

LINCOLN UNIVERSITY COURSE SYLLABUS

COURSE NUMBER: BA-215 III

Course Title: Production Management

(3 units, 45 classroom hours)

Course Start Date: Thursday August 27, 2015 **Course End Date: Thursday, December 10, 2015**

Time: 3:30 PM to 6:15 PM

Course Description from LU Catalog:

A study of operational systems, models, and techniques related to production planning and control, methods analysis, cost effectiveness inventory management, work scheduling, wage determination and general organizational analysis. *Prerequisite: BA45.*

Learning Objectives:

1. Students will gain an understanding of the guiding principles and concepts of international production management.
2. Students will gain an understanding of the strategic importance of production management in the context of local, regional, and global operations.
3. Students will have learned strategies for making the best possible use of limited resources to transform inputs into outputs (products and services) for customers, clients, and other stakeholders.
4. Students will gain an understanding of the complexities of managing day-to-day operations, and the application of best practices and/or innovative methods to improve operational efficiency and effectiveness.
5. Students will have analyzed a business case study that focuses on production management.

Required Text:

Brown, S., Bessant, J., Lamming, R.

2013 Strategic Operations Management, 3rd edition. Routledge. New York, NY. ISBN: 978-0-415-58737-2 (pbk).

Canvas:

<https://canvas.instructure.com>

- Provide "lincolnucsf.edu" e-mail address at the beginning of class to be invited. When registering for the class on Canvas be sure to use your name as it appears on your LU course registration and not just your e-mail address. **You will need to physically change it from your e-mail to your name.** Those who only use their e-mail will not be recognized, nor added to the Canvas class roster. It is the student's responsibility to follow these directions. The Canvas website provides a "help" feature, customer support, and LU's computer lab staff can also be of assistance. **Lincoln does not have an institutional account so there is no code to provide for course registration.**
- Copies of the syllabus and assigned coursework will be posted on Canvas along with any updates or revisions.
- All business and role-playing cases will be posted here for download or printing.
- Canvas may function as a forum for class discussion as necessary.
- Canvas provides a calendar for course with important dates.
- Students can access their individual grades/point to date.
- Assignments and copies of assignments handed out in class will be posted in Canvas. E-mailed and printed assignments not posted in Canvas will not be accepted unless approved in advance by the instructor.

Smartphone, Tablet, Notebook Computer Technology:

Class sessions will involve opportunities to participate in class exercises and discussions using the personal technology devices, and free web-based software that are readily available to everyone. We will be using web-based sites such as: www.polleverywhere.com, www.goanimate.com, textnow or textplus, quizlet, padlet.com, etc.

Consequently, **you are encouraged** to have your smart phones, smart devices, notebook, or tablet readily available to use in class. However, you need to have your devices on vibrate or the volume turned down so that it will not distract the class. In addition, this does not mean you have permission to use your devices for things unrelated to this course. If you are checking texts/emails, watching videos, listening to music, etc., you will lose the privilege to use your device in class. If your phone rings in any class, you will be warned once. If it rings after your one warning, you will be asked to leave class for the day. If a student develops a pattern of interruptions, they may be asked to leave the class and referred to the Dean of Students for counseling.

Instructor

Dr. Mike Guerra

Lincoln Phone Number: 1.510.628.8031 (e-mail preferred)

Lincoln University e-mail address: mguerra@lincolnuca.edu

Office Hours: Room 301, Thursday (2:15 pm to 3:15 pm) by arrangement

Instructor Profile:

Academic Degrees: AS degree in Social Science from the College of San Mateo, BS degree in Organizational Behavior from the University of San Francisco (USF), Master of Human Resources & Organization Development degree (USF), Doctor of Education in Organization & Leadership with a concentration in Pacific Leadership International degree (USF).

Professional Practitioner Experience: Manager with senior, executive, and chief executive officer experience in government and non-profit organizations. Current and past experience serving as a member and officer of several Boards of Directors for public and private organizations. SOBO committee member of the Downtown Oakland Community-Benefit Business District. International management consulting experience specializing in process, strategic, and organization development in NGOs, government, and for-profit firms. Subject matter expert on ethics for the State of California POST bureau. Have experience working with national, state, county, and local government organizations to shape management, ethics, and performance policies, practices, and procedures. Have evaluated graduate MBA business degree programs on behalf of ACICS for accreditation compliance.

Professional Academic Experience: Have taught part-time at Lincoln since 2001, and have been teaching part-time at other institutions since 1998. I also taught undergraduate courses online for eight years, and have been a guest lecturer in organization development and leadership at USF. In addition, I often consult with local colleges and universities to design or revise deeded educational programs.

Select professional affiliations related to this course: International Management Consultants (IMC-USA), International Society for Performance Improvement (ISPI), Society for Applied Anthropology (SfAA), International Society for Organization Development and Change (ISODC), American Association for Adult Continuing Education (AAACE).

Assistant to the Instructor (ATI):

Ms. Sonal Gill is my Assistant to the Instructor (ATI) for this course. She has completed her DBA concentration courses and has advanced to the dissertation phase at Lincoln. She has two master's degrees; specifically, a Master's Degree in Commerce with a concentration in management, and an MBA in General Business. Sonal also has corporate experience, and has taught corporate and Lincoln students how to use applications such as, Adobe Photoshop. She will be working under my direct supervision for this course, and functions as my representative. She will not be involved in evaluating or grading any coursework produced by students. She will be directly involved in record keeping (my Canvas grade book), and more importantly, assisting me with some of our class exercises, role-playing, demonstrations, case studies, and student presentations. Sonal's e-mail is: sgill@lincolnucsf.edu.

Introduction:

Welcome to Production Management!

In this syllabus, I will provide an overview of the course and the student expectations for this semester. It is important that you note the schedule of events, and assignments. You might know the term production management in modern business terms translates to operations management. So, essentially this is an undergraduate operations management course.

There are a few principles that we need to understand as we start this course. First, the nature of this course environment requires course participants to actively engage each other, and to encourage the learning process through our conversations and coursework. When everyone participates, the entire class or team has the opportunity to learn. In addition learning between the instructor and students flows two ways. I will learn from you just as you will learn from me.

In addition, your presentation skills will be refined during this course to help prepare you for your transition from the academic world to employment in the business world at the MBA level.

My role, as your facilitator, is to guide you along the learning path and engage your ability to learn. Should there be any questions regarding this course material, attendance, and participation in this course, please contact me via my Lincoln University e-mail.

Class Procedures:

Before each session you should review the course syllabus for: instructions, assignments, topics, questions for discussion, my comments, or a description of the activities for the day.

Instructional methodology includes: Lecture, class discussions, individual/team presentations, role-playing, group work, a case study, practical exercises, and multimedia resources. This methodology will try to integrate the diverse visual, auditory, and kinesthetic learning preferences of students as much as possible.

You will be reading and working on various exercises and answering discussion questions as an individual, in a pair, and in groups.

Students are required to behave in class in accordance with Lincoln University's Student Honor Code and Standards of Conduct. Misconduct such as plagiarism will have an adverse impact on your grade.

Assignments & Coursework:

Individual Homework Assignments:

- **Chapter Reading Assignments:** Please refer to the course schedule at the end of this syllabus.
- **Key Chapter Questions:** At the end of each textbook chapter assigned for homework, there are five key questions that need to be answered. You will need to answer all of the key questions for

each chapter as a homework assignment that is due in print or electronic form within the first 10 minutes of class. If you are posting an electronic version on Canvas, this deadline still applies.

Group Homework Assignment:

Business Case Study: “Transportation & Consolidation at Elevalt, Ltd. (8-10 pages in length including a title page: Using the following case study outline (details of each element will be discussed in class), apply the operations management methods and approaches to analyze and evaluate this case:

1. Situation analysis as it relates to operations
2. Assumptions and missing information relating to operations
3. Definition of the operational problem(s)
4. Development of alternative solutions for improving operations
5. Evaluation of alternatives and recommendations to management for improving operations.

Each group will discuss their case with the class on December 3. Each group will prepare a 1-page outline of their case analysis that they will hand out to each student in class. Total points for this exercise include not only the quality of the written report, but also group participation in the case report presentation. Students who are absent for their group’s presentation will receive a reduced grade for the assignment.

Midterm Exam: The midterm exam will cover those chapters we have studied up to the week before the midterm. The framework will be to provide short business cases, which will then require you to effectively apply the concepts and approaches from those chapters covered in the midterm.

Final Exam: The final exam will cover those chapters that we have studied following the midterm exam. The framework will be to provide short business cases, which will then require you to effectively apply the concepts and approaches from those chapters covered in the midterm.

All submitted coursework must have: The students first and last name at the top of the page. The title of the assignment must also be in the heading. Your LU student name is also required. Assignments submitted without following this procedure will be downgraded 5% for not following instructions.

Class Participation & Attendance Defined:

(1) Attendance is only taken during the first 10 minutes of class, and is done through the submission of the five key questions homework assignment. For additional information concerning attendance

(2) You are expected to contribute to the class discussions in meaningful ways. That means:

- contributing new and relevant information to the course discussion and from readings of the textbooks;
- commenting in a positive manner;
- building on the remarks of your fellow students;
- posing questions of your fellow students; and
- Sharing quotes, websites, and other supplementary information.

(3) Assignments that do not require team participation may be made-up with a valid excuse. A valid excuse requires that you present the instructor with a health care professional’s note indicating an illness prevented you from attending class, a court subpoena, a jury duty summons, or other evidence that your absence was beyond your control. Missing class for your convenience such as a routine doctor or dentist visit, non-emergency appointments with an attorney, or being called into work are not valid reasons for being absent.

Late Assignment Policy:

Individual Late Assignment Policy: Individual and Learning Group Case assignments can be turned in late. However, there will be a 5% deduction in points for each full/partial week the assignment is late. If it is one week late, it is a 5% deduction. If it is two weeks late, it is a 10% deduction, etc.

If you register for the class late, you are still responsible for all assignments. I will work with you to set a deadline that will allow you time to do the current work and catch-up (typically one extra week for each week missed) with individual assignments. Assignments with other students cannot be made up because this coursework is connected to the learning objectives for the course and environment for a specific class session. In addition, the material presented in each session is cumulative and are connected to each other. To make-up these types of assignments, an alternative group type of assignment will have to be completed that is equal to the missed assignment. This probably means some form of contacting an organization outside of Lincoln to research a topic. Please contact the instructor to request this and arrange a date/time. These late registration options are not available to students who are registered at the time of the first class session.

Plagiarism Policy:

Copying word-for-word from the textbook or from any other source without correctly reference the source is plagiarism. If coursework is submitted that contains significant evidence of plagiarism (10%+ of submitted assignment), the grade for the assignment will be 40% of the total point value for the first infraction. The assignment cannot be re-done. If assignments continue to be submitted that contain evidence of plagiarism, the grade will be “0.” If there is minor evidence (0-9% of submitted assignment) of plagiarism, the grade/evaluation will be reduced to reflect poor achievement (69% or less). Repeat violations will be referred to the Dean of Students for misconduct.

Learning Environment:

The goal of the classroom environment is to be collaborative and communicative. To help facilitate collaborative communication, I would suggest that before you proofread or carefully consider your thought before speaking. There are times when an innocent comment can be miss-interpreted. Most of the time, any miss-communication can be rectified through open communication. However, if you find the content of a message offensive, please notify me.

Students are required to follow Lincoln University’s Student Standards of Conduct and Honor Code that is in the student handbook. Violations may have an adverse impact on a student’s grade.

Grading

Point/Grade Conversion

100-95	A	76-74	C
94-90	A-	73-70	C-
89-87	B+	69-67	D+
86-84	B	66-60	D
83-80	B-		
79-77	C+	59 or <	F

A = Superior performance. A superior performance. The assignment is well-written and contains an interesting and insightful analysis. The assignment has a central theme or idea and has supporting points. The analysis or argument is supported by primary academic resources. For a grade of 100%, the standard is publication quality.

A- = Excellent performance. The analysis and/or argument is interesting, clear, logical, and sound. However, it is not as original, or the analysis and argument is not as in-depth as an “A” paper. The analysis, argument, or approach is not as well researched and supported as in an “A” paper.

B+ = Very good performance. The analysis, approach, argument is reasonably clear. The ideas are not as clearly expressed as in the “A” or “A-“categories, but the analysis, approach, or argument contains some interesting points. There are some supporting references from primary sources; however, more supporting references would have strengthened the analysis, argument, or approach.

B = Good performance. A good performance that demonstrates a competent grasp of the course material. The analysis, approach, or argument is not as effectively structured as it should have been. There are a few interesting ideas or points within the paper. However, the analysis, approach, or argument would have been strengthened with more thought, insight, creativity, and organization. The applicable theories and concepts are briefly covered in the key points of the analysis, the approach, or the argument. However, serious improvement in these areas is required. Reliance more on secondary data sources than primary sources of data. The ideas are not as clearly expresses as in the “B+” category above.

B- = Above Average performance. An above average performance. Performance indicates a competent understanding, but not to the degree as indicated in the “B” grade category above. Argument, approach, or analysis primarily based on secondary reference sources. There are some problems with the organization and structure of the argument, analysis, or approach.

C+ = A marginally above-average performance. The structure and organization of the approach, analysis, or argument is often ineffective, unclear or unpersuasive. The central theme is either absent or unclear. Supporting references are based solely on secondary sources. Performance is not to the “B-“ grade level above.

C = Average performance. An average level of performance that indicates an acceptable comprehension of the basic concepts and theories being studied. The argument, approach, or analysis is sometimes incoherent with significant organizational and structural problems. Communication is an acceptable level for a university student. Supporting references are limited and based solely on secondary sources.

C- = Below-average performance. A below-average performance based on deficient studying of the course material and secondary research sources. Significant grammar, style, and punctuation errors to the degree that communication is unclear. There is no identifiable approach, argument, or analysis.

D+ = Poor performance. A poor level of performance with very little evidence of organization and structure. Serious grammar, punctuation, and style errors. Very little evidence of an argument, analysis, or approach.

D = Very poor performance. A very poor level of performance. There is virtually no evidence of a thoughtful expression of analysis, argument, or approach. Incoherent and unclear communication, structure, and organization.

F = Failing performance. Work is not acceptable and/or timely. Academic credit is not earned. Performance borders on plagiarism.

Course Grade Weighting:

Category	Percent	Point
Individual: Key Chapter Questions (12 x 3 points each, CR/NC Grading)	36%	36 pts.
Group Business Case Study (10 points)	10%	10 pts.
Individual: Midterm Exam	27%	27 pts.
Individual: Final Exam	27%	27 pts.
Individual: 90%, Group: 10%	100%	100 pts.

Format for Submitting Assignments

(1) Write your first, last name, and student ID number at the top of your paper along with the title of the assignment and submission date (papers will not be returned without credit if there is no name and/or assignment title).

(1) Use the APA/Chicago-Turabian guidelines for citing and documenting sources. If you need to refresh your knowledge of these guidelines, there are resources online and in the library. Lincoln's library staff is there to help you locate those resources.

(3) Electronic submission of coursework to Canvas will be allowed **only if** the student uses his/her Lincoln University e-mail address (user@lincolnucaf.edu).

Schedule & Assignments

<i>Session</i>	<i>Course Outline</i>
August 27	<ul style="list-style-type: none"> • Introduction to course. • Homework: Read Chapter 1. • Homework: Answer the five Key Questions at the end of Chapter 1: Your printed answers or your posted digital answers on Canvas are due within the first 10 minutes of the next class session.
September 3	<ul style="list-style-type: none"> • Before Class Read Chapter 2. • Homework: Answer the five Key Questions at the end of Chapter 2: Your printed answers or your posted digital answers on Canvas are due within the first 10 minutes of the next class session.
September 10	<ul style="list-style-type: none"> • Before Class Read Chapter 3. • Homework: Answer the five Key Questions at the end of Chapter 3: Your printed answers or your posted digital answers on Canvas are due within the first 10 minutes of the next class session.
September 17	<ul style="list-style-type: none"> • Before Class Read Chapters 4. • Homework: Answer the five Key Questions at the end of Chapter 4: Your printed answers or your posted digital answers on Canvas are due within the first 10 minutes of the next class session.
September 24	<ul style="list-style-type: none"> • Before Class Read Chapter 5. • Homework: Answer the five Key Questions at the end of Chapter 5: Your printed answers or your posted digital answers on Canvas are due within the first 10 minutes of the next class session.
October 1	<ul style="list-style-type: none"> • Before Class Read Chapter 6. • Homework: Answer the five Key Questions at the end of Chapter 6: Your printed answers or your posted digital answers on Canvas are due within the first 10 minutes of the next class session.
October 8	<ul style="list-style-type: none"> • Midterm Exam (Covers Chapters 1-6)
October 15	<ul style="list-style-type: none"> • Before Class Read Chapter 7 • Homework: Answer the five Key Questions at the end of Chapter 7: Your printed answers or your posted digital answers on Canvas are due within the first 10 minutes of the next class session. • Introduction to the group business case analysis and reporting. The Elevalt case is available on Canvas under the "files" section.
October 22	<ul style="list-style-type: none"> • Before Class Read Chapter 8. • Homework: Answer the five Key Questions at the end of Chapter 8: Your printed answers or your posted digital answers on Canvas are due within the first 10 minutes of the next class session.
October 29	<ul style="list-style-type: none"> • Before Class Read Chapter 9. • Homework: Answer the five Key Questions at the end of Chapter 9: Your printed answers or your posted digital answers on Canvas are due within the first 10 minutes of the next class session.
November 5	<ul style="list-style-type: none"> • Before Class Read Chapter 10.

	<ul style="list-style-type: none"> • Homework: Answer the five Key Questions at the end of Chapter 10: Your printed answers or your posted digital answers on Canvas are due within the first 10 minutes of the next class session.
November 12	<ul style="list-style-type: none"> • Before Class Read Chapter 11. • Homework: Answer the five Key Questions at the end of Chapter 11: Your printed answers or your posted digital answers on Canvas are due within the first 10 minutes of the next class session.
November 19	<ul style="list-style-type: none"> • Before Class Read Chapter 12. • Homework: Answer the five Key Questions at the end of Chapter 12: Your printed answers or your posted digital answers on Canvas are due within the first 10 minutes of the next class session (December 3).
December 3	<ul style="list-style-type: none"> • Elevalt Business Case Reports.
December 10	<ul style="list-style-type: none"> • Final Exam (Covers Chapters 7-12).