



MGT 603 Project and Operations Management – S4 20
Mount St. Joseph University School of Business

Course Number: MGT 603-CV
Level: Graduate, Required
Credit Hours: 3
Course Meets: TH 5:15-8:45PM, Virtually
Instructor Name: Jay Binder
Office Location: None
Office Hours: Available by phone, email, appointment
Telephone: 513-884-2158 (mobile)
E-mail address: jwbinder@yahoo.com

COURSE DESCRIPTION

Focuses on the basic concepts, issues, and techniques for efficient and effective operations. Special emphasis is placed on process improvement and project management. Topics include operations strategy, inventory management, process design and analysis, quality management, project management, and supply chain management.

COURSE LEARNING OUTCOMES

1. Discuss basic elements of an operations strategy, its relationship to organizational, and how it enhances organizational performance.
2. Evaluate advantages and disadvantages of operations planning and control systems.
3. Explain and apply operations management tools such as control charts, quality tools, project budgeting, project scheduling techniques, and organizational workflow analysis.
4. Analyze operational issues and develop plan of action for more effective or efficient operations.
5. Articulate trade-offs associated with operations and project management decisions.
6. Apply quantitative and qualitative methods of analysis to operational problems.
7. Understand project development, project execution and project management and the infrastructure required to drive execution and change

PROGRAM LEARNING OUTCOMES ASSESSED IN THIS COURSE

5.2 Students will use appropriate technology to access, manage, integrate, evaluate, and create information.

A case in MGT 603 Project & Operations Management will be used for the assessment. The case will be assessed to determine information literacy. An information literacy rubric will be used to assess (a) the identification of information needed, (b) search strategy, (c) evaluation of sources, and (d) use of information.



SCHOOL OF BUSINESS
MOUNT ST. JOSEPH UNIVERSITY

REQUIRED COURSE MATERIALS

Textbook: ***Matching Supply With Demand: An Introduction to Operations Management***
By Cachon and Terweisch.

Cases: ***All Other Readings Provided.***

Readings: ***All Other Readings Provided.***

Online articles: ***All Other Readings Provided.***



LEARNING STRATEGIES

Type	% of Course
Lecture/Traditional Classroom – Virtually	100%
Blended (traditional and online)	
Online	
Other:	
• Case discussions	
• Projects	

PERFORMANCE EVALUATION

Graduate Grading Scale

Description	Letter Grade	GPA Scale	Range
Excellent	A	4.0	90% - 100%
Very Good	B	3.0	80% - < 90%
Poor	C	2.0	70% - < 80%
Fail	F	0	< 70%

GRADING

The grade a student receives in class will be determined as follows:

Individual Cases	45%
Group Case Analysis	15%
Class Participation	10%
Final Exam	30%
Total	100%

Individual Cases (45%)

- Four case studies with essay responses.
- Case analysis essays should be as concise as possible, detailed enough to completely answer the question. I value quality over quantity. Four normal-spaced, typewritten pages are plenty of space to articulate without wordiness.

Group Case Analysis (15%)

- To Be Determined

Final Exam (30%)

- Final Exam will be short answer and essay format.

Participation (10%)

- Start on time; end on time
- We are on a tight schedule, if you must miss, please email me – in advance when possible.
- Attendance will affect your participation grade
- Prepare and participate, interaction is the best way to learn
- I value opposing positions with polite pushback.



POLICIES

ACADEMIC HONESTY POLICY

Please use the following link to access Mount St. Joseph University's Academic Honesty Policy. The policy will be enforced in this class.

[Link to University Graduate Academic Honesty Policy](#)

DISABILITY POLICY

In compliance with Section 504 of the Rehabilitation Act of 1973, Mount St. Joseph University provides academic adjustments and auxiliary aids for students with physical or mental impairments that substantially limit or restrict one or more major life activities such as walking, seeing, hearing, or learning. Students with disabilities should contact the Director of Learning Center & Disability Services to present documentation and develop individualized accommodation plans. Students who have already registered with MSJ Disability Services are encouraged to discuss their accommodations with their course faculty at the beginning of each semester. Additional information can be found at [Link to University Disability Services](#).

TEMPORARY ILLNESS POLICY

Please use the following link to access Mount St. Joseph University's Temporary Illness Policy.

[Link to Temporary Illness Policy](#)

POLICY ON INCOMPLETES

Please use the following link to access Mount St. Joseph University's policy on incompletes.

[Link to Graduate Incomplete Policy](#)

DROP DATES FOR THE CURRENT SEMESTER

Please use the following link to access information regarding drop dates for this semester.

[Link to Semester Policies and Procedures](#)

ATTENDANCE POLICY

It is particularly important to attend all class meetings due to the accelerated format of graduate business courses. If you will miss one class meeting for an unavoidable reason, please contact the instructor as soon as possible in order to discuss alternative ways of meeting the learning outcomes that will be covered in the class meeting. If you will miss more than one class meeting for a particular course, please contact both the instructor and the Assistant Dean as soon as possible to discuss whether it is advisable to take the course this semester. Each unexcused absence will lower your final grade by one letter.



COURSE SCHEDULE

Date & Learning Outcomes	Topics	Class Preparation & Assignments
<p>#1</p> <p>5/14/2020</p> <p>CLO #1</p> <p>CLO #5</p>	<p>Class and Instructor Introductions.</p> <p>The Definition of Strategy and Operations Strategy</p>	<p><i>No Pre-assignment</i></p> <ul style="list-style-type: none"> • <i>Instructor and Student Introductions.</i> • <i>Syllabus Review.</i> • <i>Discuss Class Goals and Mutually Desired Outcomes.</i> <p><i>Assignment:</i></p> <ul style="list-style-type: none"> • <i>Case – due beginning of class 5/21/2020: Read: “What is Strategy?” by Michael Porter – Harvard Business Review, November-December 1996</i> • <i>Text, chapters 1-4.</i> <p><i>Essay Questions:</i></p> <ul style="list-style-type: none"> • <i>How would you define operations strategy? How does it differ from corporate strategy? How does it relate to corporate strategy?</i> • <i>What is the difference between what the author calls “operational effectiveness” and operations strategy?</i> • <i>Explain the concept of trade-offs that Porter discusses – how would these impact an operational strategy? Give an example in today’s world.</i> • <i>Research and discuss a real life example of an operational strategy that either strongly supports a firm’s strategy or an example of an operational strategy that backfired. Why was it successful/flawed? What were the results?</i>



<p>#2 5/21/2020</p>	<p>Business Processes, Inventory, Capacity, Constraints, Labor Efficiency</p>	<p><i>Class:</i> <i>Case study discussion – Porter, “What is Strategy?”</i></p> <p><i>Text, chapters 1-4</i></p> <p><i>Case Study – Due beginning of class 5/28/2020</i></p> <p><i>Read: Blog Entry, IKEA’s inventory management strategy: how does IKEA do it? – by Clara Lu</i> https://www.tradegecko.com/blog/ikeas-inventory-management-strategy-ikea</p> <p><i>Case analysis report questions:</i></p> <ol style="list-style-type: none"><i>1. Ikea has a supply chain inventory management strategy that is the foundation for delivering it’s overall business strategy. Research and find another example of a company whose inventory management strategy is so integral with overall goals. How does this effect how their supply chain and customers?</i><i>2. What tradeoffs exist for Ikea? What tradeoffs exist for the company you selected in your research?</i><i>3. Who, in your opinion, is doing a poor job of inventory management, based on your personal experiences? Why? How does it affect your decision-making process?</i><i>4. What are the potential ethical and social responsibility impacts of Ikea’s inventory plan? How does this effect the stakeholders? What are the alternatives and their respective consequences? What actions would you take?</i>
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<p>#3 5/28/2020 CLO #4 CLO #6</p>	<p>Measuring Outputs, KPI's, Lean Concepts, Lean Manufacturing, Theory of Constraints</p>	<p><i>Class:</i> <i>Ikea Case Review</i> <i>"The Goal"</i></p> <p><i>Team Project: "The Goal" in Real Life.</i> <i>(Presented by Zoom during class 6/4/2020)</i></p> <p><i>Find an example - using one or more of your team's current or past roles or responsibilities - of a real-life constraint.</i></p> <ol style="list-style-type: none"><i>1. How was/is this process, system, or procedure determined to be the constraint? What was done to verify? What was/is the overall effect? If the constraint were removed, what was/is that worth to you or your organization.</i><i>2. Describe what/if anything had already been done to try to break the constraint. Was the effort successful? Why or why not?</i><i>3. How would/did you exploit the constraint? What are the quick actions you would/did take to make an impact?</i><i>4. How would/did you subordinate, or align, all the other processes, systems, or procedures to the constraint – making the constraint the main focus.</i><i>5. How did/do you elevate the constraint to "eliminate it permanently"? How will/did you know that the constraint has been eliminated?</i><i>6. What is/was next? How will you know?</i> <p><i>Read text, chapters 10-11</i></p>
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<p>#4</p> <p>6/4/2020</p> <p>CLO #3</p>	<p>Quality Assurance and Quality Tools – Six Sigma, SPC, Certifications</p>	<p>Class:</p> <p><i>Team Project ZOOM Presentations – “The Goal” in Real Life</i></p> <p><i>Text Chapters 10, 11</i></p> <p><i>Case: Due beginning of class 6/11/2020</i> <i>Lean Manufacturing – Quality Tools –</i> <i>“MISTAKE-PROOFING HEALTHCARE:</i> <i>WHY STOPPING PROCESSES MAY BE A</i> <i>GOOD START”</i> <i>by John R. Grout; John S. Toussaint</i></p> <p><i>Available here:</i> https://cb.hbsp.harvard.edu/cbmp/product/BH376-PDF-ENG</p> <p><i>Case analysis report questions –</i></p> <ol style="list-style-type: none"><i>1. Give a real-life example of an effective Poke-Yoke – this could be from work or private life. What problem does it prevent? What process in your work or private life could you easily Poke-Yoke? What problem would be prevented?</i><i>2. What are the tradeoffs for stopping processes? Could any of them have implications that could potentially be harmful?</i><i>3. Should mistake-proofing be mandated by government or other regulatory agency where loss of life could occur? Why or why not? Give examples if possible.</i><i>4. Given the research and development of autonomously operated vehicles, what level of error proofing should be acceptable? Consider the alternatives.</i> <p><i>Read text, chapter 17</i></p>
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<p>#5 6/11/2020</p>	<p>IT and the Role in Operations and Project Management, Supply Chain</p>	<p><i>Class:</i> <i>Review Mistake-Proofing Case</i></p> <p><i>Text, Chapters 17 (Supply Chain Coordination)</i></p> <p><i>The role of information technologies in operations management</i></p> <p><i>Assignment (due beginning of class 6/18/2020):</i> <i>Case: The role of technology in operations management – “SUCCESSFULLY NAVIGATING THE TURBULENT SKIES OF A LARGE-SCALE ERP IMPLEMENTATION” by Benoit Aubert; Simon Bourdeau; Brett Walker</i></p> <p><i>Available here:</i> https://cb.hbsp.harvard.edu/cbmp/product/HEC035-PDF-ENG <i>due 6/10/17 beginning of class</i> <i>Case analysis report questions –</i></p> <ol style="list-style-type: none"> 1. <i>There are certainly desired outcomes beyond upgrading the systems at Bombardier – explain what these were and how you would put KPI’s in place to track the effectiveness of the implementation.</i> 2. <i>What lessons did Bombardier learn from the failed attempt they made prior to BMIS? What did they do in response?</i> 3. <i>What did they learn after the first roll out? How did they respond?</i> 4. <i>Was this project a success? Why was it or why was it not? What could have been done differently?</i>



Date & Learning Outcomes	Topics	Class Preparation & Assignments
<p>#6</p> <p>6/18/2020</p> <p>CLO #7</p>	<p>Project Management Virtual Plant Visit Final Exam Prep</p>	<p><i>Class:</i> <i>Review Bombardier Case</i></p> <p><i>Project Management Overview</i></p> <ul style="list-style-type: none"> - <i>Some in-class examples – Disney Imagineering, etc...</i> - <i>Project management tools</i> <p><i>Virtual Plant Visit – Monti Incorporated</i></p> <p><i>No assignment.</i></p> <p><i>Final Exam Prep</i></p>
<p>#7</p> <p>6/25/2020</p>	<p>Final Exam</p>	<p><i>Final Exam –</i></p> <ul style="list-style-type: none"> - <i>Reading, then essay response.</i> - <i>Then 15-20 multiple choice, fill in the blanks type questions</i>