Course ID:	Course Title:	Winter 2024
BUS 371	**Operations Management**	**Prerequisite:** MA 110 or MA 111 and BUS 100 or BUS 305
		Credits: 3

Class Information		Instructor Information		Important Dates	
Delivery:	In Class	**Instructor:**	Dr. Wilian Gatti Jr	**First Day of Class:**	January 9, 2024
Days:	T, Th	**Email:**	wilian.gatti@ambrose.edu	**Last Day to Add/Drop:**	January 21, 2024
Time:	2:30 pm to 3:45 pm	**Phone:**	(403) 407-9474	**Last Day to Withdraw:**	March 28, 2024
Room:	L2100	**Office:**	L2109	**Last Day to Apply for Coursework Extension:**	April 2, 2024
Lab/Tutorial:	n/a	**Office Hours:**	Tuesdays 4:00 p.m. – 5:00 p.m.	**Last Day of Class:**	April 11, 2024
Final Exam:	April 18, 2024, from 1 to 4 p.m.				

Important Dates and Information
For a list of all important dates and information regarding participating in classes at Ambrose University, please refer to the Academic Calendar at https://ambrose.edu/academic-calendar.

Course Description
An introduction to the nature and problems of operations and production management. Topics include the allocation and scheduling of resources, inventory management, quality control, operations layout and design, project planning and control, and improvement/innovation of business processes. The intent is to provide a broad overview of the subject material and an understanding of how operations management affects business strategy and interacts with the other functional disciplines.

Expected Learning Outcomes
1. Understand Key Concepts in Operations and Supply Chain Management: Students will be able to identify and explain fundamental concepts, theories, and practices in operations and supply chain management, including resource allocation, inventory management, quality control, and operations layout.
2. Apply Operations Management Tools and Techniques: Students will develop the ability to apply tools and techniques of operations management, such as forecasting, capacity planning, and material requirements planning, to solve real-world business problems.

3. Analyze the Impact of Operations Management on Business Strategy: Students will be able to analyze how operations management influences business strategy and interacts with other functional areas like marketing, finance, and human resources.
4. Evaluate and Propose Innovations in Business Processes: Students will learn to critically evaluate existing business processes for efficiency and effectiveness and propose innovative solutions for improvement, demonstrating an understanding of contemporary challenges and trends in operations management.

Textbooks:
None.

Additional Resources:
Other resources may be provided during the semester via Moodle, handouts, pdf files, or email.

While this course does not require a textbook, the content has been informed by a variety of academic texts. These materials have been instrumental in the development of course lectures, discussions, and activities. A list of these reference books is provided for those who wish to explore the subject matter in greater depth or from different perspectives. Please note that the use of these references is entirely optional and supplementary to the course material:

Jacobs, F. R., & Chase, R. B. (2021). *Operations and supply chain management: The core. 6e.* McGraw Hill.
Stevenson, W. J., Hojati, M., & Cao, J. (2021). *Operations management. 7e*. McGraw Hill.

Course Schedule:

Week no.	Date	Topic
1	9th Jan – 11th Jan	Introductions Introduction to OSCM
2	16th Jan – 18th Jan	Forecasting
3	23rd Jan – 25th Jan	Capacity Management **Jan 25 – Program Day (No class)**
4	30th Jan – 1st Feb	Manufacturing Process
5	6th Feb – 8th Feb	Service Process
6	13th Feb – 15th Feb	Quality Management **Feb 15 – Midterm Exam**
7	20th Feb – 22nd Feb	READING WEEK
8	27th Feb – 29th Feb	Location Planning
9	5th Mar – 7th Mar	Supply Chain Management
10	12th Mar – 14th Mar	Inventory Management
11	19th Mar – 21st Mar	Information Technology in Operations
12	26th Mar – 28th Mar	**Mar 26 - Ambrose Research Conference – No class** **Mar 28 – Case study presentations**
13	2nd Apr – 4th Apr	Linear Programming
14	9th Apr – 11th Apr	**Apr 9 - Project Report Submission** Project Presentations Final Exam Q&A

Requirements:

Item	Modality	Weighting	Deadlines Date(s)
1. Class Participation	Individual/Group	15%	
2. Midterm	Individual	20%	Feb 15, 2024
3. Case Study Analysis	Group	15%	Mar 28, 2024
4. Innovation in Operations Management Research Project	Group	20%	Apr 9 - 11, 2024
5. Final Exam	Individual	30%	Apr 18, 2024
Total		100%	

Important: Group assignment = up to four members.

1. Class Participation

Class participation is an integral component of the learning experience, encompassing a range of activities and interactions within the classroom setting. It involves thoughtful contributions to group work and engaging in class activities.

2. Midterm

A midterm exam based on course content and in-class lectures and problems.

3. Case Study Analysis

Students will work in groups to analyze and present 01 case study from: https://www.iveypublishing.ca/s/ivey-coursepack/a1ROF0000002XPh2AM. These studies have been chosen to give real-world examples to our theoretical discussions. They provide valuable insights into the practical application of operations management concepts. The group should engage with the class during the presentation, encouraging them to reflect on the case issues throughout and after the presentation. Additional details will be provided at the beginning of the classes.
Note: We cannot have two or more groups working on the same case.

Rubric Case Study Analysis

Traits	Below Expectations (0-50)	Meets Expectations (51-80)	Above Expectations (81-100)	Weight
Knowledge of the case This trait assesses how well a student comprehends and recalls the details presented within the case study. It emphasizes the depth of understanding and the thoroughness with which the case was read.	Incomplete coverage of key points, suggesting inadequate reading or comprehension.	Adequate coverage of most case key points, reflecting an understanding of the majority of the case.	Comprehensive coverage of all case key points, indicating deep understanding and thorough reading.	10%
Application of concepts and theories This assesses the ability of a student to connect specific details from the case study to broader concepts and theories discussed in the course. It evaluates both the identification of relevant concepts and the correct application of these concepts to the case details.	Weak linkage to course concepts and theories with major errors in identification or application.	Adequate linkage of case points to course concepts and theories with minor discrepancies in identification or application.	Outstanding linkage of case points to course's concepts and theories. Accurate identification and application of all relevant analytical tools.	20%
Synthesis / Creation This focuses on the student's ability to consolidate and interpret information, facts, and analytical results from the case. Beyond just repetition, it evaluates how well the student can combine different elements to produce something new, like insightful conclusions or innovative recommendations.	Insufficient consolidation and interpretation of facts and results. Conclusions and recommendations are missing or lack foundation.	Adequate consolidation of facts and results with some gaps in interpretation. Conclusions and recommendations reflect good synthesis.	Exceptional consolidation and interpretation of facts and analytical results. Conclusions and recommendations are holistic, creative, and show excellent synthesis.	25%

Justification: Completeness and Strength This trait gauges the depth, coherence, and comprehensiveness of the arguments presented by the student. It examines both the breadth (covering all relevant aspects, such as pros and cons) and the depth (the quality and strength) of the justification provided.	Predominantly weak or arbitrary arguments that are underdeveloped.	Some arguments are slightly underdeveloped or lack coherence.	Comprehensive and coherent arguments. Both pros and cons are effectively discussed and compared.	20%
Delivery This assesses the presentation quality of the students' answers. It focuses on the clarity of expression, logical flow of ideas, and language proficiency, ensuring the response is easily understood and free from distracting errors.	Predominant clarity issues, disrupted by numerous language/grammar mistakes. Poor flow.	Mostly well-drafted with occasional clarity or flow issues.	Exemplary drafting with clear, logically flowing statements. No language/grammar errors that detract from the meaning.	10%

4. Innovation in Operations Management Research Project

In the "Innovation in Operations Management Research Project," student groups will explore and analyze an emerging technology or innovative approach within the field of operations management. This project aims to deepen your understanding of how these innovations are shaping the future of operations and their implications for businesses.

4.1 Themes

Each group will be assigned one of the following themes:
1. Artificial Intelligence in Operations Management
2. Internet of Things (IoT) and Smart Operations
3. Blockchain Technology in Supply Chain
4. Sustainable Operations and Green Supply Chains
5. Advanced Robotics and Automation in Manufacturing
6. Data Analytics and Big Data in Operations

4.2 Research Report

- Conduct thorough research on your assigned theme.
- Your report should include an introduction to the technology, its current applications in operations management, potential future developments, and implications for businesses.
- There is no strict length requirement, but the report must be comprehensive and written in APA format.

4.3 Deliverables

- Prepare a 15–20-minute presentation summarizing your key findings.
- Use visual aids (e.g., slides, charts) to enhance your presentation.
- Presentations will be held on either April 9th or 11th.
- Submit the report on Moodle on April 9th.

Rubric Innovation in Operations Management Research Project

Traits	Below Expectations (0-50)	Meets Expectations (51-80)	Above Expectations (81-100)	Weight
Content and Depth of Research Evaluates the accuracy, relevance, and thoroughness of research.	Research lacks depth or relevance, missing key aspects of the topic.	Adequate and relevant research, covering all necessary aspects of the topic.	Research is exceptionally detailed and insightful, demonstrating a deep understanding of the topic. Goes beyond the required information.	30%
Analysis and Critical Thinking Assesses the ability to analyze and interpret implications.	Analysis is superficial or lacks clarity in understanding implications.	Solid analysis with clear implications. Sufficient critical thinking demonstrated.	Shows a high level of critical thinking and originality in analysis. Presents nuanced implications.	20%

Criteria				
Organization and Clarity Measures the logical flow, structure, and clarity of writing.	Disorganized or unclear, hindering the reader's understanding.	Well-organized, clear, and structured in a manner that is easy to follow.	Exceptionally well-organized and clear, with a logical flow that enhances comprehension.	10%
Delivery and Engagement Assesses the clarity of speech, audience engagement, and use of time in presentation.	Poorly engaged with the audience, unclear speech, or poor time management.	Clear and coherent delivery, maintaining audience interest. Good time management.	Engaging, articulate, and makes excellent use of allotted time. Exceptional audience interaction.	20%
Visual Aids and Presentation Quality Evaluates the quality and relevance of visual aids in the presentation.	Visual aids are of low quality or do not align well with the presentation content.	Visual aids are appropriate and support the presentation effectively.	Visual aids are outstanding, enhancing the presentation significantly. Highly relevant to the content.	10%
Response to Questions Measures the ability to effectively answer questions and clarify doubts.	Struggles to respond effectively, showing a lack of understanding.	Adequately addresses questions with appropriate understanding.	Responses are insightful and demonstrate a comprehensive understanding of the topic.	10%

5. Final Exam

A final exam based on course content and in-class lectures and problems - April 18 from 1 to 4 p.m.

Attendance:

A key component of your grade is participation during class time. Each student is expected to regularly attend and actively participate in classroom discussions and any on-line discussion forums assigned. Group discussions and analysis of course topics will be a key component of learning throughout the term. Students are expected to attend all classes, having prepared for class by reading the assigned readings ahead of time and actively participate in group discussions. The skills needed to participate effectively in class and present your ideas are the same skills required to be effective in the business world. If external circumstances or illness prevent you from attending or adequately preparing for a class, please let the professor know.

Grade Summary:

The available letters for course grades are as follows:

Grade	Interpretation	Grade Points	% Grade
A+	Excellent	4.00	95% to 100%
A		4.00	90% to 94%
A-		3.70	85% to 89%
B+	Good	3.30	80% to 84%
B		3.00	76% to 79%
B-		2.70	72% to 75%
C+	Satisfactory	2.30	68% to 71%
C		2.00	64% to 67%
C-		1.70	60% to 63%
D+	Poor	1.30	55% to 59%
D	Minimal Pass	1.0	50% to 54%
F	Failure	0.00	0% to 49%
P	Pass	No Grade Points	

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

Ambrose University Important Policies & Procedures:

Registration

Registration is the process of selecting and enrolling in classes for upcoming semesters. Only students who are registered will be permitted to attend class and receive a grade for the course. You are responsible for ensuring that the courses you take are appropriate for your program, that they do not have any scheduling conflicts, that they have the necessary prerequisites and that they meet all degree requirements.

Withdrawal From A Course

Prior to the Add/Drop deadline: through the student registration system whereby course(s) will be removed with no academic or financial penalty. After the Add/Drop deadline and until the Withdrawal deadline: through submission of the 'Withdrawal from Course' form whereby course(s) will remain on the permanent academic record/transcript with the symbol 'W'. (See ambrose.edu/registrar/request-forms.) Students who withdraw from more than 30 credits attempted at Ambrose University will be required to withdraw from their program. Students considering withdrawing from courses are encouraged to discuss with their Faculty Advisor and/or the Office of the Registrar questions relating to their withdrawal decision specifically relating to financial assistance, study permit requirements, prerequisites for subsequent courses, readmission, and/or graduation timeline. Students who do not formally withdraw from a course are still considered registered in the course, even if they are no longer attending classes. In this case, students will be assigned a grade based on coursework completed as per the course syllabus and are responsible to pay the tuition and fees assessed for the course. Under extenuating circumstances, students may request from the Office of the Registrar a course(s) withdrawal after the Withdrawal deadline and until the last day of classes. Extenuating circumstances typically consider situations such as medical emergencies, compassionate grounds, or unforeseen conditions/situations beyond the students' control that arise after the start of the semester and are considered on a case-by-case basis. Supporting documentation from a physician or Registered Health Professional must accompany this request.

Coursework Extensions

Should a request for a time extension on coursework exceed the end of the term, a *Coursework Extension Application* must be completed and submitted to the Office of the Registrar. The extension (if granted) will be recorded on the student record. Extensions are granted at the discretion of the instructor and registrar. If granted, time extensions do not excuse you from a final examination where one has been scheduled for the course. More conditions apply.

Exam Scheduling

Students who find a conflict in their exam schedule must submit a *Revised Final Exam Time Application* to the Office of the Registrar by the deadline noted in the Academic Calendar. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; or 2) the scheduled final examination slot results in three consecutive examination periods. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Communication

Your Ambrose email account is the University's primary and official mode of communication with you. Information delivered to your Ambrose email is considered official notification. Ambrose University is not responsible for your failure to receive important information delivered to your Ambrose email.

Lecture Recording

The recording of lectures or any other classroom academic activity, other than an audio recording as an accommodation, is prohibited except at the discretion of the instructor. Any use other than that agreed upon with the instructor constitutes academic misconduct and may result in suspension or expulsion. Permission to allow a lecture recording is not a transfer of any copyrights, so such recordings may be used only for individual or group study with other students enrolled in the same class and may not be reproduced, transferred, distributed or displayed in any public or commercial manner. Student must destroy recordings in any, and all formats at the end of the semester in which they are enrolled in the class. All students recording lectures, must sign the Permission Form to audio record lectures which is available through the Office of the Registrar.

Standards of Behaviour in the Classroom Setting

Learning is an active and interactive process, a joint venture between student and instructor and between student and student. Some topics covered within a class may lead to strong reactions and opinions. It is important that Students understand that they are entitled to hold contradictory beliefs and that they should be encouraged to engage with these topics in a critical manner. Committing to this type of "active learning" significantly increases the learning experience for both teacher and student, and reflects the Christian imperative to pursue truth, which lies at the heart of the Ambrose educational experience. However, active discussion of controversial topics will be undertaken with respect and empathy, which are the foundations of civil discourse in the Classroom Setting. Primary responsibility for managing the classroom rests with the instructor. The instructor may direct a student to leave the class if the student engages in any behaviour that disrupts the classroom setting. If necessary, Ambrose security will be contacted to escort the student from class.

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university. Students are expected to be familiar with the policies in the current Academic Calendar that

deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

Academic Policies
It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. The academic calendar can be found at https://ambrose.edu/academics/academic-calendar

Privacy
Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Academic Success and Supports

Accessibility Services
Academic accommodation is provided to Ambrose students with disabilities in accordance with the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms. Provision of academic accommodation does not lower the academic standards of the university nor remove the need for evaluation and the need to meet essential learning outcomes. Reasonable accommodations are tailored to the individual student, are flexible, and are determined by considering the barriers within the unique environment of a postsecondary institution. It can take time to organize academic accommodations and funding for disability-related services. Students with a disability who wish to have an academic accommodation are encouraged to contact Accessibility Services as early as possible to ensure appropriate planning for any needs that may include accommodations. Staff can then meet with students to determine areas to facilitate success, and if accommodations are required, ensure those accommodations are put in place by working with faculty.

Learning Services
Learning Services provides support with
- **research and communication skills** (e.g., writing a paper, researching, giving a presentation), and
- **subject-specific skills** (e.g., solving a chemistry problem, reconciling a general ledger, understanding a philosophical argument).

We offer workshops, one-to-one tutoring, and more, and all of our services are **free** to students currently enrolled at Ambrose University. To learn more, please visit https://ambrose.edu/sas/learning-services.

Mental Health Support
All of us need a support system. We encourage students to build mental health supports and to reach out when help is needed.

On Campus:
- Counselling Services: ambrose.edu/counselling

- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention Skills and can help you access mental health support. See https://ambrose.edu/student-life/crisissupport for a list of staff members.
- For additional wellness resources go to the Ambrose wellness page: https://ambrose.edu/wellness

Off Campus:
- Distress Centre - 403-266-4357
- Alberta Mental Health Helpline - 1-877-303-2642 (Toll free)
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

Sexual Violence Support
We are committed to supporting students who have experienced gender based sexual violence in the past or while at Ambrose. Many of the staff, faculty, and student leaders have received Sexual Violence Response to Disclosure training. We will support you and help you find the resources you need and you can access information about reporting. Information about the Sexual Violence policy and on and off campus supports can be found on our website– ambrose.edu/sexual-violence-response-and-awareness.

Off Campus:
- Alberta's Oneline for Sexual Violence - 1-866-403-8000 call or text
- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888
- Chat: www.calgarycasa.com

> **Note**: Students are strongly advised to retain this syllabus for their records.