

Syllabus

Schedule

Course Description

{Course Title}

Outcomes

What we will **know** and be able to **do** by the end of the semester:

Describe True Material Wealth: Recognize the true source of material wealth and describe the godly basis for production.

Match Product to Process: Identify the appropriate primary production process focus—either efficiency or flexibility—based on the requirements of the product or service being offered (product/process matching).

Fix the Process: Identify and troubleshoot bottlenecks in order to maximize operational performance (fix the process).

Use the Right Tool: Perform basic calculations for project management, forecasting, materials management, layout, and quality control.

Operate Your Business: Apply appropriate OM and SCM principles and tools to IBC businesses.

Description

This is an introductory course in Production and Operations Management and is the gateway for entry into BYU-Idaho's Integrated Supply Chain Management Emphasis. These two inter-related fields are described as follows:

Production and Operations Management (POM) is the planning, scheduling, and control of the production activities that transform inputs into finished goods and services.

Supply Chain Management (SCM) is the management of a network of businesses that ultimately provide products and services to end customers. Supply Chain Management spans all movement of materials and information from point-of-origin to point-of-consumption, including storage of raw materials, work-in-process inventory, and finished goods.

This course will have a primary emphasis on production operations versus services operations.

Why Focus on Production?

President Brigham Young taught that "True wealth consists in the skill to produce conveniences and comforts from the elements." President Ezra Taft Benson likewise taught that "Abundance is impossible without industrious and efficient production" and further stated that "a nation cannot spend itself into prosperity" but rather "in the long run, a nation enjoys in the form of goods and services only what it produces." A look at the United States' debt-enabled, consumption-driven economy over the past three decades shows that the nation has largely been at variance with these prophetic teachings. As a result, macroeconomic forces (trade deficits, weakening dollar, risk of dollar losing reserve currency status, etc.) may portend a renewed emphasis on savings and production in the economy. Hence, given these teachings and macroeconomic forces, this course in Production and Operations Management will have a primary focus on production management with a secondary focus on service operations management.

Additional Reasons for Studying Production and Operations Management

In addition to the above latter-day teachings on the need for production (producing from the elements), there are additional reasons for studying OM and SCM.

Every business must make a product or provide a service
Most businesses function as part of larger supply chains
Businesses must carefully manage their operations and supply chains in order to prosper

Learning Model Architecture

Prerequisites

Required Materials

Grading Policies

Class Participation - worth up to 20 bonus points

Class participation is a key part of the learning process in this course. We will use voting by students to determine how class participation bonus points will be awarded. Students will vote for those students whose participation most helped their learning in the class—made comments that demonstrated thoughtful preparation, asked good questions, didn't dominate case discussions, were not a distraction, etc.). Points will be awarded as follows.

The 10% of students that receive the most votes will receive 20 bonus points (which will boost the students' course scores by 4%).

The next 20% top vote getters will receive 10 bonus points.

Students that receive a negative vote from one-third the class will lose 20 points.

We will hold a mid-semester "practice vote" and share the results in order to give students an opportunity to gauge their class participation and to give them time to make adjustments, if necessary, before the end of the semester.

Project Management Game - 15 points

This team-based, in-class competition will pit you against other teams as you try to manage the schedule of an ever-changing project while minimizing project costs. A streamed lecture and practice problems will help prepare you for this competition.

IBC Team Project Plan Review Meeting - 10 points

Toward the beginning of the semester your IBC team will present a project plan (network diagram or Gantt chart) for your entire company's startup plan.

In-Class Quizzes, Exams, and Pre-Class Questions - 100 points

Throughout the semester students will be quizzed on a few readings, be tested on various quantitative methods, and be required to submit answers to questions related to case studies.

Littlefield Technologies - 160 points

This web-based simulator of a simple factory consists of four process steps on three workstations and a raw materials inventory. The factory is a make-to-order assembler of electronic systems. During the semester your team will control this factory and will compete against all other teams in the class. Each team's factory uses the same data. The goal is to maximize your cash balance. Round 1 is worth 60 points while round 2 is worth 100.

Grading for this team-based activity will be very demanding with 30% of the grade being derived from your factory's cash balance and 70% coming from your team's write-up. Please note that you must identify, troubleshoot, and write about the priorities in this exercise. These will not be given to you. You are called upon to be the "high powered operations management team" that must dig into the details, identify the problems, and then fix them.

POM/SCM Career Research Paper - 25 points

As Production and Operations Management (and Supply Chain Management) are generally new and unfamiliar to students, they typically have little awareness of the career opportunities available to them in these areas. This assignment will give students the opportunity to research career possibilities and discuss a POM/SCM career path that would be best suited to their strengths and interests.

Root Beer Game - 10 points

We will play the Root Beer Game two times during the semester. The first time will be for fun where you'll get the hang of playing the game. The second time will be a competition worth 10 points. For this competition you will be placed in new 4-person teams, different from your IBC teams.

IBC Company Operations Presentation - 25 points

Toward the end of the semester each company will give a presentation that answers three questions: (1) what were the biggest operations-related problems your company faced, (2) how did you address those problems, and (3) what would you differently if you had to pay for labor?

The Global Supply Chain Management Simulation - 100 points

This web-based simulator allows you to try your hand at managing the complexities of a global supply chain for a cell phone manufacturer. Success is measured by company profits as well as through a dynamic evaluation process in which you answer probing questions from the company's board members.

IBC Company Peer Evaluation - 50 points

Your IBC company peers will evaluate your contribution to the work performed in your IBC company. This score will be compiled in your Organizational Behavior class.

Course Evaluation - 5 points

You will be asked to complete a course and instructor evaluation at the end of the semester. I will receive a report that lets me know which students have completed this assignment (however any comments you submit remain anonymous).

**Late work will be accepted up to one week after the due date for 50% of the original value.*

University Policies

Student Honor

Student Honor is following the path of discipleship and learning to be more like Christ--learning to think, to feel, and to act more as He does. *Living a life of honor:*

-- Begins as we learn and live the baseline standards of the Honor Code, understand their purposes, and are true to the promises we have made.

-- Continues as we heed the promptings of the Spirit to raise our personal bar of righteousness and foster a spirit of integrity, sacrifice, consecration, love, service and willing obedience as students and throughout our lives.

-- Prepares our hearts for devoted discipleship in the family, church, work, and community.

[Honor Code](#) | [Academic Honesty](#) | [Dress and Grooming Standards](#)

Students with Disabilities

BYU-Idaho is committed to providing a working and learning atmosphere which reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office at 208.496.1158. Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by this office. If you need assistance or feel you have been unlawfully discriminated on the basis of disability, you may seek resolution through established policy and procedures. Contact the Personnel Office at 208.496.1130.

Sexual Harassment

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program which receives federal funds, including federal loans and grants. Title IX also covers student-to-student sexual harassment. If you encounter unlawful sexual harassment or gender-based discrimination, please contact the Personnel Office at 208-496-1130.

Disclaimers