

Course Outline

Course Code	RSM270 H1 F	
Course Name	Operations Management	
Term, Year	Fall 2026	
Course Meets	Fridays	L0101: 9:00 am – 11:00 am L0201: 11:00 am – 1:00 pm L0301: 3:00 pm – 5:00 pm
Web page URL	https://q.utoronto.ca	

Instructor Details

Name	Email	Office Hours	Virtual Office Link
Vahid Roshanaei	v.roshanaei@utoronto.ca ; Please start subject with RSM270	By appointment: Online via Zoom and in person: Office 419.	To be provided by students.

Office Hours: Mondays, 9:00 AM – 11:00 AM

*Office hours are held in 15-minute blocks to ensure all students have an opportunity to meet; sessions may be extended if no other students are waiting. To schedule a meeting, please send a **calendar invitation** with a **Zoom link at least two business days in advance** (e.g., by Wednesday morning for a Monday meeting).*

Course Description

Operations is the term that refers to the process by which an organization converts inputs (e.g., labor, material, knowledge, and equipment) into outputs (goods and/or services) for both internal and external markets. In this course, we will study how to manage this process. We will study strategic issues related to how firms determine the way in which they will compete as well as tactical and operational decision-making. Topics include *Operations Strategy, Processes in Manufacturing and Services, Waiting-Line Management, Capacity Planning, Inventory Management, Revenue Management, and Resource Allocation Optimization using Linear Programming Theories*.

Learning Outcomes

The **course objectives** are:

- To develop advanced decision-making skills in complex operational environments.
- To expose you to core concepts of operations management across manufacturing and service organizations.
- To provide practical, quantitative tools for problem-solving in business and public-sector settings.

Upon successful completion of this course, you will be able to:

- Analyze fundamental operational trade-offs and construct formal decision models reflecting these dynamics.
- Extend baseline models to incorporate real-world, practical constraints.
- Communicate technical model results and strategic insights intuitively to managers and non-technical stakeholders.

Course Prerequisites

Completion of the Rotman Commerce Guaranteed Admission requirements.

Course Materials

Required/Suggested Readings

The lecture slides, Excel spreadsheets, and assigned reading materials uploaded to Quercus constitute the primary requirement for this course; thorough mastery of these materials is sufficient for achieving an excellent outcome. If students experience any ambiguity regarding the course content, they should consult the instructor during scheduled office hours. For further study, students may refer to the **optional textbook** below, which serves as a reference for the course slides.

- ***Operations and Supply Chain Management (print version)*** 17th Edition by Jacobs and Chase, 2024, McGraw-Hill Irwin. (The 15th or 16th editions are also acceptable).

Electronic Course Materials

Case studies on this course have been designed directly by the instructional team; therefore, students are not required to purchase any electronic course materials, bringing the total cost to \$0.00. The provision of these materials complies with all University of Toronto policies governing fees for course materials.

Evaluation and Grades

Grades are a measure of the knowledge and skills developed by a student within individual courses. Each student will receive a grade on the basis of how well they have command of the course materials, skills and learning objectives of the course.

Work	Percentage of grade	Due Date
Class Participation	5%	Ongoing
Case Study Write-Ups	5%: Case 1 5%: Case 2	Oct. 18 th , 11:59 pm Dec. 7 th , 11:59 pm
Midterm Exam	30%	Oct. 16 th , 7:00-9:00 pm
Assignments	15%: 6 assignments each 2.5%	Check Quercus (Ongoing)
Final Exam	40%	TBA by FAS

Course Format and Expectations

This course integrates lecture slides, spreadsheet models, class discussions, case studies, and assignments to build and evaluate your operational competencies. To support your learning, course materials are organized as follows:

- **Before-Lecture Slides:** Posted prior to class to allow you to preview core concepts and unworked problem sets.
- **After-Lecture Slides:** Posted after class, containing full or partial solutions to the in-class problems.

- **Lecture Summaries & Practice Sets:** Weekly summaries and standalone practice problem sets (with separate solution files) are provided post-lecture for self-assessment.
- **Weekly Announcements:** Sent at the end of each week to summarize covered topics and highlight upcoming deliverable deadlines, helping you manage your schedule effectively and catch up if you missed a session.

Writing Assignments and Case Studies

All assignments and case studies are designed to develop your quantitative and communication skills through individual and/or collaborative efforts. Written submissions are evaluated on clarity, organization, concision, professionalism, and proper grammar.

Support is available through the RC Centre for Professional Skills (CPS) for students who would like help or feedback on their writing or speaking (presentations). CPS offers both individual and group appointments with trained writing instructors and presentation coaches who are familiar with the RC program and common types of business assignments. Coaches can also help you effectively work with generative AI in your work, where appropriate. You can also access your college Writing Centres for help with written assignments.

You can [book an appointment with a writing or presentation coach](#) through the RC Centre for Professional Skills Writing Centre. For more information about writing centres, student supports, and study resources, see the [Writing and Presentation Coaching academic support page](#).

Individual or Group Assignments

Individual Assignments

A total of six online *individual assignments* will be posted on **Quercus** throughout the term, with each carrying equal weight toward your final grade. These assignments focus primarily on quantitative analysis and qualitative problem-solving skills derived from lecture topics. Fully aligned with the course objectives, they are designed to provide optimal preparation for examinations. Specific due dates will be announced during lectures and reinforced through weekly Quercus announcements. Check the **weekly schedule** at the end of this outline for specific due dates for these assignments.

Group Assignments

Case studies 1 and 2 require students to work in teams of 4-5 (preferably 4). Only one report per group should be submitted for each case. **Teams may be formed across different sections of a specific instructor** (and **NOT** across different sections of different instructors). An **electronic copy** is to be handed in online through Quercus. To maximize your learning, **I strongly discourage fragmenting case studies among group members, as this prevents you from grasping the overall problem**. Instead, each student should independently draft a tentative solution for each case assignment question before meeting as a team to evaluate ideas and construct a unified analysis.

Learning to work together in teams is a crucial transferable skill you will use not only in your coursework, but also in your future careers. **I strongly encourage diversity** within each group. This diversity can come in many different forms, including, but not limited to: (i) **gender**, where team composition includes male, female, and non-binary members; (ii) **specialization**, where students from different academic specializations (e.g., Management, Finance) collaborate; (iii) **nationality**, bringing together perspectives from different countries/continents; and (iv) **language**, featuring members with diverse native languages, among other factors.

Working within a diverse group is both challenging and deeply rewarding. It encourages you to step outside your comfort zone, adapt to new personalities, cultures, and working styles, and broaden your overall communication skills. Furthermore, it provides a valuable opportunity to practice diplomatic self-assertion and conflict resolution. Mastering these collaborative

competencies during your studies will provide a distinct advantage as you transition into professional leadership roles.

Groups are encouraged to include a **Statement of Diversity** at the beginning of their written submissions. In addition, each case study submission must include a **Statement of Contribution** specifying the contributions of each team member. After these two statements, each report must begin with an **Executive Summary** (in one paragraph) detailing the problems analyzed, mathematical or analytical methods developed, operational challenges encountered, and insights delivered. Finally, all sources must be properly cited.

Support is available if you encounter common teamwork challenges such as:

- Team members feeling left out of the team.
- Team members not responding in a timely manner to communication.
- Division or quality of work among team members being unequal or unfair.

Consult the [Centre for Professional Skills Teamwork Resources page](#) for tips, strategies, and best practices. You can also [book an appointment with a teamwork mentor](#) through the RC Centre for Professional Skills Writing Centre or by emailing rotmancommerce.teamworkhelp@utoronto.ca. Teamwork mentors can help you resolve or mitigate conflict, strategize on planning, or improve team communication.

If you are a student registered with Accessibility Services, and extensions are one of your academic accommodations, consult with your Accessibility Advisor about the teamwork in this course.

Class Participation

Students are expected to prepare for class and make every effort to attend each session. As class participation is a graded component of the course, students will be evaluated on the following:

- Thoughtful responses
- Understanding and analysis of course topics
- Idea generation
- Promoting further discussion
- Respectful active listening
- Attentiveness

Class participation also includes **Poll Everywhere** questions, which will be used throughout lectures to assess understanding of the course materials and encourage active engagement. Students are expected to participate in these activities during classes. Note that attendance alone will not result in a high participation grade. Students are expected to actively contribute and participate by exhibiting the components listed above.

Recommended Strategy for Success:

1. **Prepare:** Skim the *Before-Lecture Slides* to familiarize yourself with upcoming materials.
2. **Engage:** Attend lectures actively to ask clarifying or deeper questions.
3. **Consolidate:** Review the *After-Lecture Slides* and summaries, and work through the practice sets.
4. **Seek Support:** Resolve any residual comprehension issues by attending designated office hours.

Rotman Commerce Attendance Policy

Rotman Commerce students are expected to make every effort to attend each class. Infrequently, students may miss term work, e.g., quizzes, assignments, etc., due to unplanned and extenuating circumstances and must follow the Request for Special Consideration process as outlined in their

course outlines. However, Rotman Commerce will not approve any Request for Special Consideration for participation marks for missed classes. Any such request will be denied.

Missed Tests and Assignments

Students who miss a term test or assignment for reasons entirely beyond their control (e.g. illness) may request special consideration **within 2 business days** of the missed midterm / test / assignment due date.

In such cases, students must:

1. Complete the Request for Special Consideration form: <https://uoft.me/RSMConsideration>
2. Provide documentation to support the request, e.g., an Absence Declaration from [ACORN](#), [Verification of Illness Form](#), or other relevant documentation.

Please note: Students may use the Absence Declaration on ACORN **one time per term** to report an absence and request consideration. **Any subsequent absence will require a Verification of Illness form or other similar relevant documentation.**

Students who do not submit their requests and documentation within 2 business days may receive a grade of 0 (zero) on the missed course deliverable.

Missed tests

If a student misses the midterm exam due to a documented academic conflict or verified medical condition, they can take the makeup midterm exam. If a student also misses the makeup exam for documented reasons beyond their control, the weight of the missed midterm will be transferred to the final exam. Consequently, the final exam will be reweighted to constitute 70% of the final course evaluation. Note that **only one** makeup midterm exam will be held for this course.

Final Exams:

- Students who miss only the final exam for a legitimate reason (e.g., illness) must contact their College Registrar to submit a petition for a deferred exam.
- If a student misses both midterm exams (original and makeup) and the final exam, they must petition to write only the final exam (70% evaluation weight) as a deferred examination in subsequent semesters. In this case, deferring only the final exam is not permitted.

The deferred exam(s) will be written at a later date as established by the Faculty of Arts & Science. Instructions can be found here: <https://www.artsci.utoronto.ca/current/faculty-registrar/petitions-appeals/preparing-petition>

Late Assignments

Please note that all individual and group assignments are due by the specified deadlines. **The exact date and time will be announced in Quercus. No late assignments will be accepted** unless a student is unable to meet the deadline for reasons beyond their control and obtains the instructor's approval for an extension. Supporting documentation will be required as per the policy on missed tests and assignments.

Statement on Equity, Diversity and Inclusion

The University of Toronto is committed to equity, human rights and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each

other, and respect one another's differences. U of T does not condone discrimination or harassment against any persons or communities.

Commitment to Accessibility

The University is committed to inclusivity and accessibility, and strives to provide support for, and facilitate the accommodation of, individuals with disabilities so that all may share the same level of access to opportunities and activities offered at the University.

If you require accommodations for a temporary or ongoing disability or health concern, or have any accessibility concerns about the course, the classroom or course materials, please [email Accessibility Services](#) or visit the [Accessibility Services website](#) for more information as soon as possible. Obtaining your accommodation letter may take up to several weeks, so get in touch with them as soon as possible. If you have general questions or concerns about the accessibility of this course, you are encouraged to reach out to your instructor, course coordinator, or Accessibility Services.

Plagiarism Detection

Normally, students will be required to submit their course essays to the University's plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the [University's Plagiarism Detection Tool FAQ](#) page from the Centre for Teaching Support & Innovation.

Generative AI / ChatGPT

Students are permitted to utilize Generative Artificial Intelligence (GenAI) tools while completing assignments within this course. However, it is essential to **comprehensively document this usage** and subsequently upload the documentation as an appendix (or a separate file) upon request for each assignment. Should the instructor require the submission of this documentation, students are obliged to promptly provide the file to the instructor. This documentation should include what tool(s) were used, how they were used, and how the results from the AI were incorporated into the submitted work. Failure to adhere to this guideline, and instances where the usage of AI is detected without appropriate citation **will be pursued as an academic integrity case and may lead to an academic penalty, both for you and your teammates**. It is important to emphasize that the use of GenAI tools is exclusively permissible for assignments and case studies; their utilization is strictly prohibited during examinations, whether administered online or in person.

Academic Integrity

Academic Integrity is a fundamental value essential to the pursuit of learning and scholarship at the University of Toronto. Participating honestly, respectfully, responsibly, and fairly in this academic community ensures that the U of T degree that you earn will continue to be valued and respected as a true signifier of a student's individual work and academic achievement. As a result, the University treats cases of academic misconduct very seriously.

[The University of Toronto's Code of Behaviour on Academic Matters](#) outlines the behaviours that constitute academic misconduct, the process for addressing academic offences and the penalties that may be imposed. You are expected to be familiar with the contents of this document. Potential offences include, but are not limited to:

In papers and assignments

- Using someone else's ideas or words without appropriate acknowledgement.

- Submitting your own work in more than one course without the permission of the instructor.
- Making up sources or facts.
- Obtaining or providing unauthorized assistance on any assignment (this includes collaborating with others on assignments that are supposed to be completed individually).

On tests and exams

- Using or possessing any unauthorized aid, including a cell phone.
- Looking at someone else's answers.
- Misrepresenting your identity.
- Submitting an altered test for re-grading.

Misrepresentation

- Falsifying institutional documents or grades.
- Falsifying or altering any documentation required by the University, including (but not limited to) medical notes.

All suspected cases of academic dishonesty will be investigated by the procedures outlined in the [Code of Behaviour on Academic Matters](#). If you have any questions about what is or is not permitted in the course, please do not hesitate to contact the course instructor. If you have any questions about appropriate research and citation methods, you are expected to seek out additional information from the instructor or other U of T or RC resources such as the RC Centre for Professional Skills, the College Writing Centres or the Academic Success Centre.

Email

At times, the course instructor may decide to communicate important course information by email. As such, all U of T students are required to have a valid UTmail+ email address. You are responsible for ensuring that your UTmail+ email address is set up and properly entered on ACORN. For more information visit the [Information Commons Help Desk](#).

Forwarding your utoronto.ca email to a Gmail or other type of email account is not advisable. In some cases, messages from utoronto.ca addresses sent to Gmail accounts are filtered as junk mail, which means that important messages from your course instructor may end up in your spam or junk mail folder.

Recording Lectures

Lectures and course materials prepared by the instructor are considered by the University to be an instructor's intellectual property covered by the Canadian Copyright Act. Students wishing to record a lecture or other course materials in any way are required to ask the instructor's explicit permission and may not do so unless permission is granted. Students who have been previously granted permission to record lectures as an accommodation for a disability are exempt. This includes tape recording, filming, photographing PowerPoint slides, Quercus materials, etc.

If permission for recording is granted by the instructor (or via Accessibility Services), it is intended for the individual student's own study purposes and does not include permission to "publish" them in any way. It is forbidden for a student to publish an instructor's notes on a website or sell them in any other form without formal permission.

Weekly Schedule

* **Note:** All reading materials are based on the **17th edition** of the textbook.

** **One-Page Introduction:** You may structure your one-page introduction in any format you consider appropriate. Please be sure to include a recent photograph of yourself in the document.

Session	Date	Topic	* Readings	Deliverables	
				Individual	Group
1	Sep. 11 th	Introduction & Overview	Chapter 1 & 2	** 1-page intro	
2	Sep. 18 th	Process Analysis	Chapter 11	Assignment 1, Sep. 20 th , 11:59 pm	
3	Sep. 25 th	Little's Law and Inventory Build-up	Chapter 11		Finalize Groups
4	Oct. 2 nd	Single-Server Queueing Models	Chapter 10	Assignment 2, Oct. 4 th , 11:59 pm	
5	Oct. 9 th	Multi-Server Queueing Models	Chapter 10	Assignment 3, Oct. 18 th , 11:59 pm	
Midterm Exam	Friday, Oct. 16 th	Midterm Exam (2 hours), No Classes		A 2-sided A4 aid sheet / non-programmable calculator	Case 1, Oct. 18 th , 11:59 pm
6	Oct. 23 rd	Demand Forecasting	Chapter 18		
	Oct. 30 th	Reading Week, No Classes			
7	Nov. 6 th	Inventory Management I	Chapter 20	Assignment 4, Nov. 8 th , 11:59 pm	
8	Nov. 13 th	Inventory Management II	Chapter 20		
9	Nov. 20 th	Inventory Management III	Chapter 20	Assignment 5, Nov. 22 nd , 11:59 pm	
10	Nov. 27 th	Linear Programming I	Supplement 19S	Assignment 6, Dec. 6 th , 11:59 pm	
11	Dec. 4 th	Linear Programming II	Supplement 19S		Case 2, Dec. 7 th , 11:59 pm
Final Exam	TBA	Final Exam (2 hours)		A 2-sided A4 aid sheet / non-programmable calculator	

Please note that the last day you can drop this course without academic penalty is Tuesday, Nov. 17, 2026.

Other Useful Links

- [Become a volunteer note taker](#)
- [Accessibility Services Note Taking Support](#)
- [Credit / No-Credit in RSM courses](#)
- [Rotman Commerce Academic Support](#)
- [Where to find teaching assistant opportunities](#)

URL links for print

- ACORN: <http://www.acorn.utoronto.ca/>
- Email Accessibility Services: accessibility.services@utoronto.ca
- Accessibility Services website: <http://studentlife.utoronto.ca/as>
- University's Plagiarism Detection Tool FAQ: <https://uoft.me/pdt-faq>
- The University of Toronto's Code of Behaviour on Academic Matters: <http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>
- Information Commons Help Desk: <http://help.ic.utoronto.ca/category/3/utmail.html>
- Become a volunteer note taker: <https://studentlife.utoronto.ca/program/volunteer-note-taking/>
- Accessibility Services Note Taking Support: <https://studentlife.utoronto.ca/service/note-taking-support/>
- Credit / No-Credit in RSM courses: <https://rotmancommerce.utoronto.ca/current-students/degree-requirements/credit-no-credit-option/>
- Rotman Commerce Academic Support: <https://rotmancommerce.utoronto.ca/current-students/academic-support/>
- Book an appointment with a writing or presentation coach: <http://uoft.me/writingcentres>
- Writing and Presentation Coaching academic support page: <https://rotmancommerce.utoronto.ca/current-students/academic-support/writing-and-presentation-coaching/>
- Centre for Professional Skills Teamwork Resources page: <https://rotmancommerce.utoronto.ca/teamwork-resources>
- Book an appointment with a Teamwork Mentor: <http://uoft.me/writingcentres>