

Chiang Kai Shek College

菲律賓中正學院

CKS COLLEGE

INSTITUTIONAL VISION-MISSION

Education for excellence, geared towards a united Filipino-Chinese community equipped with the basic academic skills, wisdom, and the virtues of propriety, righteousness, incorruptibility and honor, committed to nation building and international concern.

CORE VALUES

Chiang Kai Shek College challenges stakeholders to lead their lives in accordance to the four Confucian virtues:

- L (禮, propriety, proper rite)
- Yì (義, righteousness or justice)
- Lían (廉, incorruptibility)
- Chí (恥, honor, sense of shame)

Concomitant to attaining these values are the cultivation and sustenance of the holistic approach to education, an all-around development in five domains:

- Dé (德, moral)
- Zhì (智, intellectual)
- T (體, physical)
- Qún (群, team spirit)
- M i (美, aesthetic)

Based on these Confucian moral values, CKS College simplifies its Core Values as follows:

- Relevant Education
- Good Character
- Committed Service

COLLEGE VISION STATEMENT

To become the preferred Filipino-Chinese college that offers high quality, learner-centered, and outcome-based education to future entrepreneurs, professionals, and managers in the fields of business, IT, and education.

COLLEGE MISSION STATEMENT

CKS College is a preeminent Filipino-Chinese college that seeks to grow, educate, and train future entrepreneurs and leaders who will make significant contributions to society.

It endeavors to create a learning environment that balances theory with practice, so as to equip students with the necessary knowledge, skills, and values that will enable them to succeed in their respective fields.

In partnership with CKS College faculty, staff, and administration, and through stronger linkages with various organizations, CKSC alumni, businessmen, and professionals, it shall continuously make its degree programs more adaptive and relevant to changing educational, social, technological, and business environments, thereby bridging the gap between academe and industry.

It shall supply various sectors with capable, competent, and pro-active educators, accountants, managers, marketers, IT experts, and entrepreneurs who shall be known for their commitment, excellence, passion, and integrity.

CKS COLLEGE INSTITUTIONAL OBJECTIVES

1. To train bright and capable leaders of society
2. To prepare people for the task of building a better and stronger nation
3. To harvest and share great ideas from Eastern and Western cultures
4. To enhance friendship and understanding between Filipinos and Chinese

PROGRAM OUTCOMES (PO)

1. Common to All Programs

- 1.1 Recognize and examine the trends and developments in one's field of specialization.
- 1.2 Effectively communicate orally and in writing using English, Filipino, mother tongue language, and an appropriate Foreign Language required by the industry.
- 1.3 Work effectively and independently in multi-disciplinary and multi-cultural teams.
- 1.4 Act in recognition of professional, social, and ethical responsibilities.
- 1.5 Preserve and promote Filipino historical heritage and cultural values.
- 1.6 Engage in ongoing, voluntary, and self-motivated pursuit of knowledge (lifelong learning).
- 1.7 Demonstrate the values of propriety, righteousness, incorruptibility, and honor.

2. Common to the Business and Management Discipline

- 2.1 Perform the basic management functions, such as planning, organizing, staffing, leading, and controlling.
- 2.2 Apply proper decision making tools to critically, analytically, and creatively solve problems and drive results.
- 2.3 Apply the basic concepts that underlie each of the functional areas of business (marketing, finance, human resources management, production and operations management, information technology, and strategic management) and employ these concepts in various business situations.
- 2.4 Apply information and communication technology (ICT) skills as required by the business environment.
- 2.5 Work effectively with other stakeholders and manage conflict in the workplace.
- 2.6 Employ entrepreneurial skills in planning and implementing business activities.
- 2.7 Demonstrate high personal moral and ethical standards, organizational citizenship, and corporate social responsibility.

3. Specific to the Business Administration Program

- 3.1 Acquire, analyze, and synthesize business and industry data for strategic and operational decision-making and to devise innovative business ideas.
- 3.2 Engage in business research by identifying, analyzing, and solving business problems and applying appropriate quantitative and qualitative tools and frameworks.
- 3.3 Define and formulate relevant corporate, business, functional-area, and operational plans and strategies for economic sustainability.
- 3.4 Manage and coordinate people, business processes, and business resources.
- 3.5 Demonstrate effective oral and written communication skills in various business contexts.
- 3.6 Employ critical thinking skills to evaluate the practical implications of organizational policies, decisions, and strategy.
- 3.7 Recommend ethical behaviors, promote corporate social responsibility, and engage in social enterprise.

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COURSE SYLLABUS

<p>Course Code : PROMAN/ BMOPMG Course Title : Production Management Credit : 3.0 Units Instructor : _____ Class Day : _____ Class Time : _____ Classroom : _____ Consultation Schedule : _____</p>	<p>Course Description:</p> <p>This course gives an overview of the techniques, methods, and processes involved in production management. Emphasis is on managerial processes necessary for effective operations in both goods-producing and service-rendering organization. Topics include operations strategy, process design, capacity planning, facilities location and design, production scheduling, inventory control, quality control, and project management.</p>
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Course Outcomes	Program Outcomes Addressed by the Course Outcomes
Identify concepts, applications, and trends in operations management and establish fundamental knowledge of operations management—i.e., strategy, forecasting, capacity management, and quality management.	2.2 Apply proper decision making tools to critically, analytically, and creatively solve problems and drive results. 3.6 Employ critical thinking skills to evaluate the practical implications of organizational policies, decisions, and strategy.
Explore the field of operations management and understand how operations function fits into overall organization’s mission and goals.	2.2 Apply proper decision making tools to critically, analytically, and creatively solve problems and drive results. 3.1 Acquire, analyze, and synthesize business and industry data for strategic and operational decision-making and to devise innovative business ideas. 3.2 Engage in business research by identifying, analyzing, and solving business problems and applying appropriate quantitative and qualitative tools and frameworks.
Gain global awareness and appreciate the significance and roles of operations management in areas such as global operations, outsourcing, and supply chains.	2.2 Apply proper decision making tools to critically, analytically, and creatively solve problems and drive results. 3.2 Engage in business research by identifying, analyzing, and solving business problems and applying appropriate quantitative and qualitative tools and frameworks. 3.3 Define and formulate relevant corporate, business, functional-area, and operational plans and strategies for economic sustainability.
Identify the key components of product and service design, and apply ways to improve reliability in design decisions.	2.1 Perform the basic management functions, such as planning, organizing, staffing, leading, and controlling. 2.5 Work effectively with other stakeholders and manage conflict in the workplace. 3.4 Manage and coordinate people, business processes, and business resources. 3.6 Employ critical thinking skills to evaluate the practical implications of organizational policies, decisions, and strategy.

Course Outcomes	Program Outcomes Addressed by the Course Outcomes
Develop written and oral communication skills, apply quantitative analysis, enhance computer usage, and employ critical thinking.	2.3 Apply the basic concepts that underlie each of the functional areas of business (marketing, finance, human resources management, production and operations management, information technology, and strategic management) and employ these concepts in various business situations. 2.6 Employ entrepreneurial skills in planning and implementing business activities. 3.3 Define and formulate relevant corporate, business, functional-area, and operational plans and strategies for economic sustainability. 3.5 Demonstrate effective oral and written communication skills in various business contexts.
Practice problem solving/analysis through cases in operations management.	2.2 Apply proper decision making tools to critically, analytically, and creatively solve problems and drive results. 2.6 Employ entrepreneurial skills in planning and implementing business activities. 3.5 Demonstrate effective oral and written communication skills in various business contexts.
Develop communication and leadership skills.	2.4 Apply information and communication technology (ICT) skills as required by the business environment. 3.5 Demonstrate effective oral and written communication skills in various business contexts.

Course Requirements:

-) Class Participation. Attendance to all lectures and required alternative activities is highly encouraged. Students are expected to actively participate in discussions and to be respectful of each other’s views, opinions, and insights. It is part of the student’s responsibility to prepare for each class session by reading the assigned materials (textbook, references, journals, websites, hand-outs, etc.), as indicated in the Course Plan.
-) Quizzes. Pre-discussion and post-discussion quizzes shall help assess student learning on a more regular basis. Such quizzes are unannounced. Pre-discussion quizzes shall help assess how well the student prepared for the session. They shall help students develop lifelong learning skills. Post-discussion quizzes shall help assess how much students learned from lectures and classroom discussions.
-) Long Exams. Two long exams shall be administered before midterms and another two shall be administered after midterms. The schedule for the long exams are indicated in the Course Plan.
-) Midterm & Final Exams. The Midterm and Final Exams shall be comprehensive and shall be administered as per the schedule set by the CKS College HEI Deans’ Council.
-) Case Analysis. Students shall be assigned to groups and each group shall be assigned a case to work on. Written case reports shall be submitted prior to midterms. Students are required to follow the format provided. The schedules for case presentations and defense are indicated in the Course Plan. Cases are selected and assigned to help students gain a deeper understanding of concepts learned as they observe, analyze, and critique how companies design, implement, and monitor strategies.
-) Project. The end-of-term project is an important course output which will give the student an opportunity to synthesize and apply various lessons learned in the course. Proper presentation skills and proper use of presentation materials should also be exhibited during the oral presentation and defense.

Grading System:	
Midterm Class Standing	= Quizzes & Exams *70% + Recitation *30%
Midterm Grade	= Midterm Class Standing *60% + Midterm Exam * 40%
Final Class Standing	= Quizzes & Exams Before & After Midterms * 50% + Recitation Before & After Midterms * 20% + Project or Research Output *30%
Final Grade	= Final Class Standing * 60% + Midterm Exam * 20% + Final Exam * 20%

Grade Score Equivalent (GSE):			
Rating	GSE	Rating	GSE
98 to 100	1.00	77 to 79	2.75
95 to 97	1.25	75 to 76	3.00
92 to 94	1.50	< 75	5.00
89 to 91	1.75	No Grade	NG
86 to 88	2.00	Authorized	AW
83 to 85	2.25	Withdrawal	
80 to 82	2.50		

Textbook:

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Articles and Journals:

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-) *How retailers can graduate from tracking to managing inventory*. (2017). Stitch Labs. Retrieved from <https://www.stitchlabs.com/learning-center/retailers-can-graduate-tracking-managing-inventory/>
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Course Plan:

Week	Inclusive Date/s	Learning Outcome/s	Topic/s	Reference/s	Teaching-Learning Activities	Assessment Methods
1		<ul style="list-style-type: none">) Define operations management.) Identify the three major functional areas of organizations and describe how they interrelate.) Discuss the historical evolution of operations management.) Describe the key aspects of operations management decision making.) Identify current trends that affect operations management. 	<ul style="list-style-type: none">) Introduction to Operations Management 	<ul style="list-style-type: none">) Suggested Readings: <ul style="list-style-type: none"> o Stevenson, Chapter 1 o Heizer, Chapters 1 & 2) Article/s: <ul style="list-style-type: none"> o Globalization and Operations Management o Effects of Globalisation on Operations Management 	<ul style="list-style-type: none">) Class Discussion) House Rules) Discussion of Learning Contract) Grouping 	<ul style="list-style-type: none">) Recitation) Sharing of Concept
2		<ul style="list-style-type: none">) List and briefly discuss the primary ways that business organizations compete.) List five reasons for the poor competitiveness of some companies.) Define the term strategy and explain why strategy is important for competitiveness.) Contrast strategy and tactics.) Discuss and compare organization strategy and operations strategy, and explain why it is important to link the two. 	<ul style="list-style-type: none">) Competitiveness and Strategy 	<ul style="list-style-type: none">) Suggested Readings: <ul style="list-style-type: none"> o Stevenson, Chapter 2) Article/s: <ul style="list-style-type: none"> o Agile Manufacturing (www.ford.com) o Gaining Competitive Advantage through Operations and Supply Chain Management 	<ul style="list-style-type: none">) Lecture) Class Discussion) Case: <ul style="list-style-type: none"> o Hazel 	<ul style="list-style-type: none">) Recitation) Quiz

Week	Inclusive Date/s	Learning Outcome/s	Topic/s	Reference/s	Teaching-Learning Activities	Assessment Methods
		<ul style="list-style-type: none">) Describe and give examples of time-based strategies. 		<ul style="list-style-type: none"> o What is Competitive Advantage? Three Strategies that Work 		
3		<ul style="list-style-type: none">) Define the term productivity and explain why it is important to organizations and to countries.) List some of the reasons for poor productivity and some ways of improving it. 	<ul style="list-style-type: none">) Productivity 	<ul style="list-style-type: none">) Suggested Readings: <ul style="list-style-type: none"> o Stevenson, Chapter 2) Article/s: <ul style="list-style-type: none"> o Time-Based Innovation (www.mitsubishi.com) o 15 Ways to Increase Productivity at Work o Google: 10 Decisions of Operations Management, Productivity o Starbucks Coffee's Operations Management: 10 Decisions, Productivity 	<ul style="list-style-type: none">) Lecture) Class Discussion) Worksheet: <ul style="list-style-type: none"> o Computation of Productivity and Multi-factor Productivity) Case: <ul style="list-style-type: none"> o An American Tragedy: How a Good Company Died 	<ul style="list-style-type: none">) Recitation) Case Presentation: <ul style="list-style-type: none"> o Hazel
4		<ul style="list-style-type: none">) Explain the strategic importance of product and service design.) List some key reasons for design or redesign.) Identify the main objectives of product and service design.) Discuss the importance of standardization.) Discuss the importance of legal, ethical, and environmental issues in product and service design.) Briefly describe the phases in product design and development. 	<ul style="list-style-type: none">) Product and Service Design 	<ul style="list-style-type: none">) Suggested Readings: <ul style="list-style-type: none"> o Stevenson, Chapter 4 o Heizer, Chapter 5) Article/s: <ul style="list-style-type: none"> o Manager's Journal: When Customer Research is a Lousy Idea (www.sony.com) o Importance of Product and Service Design o How to Design a Better Customer Experience o Apple's Product Development Process – Inside the World's Greatest Design Organization o The Principles of Service Design Thinking - Building Better Services o 10 Timeless Commandments for Good Design 	<ul style="list-style-type: none">) Lecture) Class Discussion) QFD Model 	<ul style="list-style-type: none">) Recitation) Quiz) Case Presentation: An American Tragedy: How a Good Company Died) Presentation of QFD Model
5		<ul style="list-style-type: none">) Describe some of the main sources of design ideas.) Name several key issues in manufacturing design.) Name several key issues in service design.) Name the phases in service design.) List the characteristics of well-designed service systems.) Name some of the challenges of service design. 				

Week	Inclusive Date/s	Learning Outcome/s	Topic/s	Reference/s	Teaching-Learning Activities	Assessment Methods
6		<ul style="list-style-type: none">) Explain the importance of capacity planning.) Discuss ways of defining and measuring capacity.) Describe the determinants of effective capacity.) Discuss the major considerations related to developing capacity alternatives.) Briefly describe approaches that are useful for evaluating capacity alternatives	) Strategic Capacity Planning for Products and Services	<ul style="list-style-type: none">) Suggested Readings: <ul style="list-style-type: none"> o Stevenson, Chapters 4 o Heizer, Supplement 7) Article/s: <ul style="list-style-type: none"> o Riga Landfill Strains to Survive (www.gm.com) o The 3 Steps of Capacity Planning and How They Apply to Your Business o Tips to Overcome Capacity Planning Challenges 	<ul style="list-style-type: none">) Lecture) Class Discussion) Worksheet: <ul style="list-style-type: none"> o Capacity Planning o Efficiency Requirements o Breakeven Analysis o Competitive Breakdown Analysis 	<ul style="list-style-type: none">) Recitation) Quiz) Problem Solving
7						
8		<ul style="list-style-type: none">) Explain the strategic importance of process selection.) Describe the basic processing types.) Explain the need for management of technology.) Describe the basic layout types.) List the main advantages and disadvantages of product layouts and process layouts.) Develop simple process layouts.) Explain the importance of work design.) Briefly describe the two basic approaches to job design. Discuss the advantages and disadvantages of specialization.) Discuss the impact of working conditions on job design.) Contrast time and output pay systems.	) Process Selection and Facility Layout	<ul style="list-style-type: none">) Suggested Readings: <ul style="list-style-type: none"> o Stevenson, Chapter 6 o Heizer, Chapters 9 & 10) Article/s: <ul style="list-style-type: none"> o Electric Car Drives Factory Innovations (www.gm.com) o How a Facility's Layout Impacts Efficiency and Productivity 	<ul style="list-style-type: none">) Lecture) Class Discussion) Group Exercise: <ul style="list-style-type: none"> o Observe typical local supermarkets. Observe, assess, and create each group's preferred supermarket design to maximize sales. 	<ul style="list-style-type: none">) Recitation) Quiz
9						) Midterm Exam
10		<ul style="list-style-type: none">) List some of the main reasons organizations need to make location decisions.) Explain why location decisions are important.) Discuss the options that are available for location decisions.	) Location Planning and Analysis	<ul style="list-style-type: none">) Suggested Readings: <ul style="list-style-type: none"> o Stevenson, Chapter 8 o Heizer, Chapter 8) Article/s: <ul style="list-style-type: none"> o Electric Car Drives 	<ul style="list-style-type: none">) Lecture) Class Discussion) Worksheet: <ul style="list-style-type: none"> o Locational Cost-Profit-Volume Analysis 	<ul style="list-style-type: none">) Recitation) Problem Solving
11						
12		<ul style="list-style-type: none">) Explain why quality is important and describe the consequences of poor quality.) Identify the determinants of quality.) Describe the costs associated with quality.	) Management of Quality	<ul style="list-style-type: none">) Suggested Readings: <ul style="list-style-type: none"> o Stevenson, Chapter 9 o Heizer, Chapter 6) Article/s: <ul style="list-style-type: none"> o Quality Management for the Future 	<ul style="list-style-type: none">) Lecture) Class Discussion) Case Analysis 	<ul style="list-style-type: none">) Recitation) Quiz) Submission of Supermarket Design

Week	Inclusive Date/s	Learning Outcome/s	Topic/s	Reference/s	Teaching-Learning Activities	Assessment Methods
				<ul style="list-style-type: none"> o Quality Management and its Role in Improving Service Quality in Public Sector 		
13		<ul style="list-style-type: none">) Describe some of the current quality awards.) Discuss the philosophies of quality gurus.) Describe TQM.) Describe and use various quality tools.	) Quality Control	<ul style="list-style-type: none">) Suggested Readings: <ul style="list-style-type: none"> o Stevenson, Chapter 10) Article/s: <ul style="list-style-type: none"> o Total Quality Management (TQM) and Quality Improvement o Quality Management, History, Gurus, TQM, Process Improvement, etc. o Quality Gurus o Quality Gurus and their Key Contributions o 2017-2021 PQA Business Criteria for Performance Excellence 	<ul style="list-style-type: none">) Lecture) Class Discussion) Caselet: <ul style="list-style-type: none"> o Production Management and Analysis: SHEENA 	<ul style="list-style-type: none">) Recitation) Quiz
14		<ul style="list-style-type: none">) Explain what a supply chain is, its benefits, objectives, and elements.) Explain the increasing importance of outsourcing.	) Inventory Management Fundamentals	<ul style="list-style-type: none">) Suggested Readings: <ul style="list-style-type: none"> o Stevenson, Chapter 13 o Heizer, Chapters 11 & 12) Article/s: <ul style="list-style-type: none"> o Inventory Management in the Age of Big Data o How Retailers can Graduate from Tracking to Managing Inventory o Apple's iPhone: Designed in California but Manufactured Fast All Around the World 	<ul style="list-style-type: none">) Lecture) Class Discussion) Worksheet <ul style="list-style-type: none"> o Different Tools in Inventory Management: ABC System, JIT, EOQ, MRP 	<ul style="list-style-type: none">) Recitation) Quiz
15		) Discuss the importance of scheduling in production planning and control.	) Scheduling	<ul style="list-style-type: none">) Suggested Readings: <ul style="list-style-type: none"> o Stevenson, Chapter 16 o Heizer, Chapter 15) Article/s: <ul style="list-style-type: none"> o Types of Scheduling in Production Planning and Control 	<ul style="list-style-type: none">) Lecture) Class Discussion) Caselet: <ul style="list-style-type: none"> o Production Management and Analysis: Wegmans Food Markets 	<ul style="list-style-type: none">) Recitation) Quiz
16		) Determine the desired inventory level, the resources (equipment, labor, and materials) needed in each	) Project Management	<ul style="list-style-type: none">) Suggested Readings: <ul style="list-style-type: none"> o Stevenson, Chapter 17 	<ul style="list-style-type: none">) Lecture) Class Discussion 	<ul style="list-style-type: none">) Recitation) Quiz

Week	Inclusive Date/s	Learning Outcome/s	Topic/s	Reference/s	Teaching-Learning Activities	Assessment Methods
		period, and .the availability of the resources needed.		<ul style="list-style-type: none"> o Heizer, Chapter 3) Article/s: <ul style="list-style-type: none"> o Project Management for Non-Project Managers		) Caselet Presentation: <ul style="list-style-type: none"> o Production Management and Analysis: Wegmans Food Markets
17						) Oral Presentations
18						) Final Exam

Course Policies:

Academic Integrity	CKSian values include propriety, righteousness, incorruptibility, and honor. Students should exercise such values both inside and outside the classroom. Students are expected to value the importance of education and should recognize that such involves hard work and sacrifice. Academic dishonesty— whether in the form of plagiarism (intentional or unintentional), cheating in exams and assignments, non-contribution to the group project, or the like— shall not be tolerated and shall strictly be subjected to the penalties indicated in the CKS College Student Handbook.
Tardiness	A student who incurs more than 12 hours of absences or twenty (20) percent of the prescribed number of class periods during the semester would be given a failing grade and given no credit for the course or subject. A student may be accepted in class even if he/she arrives late provided that it is not more than 25% of the class/session. A recorded tardiness is considered 1/3-absence, which if added to two other recorded tardiness will be equivalent to a full absence recorded against a student.
Use of Mobile Devices	Once inside the classroom, the student is expected to focus on his role as a learner. Distractions should be avoided. Students are not allowed to use mobile phones, tablets, or other gadgets in class. Mobile phones should be switched off or placed in silent mode.
Make-Up Quizzes/ Exams	No make-up quiz shall be given to a student who is absent for the class period. For pre-discussion quizzes administered at the beginning of the class period, students are not allowed to enter the classroom in the middle of the quiz. Latecomers are advised to wait outside the classroom until the students present are finished taking the quiz. No make-up quiz shall be given to latecomers. For long exams, make-up exams may be given only upon presentation of an approved Application for Excuse Absence. For students who are unable to take the Midterm or the Final Exams, an approved Application for Excuse Absence and an approved Application for Special Examination should be submitted to the instructor before the make-up exam can be scheduled and administered.
Group Contribution in Project/s	The groupings for the project/s shall be determined at the beginning of the semester. Once assigned to a group, students shall not, under any circumstance, be allowed to switch groups. Students are expected to exercise teamwork and contribute meaningfully to the group project. A duly accomplished peer evaluation form shall be submitted by each group member along with the group’s written report.
Consultation	If needed, students are highly encouraged to schedule consultation with the faculty within the consultation schedule provided. Such shall be conducted at the consultation area in the CKS College Faculty Room.
Others	Both student and faculty are responsible for maximization of class contact hours to ensure satisfaction of course learning outcomes. Once the class period has started, no one is allowed to leave the classroom, unless officially requested by the Administration Office and/or allowed by the instructor. Leaving the classroom at any time within the scheduled class period, whether for short or extended periods of time, is strongly discouraged. Students should go to the toilet before or after class, or during the scheduled break within 3-hour class periods.

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