

# MS4118: OPERATIONS MANAGEMENT PROJECT

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## Effective Term

Semester A 2022/23

## Part I Course Overview

### Course Title

Operations Management Project

### Subject Code

MS - Management Sciences

### Course Number

4118

### Academic Unit

Management Sciences (MS)

### College/School

College of Business (CB)

### Course Duration

Non-standard Duration

### Other Course Duration

One Semester (at least 160 hours)

### Credit Units

3

### Level

B1, B2, B3, B4 - Bachelor's Degree

### Medium of Instruction

English

### Medium of Assessment

English

### Prerequisites

MS3261 Business Modeling with Spreadsheets or CB 2011 Solving Business Problems with Spreadsheets or CB2203 Data-driven Business Modeling

### Precursors

Nil

### Equivalent Courses

Nil

### Exclusive Courses

Nil

## Part II Course Details

### Abstract

This independent study course aims to provide students with the opportunity to demonstrate mastery of the knowledge in Operations Management by conducting an applied project for an industry company that brings real-world business value. This course also serves as a means of acquiring supplemental skills and expertise in one or more of the knowledge domains covered in the BBA in Business Operations Management program in a real and hands-on manner.

### Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Diagnose a relevant real-world problem in the areas of Operations Management	20		x	
2	Develop and propose promising solutions to an OM problem with in-depth analytical skills and critically evaluate the consequences with the proposed solutions	40		x	x
3	Demonstrate the skills of managing a real-world business project in a timely and professional manner	30	x		
4	Master different stages of project writing process	10		x	

#### 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 real-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.

**Teaching and Learning Activities (TLAs)**

	<b>TLAs</b>	<b>Brief Description</b>	<b>CILO No.</b>	<b>Hours/week (if applicable)</b>
1	Project	Students will conduct a real-world applied project for a real-world organization under the supervision of an assigned faculty advisor and the direction of a project sponsor who is a management-level individual in the organization for which the project is being conducted. The faculty advisor and the project sponsor have both the responsibility and the authority to approve the project and any required resources, mentor the student, and review and approve all project deliverables such as project plans, project progress, status reports, and the final project report. Meetings and company visits will be conducted. During these meetings and company visits, students will be required to make oral presentations about their projects, conduct discussions with their faculty advisors and other students to get feedback and advance.	1, 2, 3, 4	

**Assessment Tasks / Activities (ATs)**

	<b>ATs</b>	<b>CILO No.</b>	<b>Weighting (%)</b>	<b>Remarks (e.g. Parameter for GenAI use)</b>
1	Project Progress	1, 2, 3, 4	40	
2	Project Deliverables	1, 2, 3, 4	60	

**Continuous Assessment (%)**

100

**Examination (%)**

0

### **Additional Information for ATs**

Each team of students will have a separate project, which may be assigned by a faculty advisor in coordination with the company sponsor. The completed project should clearly present the problem of the applied project undertaken, its significance to theory or business practice, the research or project background, a well-defined method, results or findings, and their implications. Project reports should be presented in a predetermined form and structure and should be typed and bound. Students will be given detailed instructions.

### **Assessment Rubrics (AR)**

#### **Assessment Task**

Project Progress

#### **Criterion**

Continuous assessment by supervisor (and company sponsor) based on the student's ability to plan and control the project development, and also the initiative and creativity in independent thought

#### **Excellent (A+, A, A-)**

Strong evidence of showing ability to plan, execute, manage, control and report on the project; excellent initiative and ability to think and work independently.

#### **Good (B+, B, B-)**

Evidence of showing ability to plan, execute, manage, control and report on the project; good initiative and ability to think and work independently.

#### **Fair (C+, C, C-)**

Some evidence of showing ability to plan, execute, manage, control and report on the project; sufficient initiative and ability to think and work independently.

#### **Marginal (D)**

Little evidence of showing ability to plan, execute, manage, control and report on the project; marginal initiative and ability to think and work independently.

#### **Failure (F)**

Unable to plan, execute, manage, control and report on the project; little or no initiative and ability to think and work independently.

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#### **Assessment Task**

Project Deliverables

#### **Criterion**

Assessed by supervisor and company sponsor on the quality of work and on the ability to present and defend the work. Project deliverables include:1. Oral presentation2. Written report3. Other deliverables that are specific to the project

#### **Excellent (A+, A, A-)**

Strong evidence of original thinking; good organization, capacity to relate the project to the subject / content knowledge; strong evidence of extensive cognitive skills such as creative and critical thinking; excellent solutions with high impacts; excellent presentation skills.

#### **Good (B+, B, B-)**

Evidence of original thinking; good organization, capacity to relate the project to the subject / content knowledge; evidence of extensive cognitive skills such as creative and critical thinking; good solutions; good presentation skills.

**Fair (C+, C, C-)**

Some evidence of original thinking; good organization, capacity to relate the project to the subject / content knowledge; some evidence of extensive cognitive skills such as creative and critical thinking; decent solutions; adequate presentation skills.

**Marginal (D)**

Marginal evidence of original thinking; good organization, capacity to relate project to the subject / content knowledge; marginal evidence of cognitive skills; marginal solutions; marginal presentation skills.

**Failure (F)**

Little evidence of original thinking; good organization, capacity to relate the project to the subject / content knowledge; little evidence of extensive cognitive skills such as creative and critical thinking; poor solution; poor presentation skills.

## Part III Other Information

**Keyword Syllabus**

- a. The department will appoint a Project Coordinator to coordinate the project/case study subjects and arrange supervisors.
- b. A Project Supervisor will be appointed for each project case. She/he will be responsible inter-alia for the following matters:
  - i. Ensuring that the proposed project meets the agreed criteria.
  - ii. Liaising with outside organizations as necessary.
  - iii. Providing appropriate supervision i.e. of the right quality and amount.
  - iv. Initial supervision and facilitating the operation of learning sets and/or project teams.
    - v. Checking on students' progress.
    - vi. Assessment of the project report.

**Reading List****Compulsory Readings**

Title	
1	Cases and/or other readings appropriate for the content of the project assigned by the course instructor

**Additional Readings**

Title	
1	Easton, Geoff. Learning from Case Studies, 2nd ed., Prentice Hall, 1992.
2	Michiel R. Leenders and James A. Erskine. Case Research, 3rd ed., University of Western Ontario, 1989
3	Christensen, C.R. et al, Case Method, 2nd ed, Harvard Business School, 1989
4	Yin, R.K. Applications of Case Study Research, Sage, Newbury Park, 1993
5	Selected readings from books, journals and magazines.