attendance, and **performs extremely well on course exams**. An 'A' student is highly motivated to learn the material and completes the course readings in advance of the lecture, showing strong skills in critical thinking, global learning, and exceptional informational literacy on all of the assignments, projects and exams. The student also takes a leadership role in the group projects and consistently responds to the presentations of other student groups. My goal is to see every student perform this well. This student may put in more than 8 hours of studying each week for this course.

Good: The student provides work that is above average in quality. He or she maintains good performance on exams and in class discussions, including the effective use of assigned readings and above average course participation. Occasionally refers to supplementary readings and other external sources. Assignments are turned in on time and to a good level of quality. There is some evidence of additional research and critical thinking on core topics. Attendance, while not perfect, is still good. The student shows evidence of critical thinking, global learning and information literacy through their engagement in the course.

Satisfactory: Adequate and acceptable work in meeting course requirements and average performance in assignments, exams and projects. There is little use of external resources beyond the required texts. The student shows some engagement with the course, but participates at a minimal level. He or she meets the minimum attendance requirements, displays some critical thinking, global learning and/or information literacy in assignments and group projects.

Unsatisfactory: Failed to meet basic course requirements, below average performance and attendance. Such students often show up late to class, are often unprepared for class, and/or are frequently absent. The student is rarely prepared for group presentations or discussions. Assignments are missing, late, or copied or paraphrased directly from Wikipedia. The student probably spends an inordinate amount of time in class on their smartphone or other devices unrelated to the course. Such students are encouraged to withdraw and try again when they have improved their academic skills or they are able to put more effort into their studies.

A significant amount of studying outside of the course meetings is expected from all students who expect a '13' grade or higher in the course. This means AT LEAST two hours of reading, group work and research outside of class for every hour you spend in class - much more if the expected grade is above a '15'. I expect students to use resources other than the required materials to complete assignments. Outstanding and good performance will be awarded to those students who go beyond the required and suggested readings in their final projects, assignments and presentations.

Course structure

Session	Topic
1	Understanding operations management
2	Winning customers and competing effectively
3	Operations processes and life cycles
4	Locating, designing and managing facilities
5	Managing supply chain relationships
6	Managing materials and inventory performance
7	Managing queuing and customer satisfaction
8	Quality management
9	Designing processes and using technology
10	Operations strategy + Innovation and continuous improvement
11	Final Exam

Course attendance:

Students are expected to attend all course sessions. Courses will start and end on time and students are expected to be prepared when class commences. In case you have to miss a course, please take the following steps:

- Contact me to notify me of your absence.
- Inform your group if you are responsible for a presentation that day in class and be sure that another group member can cover your role.
- Ask a member of your group to collect any handouts during the missed session and to brief you on the activities and discussion that took place during your absence, as well as the assignments required for the following session.
- Bring a doctor's note or some other form of documentation to justify your absence.
- Multiple absences may be referred to the Student Affairs office for approval. Significant absences, even if excused, will have a negative impact on your final grade.

Attendance will be taken in the first ten minutes of the course. Attendance may be taken verbally or through a sign-in sheet. If a sign-in sheet is used, it is the student's responsibility to sign in. In general, students are expected to avoid disturbing the class by arriving late and leaving early. Please avoid unnecessary departures while the course is in session.

If a student is signed in on the attendance form and is not present in the course, it is a violation of the university's academic integrity policy and will result in a failing grade, as well as a referral to the office of academic integrity.

Missing a homework deadline or group presentation will result in a failing grade for that item.

Course policies:

1. **Laptops & Mobile Phones:** Laptops should only be used for note-taking. **Mobile phones are to be turned off and put away at all times while class is in session. Please do not send or receive text messages during class, even on silent mode.** Moreover, mobile phones are not allowed in the room during exams under any circumstances. Students found to be using a mobile phone or other electronic device during exams will be asked to leave and will automatically receive a failing grade. No exceptions.

2. **Communication:** We will use **Moodle** for this course. Students are expected to check the **Moodle** site, as well as their email during the course for updates. All assignments will be posted here as well as course reader materials and other resources.

3. **Assignments:** Students are expected to turn in all course assignments on time. **No late work will be accepted. If you are going to be absent on a day when an assignment is due, please print your assignment and ask one of your classmates to turn it in for you, or ask your classmate to print and turn your work in for you.**

4. **Professional Behavior:** Students are expected to behave in a professional manner at all times during the course. Disruptive behavior, academic dishonesty on assignments or exams (including copying another student's work, plagiarism, or using instructor grading keys) will result in a failing grade for the assignment or exam in question. Other disciplinary actions up to, and including, removal from the course may also result from violating course and university policies. Please uphold professional standards at all times while you are in the university program.

5. **Behavior:** I expect you to be courteous and respectful during class, this also means students are expected to stay in their seats and only leave during breaks or after class.

Bibliography

Required: Jones and Robinson, Operations Management. 2nd edition

Required: Goldratt and Cox, The Goal, PDF copy available on **Moodle**

Required: Harvard Business Publishing Articles and Case Studies (HBP). They are available for direct purchase online at Harvard Business Publishing. **I'll provide the first week of class.**

The university also subscribes to the Harvard Business Review, so you can go to the library and download the articles that are available on the university's subscription. The link above is a compilation of the required articles that I couldn't find in the library or wasn't able to upload. Please note that the Core Curriculums (Inventory Management and Process Analysis are not be available through the library's database so you'll need to purchase them.

I strongly advise you to buy these articles from the site above, in the past students have found that articles they find online appear to be the same but are sometimes missing critical information. The presentation of the document you buy from the HBSP site is also better.

Other readings are posted on Moodle.

Assigned readings and materials are vital. Preparing the assigned material before class, allows the student to gain a better understanding of the issue to be discussed in class. Students are also able to actively participate and provide valuable insights on the issues at hand.

The objective of the assigned articles is to help students think critically about the points of view of thought leaders in operations management. This will enhance our examination of how operations management models and principles can be applied to real world organizational challenges and assist the student in developing leadership and managerial capabilities.

The course material is thus intended to help develop awareness and knowledge of multiple issues associated with operating a business. The cases and class activities are designed to help students in applying theory to practical situations.

Guidelines for assigned readings

These guidelines will help you to get a better grasp of what is most important in the articles.

Following them assiduously is essential for any student who wants to pass this class.

Objective: Understand all the major concepts and the knowledge the author (s) is trying to convey.

Ask yourself the following questions:

- What are the main ideas of the document? What is the author trying to teach us?
- What are the key theories, concepts and strategies discussed in the document?

- What are the challenges the author(s) identified?
- What questions did the author(s) say are important to answer?
- What guidelines did the author(s) provide?
- What solutions did the author(s) provide for the issues (problems) they identified?
- If they propose steps to achieving an outcome, make sure you are familiar with them.
- Write down three or four questions that you believe anyone who has read this document should be able to answer.
- **Keywords or phrases to look out for in the readings:** Idea in brief, Challenges, Require, Greatest, Risks, Gaps, Changes, Key, Steps, Stages, Performance, Six-Sigma, Rule, Advantages, Disadvantages, Question, Problem, Solution, Approach, Strategy, Objective, Argue (argument) and Prove.

Lecturer's biography

Born in Ghana, Evelyn Odonkor joined Université Paris-Dauphine in 2003. She acquired her bachelor's degree in business at the University of Washington, and her MBA at Seattle University. She held multiple management positions in various industries before leaving the United States to France where she began her doctorate. Her doctoral thesis was a cross-cultural analysis of the influence of values on advertising messages targeting children in France, Ghana and the United States.

She is the co-director of Master 2 (Brand Strategy and Communications) and was also the head of international relations and student exchange for one of the university's most prestigious programs in banking, and finance. Evelyn's research interest is varied. She has a strong interest in cross-cultural issues in consumer behavior and management. Her work expands from the role of children in society and how it affects advertising messages to how consumers express "the self" through the acquisition of mobile phones. She also has a strong interest in Cuba, where she has studied the magic of marketing when advertising is illegal and the deep-rooted meanings behind the acquisition of mobile devices. She is Associate Professor at the American University.

Moodle

This course is on Moodle: **Yes**

Academic integrity

Be aware of the rules in Université Paris Dauphine about plagiarism and cheating during exams. All work turned in for this course must be your own work, or that of your own group. Working as part of a group implies that you are an active participant and fully contributed to the output produced by that group.