



## **MGTL 590-G6 OPERATIONS MANAGEMENT**

### **COURSE INFORMATION**

- Course section number: MGTL-590.01 Operations Management
- Graduate Term 6, February 14 (Monday) to March 26 (Saturday), 2022
- Online Instructional Method, 3 semester credit hours
- Live video classroom 7:00-9:30 pm EASTERN TIME on Tuesday 2/22, 3/8, 3/22

### **INSTRUCTOR INFORMATION**

- Dr. Darrell Holliday
- Email: dholliday@coker.edu (*the best way to contact me*)
- Blackboard Collaborate “visiting room” open 24 hours 7 days - not recorded
- Google Hangouts: free video calls across computers, Android, and Apple devices. This service is built into Coker’s email platform. Log into Gmail, click on New Conversation, and look up D. Holliday
- Hours 24, Days 7, (call or text) 843-616-3696 cell phone; 843-383-8114 office phone (voice only)
- Coker University office is located in Davidson Hall 221
- Office Hours: I am happy to meet with you via GOOGLE MEET “visiting room” (the link is in Blackboard sidebar menu), video chat, phone call, or face-to-face on campus in the University library during its operating hours. Simply email, call, or text me to schedule a meeting time that works for both of us.

### **GMAIL SUBJECT LINE (participation points)**

Every email sent by the student is required to include MGTL 590.G6 in some fashion in the Subject Line.

Example: MGTL 590.G6

Rationale: There are several courses going on at the same time.

### **COURSE DESCRIPTION**

Operations management is the management of business processes--that is, the management of the recurring activities of a firm. This course aims to familiarize students with the problems and issues confronting operations managers, and to provide the language, concepts, insights and tools to deal with these issues to gain competitive advantage through operations. We examine how different business strategies require different business processes and how different operational capabilities allow and support different strategies to gain competitive advantage. A process view of operations is used to analyze different key operational dimensions such as capacity management, cycle time management, supply chain and logistics management, and quality management. An exploration of developments such as lean or world-class manufacturing, just-in-time operations, time-based competition and business re-engineering.

### **COURSE OBJECTIVES / LEARNING OUTCOMES**

On successful completion of this course, students will be able to:

1. Understand the difference between ‘operations’ and ‘operations management’;
2. Identify the roles and responsibilities of operations managers in different organizational contexts;
3. Apply the ‘transformation model’ to identify the inputs, transformation processes and outputs of an organization;
4. Identify operational and administrative processes;
5. Describe the boundaries of an operations system;
6. Recognize its interfaces with other functional areas within the organization and with its external environment.



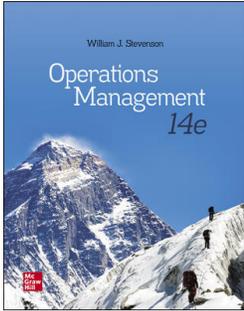
7. Gain experience voicing your insights and recommendations across multiple communication methods:
  - online discussion posts
  - executive memos
  - consulting slide decks
  - live video chats
  - video recordings
  - written reflections
  - team meetings
8. Leverage a wide variety of online resources to boost current and lifelong learning:
  - top industry news sites
  - consulting firm research and insights
  - marketing blogs
  - marketing podcasts
  - TED videos
  - YouTube channels
  - Udacity learning materials
  - business-focused documentaries
9. Demonstrate core skills and competencies that are highly valued by all organizations:
  - analytical thinking
  - problem solving
  - decision making
  - research savvy
  - consulting skills
  - critical reflection
  - collaboration

### **COURSE FORMAT**

We will have a blend of discussion board posts, written assignments, paper, youtube.com videos, team presentations, and live classroom discussions with case question and answer period. My intention is to provide a highly collaborative, interactive learning environment in which you learn just as much from your classmates and the instructor.

### **REQUIRED READING MATERIALS**

1. Operations Management course pack (\$12.75) from Harvard Business Publishing Education
  - Contains three required case studies
  - Purchase at <https://hbsp.harvard.edu/import/870147>
  - Register as an authorized student on the site to login and access the coursepack.
  - For technical support in ordering the case studies, call 24/7 days (800) 810-8858
2. Once you have successfully logged into Blackboard (Bb) for this course, on the left sidebar menu, CLICK on McGraw Hill CONNECT, then select Go To My CONNECT Section, then register to enroll in the McGraw Hill CONNECT course.



E-Textbook: (Required for assignments) - Available via link in this Blackboard course  
OPERATIONS MANAGEMENT LL+CONNECT (included in McGraw Hill CONNECT) REDSHELF  
Author: STEVENSON  
Edition: 2021  
ISBN: 9781264094257  
Publisher: MCG

For this course, we will be using the above book as an e-book via RedShelf and the above courseware via RedShelf. To gain the maximum learning benefit, a complete read of the entire book and the completion of all optional items that are available for this course are encouraged.

There is a courseware fee attached to your tuition. You do have the ability to opt out once you click on the class material link and choose that you wish to purchase the book and course materials on your own. You can opt out and back in as many times as you wish. The deadline to opt out is March 31st (Date is established by the Bookstore). When you opt out, the courseware fee is removed from your student account. If you opt back in, it is added back to your account. If students were to purchase this from the store it would be \$163.00 - estimate.

For technical assistance accessing McGraw Hill CONNECT materials please submit a request for assistance at [Submit a request](#) and someone from RedShelf will quickly assist to gain access. Please email a copy of your technical support ticket to [dholliday@coker.edu](mailto:dholliday@coker.edu) to keep the loop of communication open.

Tutorial Videos for Access Coded Materials, e-Books, and How to Op Out  
<https://solve.redshelf.com/hc/en-us/articles/360007589114-Blackboard-student-journey->

### GRADING SCALE

The final grade is based on the percentage of total points available. Final grades will not be rounded.

A	90 – 100%	Excellent	2250 to 2500 pts
B	80 – 89.99%	Above Average	2000 to 2249 pts
C	70 – 79.99%	Average	1750 to 1999 pts
D	60 – 69.99%	Below Average	1500 to 1749 pts
F	0 – 59.99%	Failure	1499 to 0 pts

### GRADING EVALUATION / POINTS AVAILABLE

Participation (i.e. GMAIL subject line, biographical sketch, following directions, attendance)	126 points
McGraw Hill CONNECT - Quizzes, Assignments (OPTIONAL assignments equal zero points)	1000 points
youtube.com assignments (Partial assignment qualifies for zero points, no points per video)	500 points



TEAM case analysis and video presentation with Q&A to classmates	500 points
Non-presenting students -participation and attendance 2 video cases 62 pts each	124 points
Operations Management - Reflection Paper - Last week of class	250 points
<b>Semester Total</b>	<b>2500 points</b>
<ul style="list-style-type: none"> <li>Late assignments of ANY kind are subject to an immediate 25% penalty.</li> </ul>	

Blackboard Gradebook and McGraw Hill CONNECT Gradebook store points.

### CLASS ATTENDANCE & DISCUSSION

- To facilitate Coker University’s round table learning experience, this course will have three synchronous (live) video classes. We will meet virtually **7:00-9:30 p.m. EASTERN STANDARD TIME** on the following Tuesday evenings:
  - February 22
  - March 8
  - March 22
- Attendance for the entire class session is required for the 3 synchronous (live) video classes.
- Please reserve the presented dates and times on your schedule and make the necessary arrangements for this virtual participation.
- Everyone is required to conduct a ‘test drive’ audio / video and should be ‘headshot’ featured in the video. It is required for each person to use the visiting room with a fellow classmate several days in advance of each date to ensure your equipment and Internet is properly tuned up. The Blackboard Collaborate ‘visiting room’ is open 24 hours / 7 days. You are required to have access and use of a reliable computer with video cam with reliable high speed Internet connection. Discounts may apply, at the discretion of the Instructor.
- We will sign into Blackboard Collaborate Ultra during these class sessions for team presentations and live discussion of the case studies.
- In addition to attending class, you should be fully prepared for class discussion by completing all readings and assignments by the dates listed in the course schedule.
- The Blackboard Collaborate ‘visiting room’ located in the sidebar menu is available to you in which you may conduct case discussions. In the ‘visiting room’ attendance and the session is not recorded. You do need to schedule the date and time with those you wish to conduct a discussion, so every person arrives and participates. This is not a graded activity. Case discussion activity for which students are graded is in each of the video case sessions.
- Engagement and active participation are expected of management in the business field as well as this class, regardless of your experience, personality, or style. A high level of participation means that you are well-prepared, add value to class discussions, listen carefully to others’ contributions, and ask appropriate questions.
- While class attendance is an important and required component of this course, I understand that working professionals must balance school, work, and community obligations. If you have a previously scheduled commitment of critical importance that creates an attendance conflict, contact me early in the semester to discuss the circumstances to determine an action plan to resolve the conflict. One option for each absence or partial attendance is to offer a 30 minute self video case with a Q&A written assignment to make up for the absence which is due within 7 days of the absence.

### YOUTUBE.COM VIDEO ASSIGNMENTS - self video presentations

The youtube.com video link is located in Blackboard on the Main menu sidebar. Simply click it to go to the youtube.com video link document, in which there are several videos.

Each module will have youtube.com videos assigned to watch and summarize key learning points due each week. The specific instructions for the youtube.com video writing assignments are posted in each module.



The overall goals of watching the youtube.com videos and summarizing key learning points are to:

- Develop a deeper understanding of the operations management and its various activities
- To cause you to reflect and evaluate operations management in different organizations and apply the learning outcomes to your organization/career
- Add depth to your list of resources from which you can do lifelong learning about operations management in business and everywhere else
- To introduce you to experts in the field of operations management
- To help you deepen your knowledge of operations management to help you begin the process of introducing your newly gained knowledge in the organization in which you work.
- To expose you to behind the scenes facilities operations management in action
- To increase your level of comfort with video technology and video presentation

### TEAM CASE ANALYSIS AND PRESENTATION

- The live video classes in weeks 2, 4, and 6 will allow assigned case teams to present their findings and generate discussion with their classmates.
- Everyone in the class is required to conduct a ‘test drive’ audio / video and should be ‘head shot’ featured in the video. It is required for each person to use the visiting room with a fellow classmate several days in advance of each date to ensure your equipment and Internet is properly tuned up. The Blackboard Collaborate ‘visiting room’ is open 24 hours / 7 days. You are required to have access and use of a reliable computer with video cam with reliable high speed Internet connection. Discounts may apply, at the discretion of the Instructor.
- The overall goals of the team case analysis and presentation are to:
  - Provide practical experience collaborating, making decisions, and presenting your results as a team
  - Dig deeper into critical case issues and make connections to real-world operations management situations
  - Maximize shared learning opportunities by comparing/contrasting your recommendations with those of your classmates
- Team members and case studies were randomly assigned as follows:

Team	Team Members	Presentation
1		2/22
	Case 1	
2		3/8
	Case 2	
3		3/22
	Case 3	

- WHAT YOU NEED TO DO
  1. The team will establish a team leader to introduce its membership, to provide an overview of the case and then facilitate the presentation.
  2. Each team member will select questions from your assigned case (no duplicates) to perform an in-depth analysis of the issues at hand. You are encouraged to share ideas/discuss each members’ case questions with your teammates in the Blackboard Collaborate ‘visiting room’, but each member will individually present his or her results.



3. Each team member will prepare a professional presentation (PPT or similar) to share your individual analysis of the case question.
4. Teammates will collaboratively prepare a 30-45 minute professional presentation (PPT or similar) that engages classmates in a rich discussion of the case and provides overarching conclusions for real-world operations management applications.
5. Combine the individual-based and team-based slides into one master file, access the team presentation discussion board, and attach the file **by 11:59 pm EST the night before class**.
6. Presentation format: 5-10 uninterrupted minutes for Individual A, same for Individual B, same for Individual C, immediately followed by a 20 minute discussion with classmates (facilitated by the assigned team). During the 20 minute discussion with classmates, each team member will call on a classmate, outside of the team, to answer a case related question. Each team member is responsible for framing a thought-provoking question that stimulates a discussion to a fellow classmate. Every classmate should be fully prepared to participate with meaningful answers and discussions when called upon by the presenting team members.
7. We will tackle one case study during each live video class. Non-presenting students should be active participants during the collective team portions given the attendance/discussion points allocated for each class.
8. The team case analysis and presentation will be based on the following rubric and the degree of achievement.

<b>INSTRUCTOR ASSESSMENT COMPONENTS</b>
Original insights from your point of view (e.g., identify problems, analyze issues, recommend solutions)
Clearly states the question and effectively and efficiently presents it with clear resolution
Assertions backed by supporting evidence from the case
Effective and informative visual aids
Engaging, enthusiastic, and professional delivery style
Meets time requirements; Overall effort and contributions
Team effectively engages classmates in a rich discussion of the issues
Team provides overarching conclusions for real-world operations management applications
Ability to navigate Bb to screen share and display documents
Internet connectivity for video and sound quality
Team demonstrates strong collaboration and preparation

### **CASE ASSIGNMENT, QUESTIONS, DISCUSSION FORUM and EXERCISES (all students)**

- Every student should read and **\*\*\*be prepared\*\*\*** to answer the questions for EVERY case, if called upon during the Question and Answer session at the end of the live video presentation session. The questions are located in each Module.
- The instructor has created a DISCUSSION FORUM for each case for which you may create a THREAD with a topic relating to the specific case. You are encouraged to offer additional resources to share with the class and create Q&A threads.
- The overall goals of the case assignments are to:
  - Expose you to operations management situations and decisions
  - Give you experience analyzing operations management issues and articulating your views
  - Create a collaborative learning environment in which you reflect on and exchange ideas with your classmates.
- Check out the Case Analysis Tutorial on Blackboard to learn how to identify the core problems in a case, analyze the critical issues, implement action planning, and recommend potential solutions.



For each case:

1. Review the case questions to gain an initial impression of where you might find information for your answers.
2. Read the case in a careful and thoughtful manner. Take notes on the key concerns, decisions, problems, and/or challenges that are presented along the way.
3. Take note of the key qualitative and quantitative data provided in the body of the case and corresponding exhibits/appendices.
4. Think about possible action plans and consider a few potential recommendations.
5. Your answers should be clear, concise and persuasive.
6. Your answers should incorporate meaningful connections to supporting information in the cases.

Depth of original/unique insights that demonstrate your personal views and ideas (identifies problems, analyzes issues, recommends solutions)
Ability to support/defend your conclusions with case-provided evidence (qualitative or quantitative data, critical issues/decision points)
Ability to speak clearly, concisely, persuasively in answering questions or adding to the discussions

### ADDITIONAL RESOURCES AND UNIVERSITY POLICIES

1. [Update your information for CobrAlerts](#) to ensure you receive all emergency notifications related to the campus community. We will do a test of the system early this semester.
2. [Sign up for COBRAnnouncements](#) if you are not getting these emails already. This will ensure you are up to date on internal communication from the campus community.

[2020-21 Final Exam Schedule](#)

[Coker University Academic Calendar](#)

[2020-21 Coker University Academic Catalog](#)

[Prior years - Coker University Academic Catalog](#)

RESOURCE(S)	INFORMATION
<a href="#">Office of Student Rights and Responsibilities (OSRR)</a>	<i>The OSRR aims to cultivate a safe and secure environment in which all students can succeed and grow as engaged community members.</i>



<a href="#">2020-21 Student Handbook</a>	<i>The Student Handbook provides important information regarding policies, procedures, rights, and responsibilities applicable to all students at the University.</i>
<a href="#">Student Success Center</a>	<i>Student Success Coaches can assist with academic support, internships, career readiness, graduate school preparation, course planning, and much more.</i>
<a href="#">Title IX Office</a>	<i>Title IX of the Higher Education Amendments of 1972, 20 U.S.C. §1681 et seq. prohibits discrimination on the basis of sex in educational programs or activities. Under certain circumstances, sexual misconduct constitutes sexual discrimination prohibited by Title IX.</i>
<a href="#">Center for Health and Wellness</a>	<i>This center provides convenient access to healthcare professionals, prescription services, select over-the-counter medications, first aid, immunizations, labwork, psychiatric care and mental health counselors.</i>
<a href="#">Annual Drug and Alcohol Abuse Prevention Program Disclosure and Biennial Review</a>	<i>The annual report of campus programs to prevent drug and alcohol abuse is reviewed biennially to ensure effective programming and resources for our students, faculty and staff.</i>
<a href="#">Annual Security and Fire Safety Reports</a>	<i>The annual report of crime statistics and safety information for the Coker Community details safety procedures, programs, and policies. An updated report will be posted prior to October 1st.</i>



<p><a href="#">Campus Safety Incident Reporting Form</a></p>	<p><i>Community members may use this form to anonymously report suspicious activity or non-compliance with University health and safety policies and procedures.</i></p>
<p><a href="#">COVID-19 FAQ</a></p>	<p><i>This updated page highlights our current COVID-19 related guidance and protocols. Please review all FAQ on this page (particularly the general info. section regarding health and safety protocols).</i></p>

**VISION OF THE UNIVERSITY**

Inspiring lifelong passion for learning.

**MISSION OF THE SCHOOL OF BUSINESS**

The mission of the School of Business is to provide an academically challenging learning experience that develops communication and critical thinking skills in all areas of business.

**MISSION OF THE UNIVERSITY**

Coker University is a student-centered, comprehensive university. It is dedicated to providing every student enrolled in the Day Program and in the Adult Degree Program an academic curriculum based upon a uniformly excellent liberal arts core that enhances the structured development of key personal skills. The College’s goal is to graduate students with the ability to think analytically and creatively, and to write and speak effectively. Experiences both in and out of the classroom are focused on active student involvement and the practical application of academic knowledge that lead to lifelong learning. Coker measures its success by the personal and professional accomplishments enjoyed by all members of the academic community.

**Academic Expectations**

Intellectual honesty and integrity are the cornerstones of Coker University’s educational mission. Student academic work is expected to represent unquestionably the student’s own thoughts and words. Students must thoroughly and appropriately acknowledge sources for words or ideas that have been generated by others. It is each student’s responsibility to be familiar with appropriate citation techniques and to acknowledge the intellectual and creative contributions of others in all academic work done at the University.

**Definition of Academic Dishonesty**

Academic dishonesty includes cheating, plagiarism, or failing to appropriately cite sources. Any form of academic dishonesty is wholly incompatible with the Coker University Student Covenant, the Mission of the University, and generally understood standards of ethical academic behavior. Academic dishonesty is among the most serious of violations that might be committed at the College; for that reason, penalties for academic dishonesty may include:

- penalties assessed to the assignment, or
- penalties assessed to the course grade, or
- suspension or expulsion from the University.

In cases of academic dishonesty, the instructor may elect to take direct action or refer the matter to the Office of the Provost to arrange review by an academic hearing panel composed of members serving on the Student Development



Committee of the Faculty Senate. Should an instructor choose to take direct action, he/she should inform both the student and the Office of the Provost. The Office of the Provost maintains a record of all reported academic dishonesty cases and multiple offenses may result in additional penalties. A student who believes a penalty has been unduly or unfairly assessed may appeal by way of the grade appeal process.

How to Avoid Plagiarism: In 5 Easy Steps

[https://youtu.be/UsFcU1PH\\_8E](https://youtu.be/UsFcU1PH_8E)

### **Disability Services**

Reasonable accommodations will be provided for qualified students with disabilities. If a student has a disability that will likely require some accommodation by the instructor, the student must contact the instructor and document the disability through Robin Richardson (Learning Support Services; (843) 383-8021, during the first week of the course. Any requests for special considerations relating to attendance, pedagogy, taking of examinations, etc., must be discussed with and approved by the instructor. The student is responsible for contacting Professor Robin Richardson,

<https://www.coker.edu/student-experience/learning-support-services/>

### **Go Figure! Connect With Numbers Quality Enhancement Plan**

The Quantitative Literacy quality enhancement plan seeks to develop quantitatively literate students and create a campus culture of cross-disciplinary scholarship where mathematics and numerical reasoning are widely used tools for investigation and problem solving. Coker University students will improve their mathematical proficiency, and will understand the application of quantitative reasoning within their major programs.

<https://www.coker.edu/student-experience/quantitative-literacy-center-0/>

### **Proper Communication Channels for Student Concerns--**

#### **School of Business - Guidelines for Proper Communication Channels for Student Concerns**

The School of Business is aware, and sensitive to the fact that some students have concerns about their classes that extend beyond the traditional challenges they face. This guideline addresses student involvement in their education and provides procedure for communicating those concerns through proper channels.

The first channel of communication is through the Instructor of the class. Students are expected to arrange to speak with their Instructor to express their concerns, to more fully understand course requirements and/or to seek clarification of a matter.

Instructor / Facilitator: Dr. Darrell Holliday, Ph.D.

Professor of Business

Personal Cell: 843.616.3696 Call or Text 24 hrs /7 days

Office Telephone: (843) 383-8114

dholliday@coker.edu

Should this avenue not provide the student with necessary guidance, the student should arrange to speak and/or meet with the Dean of the School of Business.

Dr. Marvin Keene, Ph.D., CFA

Dean, School of Business at Coker University

Office Telephone:(843) 383-8266

mkeene@coker.edu



**C O K E R**  
UNIVERSITY

## **Coker University Student Covenant**

Coker University is a community dedicated to scholarship and community engagement. Those who join our circle of learning, commit to a lifelong journey of intellectual & personal growth and service to others. Inspired by the six pillars of Davidson Hall, I agree to uphold the following tenets of the Coker College Student Covenant. I will:

- Conduct myself with INTEGRITY and be responsible for my actions and their consequences.
- RESPECT the rights, property, culture, and beliefs of others.
- Engage myself as an honorable SCHOLAR inside and outside of the classroom.
- Hold myself and others accountable for the SUSTAINABILITY of our environment.
- Offer my knowledge and creativity to SERVE my community.
- CONTRIBUTE to the wider world through a continued pursuit of knowledge.

As Davidson Hall serves as the center landmark of our campus, so shall these six tenets serve as the foundation for my actions and decisions as a member of this community. By pledging to these tenets, I obligate myself to honor the principles that define Coker University.