

Course: BU638 E & EN Foundations of Operations Management  
Credit: 3 Semester Hours  
Semester: Fall 2020  
Time: Course in session August 17 – October 9, 2020  
Tuesday 6 pm – 9 pm East ED. Rm 107  
Instructor: STAFF  
E-mail:  
Phone:

## I. DESCRIPTION

This course offers students an exposure to the spectrum of operations management planning and decision-making activities within the firm's operations. Students learn about basic trade-offs managers implement associated with operations management. (Substitute: ED663 Facilities Management)

*\* This is a blended class, meaning that both campus and online students take this class together. Campus students attend the classes in person, online students attend the classes via the online classroom. All interaction and assignments for campus and online students are done in the online classroom.*

\* The instructor reserves the right to make changes to this syllabus at any time during the course, but any changes made will only be done after clearly communicating the need for the change and the specific change to be made via in-class announcement and Canvas announcement.

## II. OBJECTIVES

A. General competencies to be achieved. The student will:

1. Study an overview of operations management (PLO 4,5,6)  
**(Assignment a,c)**
2. Focus product and service design to strategy (PLO 5,6)  
**(Assignment c,d)**
3. Understand competitiveness and productivity through integrity  
(PLO 1-6) **(Assignment a-d)**
4. Improve market research capabilities (PLO 1-5) **(Assignment c)**

5. Review quantitative theory for quality production (PLO 5)  
**(Assignment b,c,d)**
6. Understand planning concepts (PLO 3,4) **(Assignment b,c)**
7. Evaluate supply chain management theory (PLO 1-6) **(Assignment a,c)**

B. Specific competencies to be achieved. The student will:

1. Understand operations management concepts (PLO 1,2,3,4)  
**(Assignment a-d)**
2. Understand principles of aggregate planning and supply chain management (PLO 4,5) **(Assignment c,d)**
3. Practice project management from a Biblical Worldview (PLO 1-6)  
**(Assignment a-d)**
4. Learn to make decisions in response to waiting lines (PLO 5)  
**(Assignment c)**
5. Improve scheduling techniques (PLO 3,4,5,6) **(Assignment c)**
6. Improve time-based strategies (PLO 4,5,6) **(Assignment c)**
7. Discuss innovation and operations management ministries (PLO 1-6)  
**(Assignment a-d)**

### III. REQUIREMENTS

- A. Attendance of all classes
- B. Read text, complete assignments, and participate in class activities.
- C. Completion of course materials in each section according to the prescribed schedule.
- D. Complete and present any in-class assignments.
- E. Complete final exam or comprehensive paper assigned.

### IV. COURSE POLICIES

Late coursework submissions will have a 10% deduction. Work submitted more than one week late will be reduced 5% for each day beyond one calendar week. Students are encouraged to submit work on time.

*Students with disabilities have the responsibility of informing the DSS Coordinator (dss@calvary.edu) of any disabling condition that may require support.*

*Plagiarism is defined as copying any part of a book or paper without identifying the author. This also includes taking another person's ideas and presenting them as your own.*

*The Clark Academic Center (learning@calvary.edu) is dedicated to providing free academic assistance for Calvary University students. Student tutors aid with all facets of the writing process, tutor in various subject areas, prepare students for exams and facilitate tests. Please take advantage of this service.*

Organization Development students must to write papers according to the *Publication Manual of the American Psychological Association*, Seventh edition (APA Manual).

## V. METHODS

- A. Reading assignments and reading reflection
- B. Assigned problems and case studies
- C. Student Participation - Forum (online course) and discussion.
- D. Written assignments
- E. Final assignment

## VI. MATERIALS

Students may use their favorite Bible translation. *The Bible is a required textbook in every course at Calvary University. To facilitate academic level study, students are required to use for assignments and research an English translation or version of the Bible based on formal equivalence (meaning that the translation is generally word-for-word from the original languages), including any of the following: New American Standard (NASB, English Standard Version (ESV), New King James (NKJV), or King James (KJV). Other translations and versions based on dynamic equivalence (paraphrases, and thought-for-thought translations like NLT and NIV) may be used as supplemental sources. Please ask the professor if you have questions about a particular translation or version.*

Stevenson, W. (2017). *Operations Management (13<sup>th</sup> Ed.)*. NY: McGraw-

Hill. ISBN: 978-1259667473 retail price **\$82.42 (used copies available from resellers.)**

VII. TENTATIVE CLASS SCHEDULE

<b>Date/Week</b>	<b>Class Topic Description</b>	<b>Reading and Written Assignments</b>
Class 1	Course Introduction – What is Operations Management?	Read Chapter 1 & 2 of <i>Operations Management</i> .
Class 2	Business Competition Strategy/tactics Time-based Strategies Improving Poor Productivity	Read Chapters 3 & 4 of <i>Operations Management</i> .
Class 3	Forecasting Product & Service Design	Read Chapters 6 & 7 of <i>Operations Management</i> .
Class 4	Process Selection & Facility Layout Work System Design	Read Chapters 8 & 9 of <i>Operations Management</i> .
Class 5	Location Planning & Analysis Quality Management	Read Chapters 10, 11 & 12 of <i>Operations Management</i> .
Class 6	Quality Control Supply Chain Mgt Inventory Management	Read Chapters 16, 17 & 18 of <i>Operations Management</i> .
Class 7	Scheduling Behavior Aspects of Project Management Management of Waiting Lines	

Class 8	Written assignment and Presentation Project	Using concepts and principles covered in this class, write an 8 to 10 page paper on how you would create and design a new business or ministry organization. You will also present a 15 to 20 power-point slide presentation in class related to your written assignment.
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**Grading:**

Attendance & Participation	20%
Written Assignment	25%
Textbook Reading Responses	15%
Final Project	40%
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	100%

**Class assignments**

- a. **Productivity and Competition Strategy paper**- Understand principles of planning and organization design.
- b. **Forecasting and work Systems Design paper**- Understand quantitative theory for quality production
- c. **Quality Control and Inventory Paper**- Understanding scheduling techniques and based-time improvement strategies
- d. **Final paper**- Using concepts and principles covered in this class, write an 8 to 10 page paper on how you would create and design a new business or ministry organization. You will also present a 15 to 20 power-point slide presentation in class related to your written assignment.

Remember, a principle is a timeless application. Keep your essay topic related to operations management. You may include any area of your life within this context.

Please cite the source of your learning appropriately. It is preferred that you use your own words and sparingly use direct quotes from the authors. It is important to reflect the source materials. Citing other sources may reduce credit given to you on this assignment. The purpose of this assignment is to measure your reflective thought on course materials. Your responses are expected to reflect these specific sources.

## RUBRIC FOR THE EVALUATION OF WRITTEN ASSIGNMENTS

CRITERIA	NEEDS IMPROVEMENT Minimum Points	SATISFACTORY Medium Points	EXCEPTIONAL Maximum Points
<b>CONTENT</b> 75%	<p>The writer does not demonstrate cursory understanding of subject matter, and/or the purpose of the paper is not stated clearly. The objective, therefore, is not addressed and supporting materials are not correctly referenced.</p> <p><i>48.9 or FEWER POINTS</i></p>	<p>The writer demonstrates limited understanding of the subject matter in that theories are not well connected to a practical experience or appropriate examples, though the attempt to research the topic is evident, and materials are correctly referenced.</p> <p><i>49 to 65.9 POINTS</i></p>	<p>The writer demonstrates an understanding of the subject matter by clearly stating the objective of the paper and links theories to practical experience. The paper includes relevant material that is correctly referenced, and this material fulfills the objective of the paper.</p> <p><i>66 to 75 POINTS</i></p> <p style="text-align: right;"><b>Grade:</b></p>
<b>ORGANIZATION</b> Including Readability & Style 20%	<p>Paragraphs do not focus around a central point, and concepts are disjointedly introduced or poorly defended (i.e., stream of consciousness).</p> <p>The writer struggles with limited vocabulary and has difficulty conveying meaning such that only the broadest, most general messages are presented.</p> <p><i>15.9 or FEWER POINTS</i></p>	<p>Topics/content could be organized in a more logical manner. Transitions from one idea to the next are often disconnected and uneven.</p> <p>Some words, transitional phrases, and conjunctions are overused. Ideas may be overstated, and sentences with limited contribution to the subject are included.</p> <p><i>16 to 18.9 POINTS</i></p>	<p>The writer focuses on ideas and concepts within paragraphs, and sentences are well-connected and meaningful. Each topic logically follows the objective and the conclusion draws the ideas together.</p> <p>The reading audience is correctly identified, demonstrated by appropriate language usage (i.e., avoiding jargon and simplifying complex concepts). Writing is concise, in active voice.</p> <p><i>19 to 20 POINTS</i> <b>Grade:</b></p>
<b>FORMAT</b> 4%	<p>The paper does not conform to APA style. Students must use on or the other correctly.</p> <p><i>0 POINTS</i></p>	<p>The paper does not conform completely to APA style (e.g., margins, spacing, pagination, headings, headers, citations, references, according to the appropriate style guide).</p> <p><i>Up to 2 POINTS</i></p>	<p>The paper is correctly formatted to style (e.g., margins, spacing pagination, headings, headers, citations, references, according to the <i>appropriate style guide</i>).</p> <p><i>2.1 to 4 POINTS</i> <b>Grade:</b></p>
<b>GRAMMAR, PUNCTUATION, &amp; SPELLING</b> 1%	<p>The writer demonstrates limited understanding of formal written language use; writing is colloquial (i.e., conforms to spoken language). Grammar and punctuation are consistently incorrect. Spelling errors are numerous.</p> <p><i>0 POINTS</i></p>	<p>The writer occasionally uses awkward sentence construction or overuses and/or inappropriately uses complex sentence structure. Problems with word usage (e.g., evidence of incorrect use of Thesaurus) and punctuation persist causing difficulties with grammar.</p> <p><i>0.5 POINTS</i></p>	<p>The writer demonstrates correct usage of formal English language in sentence construction. Variation in sentence structure and word usage promotes readability. There are no spelling, punctuation, or word usage errors.</p> <p><i>1 POINT</i> <b>Grade:</b></p>

**What is a Substantive Post?** © 2016  
By Skip Hessel, D.M., M.B.A.

In a world of social media and text-messaging, interaction between student and teacher and other students is important. However, scholars begin to blur the boundaries of academic substance. Students want to make good grades and receive fair treatment. Instructors want to share principles of their discipline. In an effort to clarify how to post thoughts in an interactive forum, these instructions attempt to define substance.

A substantive post conveys a complete thought with academic rigor. Student scholars must take into account the wide variety of readers in a social media setting and communicate appropriately. One cannot assume that every reader has had exactly the same training or even similar experiences. Ergo, one must write complete thoughts to overcome any inadequacy. Similarly, academic rigor forgoes any thoughtless conclusions. While expressing new ideas and exercising academic freedom, contributors must consider what is known about the subject and include known knowledge in academic writing. Writers should consider the level of knowledge and use certain amount of judgement too. Substance requires balance. Scholars should consider their readers and communicate as well as possible.

Because today's academic environment includes many cultures, writers must consider the inappropriate use of metaphors and colloquialisms. An expression or satire may not make sense to a reader from a culture in another part of the same country or on the other side of the world. Students posting substantive responses avoid using expressions and phrases with vague meanings that the reader could misunderstand.

Substantive posts also cite sources. When using the ideas of others, a scholar gives appropriate in-text citations when responding to forum. For example,

Blackaby and Blackaby (2011) found many believers get frustrated with technology and media that has become commonplace; however, believers must “embrace technology with gusto” (p. 8).

Others who express innovative thinking should receive credit for their ideas and intellectual property. Additionally, readers should have the opportunity to consider source materials themselves. A substantive post will include such citations.

Students often ask for specific guidelines. Unfortunately, students sometimes put minimum requirements ahead of quality responses. At the risk of students falling into this trap, the instructor believes a substantive post will contain one or two complete paragraphs that include approximately 300 words. Some substantive posts convey meaning with less; however, many require much more. Moreover, a substantive post will demonstrate the scholar’s attempt to grow. Therefore, assigned reading materials and other sources are found as in-text citations and as references. At a minimum, each substantive post will contain at least one. Students expecting great evaluations should include at least one citation in a 300+ word post.

In many ways, participating in a forum raises tremendous opportunity. The asynchronous learning environment allows students to consider the thoughts of others, to research the subject, and to respond in their own time. Students should take advantage of this unique opportunity. Your instructor will gently correct you and evaluate you along your journey. But, great students will consider how they can practice these skills from their very first post.

## BIBLIOGRAPHY

These materials are not required reading, but provide additional information from sources used in lectures.

Colvin, G. (2000). Managing in the info era. *Fortune*, March 6, F6-F9.

Crainer, S. (2000), *The Management Century*. New York, NY: Jossey-Bass.

Fitzsimmons, J., & Fitzsimmons, M. (2004). *Service management*. (4th ed.). New York, NY: McGraw Hill/Irwin.

Wisner, J. D., & Stanley, L. L. (2008). *Process management: Creating value along the supply chain*. Mason, OH: Thomson South-Western.

Womack, J. P., Jones, D., & Roos, D. (2007). *The machine that changed the world*. New York, NY: Harper Perennial.