

City University of Hong Kong
Course Syllabus

offered by Department of Management Sciences
with effect from Semester A 2017 /18

Part I Course Overview

Course Title:	Best Practices in Operations Management
Course Code:	MS4306
Course Duration:	One Semester
Credit Units:	3
Level:	B4
Proposed Area: <i>(for GE courses only)</i>	<input type="checkbox"/> Arts and Humanities <input type="checkbox"/> Study of Societies, Social and Business Organisations <input type="checkbox"/> Science and Technology
Medium of Instruction:	English
Medium of Assessment:	English
Prerequisites: <i>(Course Code and Title)</i>	MS3261 Business Modeling with Spreadsheets or CB2011 Solving Business Problems with Spreadsheets
Precursors: <i>(Course Code and Title)</i>	NIL
Equivalent Courses: <i>(Course Code and Title)</i>	NIL
Exclusive Courses: <i>(Course Code and Title)</i>	NIL

Part II Course Details

1. Abstract

(A 150-word description about the course)

This course aims to:

- provide students with in-depth knowledge so as to analyze and find solutions for major business challenges relating to operations management.
- examine the best industry practices of operations management and its role in the organization.
- expose students to recent developments and contemporary incidents related to operations of organizations.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs [#]	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Recognize the importance of operations management with respect to major functional activities, including product design, information systems, production planning & control, inventory management, warehouse management, forecasting, customer services and quality management.	10%	✓		
2.	Contrast and analyze some of the most important problems in operations management in different industries.	25%		✓	
3.	Contrast and critique real-world solutions that have been used in practices.	25%			✓
4.	Identify and analyze similar problems in practice; construct solutions and defend them.	20%			✓
5.	Improve their communications in oral and written English.	10%		✓	
6.	Work more effectively in a team.	10%	✓		
		100%			

* If weighting is assigned to CILOs, they should add up to 100%.

Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

This course will consist of approximately 20 hours of lecture and 20 hours of workshops. Cases taken from real-world applications will be used for analysis, and operations management knowledge involved in these cases will also be discussed. Students will be encouraged to analyze and critique real-world operational practices of organizations through case discussions (in-class) and the completion of case-based assignments.

Indicative of likely activities and tasks students will undertake to learn in this course. Final details will be provided to students at their first week of attendance in this course.

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4	5	6	
Lectures and Case studies Analysis	Students prepare for the reading of cases at home and analyze the case issues in class. Their findings are then prioritized and synthesized. They are required to understand, evaluate and critique operational practices of different organizations.	✓	✓	✓	✓	✓	✓	
Group discussion	Students work in groups to brainstorm ideas or discuss the answers to questions arising from case study problems.	✓	✓	✓	✓	✓	✓	
Discussion sharing and presentation	Students in groups share and present conclusions of their findings and discussions to the class. Other students respond and critique the arguments / points of view.	✓	✓	✓	✓	✓	✓	
Reflective activities	Students reflect and report on their overall learning experiences gained from the course.	✓	✓	✓	✓	✓		

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.						Weighting*	Remarks
	1	2	3	4	5	6		
Continuous Assessment: <u>100</u> %								
Assignments	✓	✓	✓	✓	✓	✓	40%	
Class participation and in-class activities	✓	✓	✓	✓	✓	✓	30%	
Team Project	✓	✓	✓	✓	✓	✓	30%	
Examination: <u>0</u> % (duration: _____, if applicable)								
* The weightings should add up to 100%.							100%	

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Assignments	Students demonstrate their abilities to analyze and to evaluate operations management issues and business practices	Strong evidence of knowing how to apply their knowledge in logistics and supply chain management.	Evidence of knowing how to apply their knowledge in logistics and supply chain management.	Some evidence of knowing how to apply their knowledge in logistics and supply chain management.	Sufficient familiarity with the subject matter to enable the student to progress without repeating the assignment.	Little evidence of familiarity with the subject matter.
2. Class participation and in-class activities	Students will contribute to in-class discussion to bring up key ideas, supports claims made, provide practical experience, open new doors to investigate, ask questions and provide insights.	Strong evidence of showing familiarity with key concepts and definitions. Clearly and correctly structure most critical points and important contributions of the assigned questions or problems. Critically discuss issues and draw most relevant implications to apply daily life examples of issues. High participation and excellent presentation skills.	Evidence of showing familiarity with key concepts and definitions. Clearly and correctly state some critical points and contributions of the assigned questions or problems. Critically discuss issues and draw some relevant implications to apply daily life examples of issues. High participation and good presentation skills.	Evidence of showing adequate review of literature and key concepts. Understanding of the subject, ability to develop solutions to simple and basic problems in the assigned questions and problems.	State a few critical points and marginal contributions of the assigned questions and problems.	State no critical points and no contributions of the assigned questions and problems.

3. Team Project	Students collaborate to formally present as a group to report and present their analysis in a final project	Strong evidence of original thinking; good organization, capacity to relate the topic chosen to the subject / content knowledge; strong evidence of extensive cognitive skills such as creative and critical thinking to identify impacts of the company as a university student, future professional and global citizen.	Evidence of original thinking; good organization, capacity to relate the company to the subject / content knowledge; strong evidence of extensive cognitive skills such as creative and critical thinking to identify impacts of the company as a university student, future professional and global citizen.	Some evidence of original thinking; good organization, capacity to relate the company to the subject / content knowledge; strong evidence of extensive cognitive skills such as creative and critical thinking to identify impacts of the company as a university student, future professional and global citizen.	Marginal evidence of original thinking; good organization, capacity to relate the company to the subject / content knowledge; strong evidence of extensive cognitive skills such as creative and critical thinking to identify impacts of the company as a university student, future professional and global citizen.	Little evidence of original thinking; good organization, capacity to relate the company to the subject / content knowledge; strong evidence of extensive cognitive skills such as creative and critical thinking to identify impacts of the company as a university student, future professional and global citizen.
-----------------	---	---	---	--	--	--

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

All course materials are taken from January-February issues of the journal *Interfaces*. These issues publish the finalists of the INFORMS Franz Edelman competition, a prestigious competition running for over twenty years to select the best applications of the previous year. The cases used for the course are selected to cover a wide range of types of problems, industries and techniques. Occasionally, recent incidents related to operations management may also be used as case discussion.

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

At least 4 cases assigned by the course instructor, and other readings assigned by the English workshop instructor/tutor

2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

Ellet, W., "The Case Handbook: How to Read, Discuss and Write Persuasively About Cases", 2007.