

SP 24

Meeting days: Wednesdays	Instructor title and name: Matt Boyne
Meeting times: 5:30 to 8:15	Phone: 760.7158071
Meeting location: Mission Valley	E-mail: mboyne@pointloma.edu
Final Exam: May 1	Office location and hours: MV Wednesdays 3:00-5:00
Additional info:	Additional info: Call as needed

PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

Fermanian School of Business Mission

Character – Professionalism – Excellence – Relationships – Commitment - Innovation

As members of a vital Christian community, we strive to provide high quality business programs that equip students to make a positive impact in their workplace and community by connecting purpose to practice.

COURSE DESCRIPTION

This applications-based course focuses on the execution of a firm’s value proposition via an operational strategy to exceed customer expectations. Topics include business analytics, lean manufacturing and service management, enterprise resource systems and constant process improvement. In addition, the course explores the value stream design throughout the supply chain and integration of information technology across the enterprise.

COURSE LEARNING OUTCOMES

Students will:

- 1 Exhibit an understanding of operations management concepts and processes (PLO1 & C1).
- 2 Evaluate and apply continuous process improvement methods (PLO 2, 3 & C1).
- 3 Appraise historical and current applications of management systems for operations excellence (PLO 3).
- 4 Evaluate ethical impacts of operational decisions (PLO 5).
- 5 Present ideas through effective written and oral communication (PLO 6).

REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

- Please buy this [course pack from Harvard Publishing](#) (\$10) – Needed for assignment in week 15.

- Anupindi, R., Chopra, S., Deshmukh, S. D., Van, M. J. A., & Zemel, E. (2012). *Managing business process flows* (3rd). Pearson. Note MBPF as a short title.
 - A very affordable option can be found in this [Pearson eBook](https://www.pearson.com/store/p/managing-business-process-flows/P100002070877/9780137612512) (<https://www.pearson.com/store/p/managing-business-process-flows/P100002070877/9780137612512>)
- Please get a student subscription to the Wall Street Journal at [Student Digital Subscription for the WSJ](#)

Goldratt E. M. & Cox J. (2004). *The goal: a process of ongoing improvement* (3rd rev. ed. 20th anniversary). North River Press.

ASSESSMENT AND GRADING

<p><u>Sample assignment distribution by percentage:</u></p> <ul style="list-style-type: none"> • Weekly Team-Based Learning/Homework (550 pts) 55% • Individual Case (200 pts) 20% • Two Assessments (200 pts) 20% • Final Case Exam (150 pts) 15% 	<p><u>Sample grade scale:</u></p> <table> <tr> <td>A= (930-1,000 pts) 93-100%</td> <td>C= (730-769 pts) 73-76%</td> </tr> <tr> <td>A-= (900-929 pts) 90-92%</td> <td>C-= (700-729 pts) 70-72%</td> </tr> <tr> <td>B+= (870-899 pts) 87-89%</td> <td>D+= (670-699 pts) 67-69%</td> </tr> <tr> <td>B= (830-869 pts) 83-86%</td> <td>D= (630-669 pts) 63-66%</td> </tr> <tr> <td>B-= (800-829 pts) 80-82%</td> <td>D-= (600-629 pts) 60-62%</td> </tr> <tr> <td>C+= (770-799 pts) 77-79%</td> <td>F= (0-599 pts) 0-59%</td> </tr> </table>	A= (930-1,000 pts) 93-100%	C= (730-769 pts) 73-76%	A-= (900-929 pts) 90-92%	C-= (700-729 pts) 70-72%	B+= (870-899 pts) 87-89%	D+= (670-699 pts) 67-69%	B= (830-869 pts) 83-86%	D= (630-669 pts) 63-66%	B-= (800-829 pts) 80-82%	D-= (600-629 pts) 60-62%	C+= (770-799 pts) 77-79%	F= (0-599 pts) 0-59%
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INCOMPLETES AND LATE ASSIGNMENTS

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Incompletes will only be assigned under extremely unusual circumstances.

ARTIFICIAL INTELLIGENCE (AI) POLICY

You are allowed to use Artificial Intelligence (AI) tools (e.g, ChatGPT, iA Writer, Marmot, Botowski, etc.) in this course. Any work that utilizes AI-based tools must be clearly identified as such, including the specific tool(s) used. For example, if you use ChatGPT, you must cite ChatGPT including the version number, year, month and day of the query and the statement “Generated using OpenAI. <https://chat.openai.com/>”

CONTENT WARNING

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive various types of information. In [class name], all of the class content, including that which may be intellectually or emotionally challenging, has been intentionally curated to achieve

the learning goals for this course. The decision to include such material is not taken lightly. These topics include [list topics]. If you encounter a topic that is intellectually challenging for you, it can manifest in feelings of discomfort and upset. In response, I encourage you to come talk to me or your friends or family about it. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of [subject/major], and I will support you throughout your learning in this course.

TRIGGER WARNING

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive several types of information. In [class name], we will cover a variety of topics, some of which you may find triggering. These topics include [list topics]. Each time this topic appears in a reading or unit, it is marked on the syllabus. The experience of being triggered versus intellectually challenged are different. The main difference is that an individual must have experienced trauma to experience being triggered, whereas an intellectual challenge has nothing to do with trauma. If you are a trauma survivor and encounter a topic in this class that is triggering for you, you may feel overwhelmed or panicked and find it difficult to concentrate. In response, I encourage you to take the necessary steps for your emotional safety. This may include leaving class while the topic is discussed or talking to a therapist at the Counseling Center. Should you choose to sit out on discussion of a certain topic, know that you are still responsible for the material; but we can discuss if there are other methods for accessing that material, and for assessing your learning on that material. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of [subject/major], and I will support you throughout your learning in this course.

SPIRITUAL CARE

PLNU strives to be a place where you grow as a whole person. To this end, we provide resources for our graduate students to encounter God and grow in their Christian faith. At the Mission Valley (MV) campus we have an onsite chaplain who is available during class break times across the week. If you have questions for, desire to meet or share a prayer request please email mvchaplain@pointloma.edu.

In addition, on the MV campus there is a prayer chapel on the third floor which is open for use as a space set apart for quiet reflection and prayer.

LANGUAGE AND BELONGING

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision

and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

You may report an incident(s) using the [Bias Incident Reporting Form](#).

SEXUAL MISCONDUCT AND DISCRIMINATION

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the Title IX Office at pointloma.edu/Title-IX. Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu or find a list of campus pastors at pointloma.edu/title-ix.

GPS ACADEMIC RESOURCES

PLNU offers the following free academic resources virtually for Graduate Professional Studies (GPS) Students. Visit myPLNU through the links below for more information.

- **[The GPS Writing Center](#) offers:**
 - **Zoom Writers Workshops** offered each quad on a variety of helpful topics
 - **One-to-one appointments** with the Writing Coach
 - **Microlearning YouTube Video Library** for helpful tips anytime
 - **[Research Help Guide](#)** to help you start your research
 - The physical office is located on the third floor of the **[Mission Valley Regional Center](#)** off the student lounge
- **[Academic Writing Resources Course](#)**: Found on your Canvas Dashboard, this course is non-credit with 24/7 access, no time limits, and self-paced content. **[Watch a quick video run-through](#)** and take time now to explore!
- **[Tutoring](#)**: Students have access to 24/7 live or scheduled subject tutoring through Tutor.com, including a Paper Drop-Off Service with feedback within 12 hours.

We are here to support you! Contact us anytime: GPSWritingCenter@pointloma.edu

PLNU COPYRIGHT POLICY

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU ACADEMIC HONESTY POLICY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See

[Graduate Academic and General Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

During the first week of class, you will be asked to submit an Academic Honesty Verification Statement. Submitting the statement is a requirement of this course. By submitting the Academic Honesty Verification Statement, you will be verifying all assignments completed in this course were completed by you. Carefully review the Academic Honesty Statement below.

Statement: “In submitting this form, I am verifying all the assignments in this course will be completed by me and will be my own work.”

PLNU ACADEMIC ACCOMMODATIONS POLICY

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student’s eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan (“AP”) to all faculty who teach courses in which the student is enrolled each semester.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course and/or if they do not wish to utilize some or all of the elements of their AP in that course.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student’s responsibility to make the first contact with the EAC.

COURSE MODALITY DEFINITIONS

- 1. In-Person:** Course meetings are face-to-face with no more than 25% online delivery.
- 2. Online:** Coursework is completed 100% online and asynchronously.
- 3. Online Synchronous:** Coursework is completed 100% online with required weekly online class meetings.
- 4. Hybrid:** Courses that meet face-to-face with required online components.

PLNU ATTENDANCE AND PARTICIPATION POLICY

Face-to-Face MBA/MAOL Courses:

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. Therefore, regular attendance and participation in each course are minimal requirements.

If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an “F” grade.

Students who anticipate being absent for an entire week of a course should contact the instructor in advance for approval and make arrangements to complete the required coursework and/or alternative assignments assigned at the discretion of the instructor. Acceptance of late work is at the discretion of the instructor and does not waive attendance requirements.

Refer to [Academic Policies](#) for additional detail.

FINAL EXAMINATION POLICY

Successful completion of this class requires taking the final examination **on its scheduled day**. No requests for early examinations or alternative days will be approved.

COURSE SCHEDULE AND ASSIGNMENTS

Checklist:

Week 1 (1/10) Read *The Goal* (TG) Chapters 1-6 and do the homework assigned, due 9/5.

Week 2 (1/17). Information Systems Module due 1/22. Please read Chapter 1 Managing Business Process Flows (MBPF).

Week 3 (1/24) Case Homework, Quiz in Class, Listen to Pod-Cast, Read Chapter 2 of MBPF and Chapters 7-15 of TG. Submit 1-page outline of your Individual Case Study due using OWL Memo Format.

Week 4 (1/31) Case Homework, Quiz in Class, Listen to Pod-Cast, Read Chapter 3 of MBPF and Chapters 16-25 of TG.

Week 5 (2/7) Case Homework, Quiz in Class, Listen to Pod-Cast, Read Chapter 4 of MBPF and Chapters 26-36 (Appendix) of TG.

Week 6 (2/14) Case Homework, Assessment/Quiz in Class, Listen to Pod-Cast, Read Chapter 5 of MBPF and provided article by Amy Edmonson.

Week 7 (2/21) Harvard Course Pack Everest Teaming Simulation Review for Week 15 Prep.

Week 8 (2/28) In class open book midterm.

Off March 4-8

Week 9 (3/6) Case Homework, Quiz in Class, Listen to Pod-Cast, Read Chapter 6 of MBPF and notes on Value Stream Mapping (VSM)

Week 10 (3/20) Case Homework, Quiz in Class, Listen to Pod-Cast, read Chapter 8 MBPF and video of VSM

Week 11 Off Easter

Week 12 (4/3) Case Homework, Quiz in Class, Listen to Pod-Cast, read Chapter 9 MBPF and Chapter 4 of VSM

Week 13 (4/10) Case Homework, Quiz in Class, Listen to Pod-Cast, read Chapter 10 MBPF and Chapter 5 LSS

Week 14 (4/17) Case Homework, Quiz in Class, Listen to Pod-Cast, read course pack case study on Vemeer Value Stream Supply Chain and Chapter 6 of VSM. Individual case due 4/28 in OWL Format for Memos.

Week 15 (4/24) Everest Case Simulation in Class

Week 16 (5/1) In class final, open note and source.