OPERATIONS MANAGEMENT SPECIAL FIELDS I
BUS 9805Y
Spring 2017

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Class Time: Wednesdays 1:00-4:00pm

Special Fields Overview and Philosophy

The Special Fields I course surveys various Operations Management topics and is a breadth class. It is designed to introduce you to (i) classical topics in operations management and (ii) state-of-the-art research in supply chain management.

Course Objectives

There are two main purposes of this course. First, the course is intended to guide your preparation for the comprehensive exam. The second objective is to enhance your research interests and capabilities in Operations Management. The specific learning goals are listed below:

1. By reading and critically analyzing the literature, the seminar participants will develop comprehension and a thorough understanding of the issues related to each of the core topics addressed in the course.
2. Readings are chosen to illustrate different types of research methodologies used in the literature. Participants should gain insight and be able to articulate how research is formulated, structured, and communicated.
3. Students will critique the strengths and weaknesses of the research articles and discuss the insights contained in the paper.
4. Students will be encouraged to synthesize and integrate ideas from the research literature into new research questions.

Recommended Readings

If you have never read the book “The Goal” by E. Goldratt and J. Cox, I highly recommend it. It is on the required reading list for most core operations courses at the MBA level (and at Ivey also at the HBA level). It combines operations concepts into a novel providing practical applications of these concepts.
Approach and Evaluation

Each student will be evaluated on the quality of their work in the following way:

1. Contribution – 30% (includes summaries for assigned articles)
   For each class, the students are assigned articles to *synthesize, critique* and suggest *future research*. With regard to *synthesizing*, I expect you to address the following questions: How do the different readings relate to each other? Do they build upon each other? What are common elements among them? With regard to *critiquing* the articles: What are the strengths and weaknesses of each article? (Make sure to stress what was well done. Why did the article get published? Critiquing is not just negative!)
   Finally, draw out potential ideas for *future research*: Where is this stream of research going? Does it have a future? Do you think it is interesting? Where would you see this field in the next 5 to 10 years?
   Although students are assigned to certain articles for each class, I expect each of you to come prepared and contribute to the discussion. In preparing each article, consider the following questions (but do not limit yourself to this selected list of questions): What is the nature and scope of the problem or issue addressed? Is the issue a managerially significant one? What is the theory proposed in the article? What are the major assumptions? Is the methodology appropriate for the issue(s) addressed in the article? Does the research and analysis support the conclusions? Are the conclusions important for decision makers?

2. Midterm Take-Home – 30%. For your midterm exam, I expect you to write a review of an article. I will provide you with a copy of an article and I expect you to review it as if you were a journal reviewer.

3. Research Paper – 40%. This is a research paper. The objective is to come up with a research topic and develop it into a paper over the course of the semester. The subject matter should be related to what we discuss in class. If you have any questions, please feel free to come and see me. This research project must be pre-approved by February 8th.
Plagiarism / Academic Integrity
Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:
http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_grad.pdf

All required papers may be subject to submission for textual similarity review to the commercial plagiarism-detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (http://www.turnitin.com).

Health and Wellness
As part of a successful graduate student experience at Western, we encourage students to make their health and wellness a priority. Western provides several on campus health-related services to help you achieve optimum health and engage in healthy living while pursuing your graduate degree. For example, to support physical activity, all students, as part of their registration, receive membership in Western’s Campus Recreation Centre. Numerous cultural events are offered throughout the year. Please check out the Faculty of Music web page http://www.music.uwo.ca, and our own McIntosh Gallery http://www.mcintoshgallery.ca. Information regarding health- and wellness-related services available to students may be found at http://www.health.uwo.ca.

Students seeking help regarding mental health concerns are advised to speak to someone they feel comfortable confiding in, such as their faculty supervisor, their program director (graduate chair), or other relevant administrators in their unit. Campus mental health resources may be found at http://www.health.uwo.ca/mental_health/resources.html.

To help you learn more about mental health, Western has developed an interactive mental health learning module, found here: http://uwo.ca/health/mental_wellbeing/education/module.html. This module is 30 minutes in length and provides participants with a basic understanding of mental health issues and of available campus and community resources. Topics include stress, anxiety, depression, suicide and eating disorders. After successful completion of the module, participants receive a certificate confirming their participation.
1/11  1. Overview

Conferences in Operations Management and abstract/paper submissions (options, requirements, deadlines)


Additional (voluntary) readings:
Lejeune, M.A. and N. Yakova (2005), On characterizing the 4 C’s in supply chain management, *JOM* 23 (1): 81-100
2. Forecasting, aggregate production planning and production planning

Different types of forecasting methods (mini-lecture)


Additional (voluntary) readings:
3. Assembly line balancing, scheduling and inventory management

The newsvendor model (mini-lecture plus extra hand-out material)


Additional (voluntary) readings:

Additional (voluntary) readings:
5. Layout and Location (Outsourcing)


Additional (voluntary) readings:

6. Take home exam

Reading Week/Outline of final paper due
7. Supply Chain Management


Additional (voluntary) readings:
Hendricks, K. and V. Singhal (2005), Association between supply chain glitches and operating performance, *MS* 51 (5): 695-711
Pagall, M. (2004), Understanding the factors that enable and inhibit the integration of operations, purchasing and logistics, *JOM* 22 (5): 459-487
8. Buyer-Supplier Relationships and Firm Performance


Additional (voluntary) readings:
Culture in Supply Chain Management


Additional (voluntary) readings:

Additional (voluntary) readings:
11. Contracts in Supply Chain Management


4. Yan, T., D. Ribbink and H. Pun, Incentivizing supplier participation in buyer innovation: Experimental evidence of non-optimal contractual behaviors, *Under 2nd review at JOM*

5. TBA

Additional (voluntary) readings:
12. Supply Chain Risk and Disruptions


3. D’Lima, R.S., D. Ribbink and S. Vachon, Disruptions in the procurement process, *working paper*


5. TBA

Additional (voluntary) readings:

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4/12 Final Paper Due