

Dr. Ernest L. Owens, Jr.

SOM 3001: Introduction to Operations Management

Course Objectives

An analysis of the transformation process of changing inputs (materials, labor, cultures, etc.) into goods and services. We will address the role of the operation's manager and his/her role as a boundary spanner and systems integrator in a business, non-profit, government, and/or education organization. We will look at small, medium, and large firms, recognizing that corporate is a culture not a magnitude.

In any organization, public or private, profit or non-profit, the transformation of goods, people or information is the major function. This course examines strategic and tactical decisions that deal with:

1. The manifestation of an organization's chosen competitive advantage,
2. The design of the transformation process and its infrastructure,
3. Some operational issues such as: forecasting, project management, and quality control.

In addition, the course examines various models of leadership and management plus the distinction between the to elements of behavior.

What to Do in Order to Earn the Grade You Want

NOTE: By doing nothing more than enrolling in this class each student is guaranteed an "F". If you are satisfied with this grade you need do nothing more for the remainder of the semester.

A

If you show up almost all the time, your written assignments are completed on time, are very well written and display a mastery of the material, if you give evidence that you are always prepared for class discussions by making regular, substantive contributions, and also take a solid leadership role in your group, you will have earned an "A".

B

If you show up almost all the time, your written assignments are completed on time, are well written and give evidence of a genuine understanding of the material, if you give evidence that you are almost always prepared for class discussions by making regular, substantive contributions, and also make solid contributions to your group, you will have earned a "B".

C

If you show up most of the time (missing no more than 3 classes), complete your written assignments adequately and on time, are generally prepared for class and make contributions

with some regularity, and make an adequate contribution to your group, you will have earned a "C".

D

If you show up most of the time (missing no more than 3 classes), complete your written assignments (but do them rather superficially and perhaps not always on time), are occasionally prepared for class discussions (but hardly ever make a contribution), and make minimal contributions to your group, you will have earned a "D".

In general, it is your responsibility to show me that you deserve the grade you want. The amount of time and effort you put into the course is irrelevant unless it translates into performance. You should assume that you begin the course with, say, a "C", and that this grade will be changed only when you demonstrate in one way or another that you deserve something better or worse.

Papers

A

The Paper is well organized both overall and at the paragraph level. Sentences are smooth and carefully crafted. There are virtually no errors in punctuation or spelling, grammar or usage. Words are chosen with precision. Informal language (i.e., slang) or dialect is used only when appropriate. The paper avoids triteness and unwarranted generalization: the language is fresh and vivid. The paper is tight, not wordy. The ideas show a thorough understanding of the work and are often insightful; the ideas are developed and supported. The ideas illuminate the work as a whole and do not contradict other parts of the work or overlook parts, which are relevant to the topic. The writer keeps his/her audience in mind and, as a consequence, the paper engages and interests the reader. Citations of authors and literature in the field are abundant, add insight, and clarify ideas stated.

B

The paper is well-organized, but the paragraph structure may sometimes be disjointed. The paper may have a few awkward passages and a few errors in punctuation, spelling, grammar or usage. The language may at times be too general; it may lack the freshness or precision of the "A" paper. But one of these errors is glaring or highly distracting. The ideas are worthwhile and show good understanding of the work; they are sometimes insightful, generally well developed, and well supported. The ideas help illuminate the work as a whole and contradict or overlook no major aspects. While the paper is always clear and thus suggests that the writer had his/her audience in mind in a general way, the style or presentation of the ideas does not always engage or interest the reader. Citations of authors and literature in the field add clarity to the ideas stated.

C

The Paper is basically well-organized, though individual paragraphs may be disunited or misplaced. Generally, however, the paper shows that the writer has followed a logical plan. The

writing is competent, but often wordy, overly general, imprecise, or trite. Sentences may at times be awkwardly constructed, but their meaning is clear. Grammar, punctuation, spelling, and usage are not highly distracting, but there may be some errors. The ideas are generally worthwhile, but not very insightful; development and support are present but sometimes less than adequate. The ideas illuminate parts of the work, but not the whole; no major aspects of the work are contradicted or entirely disregarded. While the writing is usually competent, the writer does little to interest or engage the reader in what he/she has to say. Citations of a thesis and literature in the field add limited clarity or misrepresent the ideas stated.

D

The paper is poorly organized, though there is a recognizable thesis. Some sentences may be so confused that their meaning does not clearly emerge. Words may be imprecise, incorrect, trite or vague. In general, however, the paper is understandable. Ideas are generally superficial and weakly developed or supported, although some development and support are present. Obvious aspects of the work have been overlooked or disregarded; some significant facts may be incorrect. Audience "engagement" cannot occur, although the writer may have attempted to elicit it, because of the serious deficiencies already noted. Citations are limited or missing.

F

The paper lacks a clear thesis; the language or sentence structure is so muddled as to be unclear in several spots; or the errors in punctuation, spelling, grammar, and usage are highly distracting. The ideas are superficial and show no real understanding of the work beyond, perhaps, plots; important facts are incorrect. The paper relies on generalizations with little or no development or support. The paper blatantly overlooks, disregards, or contradicts important aspects of the work. Under any of these conditions audience "engagement" is impossible.

Owens, Ernest. Rubric, OMS 3001: Introduction to Operations Management. Carlson School of Management, University of Minnesota. 11 Nov. 2002.