

# MGT 6501 MSM – Operations Management

Fall 2026

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**Class Times:** 8:00 – 9:15 Mon/Wed Room TBD  
**Office Hours:** Before Class, or By Appointment

**Course Text (not required):** *Matching Supply and Demand: An Introduction to Operations Management* (3<sup>rd</sup> Edition, 2013), by Gerard Cachon & Christian Terwiesch, McGraw-Hill/Irwin (ISBN: 978-0-07-352520-4).

A Harvard Business Review coursepack will be required to access the cases discussed in class. A link to purchase the coursepack has been provided in Canvas.

## **Course Description:**

This course introduces you to the strategic design, operating issues, and decisions involved in managing the business and operational processes essential to delivering products and services to customers, within the new expectation of sustainability. Operations management consist of business functions that guide and control value-adding transformation processes in which resources are transformed into goods or services. Operations management tools help business organizations improve their transformation processes in order to better match supply with demand and gain a competitive advantage.

The course aims to provide you with a conceptual framework and a set of analytical tools to enable you to better understand why processes behave as they do. Given this understanding, you will be positioned to involve yourself in an organization’s defining strategic decisions: those relating to key processes affecting your, and your organizational unit’s performance. Further, you will be able to articulate the set of processes that most closely match and enhance your organization’s competitive posture. This understanding is necessary to maintain improvements in an organization’s critical competitive dimensions such as cost, delivery, flexibility, quality, and sustainability.

The course is designed to introduce you to what every general manager or consultant should know about the field. Therefore, an important goal of this course is that you understand the fundamental concepts, opportunities, and challenges that are needed to evaluate all aspects before making a decision.

## **Course Objectives:**

- Analyze, and identify opportunities to improve service and manufacturing processes
- Apply managerial principles and analytic methods to support reduce process variability and improve process outcomes
- Analyze the trade-offs within sustainable operations and develop strategies to align them for all stakeholders to develop practical solutions to sustainability problems
- Enable students to understand why the principals discussed are important to a business and how they are to be implemented using best practice techniques.

### **Grading Policy:**

Final course grades will be assigned according to the following weights:

(1) Documentary Discussion Post:	10%
(1) Current Event Post:	10%
Case Study Quizzes:	10%
Midterm Exam:	25%
(1) Assignment Exercise:	15%
Final Exam:	30%

Grade distribution is as follows: A – 90 to 100. B – 80 to 89. C – 70 to 79. D – 60 – 69. F – 59 & below.

If you have an issue or a concern with your grade, please provide a detailed, written request for re-grade within a week of receiving your grade. I will reserve the right to re-grade the entire assignment (and not only the specific question you are contesting).

### **Documentary Discussion Post:**

Who says we can't learn something from watching TV! To supplement the lectures, there are (6) documentaries available for students to watch this semester. You are required to watch (1) of your choosing and participate in (1) discussion thread by answering prepared questions. Questions are located at the end of this syllabus in the Schedule Details section. You may pick which question you want to answer. Discussion posts will close before the class in which the documentaries are shown on the course schedule. Note: If you have trouble accessing any of the documentaries, let me know and I may be able to get access through the GT library.

### **Current Event Post**

Each student is required to submit one current event discussion post before the end of the semester. The post will relate a current event to a topic we have discussed in class. In Canvas Discussion, the student will attach the article, link, etc. of the current event, then write a description of how the current event relates to a topic using the following as a guide:

- Demonstrate a thorough understanding of the topic and current event
- Provide insightful analysis (in other words, use your own thoughts)
- What questions came to mind after reading the current event?
- Was it a successful application of topic? Why or why not? Do you have any recommendations on what could be done differently?

### **Case Study Quizzes:**

Short (~ 5 min), multiple-choice quizzes will be given for each case study via Canvas. These are designed to be straightforward, as long as the student has read the case. Quizzes will close before the class in which the cases are shown in the course schedule.

### **Midterm Exam**

After Week 4's class, a quiz will open in Canvas for you to take remotely based on topics covered in class. The exam will be a mixture of multiple-choice, short-answer, and calculation questions. It will be available in Canvas for you to take any time until Thursday, Nov 13 @ 6:30 pm. The exam should take no more than 20-30 minutes.

**Assignment Exercises:**

There are a total of (5) assignments available. You are to complete (1) assignment exercise of your choosing. The assignment can be turned in at any time during the semester, but final due dates are shown in Canvas. Topics will vary from lectures to case studies. Makeup assignments will not be given.

**Final Exam:**

The final exam will be given at the conclusion of the semester to test the students' knowledge. Topics covered in the exam will be from the lectures, case studies, and any topics discussed in class. The exam will be a mixture of multiple-choice, short-answer, and calculation questions. Makeup exams will not be given. Students missing the exam due to an official Georgia Institute of Technology event must prearrange an alternate time to take the exam. All other cases will receive a grade of zero for the missed exam.

**Class Participation:**

Although not used as a component of your grade, participation can help improve your grade. Attending class and participating in the class discussions can help boost your grade at the end of the semester if you are borderline between two grade letters. For those students who are not comfortable talking in front of others, attending office hours to discuss course topics/current events will also count.

**Academic Integrity**

Georgia Tech aims to cultivate a community based on trust, academic integrity, and honor. Students are expected to act according to the highest ethical standards. Review [Georgia Tech's Honor Code](#) and the student [Code of Conduct](#).

Any student suspected of cheating or plagiarism on a quiz, exam, or assignment will be reported to the Office of Student Integrity, who will investigate the incident and identify the appropriate penalty for violations.

**Classroom Etiquette:**

It's expected that you are courteous to both your instructor and your fellow classmates. This includes turning off your cell phone. You may not use a laptop in class. Please bring your name tent with you to every class.

**Official Communications:**

Both Canvas and the class email distribution list are used to post information on class changes, upcoming assignments, grades, etc. Communications will be sent to the Georgia Tech student email that is assigned to you by the Institute. It is your responsibility to have the Georgia Tech email account active and to receive and regularly read messages written to that address.

**Accommodations for Disabilities:**

If you are a student with learning needs that require special accommodation, [contact the Office of Disability Services](#) (404-894-2563) as soon as possible to make an appointment to discuss your special needs and to obtain an accommodations letter. Please also e-mail me as soon as possible in order to set up a time to discuss your learning needs.

**Student-Faculty Expectations Agreement:**

At Georgia Tech, we believe that it is important to strive for an atmosphere of mutual respect, acknowledgement, and responsibility between faculty members and the student body. [The Student-Faculty Expectations](#) articulate some basic expectations that you can have of me and that I have of you. In the end, simple respect for knowledge, hard work, and cordial interactions will help build the

environment we seek. Therefore, I encourage you to remain committed to the ideals of Georgia Tech while in this class.