



Chaminade
University
OF HONOLULU

Course Syllabus

[Chaminade University Honolulu](https://www.chaminade.edu/)

3140 Waiialae Avenue - Honolulu, HI 96816

Course Number: MGT 407-01-1

Course Title: Operations Management

Department Name: Management Science, Business Analytics, Management Information Systems (MIS)

College/School/Division Name: School of Business and Communication

Term: Spring 2024 Semester

Course Credits: 3

Class Meeting Days: Mondays, Wednesdays, and Fridays

Class Meeting Hours: 09:30AM – 10:20 AM HST

Class Location: Sullivan Library Hall 102

Course Website Address (Canvas): <https://chaminade.instructure.com/courses/29493>

Instructor Name: Eduard “Eddie” Merc, Ph.D., MBA (Please call me Eddie. ☺)

Email: Eduard.Merc@chaminade.edu or Eduardmerc@gmail.com

Phone: (435) 200-4822 (Google Voice Number)

Office Location: Kieffer Hall, Room 27

Office Hours: Mondays/Wednesday/Fridays 4:00PM-5:00PM HST or by appointment

Instructor Website: www.chaminade.edu/faculty/EduardMerc

Other Professional Contact Information: eduardmerc (Skype) and @EdkoPletko (Twitter)



CHAMINADE UNIVERSITY MISSION STATEMENT

Chaminade University offers its students an education in a collaborative learning environment that prepares them for life, service, and successful careers. Guided by its Catholic, Marianist and liberal arts educational traditions, Chaminade encourages the development of moral character, personal competencies, and a commitment to build a just and peaceful society. The university offers both the civic and church communities of the Pacific region its academic and intellectual resources in the pursuit of common aims.

DARE TO LEARN. DARE TO CHANGE.

“The future is no longer stable; it has become moving target. No single “right” projection can be deducted from the past behavior. The better approach, I believe, is to accept uncertainty, try to understand it, and make it part of our reasoning. Uncertainty today is not just occasional, temporary deviation from a reasonable predictability; it is a basic structural feature of the business environment.”¹

University Course Catalog Description

Catalog Description: This course examines how organizations manage the transformation of resources and materials into the goods and services they provide. Topics include operations strategies and procedures; production; quality management; productivity; location, layout, and capacity; and operations planning and scheduling. Prerequisites: AC 201, EC 202, BU 324, FIN 301, EN 102, COM 101

Course Overview

DARE TO LEARN. DARE TO CHANGE. Digital learning removes limits and gives us the freedom to provide education anytime and anywhere, empowering us to overcome our most difficult challenges.²

This course examines how organizations manage the transformation of resources and materials into the goods and services they provide. Topics include operations strategies and procedures; production; quality management; productivity; location, layout, inventory, capacity, and operations planning and scheduling.

We begin with the general function of Operations and how it relates to other functions. We then look at how product or services are produced. We use discussion, project, and computation problems. There is a team analysis of an operation as a practical example. Both how and why are considered. (Quantitative skills, Critical thinking) (Integral education, Family spirit, Adaption and change)

Methods of Delivery

This course is designed to promote student participation through discussion of current business issues as they relate to the operations management and how they are used in today’s digital organization for managerial decision-making processes.

Students will learn to apply specific tools in operations management and data analysis/analytics, using a scientific approach, to develop pragmatic decision-making processes, e.g., how to operate business more efficiently and generate sales and profits. Methods of delivery include (but are not limited to) lectures, case studies, class exercises and/or activities, discussions, and guest speakers to name a few.

¹ Farsighted. How We Make the Decisions that Matter the Most” by Steven Johnson, New York Times best-selling author

² Pearson Higher Ed

Program Learning Objectives (PLOs)

1. **List** and use appropriate quantitative tools, including statistics and management science, for decision-making process (knowledge)
2. **Describe** the functional areas of business, including central theories, modes of analysis, tasks, and strategies (comprehension)
3. **Demonstrate** the usage integrative and reflective thinking to assess and create business strategy appropriate for organizations in specified business environments (application)
4. **Appraise and evaluate** the legal obligations of organizations and the ethical dilemmas faced by businesses, along with appropriate frameworks for addressing these dilemmas (evaluation)
5. **Formulate** and **organize** the connections between academic work and real-life situations as a result of the Service-Learning experiences (synthesis)

Program Learning Outcome:

An understanding of the management of business operations, including product and process design, facilities layout, supply chain management, and quality control. Demonstrate an understanding of the Operations function in business, learn the techniques used, the evaluation of operations effectiveness, and the relations to the other functions of business.

Specific learning outcomes are:

- Demonstrate an understanding of terminology and functionality of operations management.
- Demonstrate the ability to fulfill customer needs and through process and product design.
- Demonstrate an understanding of the concepts and techniques used in quality management.
- Demonstrate an understanding of the concepts and techniques used in supply chain inventory control.
- Demonstrate the ability to use quantitative and analytical tools to monitor and enhance operations.

Student Learning Outcomes – Service Learning

1. To demonstrate an understanding of the connections between academic work and real-life situations.

Marianist Values

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

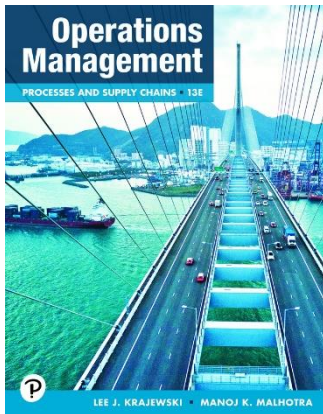
1. Education for formation in faith
2. Provide an integral, quality education
3. Educate in family spirit
4. Educate for service, justice, and peace
5. Educate for adaptation and change

Native Hawaiian Values

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Olelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Olelo No'eau 364) May I live by God
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Olelo No'eau 1957) Acquire skill and make it deep
3. Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Olelo No'eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no'eau ('Olelo No'eau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Olelo No'eau 203) All knowledge is not taught in the same school

Required Learning Materials



Textbook: Operations Management: Processes and Supply Chains, 13th Edition

Lee J. Krajewski, University of Notre Dame

Manoj Malhotra, Case Western Reserve University

©2022 | Pearson | ISBN13: 9780136860938

Note: Check the Chaminade Bookstore for competitive options to buy or rent a hard copy of the textbook. If you are planning to rent or purchase used book, make sure that you use above picture of the textbook, **ISBN#, author and edition as specified above.**

Course Website:

Our course website in Canvas can be accessed by clicking this link:

<https://chaminade.instructure.com/courses/29493>

Technical Assistance for Canvas Users:

- Search for help on specific topics or get tips in [Canvas Students](#)
- [Live chat with Canvas Support for students](#)
- Canvas Support Hotline for students: +1-833-209-6111
- Watch this [video to get you started](#)
- [Online tutorials](#): click on "Students" role to access tutorials
- Contact the Chaminade IT Helpdesk for technical issues: helpdesk@chaminade.edu or call (808) 735-4855

Tutoring and Writing Services

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua 'Ike: Center for Student Learning in a variety of subjects (including, but are not limited to: biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check Kōkua 'Ike's website (<https://chaminade.edu/advising/kokua-ike/>) for the latest times, list

of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click Account – Notifications – TutorMe. For more information, please contact Kōkua 'Ike at tutoring@chaminade.edu or 808-739-8305.

Hardware Requirements: Canvas is accessible from both PC and Mac computers with a reliable internet connection. You will also need to be able to access audio and video files. Subsequently, you should have access to speakers or headphones that allow you to hear the audio.

Software Requirements: You will need to have some ability to listen to audio in an mp3 format, watch videos in mp4 format, stream online videos, and read .pdf files. There are a number of free software online that can be downloaded for free. If you need assistance with locating software please feel free to contact the Chaminade Help Desk at helpdesk@chaminade.edu or (808) 735-4855.

Course Expectations

This course is designed to promote student participation through discussions of current business issues as they relate to management decision-making processes. Students will study and apply quantitative techniques to practical issues and decisions faced by management to include global markets. Thus, it is important to know quantitative methods and understand their limitations and assumptions in order to use them appropriately.

Applications, technology, and audio-visual tools will make this course highly interactive and experiential. The undergraduate course will be taught, as follows:

- a) **Lectures** supported by PowerPoint presentations.
- b) **Case Studies** will be presented in the classroom to illustrate concepts and develop critical thinking skills and approaches to real-life business issues.
- c) **Supplementary materials** and handouts will be provided to students to aid in understanding quantitative concepts.
- d) **Chapter handouts** will be made available to students; these handouts will be used by students to follow the lectures, Power Point presentations and for note taking purposes. These handouts can be used for exam preparation.

Your final grade will be based on your performance on exams and quizzes, assignments, class participation, and professionalism.

- The average student can expect to spend approximately 15 hours per module preparing for and studying in this online asynchronous class.
- Active student participation in all required discussions and weekly assignments is required.
- Honest communication with me personally or via e-mail is expected if any unexpected changes occur in your life.

Recommended Learning Strategies

1. **Chapter Assignments** must be read prior to each class. Students familiar with chapter materials will more effectively participate in class by being prepared to offer critical comments and pose thoughtful questions.
2. **Complete** self-tests after each chapter to reinforce the understanding of presented concepts.
3. **Take** tests and quizzes after each chapter to reinforce the learning material.
4. **Deliver** assigned homework on time.
5. **Contribute to and participate in** team projects. You will learn to become a confident public speaker and improve your presentation skills.
6. **Participate** in classroom discussions and ask questions.
7. **Review** supplementary materials in preparation for midterm and final exams.
8. **Complete and return** the final exam, as scheduled.

Computer Proficiency Expectations

Students in this course are expected to be proficient in the following technology areas:

- Canvas LMS
- Chaminade email
- Microsoft Word (or other word processing software), Excel, and PowerPoint

Course Attendance Policy

This is a face-to-face class, and therefore, you are required to attend our MWF real-time live class sessions. Please make sure to have a good time management in place to successfully make it through this course in its allotted time frame. Mahalo!

Assessment

Assessment methods include quizzes, exams, oral and written assignments, class discussions, class activities, and group work. Every effort will be made to return all student work within two-weeks of the due date.

Grading and Assignments

Class sessions are designed to promote student participation through the discussion of current events in the business world as they relate to the use of quantitative analysis for managerial decision-making processes.

Grading Distribution

Exam #1 (Midterm Exam) = 100 points
Exam #2 (Final Exam) = 200 points
10 Module-Based Quizzes = 200 points
10 Module-based Discussions = 200 points
3 Case Study Assignments = 300 points
Total Points Possible: 1,000 Points

Final Grade Requirements

A = 900 or more
B = 800 to 899
C = 700 to 799
D = 600 to 699
F = Below 600

Grading Standards

“A” students do not miss classes during the semester. They read and critically engage all the assigned readings before class on their own, and with classmates and the instructor. All assignments are not only complete but go beyond more than just the minimum requirements. Their assignments are turned in on time or early, exhibit proper style, grammar, and format, are well-organized, integrate strategic planning and targeting, and are written precisely and concisely. They take advantage of all rewrite and extra credit opportunities. These students always keep up with current news events, both locally and globally.

“B” students miss a few classes during the semester. They usually read the assigned readings before class. Their assignments exhibit proper style, grammar, and format, are well-organized, integrate strategic planning and targeting, and are written precisely and concisely. They take advantage of all rewrite and extra credit opportunities. These students usually keep up with current events.

“C” students miss several classes during the semester. They complete the assigned readings before exams. Written assignments and exams usually exhibit proper style and formatting, but do not always integrate strategic planning and targeting, and are not always well organized or written precisely and concisely. All assignments are turned in on time, and most rewrite opportunities are used. These students sometimes keep up with current events.

“D” students miss four or more classes during the semester and skim assigned readings. Assignments and exams usually exhibit proper style and formatting, but they often lack integrated strategic planning and targeting, and are often not well-organized, or written precisely and concisely. Assignments are not always turned in on time and only some rewrite opportunities are used. They don’t keep up with current events.

“F” students fail to attend class consistently, miss exams, written assignments; don’t use rewrite opportunities.

Suggestions for Success

Manage your time wisely and stay organized! Learn how to use the required technology. Come to class prepared. Engage in the learning, discussions, and activities that take place in the classroom. Don’t be distracted or distract others. Always do your best! ☺

Challenging a Grade on an Individual Assignment

Should a student find at any point during the semester that they wish to challenge a grade they have received on an assignment, they are welcome to do so. Following are the grade challenging guidelines:

- Students must wait 48 hours after receipt of their assignment before challenging the grade
- Grade challenges must be submitted in writing via email, in respectful and professional prose
- Students must articulate, based on the merits of their work (not on circumstances) and the guidelines of the assignment/rubric, why they feel their grade should be amended
- Students have up to 2 weeks to challenge an assignment grade, attempts to challenge a grade after 2 weeks from receiving an assignment back will be automatically forfeited

Students also retain the right to academic grievance for final course grades through standard Chaminade processes should they feel this step is necessary.

Course Policies

Course Approach

This course is utilizing a Flex model, meaning the only due dates you have are 1) your course completion Schedule, which is due by 11:59pm on the Sunday of your first week in this class; and 2) all other assignments must be submitted by 11:59 pm on the last day of class (six months after your initial start date). The Flex model provides you with the convenience and ability to work at your own pace and complete assignments when it is convenient for you. You can work as fast as you want, meaning you can complete the course in as little as six weeks, or up to six months.

Grades of "Incomplete"

Incomplete grades are reserved for cases of illnesses and other emergencies that cause a student to be unable to complete the course by the due date. In such cases, the instructor has the option of issuing an "incomplete" grade at the end of the semester. Requests for an "incomplete" must be accompanied by substantive documentation.

Writing Policy

APA Style writing will be used in this class. For more information about this writing style, please visit: <https://apastyle.apa.org/>

Instructor and Student Communication

Questions for this course can be emailed to the instructor at Eduard.Merc@chaminade.edu. Online, in-person and phone conferences can be arranged. Response time will take place up to 24 hours.

Cell phones, tablets, and laptops

Out of consideration for your classmates, please set your cell phone to silent mode during class. Students are encouraged to bring laptops or tablets to class as the instructor will assign online activities and readings that will require the use of a laptop or tablet. Laptops and tablets should not be misused, such as checking distracting websites. Use your best judgment and respect your classmates and instructor.

Disability Access

If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from Kōkua 'Ike: Center for Student Learning by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Kōkua 'Ike Coordinator at (808) 739-8305 for further information (ada@chaminade.edu).

Title IX Compliance

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or

the Office for Compliance and Personnel Services.

Attendance Policy

The following attendance policy is from the 2019-2020 Academic Catalog (p. 54-55).

Students are expected to attend regularly all courses for which they are registered. Student should notify their instructors when illness or other extenuating circumstances prevents them from attending class and make arrangements to complete missed assignments. Notification may be done by emailing the instructor's Chaminade email address, calling the instructor's campus extension, or by leaving a message with the instructor's division office. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Unexcused absences equivalent to more than a week of classes may lead to a grade reduction for the course. Any unexcused absence of two consecutive weeks or more may result in being withdrawn from the course by the instructor, although the instructor is not required to withdraw students in that scenario. Repeated absences put students at risk of failing grades.

Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu Tutor Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes.

Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review the options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

Academic Conduct Policy

From the 2019-2020 Undergraduate Academic Catalog (p. 39):

Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website.

For further information, please refer to the Student Handbook: <https://chaminade.edu/wp-content/uploads/2019/08/NEW-STUDENT-HANDBOOK-19-20-Final-8.20.19.pdf>

Credit Hour Policy

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in 45 hours of engagement. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately

fifteen weeks for one semester, 10-week term, or equivalent amount of work over a different amount of time. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit.

The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

How This Course Meets the Credit Hour Policy:

1. Seat time: 50 minutes MWF= 150 minutes weekly X 15 weeks = 2,250 minutes or 37.5 hours

2. Time Spent on Key Assessments:

- Individual/Group Discussions = 10 hours establishing synergy, studying, researching and writing discussion summaries + 5 hours reading, replying, and sharing own weekly reflections = 15 hours
- Weekly Modules (quizzes and case studies/problem sets) = 15 hours reading, studying, researching and practicing QM calculations + 20.5 hours actual weekly module homework submissions= 35.5 hours
- Midterm and Finals = 8 hours studying and 2 hours during finals + 8 hours studying = 18 hours

3. Homework (Reading, Self-Paced Review Questions Review, Business Article Research): 29 hours

About 2 additional hours each week

TOTAL: 135 hours of learning per student per this class/per semester

Schedule

Include a schedule for all class meetings which includes dates and topics to be covered. You may also want to include readings, assignments, and holidays or non-instructional days.

Module #	Assignment Title	Days after enrollment due date
	Introductions: Syllabus, Class, and Students	Week #1
Module 1	Chapter #1 Assignments: Discussion Article Post, Case Study Analysis, Self-Review of Solved Problems, and Quiz	Week #1 and #2
Module 2	Chapter #2 Assignments: Discussion Article Post, Self-Review of Solved Problems, and Quiz	Week #3 and #4
Module 3	Chapter #3 Assignments: Discussion Article Post, Case Study Analysis, Self-Review of Solved Problems, and Quiz	Week #5 and #6
Module 4	Chapter #4 Assignments: Discussion Article Post, Self-Review of Solved Problems, and Quiz	Week #7 and #8
Module 5	Chapter #5 Assignments: Discussion Article Post, Case Study Analysis, Self-Review of Solved Problems, and Quiz, Midterm Exam	Week #9 and #10
Module 6	Chapter #6 Assignments: Discussion Article Post, Self-Review of Solved Problems, and Quiz	Week #11 and #12
Module 7	Chapter #7 Assignments: Discussion Article Post, Case Study Analysis, Self-Review of Solved Problems, and Quiz	Week #13
Module 8	Chapter #8 Assignments: Discussion Article Post, Self-Review of Solved Problems, and Quiz	Week #14
Module 9	Chapter #9 Assignments: Discussion Article Post, Case Study Analysis, Self-Review of Solved Problems, and Quiz	Week #15
Module 10	Chapter #10 Assignments: Discussion Article Post, Case Study Analysis, Self-Review of Solved Problems, and Quiz, Final Exam, <i>End of Class</i>	Week #16

Aloha from Professor Eddie Merc, Ph.D., MBA/MSIS

Miscellaneous Student Notes: