1002學期 課程基本資料/Course Information

系所 / 年級	經管系碩士班 1年級	課號 / 班別	83M00005 / A
學分數	3學分	選 / 必修	必修
科目中文名稱	作業管理	科目英文名稱	Operations management
主要授課老師	陳世良	開課期間	一學年之下學期
人數上限	22 人	已選人數	22人

起始週 / 結束週 / 上課地點 / 上課時間

第1週 / 第18週 / M405 / 星期2第02節
第1週 / 第18週 / M405 / 星期2第03節
第1週 / 第18週 / M405 / 星期2第04節

教學綱要/syllabus

第一部分/Part I(※依課程委員會審議之內容決議填入)

	基本素養/核心能力 Core Literacy/Core Competencies	相關性 Relevance	
		高度相關	中度相關
一、教學目標所要達成之能力培養項目：[依據課程委員會審議通過之課程與基本素養/核心能力關聯表填寫]	創新與創造力	☐	.
	領導與決策	☐	.
	溝通與合作	.	☐
	國際觀	.	☐
	倫理與社會責任能力	.	☐
	科技與作業管理能力	☐	.
	行銷與網路商務能力	.	☐
	組織與人力資源管理能力	.	☐

1.認知面：[使學生理解、應用、分析、綜合、比較、推論、評估本課程之理論與概念]：
　　This course is about how firms can design their operations to better match supply with demand. By better matching supply with demand, a firm gains a significant competitive advantage over its rivals. A firm can achieve this better match through the implementation of the rigorous models and operational strategies outlined in this course.
2.技能面[使學生能獲得運用與實做本課程理論與概念之技巧]：

二、教學目標 (Objective)	The tools of operations management come in different forms, they can be applied in different ways: 1. OM tools can be applied to ensure that resources are used as efficiently as possible; that is, the most is achieved with what we have. 2. OM tools can be used to make desirable trade-offs between competing objectives. 3. OM tools can be used to redesign or restructure our operations so that we can improve performance along mutiple dimensions simultaneously.
三、符合教學目標 之課程內容設計	3.情意面[能引發學生對本課程之興趣，激發學生學習動機，增加觸類旁通與自主學習]： 　　It apply operations tools to firms that produce services and goods in a variety of environment-from apparel to health care, from call centers to pacemakers, and from kick scooters to iron ore fines. These emphasises the princple of real solutions for practice in real world. To conform the congitive, affective, and psychomotor objective, this course intoduce a number of quantitative models and qualitative strategies. By quantitative model, it mean some mathematical procedure or equation that take inputs (such as a demand forecast, a processing rate, etc.) and outputa a number that either instructs a manager on what to do or informs a manager about a relevant performance. By qualitative strategy, it mean a guiding principle: for example, increase the flexibility of your facilities, decrease the variety of products offered, and so forth. The design of this course is to provide a rigourous operations management education for a strategic, high-level manager or consultant.
四、先修科目 (Pre Course)	None

第二部分/Part II

一、多元教學方法 (Teaching Method)	☐由學生自訂學習目標與抱負水準	☐案例或故事討論	☒講述
	☐服務學習　　☒學生課後書面報告	☒小組討論	☐參訪
	☒學生上台報告　　☐腦力激盪	☐學生實作	☐角色演練
	☐習題練習　　☐影片欣賞與討論	☐採訪	☐e化教學
	☐審議式民主　　☐觀察與資料收集	☐一分鐘回饋	☐其他

二、參考書目 (Reference) 【符合教學目標之參考書目】	Matching Supply with Demand: An Introduction to Operations Management, 2nd edition, 2010, Gerard Cachon and Christian Terwiesch, McGraw Hill

三、教學進度 (Syllabi) 【符合教學目標之教學進度】	2012/2/21	(a)Introduction of OM (b) Objectives and Framework of OM (c)Betting on Uncertain Demand-I	陳世良
	2012/3/6	Service Level and Lead times in Supply Chains: The order-up-to inventory Model-I	陳世良
	2012/3/13	Service Levels and Lead Times in Supply Chains-II	陳世良
	2012/3/20	Risk-Pooling Strategies to Reduce and Hedge Uncertainty	陳世良
	2012/3/27	Revenue Management with Capacity Controls	陳世良
	2012/4/3	Supply Chain Coordination	陳世良
	2012/4/10	(a)Project Proposal or Paper Presentation (b)Quiz	陳世良
	2012/4/17	The Process View of the Organization	陳世良
	2012/4/24	Unstanding the Supply Process:Evaluating Process Capacity	陳世良
	2012/5/1	Estimating and Reducing Labor Costs	陳世良
	2012/5/8	The Link between Operations and Finance	陳世良
	2012/5/15	Batching and Other Flow Interruptions: Setup Times and The Economic Order Quantity Model	陳世良
	2012/5/22	Variability and Its Impact on Process Performance:Waiting Time Problems	陳世良
	2012/5/29	The Impact of Variability on Process Performance:Throughput Losses	陳世良
	2012/6/5	Quality Management, Stattitical Process Control, and Six-Sigma Capability	陳世良
	2012/6/12	Lean Operations and Toyota Production System	陳世良
	2012/6/19	(a) Paper Presentation (b) Quiz	陳世良

四、多元評量方法 (Evaluation) 【所勾選評量方法之評分加總為100分】	評量方式	分數	評量方式	分數
	☐實作測驗	0	☒期中筆試	20
	☐隨堂筆試測驗	0	☒期末筆試	20
	☐小組作業	0	☐期中報告	0
	☐服務日誌	0	☐期末報告	0
	☐口試	0	☒專題報告	20
	☒個人上台報告	10	☐實作作品與反思	0
	☒小組上台報告	10	☐前後測比較進步與成長	0
	☒出席狀況	10	☐課堂參與與表現	0

| ☒心得與反思報告 | 10 | □其他 | 0 |

五、講義位
址**(http://)**

[回上頁] [重新查詢]