



GEORGETOWN UNIVERSITY School of Continuing Studies

BHLS 421: Operations Management

Dates: January 17, 2023 - May 16, 2023

Location: Georgetown University School of Continuing Studies (SCS) utilizes the Canvas Learning Management System for the provision of online courses. As an online course, all course content will be provided and exchanged on the Canvas platform.

Faculty: Dr. Ibrahim Majeed

Faculty Contact Information: Please email me through the Canvas Inbox. If you have issues with the Canvas Inbox, please contact me at im448@georgetown.edu.

Virtual Office Hours: By appointment only. Contact me to set up an appointment.

Course Description

This course provides a general introduction to operations management. Operations management is the science and art of designing and controlling business processes to support an organization's delivery of goods and services. It is a primary organization function along with marketing and finance. Operations encompass the entire organization including, design, productions, operations, marketing, sales, and customer support. This course seeks to (A) familiarize you with the primary operational challenges and issues that managers encounter, and (B) provide you with terminology, concepts, practices, and tools to address these challenges in order to gain competitive advantage through operations. This course will interest people seeking a career in managing and enhancing business processes. The course should

also be of interest to people who manage interfaces between operations and other business functions such as finance, marketing, and human resources. A working knowledge of operations is critical for general managers and entrepreneurs. The course will examine how different business strategies necessitate different business processes, and vice versa, how different operational capabilities support different strategies to achieve competitive advantage. A process view of operations will be used to analyze different key operational dimensions such as quality management, resource management, and supply chain management.

Course Learning Objectives

1. Learning Objectives for each topic are presented in the weekly modules.

Required Textbook

1. **Textbook:** Note the course textbook, **OM 6: Operations Management 6th edition by David Alan Collier, James R. Evans**, requires purchase. Many retailers like Chegg and Amazon carry the text. You can also check with the University Bookstore. Online or hardcopies are available, and the choice is yours. An advantage of online format is searchable content. An advantage of hardcopy format is reduced screen time.

Overview of Course Structure

This course consists of 13 instructional modules, plus the orientation module. Each instructional module is one week in length. The entire course will run for the duration of the 15-week instructional term. You should complete the orientation module prior to beginning Module 1.

The later course modules are locked and will open on specific dates as you move through the course so that you can work on them. The modules and activities must be done sequentially, and certain activities and assignments must be completed by certain dates.

Assignments

Your course grade will be based on your completion of the following activities and assignments. You will read full details about each of them in the Canvas course.

Discussion Activities

20%

There will be 12 discussion questions across 9 modules that are designed to assess your comprehension of key concepts presented in the readings and activities. Your responses should reference course materials and, to the extent appropriate, highlight relevant experience that you may have had with the subject. You will submit written responses to all questions through Canvas.

Short Papers

30%

There will be 2 short papers that are designed to assess your comprehension of key concepts presented in the readings and activities. Detailed instructions for each assignment will be provided in Canvas

Presentations

20%

There will be 2 presentations that are designed to assess your comprehension of key concepts presented in the readings and activities. Detailed instructions for each assignment will be provided in Canvas

Problem-Solving

15%

There will be three problem solving assignments administered in Canvas. Each assignment requires demonstrated application of key formulas and concepts presented in the readings and activities. The problem-solving will account for 15% of your final grade.

Team Projects

15%

There will be 2 team projects that are designed to assess your comprehension of key concepts presented in the readings and activities. Detailed instructions for each assignment will be provided in Canvas.

Grading

Graduate course grades include A, A-, B+, B, B-, C and F. There are no grades of C+, C-, or D. Please reference the grading scale below:

A	100-93%
A-	90-92.99%
B+	87-89.99%
B	83-86.99%
B-	80-82.99%

C	70-79.99%
F	69.99% and below

Course Policies

Attendance Policy

Since this is an online course, you do not need to “attend” Canvas at specific times. However, be aware that there are assignment deadlines at the end of every week (**every Sunday at 11:59 p.m.**). In order to be successful in this course, I recommend that you access Canvas at least three times per week. This will ensure that you commit sufficient time to reading and watching course material, engaging in class discussions, and completing assignments.

For group assignments, your team will be responsible for determining how often you should attend team project meetings. I recommend that your team meet synchronously through a web conferencing tool like Zoom at least once per week.

Time Commitment

Online courses meet the same academic standards as on campus courses. Each module is equal to the same level of participation, commitment, and academic rigor as a face-to-face class. You should allocate 8.5 hours per week for each online module.

Submission Policy

You will submit all of your assignments online in Canvas, so please avoid emailing me your assignments.

Late Work Policy

Students are expected to submit their assignments in Canvas by 11:59 PM Eastern Standard Time on the date indicated in Canvas and the syllabus. Assignments submitted after the due date will receive a 10% grade deduction, and work submitted after seven days past the due date will receive a zero. Please contact the instructor in advance if you know that you are going to be late or miss an assignment, as prior notice may provide sufficient time to allow for discussing an alternative schedule (if warranted). The instructor will review late requests and circumstances on a case-by-case basis.

Communication Policies

Communication with Instructor

During the course I will check conversations and monitor the discussion boards every week day. I encourage you to post questions relevant to the whole class to the *Course Q&A discussion board*. If you have a private concern, please send a message via

Canvas Inbox. You can expect a response within two days. I can hold virtual office hours by appointment.

Communication with Peers

You will be expected to communicate with your peers via the discussion board and VoiceThread. You will also be expected to communicate with your ethics/compliance project group every week.

Announcements

I will post announcements in Canvas on a regular basis. They will appear on your Canvas dashboard when you log in and will be sent to you directly through your preferred method of notification. Please make certain to check them regularly, as they will contain important information about upcoming projects or class concerns.

Email

In this course we will use Canvas to send email for private messages. You can either check your messages in the Canvas system or set your notifications to your preferred method of contact. Please check your messages at least once per day. When submitting messages, please put a subject in the subject box that describes the email content along with your name.

Instructor Feedback/Turnaround

If you have a concern and send me a message, you can expect a response within 2 business days. Please allow 3-5 business days for assessment submission feedback.

Academic Integrity

You are expected to maintain the highest standards of academic and personal integrity in pursuit of your education at Georgetown. Academic dishonesty in any form is a serious offense, and students found in violation are subject to academic penalties that include, but are not limited to, failure of the course, termination from the program, and revocation of degrees already conferred.

All students are expected to follow Georgetown's honor code unconditionally. If you have not done so, please read the honor system material at the [Georgetown University Honor Council website](#).

The Honor Pledge

In pursuit of the high ideals and rigorous standards of academic life I commit myself to respect and to uphold the Georgetown University honor system:

To be honest in every academic endeavor, and

To conduct myself honorably, as a responsible member of the Georgetown community as we live and work together.

Turnitin

All written assignments must be your original work. You agree that by taking this course all required papers will be subject to submission to Turnitin.com for text matching algorithm to detect plagiarism. All submitted papers will be added as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers in the future.

Citation Policy

You must use APA Style (APA Publication Manual 6th Edition) for all work submitted in this course. Points will be deducted for failure to follow APA style. The following links provide guidance for APA style and citations:

- [American Psychological Association](#)
- [Purdue Online Writing Lab](#)

Netiquette Guidelines

To promote the highest degree of education possible, we ask each student to respect the opinions and thoughts of other students and be courteous in the way that you choose to express yourself. The topics in this course are often controversial and promote debate. Students should be respectful and considerate of all opinions.

In order for us to have meaningful discussions, we must learn to genuinely try to understand what others are saying and be open-minded about others' opinions. If you want to persuade someone to see things differently, it is much more effective to do so in a polite, non-threatening way rather than to do so antagonistically. Everyone has insights to offer based on his/her experiences, and we can all learn from each other. Civility is essential.

Additionally, what happens in Canvas stays in Canvas. In order to make this a safe space for students to take risks and learn from one another in the wake of inevitable missteps, we ask that students refrain from publicly re-posting any comments that have been shared in this online course.

Finally, this is a Professional Environment. This course and the MPCR program are designed to reflect the workplace experience. Language, grammar, and assignments should reflect what you would be comfortable sharing with your colleagues and supervisors in an office environment.

With this in mind:

- **Use accurate spelling and grammar in all discussion boards and assignments.** An effective communicator must be able to write well. Points will be deducted for typos and inaccurate grammar. Text speak (e.g., acronyms, shorthand phrases, numbers as words) are unacceptable.
- **Discussion boards are conversational.** You are encouraged to use a **conversational tone and convey personality on discussion boards.** This means the use of colloquial language is acceptable, as well as (limited) cliché or buzzword phrases. Emoticons, if warranted to convey tone, can be acceptable depending on the situation. This is about helping you get to know your fellow students so that you feel more comfortable

expressing your thoughts openly. Think of discussion boards as a meeting with your co-workers.

- **Your assignments are assumed to be client-ready.** While the discussion boards are conversational, your assignments are not. You are expected to format and present assignments as you would to a client, which means avoiding informal tone or word use in your written assignments and presentations.

Incomplete and Withdrawal Policies

Incompletes are given in only the most extraordinary circumstances and with appropriate documentation. Where an incomplete is granted, a grade of “N” shall be granted until the work is handed in and then the grade shall be changed accordingly.

If you wish to withdraw from the course, you must do so before the date indicated in the academic calendar. Course withdrawal requests cannot be done by simply calling programs or the Registrar’s Office or by emailing an advisor. It is the student’s personal responsibility to withdraw from a course in MyAccess before the official withdrawal deadline. Failure on the student’s part to withdraw officially from a course will result in a grade of “F” in the course and be factored into the student’s academic standing (probation and termination) and official GPA.

Accommodation Policy

Under the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973, individuals with disabilities are provided reasonable accommodations to ensure equity and access to programs and facilities. Students are responsible for communicating their needs to the Academic Resource Center, the office that oversees disability support services, (202- 687-8354; arc@georgetown.edu; <http://academicsupport.georgetown.edu/disability>) before the start of classes to allow time to review the documentation and make recommendations for appropriate accommodations. The University is not responsible for making special accommodations for students who have not declared their disabilities and have not requested an accommodation in a timely manner. Also, the University need not modify course or degree requirements considered to be an essential requirement of the program of instruction. For the most current and up-to-date policy information, please refer to the [Georgetown University Academic Resource Center website](#). Students are highly encouraged to discuss the documentation and accommodation process with an Academic Resource Center administrator.

Technical Requirements

Computer Requirements Outside Canvas

You will need to have access to a computer and internet with an up-to-date browser and operating system. You will also need Adobe Reader to view course documents in PDF form. If you do not have the free Adobe Acrobat Reader software on your computer, you can download it by going to the [Adobe Reader download website](#). You will also need the most up-to-date

[Flash plugin](#). If you do not have access to a computer and the internet during the course, there are computer labs at most public libraries with internet access that you can use for free.

Here are the requirements to run Canvas on your machine:

Operating Systems

- Windows XP SP3 and newer
- Mac OSX 10.6 and newer
- Linux - chromeOS

Mobile Operating System Native App Support

- iOS 7 and newer
- Android 2.3 and newer

Computer Speed and Processor

- Use a computer 5 years old or newer when possible
- 1GB of RAM
- 2GHz processor

Internet Speed

- Along with compatibility and web standards, Canvas has been carefully crafted to accommodate low bandwidth environments.
- Minimum of 512kbps

Audio and Video Capability

- You will need an internal or external microphone *and* camera. Most computers now come with them built in.

Technical Skills Requirements

As an online student your "classroom" experience will be very different than a traditional student. As part of your online experience, you can expect to use a variety of technologies, such as:

1. Communicating via email including sending attachments
2. Navigating the World Wide Web using a Web browser
3. Using office applications such as Microsoft Office or Google Docs to create documents
4. Communicating using a discussion board and uploading assignments to a classroom Web site
5. Uploading and downloading saved files
6. Having easy access to the Internet
7. Navigating Canvas, including using the email component within Canvas
8. Using a microphone to record audio through your computer
9. Using an internal or external camera to record video through your computer.

Student Support and Help

Sexual Misconduct

Georgetown University and its faculty are committed to supporting survivors and those impacted by sexual misconduct, which includes sexual assault, sexual harassment, relationship violence, and stalking. Georgetown requires faculty members, unless otherwise designated as confidential, to report all disclosures of sexual misconduct to the University Title IX Coordinator or a Deputy Title IX Coordinator. If you disclose an incident of sexual misconduct to a professor in or outside of the classroom (with the exception of disclosures in papers), that faculty member must report the incident to the Title IX Coordinator, or Deputy Title IX Coordinator. The coordinator, will, in turn, reach out to the student to provide support, resources, and the option to meet. [Please note that the student is not required to meet with the Title IX coordinator.].

More information about reporting options and resources can be found on the Sexual Misconduct Website: <https://sexualassault.georgetown.edu/resourcecenter>

If you would prefer to speak to someone confidentially, Georgetown has a number of fully confidential professional resources that can provide support and assistance. These resources include:

- Health Education Services for Sexual Assault Response and Prevention: confidential email sarp@georgetown.edu
- Counseling and Psychiatric Services (CAPS): 202. 687.6985 or after hours, call 202. 444.7243 and ask for the on-call CAPS clinician

Thank you for supporting our students impacted by sexual violence. If interested, other helpful more general resources are included below:

- Georgetown Self-Care Resource Guide: <https://studenthealth.georgetown.edu/self-care>
- Georgetown Wellness Wheel: <https://studenthealth.georgetown.edu/Hoya-Wellness-wheel>
- Georgetown Guide to Recognizing Students in Distress: <https://studenthealth.georgetown.edu/resourceguide>

Academic Support

Library Research Guide

The MPCR program has an extensive online [Library Research Guide](#) designed for the subject and research specifications of our program. This Guide will give you direct access to the library resources central to your course research work.

Library Services

Students enrolled in online coursework have access to the University Library System's eResources, including 500+ research databases, 1.5+ million ebooks, and thousands of

periodicals and other multimedia files (films, webinars, music, and images). You can access these resources through the [SCS Library's Homepage](#) by using your University username (NetID) and password (this is the same login information used to access your Georgetown email). The Library does not mail physical items to students.

Georgetown students may [sign up for a research consultation](#) with a librarian to discuss a research topic, develop a search strategy, or examine resources for projects and papers. Librarians offer in-depth assistance with important resources for senior or master's theses, dissertations, papers, and other types of research. Consultations can be conducted in-person or online using Zoom (video-conferencing software). This service is available to currently enrolled students who need assistance with Georgetown-assigned projects and papers. Please review the [Services & Resources Guide for Online Students](#), [SCS Library Tutorials](#), and [RefWorks: Citation Management](#) for additional information.

Technical Support

Canvas Support:

Online students have 24/7 access to Canvas technical support, including live chat and support hotline at 855-338-2770. Clicking the 'Help' icon in the lower left of your Canvas window will show you all available support and feedback options.

If you're looking for help on a specific feature, check out the [Canvas Student Guide](#).

VoiceThread Support

VoiceThread is a tool that enables teachers and students to upload and asynchronously present images, video, and/or other media and respond to others presentations with audio, video, and/or text comments. [Technical support for VoiceThread is available on an external website.](#)

Zoom Support

Zoom enables users to conduct synchronous ("real-time") conferences, presentations, lectures, meetings, office hours and group chats via audio, video, text chat and content sharing. [Technical support for Zoom is available on an external website.](#)

Turnitin Support

TurnItIn is a writing assessment tool that is used to detect plagiarism and allows teachers to provide assignment feedback to students. [Technical support for TurnItIn is available on an external website.](#)

GU Account

Contact the UIS Service Center at Help@georgetown.edu or 202-687-4949 if you have a question regarding:

- your GU netID and/or password
- your GU email account

- any connectivity issues

Contact your instructor if you have any questions relating to course content.

Student Support Services

SCS offers a variety of support systems for students that can be accessed online, at the School of Continuing Studies downtown location, and on the main Georgetown campus:

- Academic Resource Center
 - (202) 687-8354 | arc@georgetown.edu
 - <http://academicsupport.georgetown.edu/>
- Counseling and Psychiatric Services
 - (202) 687-6985
 - <http://caps.georgetown.edu/>
- Institutional Diversity, Equity & Affirmative Action (IDEAA)
 - (202) 687-4798
 - <https://ideaa.georgetown.edu/>

See also SCS's [Resources for Current Students website](#), which contains information about disability services and career resources, as well as [SCS's Admissions and Aid website](#), which has information about financial aid and academic advising.

Accessibility Support

A variety of technologies are used in this course. Every effort has been made to make the course accessible to our diverse student body. To access more information about accessibility, please see the following technology pages.

- [Canvas accessibility page](#)
- [VoiceThread accessibility page for the web app](#)
- [VoiceThread accessibility page for the mobile app](#)
- Note: Students who are using screen readers may wish to [make VoiceThread Universal their default viewer](#)
- [Zoom accessibility page](#)
- PollEverywhere does not have an accessibility statement.

Title IX Syllabus Statement (endorsed by Faculty Senate)

Georgetown University and its faculty are committed to supporting survivors and those impacted by sexual misconduct, which includes sexual assault, sexual harassment, relationship violence, and stalking. Georgetown requires faculty members, unless otherwise designated as confidential, to report all disclosures of sexual misconduct to the University Title IX Coordinator or a Deputy Title IX Coordinator. If you disclose an incident of sexual misconduct to a professor in or outside of the classroom (with the exception of disclosures in papers), that faculty member must report the incident to the Title IX Coordinator, or Deputy Title IX Coordinator. The coordinator, will, in turn, reach out to the student to provide support, resources, and the option to meet. [Please note that the student is not required to meet with the Title IX coordinator.].

More information about reporting options and resources can be found on the Sexual Misconduct Website: <https://sexualassault.georgetown.edu/resourcecenter>

(Above statement and TIX faculty resources found at: <https://sexualassault.georgetown.edu/get-help/guidance-for-faculty-and-staff-on-how-to-support-students/>)

Title IX Pregnancy Modifications and Adjustments

Georgetown University is committed to creating an accessible and inclusive environment for pregnant and parenting students. Students may request adjustments based on general pregnancy needs or accommodations based on a pregnancy-related complication. SCS students must complete the [Pregnancy Adjustment Request Form](https://titleix.georgetown.edu/title-ix-pregnancy/student-pregnancy/) (<https://titleix.georgetown.edu/title-ix-pregnancy/student-pregnancy/>) and submit it to the SCS Deputy Title IX Coordinator at titleixscs@georgetown.edu. Upon receiving the completed form, the Deputy Title IX Coordinator will schedule a meeting with the student to discuss the requested adjustments and implementation process. More information about pregnancy modifications can be found on the Title IX at Georgetown University Website: <https://titleix.georgetown.edu/title-ix-pregnancy/student-pregnancy/>

Weekly Schedule

Date	Module & Topic	Assignments Due
Course Orientation		By Sunday at 11:59 p.m.: 1. Course Introductions
Week 1	Module 1: Introduction to Operations Management Functions and Strategies	By Thursday at 11:59 p.m.: 1. Module 1: Discussion Part A By Sunday at 11:59 p.m.: 2. Module 1: Discussion Assignment
Week 2	Module 2: Corporate Strategy	By Thursday at 11:59 p.m.: 1. Module 2: Discussion Assignment 1 Part A 2. Module 2: Discussion Assignment 2 Part A By Sunday at 11:59 p.m.: 1. Module 2: Discussion Assignment 1 2. Module 2: Discussion Assignment 2

Week 3	Module 3: Operations Strategies	<p>By Thursday at 11:59 p.m.: 1. Module 3: Discussion Assignment 1 Part A 2. Module 3: Discussion Assignment 2 Part A</p> <p>By Sunday at 11:59 p.m.: 1. Module 3: Discussion Assignment 1 2. Module 3: Discussion Assignment 2</p>
Week 4	Module 4: Performance Measurement	<p>By Thursday at 11:59 p.m.: 1. Module 4: Discussion Part A</p> <p>By Sunday at 11:59 p.m.: 1. Module 4: Discussion Assignment 2. Module 4: Group Problem Solving Assignment</p>
Week 5	Module 5: Process Analysis	<p>By Sunday at 11:59 p.m.: 1. Module 5: Short Paper</p>
Week 6	Module 6: Resource Management	<p>By Thursday at 11:59 p.m.: 1. Module 6: Problem Solving Discussion Part A</p> <p>By Sunday at 11:59 p.m.: 1. Module 6: Problem Solving Discussion Assignment</p>
<p>Spring Break 3/13-3/18</p>		
Week 7	Module 7: Technology in OM	<p>By Thursday at 11:59 p.m.: 1. Module 7: Discussion Part A</p> <p>By Sunday at 11:59 p.m.: 1. Module 7: Discussion 2. Module 7: Individual Paper Assignment 3. Module 7: Mid-Semester Survey</p>
Week 8	Module 8: Supply Chain Management (SCM)	<p>By Thursday at 11:59 p.m.: 1. Module 8: Discussion Part A</p> <p>By Sunday at 11:59 p.m.: 1. Module 8: Discussion 2. Module 8: PowerPoint Briefing</p>
Week 9	Module 9: Forecasting and Demand Planning	<p>By Thursday at 11:59 p.m.: 1. Module 9: Discussion Part A</p>

		By Sunday at 11:59 p.m.: 1. Module 9: Discussion 2. Module 9: Problem-Solving Demand Forecast Assignment
Easter Break 3/31-4/4		
Week 10	Module 10: Quality/Lean Management	By Thursday at 11:59 p.m.: 1. Module 10: Discussion Part A By Sunday at 11:59 p.m.: 1. Module 10: Discussion 2. Module 10: PowerPoint Briefing 2
Week 11	Module 11: Inventory Management	By Sunday at 11:59 p.m.: 1. Module 11: Problem Solving - Inventory Assignment
Week 12	Module 12: Facilities Management	By Thursday at 11:59 p.m.: 1. Module 12: Discussion Part A By Sunday at 11:59 p.m.: 1. Module 12: Discussion 2. Module 12: Group Case Study PowerPoint Briefing
Week 13	Module 13: Trends in Operations Management	By Thursday at 11:59 p.m.: 1. Module 13: Discussion Part A By Sunday at 11:59 p.m.: 1. Module 13: Discussion Assignment