



Course Outline 2017

BUSMGT 724: Global Operations Management (15 points)

Quarter 3 (1176)

Course Prescription

Advanced analysis of global operations management. Evaluates the design, management, and improvement of operations in goods and services organisations and critiques strategies to improve global supply chain performance.

Programme and Course Advice

Prerequisite: 60 points from BUSMGT 711-714 with at least a B- average

Goals of the Course

Operations Management deals with the *processes* through which organisations create and distribute products and services (outputs), utilising resources including labour, materials, equipment, capital, information, and technology (inputs). These processes must be designed, controlled, and improved to meet a variety of performance objectives, taking into account constraints and uncertainty in the internal and external environment.

The goals of the course are for students to be able to:

- understand and analyse the role of operations and supply chain management – in both domestic and global (international and cross-border) contexts;
- understand key trade-offs involved in operations and supply chain management and how they relate to an organisation's strategy and competitive position; and
- utilise key concepts, models, and tools to formulate and justify recommendations to improve operations and supply chain processes.

Learning Outcomes

By the end of this course it is expected that the student will be able to:

1. explain the key concepts of operations strategy and justify how operations and supply chain management can be used to improve the competitive position of manufacturing and service organisations;
2. identify and analyse methods to match capacity and demand of products and services to improve performance - particularly in the face of uncertainty;
3. generate and critique methods and implementation of quality management and process improvement - using concepts such as lean thinking and six sigma;
4. identify supply chain and inventory management issues and provide conceptual (methods and ideas) and analytical (modelling) approaches to deal with them effectively (e.g., reducing working capital requirements and/or improving customer service);
5. through independent research, articulate important linkages between operations and supply chain management and other areas of the firm: in particular human resources, marketing, and finance.

Content Outline

Week 1	Introduction, Frameworks and Operations Strategy
Week 2	Operations Strategy
Week 3	Quality Management
Week 4	Process Management
Week 5	Lean Operations and Just-in-Time
Week 6	Capacity and Constraint Management
Week 7	Demand Management and Inventory Management
Week 8	Inventory Management
Week 9	Supply Chain Management
Week 10	Supply Chain Management and Course Review

Learning and Teaching

The course will show how operations in manufacturing and services should establish strategy and manage resources and processes along with supply chain interactions. By utilising frameworks and tools and thinking critically and creatively, operations can solve practical problems and generate innovative ideas to establish valuable organizational capabilities (including those providing sustainable competitive advantage) that are aligned with business strategy, and integrated with marketing, people, information systems, and finance.

A variety of instructional methods will be employed, including lecture, case discussion, worked examples, simulations, and video (some for a “flipped classroom”). The course content presents both practice (from case studies and class examples) and contemporary research (primarily from journal articles) in Operations Management and closely-related fields. Five cases in the course represent a variety of industries and geographical focus.

The class will meet from 2:30-4:30pm on Wednesday afternoons for a plenary session in Case Room 1 (260-005), and from 9:00-11:00am on Friday mornings for a TBL/tutorial session in 260-215. Recordings of all sessions (except for case studies and simulation feedback) will be provided.

Preparation

Students should be prepared to spend around seven hours per week on activities related to this course. These activities include carrying out the required readings and assignments, engaging with about 7 hours of video material (of content and worked examples in a “tutorial” format), working through numerous examples (most from previous tests and assignments), participating in the simulations, and preparing for the test.

It is essential to have read and reflected on the prescribed material before each session to ensure class discussion is well informed and productive. The time between the end of class on Wednesday afternoon and the start of class on Friday morning each week is particularly important to cover the worked examples (written and video format), on CANVAS (including video material). For cases, you should also make notes on your answers to the questions provided on CANVAS.

Feedback – both ways

I endeavour to provide feedback on all submissions/tests within one week at the most. This feedback should prove helpful for subsequent assessment. I am happy to correspond via e-mail, phone, skype or in person.

Student feedback will be sought throughout the course – informally, via evaluation, and student representatives. I also welcome questions you may have after any session. Where appropriate I will answer these for the whole class in a subsequent session, and the best ones will be recognized as a contribution to the class discussion. I welcome contributions

– questions, comments, critique, etc. – to the class discussion, and encourage e-mailing me to help with your learning experience.

I encourage you to make use of my office hours – concerning questions about the course material at any level (whether you're struggling, want feedback on your learning, or want to be extended). To make things easier you might like to bring (or email me) a question to start the conversation, or something in your experience that pertains to the course.

Teaching Staff

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Learning Resources

The following text is **optional**: Cachon, G., and Terwiesch, C. (2013) Matching Supply with Demand: An Introduction to Operations Management (3rd Ed). Irwin - McGraw Hill: New York (ISBN 978-0-07-352520-4). Digital copies are available for purchase or rent at amazon.com, or for purchase from <http://www.mheducation.com.au/9781308166483-aus-cust-ebook-matching-supply-with-demand>. Paperback copies are available for around NZ\$80 with free shipping from <http://www.bookdepository.com/Matching-Supply-with-Demand-Introduction-Operations-Management-Gerard-Cachon/9780071326223>.

There are also copies in the General and Engineering Libraries as well as a short loan (3 day) copy in the Kate Edgar Information Commons. It will be helpful to get you "up to speed" before the classes, and to provide greater detail to improve understanding.

Cases, articles, and chapters listed in the Detailed Course Schedule provide fundamentals, applications, illustrations, and extensions. The case study questions (see CANVAS) should be contemplated before the appropriate class. I recommend that, for each chapter and journal article, you record (e.g., on a single sheet of paper) the key issues, features (positive and negative), and perhaps a question you would like answered in class.

As a reference source you may like to refer to the APICS Operations Management Body of Knowledge (free download at www.apics.org/ombok) or the glossary at <http://www.lindo.com/library/glossary.pdf>. For some good discussion on current topics in operations management take a look at www.operationsroom.wordpress.com and <http://www.oprules.com/>. There is a list of some good Operations Management blogs at http://www.poms.org/om_blogs/.

Information on assignments, copies of lecture slides, case studies, sample questions, worked examples, and course readings will be distributed electronically on CANVAS.

Assessment

The broad relationship between these assessments and the course learning outcomes is as follows:

Learning Outcome	Group Case	Individual Assignment	Group Simulation	Final Test
1	X	X	X	X
2		X	X	X
3				X
4			X	X
5			X	X

Assessment Type	Final Grade Weight %	Exact Time/Date	Conditions	Duration
Report	12.5%	9pm Friday July 07	Group	-
Assignment	25%	9pm Friday Jul 21	Individual	-
Simulation	12.5%	9am Friday August 11	Group	2 hours
Final Test	50%	Friday evening, August 25	Individual; Open Book	2 hours
Total	100 %			

Group Report (12.5%)

Applying and reflecting on the material in the first two weeks. To be submitted on CANVAS. Your report must state on the cover what contribution each team member made. In your name appearing on the cover, you are acknowledging that you have contributed approximately equally to the report. The specification, questions, and grading rubric are on CANVAS.

Individual Assignment (25%)

This provides a setting for testing your understanding of course content with respect to a specific business decision. The specifications, questions, and the grading sheet are on CANVAS.

Group Simulation (12.5%)

The Littlefield Labs simulation will be run on Friday morning of Week 8. In the days beforehand your group should meet to discuss your strategy. Further details will be provided on CANVAS. Your grade will be comprised of two portions: (i) a document answering some questions about your team's plan/strategy (to be submitted on CANVAS before the simulation runs) [5%], and your team's final cash position [7.5%] (The top performing group will receive 100% for the second component, with the marks for the other groups a linear function of the highest cash position).

Final test (50%)

The final test is a 2 hour open book test at the end of Week 10. It will cover material throughout the course, and include application and integration of concepts, and provide an opportunity to demonstrate your ability to think strategically and creatively under pressure, and as such will reward thoughtful reading, and ability to see connections between content areas, especially with operations strategy. You may bring your notes, documents posted on CANVAS, and the textbook (annotations allowed). You should bring a calculator (but it may not have text storage capability). Examinable material includes all material covered in class (including cases), along with assigned readings, cases, and coursework. No devices capable of any form of communication (this includes cell phones) are permitted in the tests.

The venue for the tests will be confirmed in class time and posted on CANVAS. Where necessary, students should discuss with the Programme Office Student Advisors. An

application for medical or compassionate consideration should be made to Registry (through Student Health or Counselling Services) within one week of the test.

A mock test will be available in Week 6. It is imperative that you attempt the test questions prior to seeing the model answers/commentary I will provide closer to the test date.

Assignment Submission

All assignments are to be submitted via CANVAS in Word or pdf format. No hard copy is required. For the group reports, the nominated leader should submit the assignment on CANVAS by the due date. Full names and University ID number must be clearly displayed on all submissions. Late assignments will receive a 5% (absolute) reduction in grade per day (full or part), until the class in which the assignment/case solutions are discussed (when they will receive zero). Note that you have access to Grammarly, and a team of specialist Business Communication Professional Teaching Fellows is available to provide formative feedback of assignments submitted no later than 24 hours before the deadline.

Group formation

The groups for the case study report and simulations should have 4 members, with at least two undergraduate degree faculties (e.g., Business/Commerce, Arts, Science, Engineering, Law) and ideally at least two nationalities represented. The nominated leader of each group should submit the sign-up sheet in class on Wednesday June 28th, with (i) the group member names, (ii) the group name (this will be used to register you for the simulation). Students not in a group of 4 students by that time will be assigned to a group. For the TBL/tutorial sessions you are advised to sit in your groups, but you may choose to move around.

Detailed Course Schedule

	Date	Topic	Required Readings, cases, and videos ¹	Optional Text reading ²
1	Jun 21	Introduction, Frameworks, and Operations Strategy	Laseter (2009)	1.1
	Jun 23			
2	Jun 28	Operations Strategy	PWC (2015)	
	Jun 30		Case: Southwest Airlines (2013)	
3	Jul 05	Quality Management	Jacobs and Chase (2013): pp.304-317	
	Jul 07		Case: Chef Davide Oldani and Ristorante D'O (2013)	
4	Jul 12	Process Management	V1, V2	10.1-10.5, 10.9
	Jul 14		Case: Noram Foods	
5	Jul 19	Lean Operations and Just-in-Time	Anon (2015) Duncan and Ritter (2014)	7.1-7.5, 11.1-11.10
	Jul 21		Site visit	
6	Jul 26	Capacity and Constraint Management	8.1-8.6, 8.11-8.12 (Cachon and Terwiesch) V3, V4, V5, V6, V7 Case: Goulds Fine Foods	2.2, 2.3, 3.1-3.5, 9.1
	Jul 28		Case: Breakfast at the Paramount (2017)	
7	Aug 02	Demand and Inventory Management	Video on Demand Management V8, V9	2.4,2.5 7.6,7.7 12.1-12.7 14.1-14.10
	Aug 04			
8	Aug 09	Inventory Management	Robb (2017)	
	Aug 11		Littlefield Labs Simulation	
9	Aug 16	Supply Chain Management		
	Aug 18		Case: Zara: The World's largest fashion retailer (2015) Guest speaker	
10	Aug 23	Supply Chain Management	e-beer game instructions (RLT version)	
	Aug 25	Course Review		17.1-17.2
	Aug 25	Final Test (2 hours)		

¹ Must be read (or watched—Vx are 10 minute videos) prior to the session indicated.

² Cachon and Terwiesch (2013). Recommended to be read prior to the session indicated.

Readings

- ANON 2015. Toyota Reinvents the Factory. Autocar.
- BUELL, R., 2017, Breakfast at the Paramount, Boston, MA: Harvard Business Publishing.
- CACHON, G. P. & TERWIESCH, C. 2013. Matching Supply with Demand: An Introduction to Operations Management, New York, McGraw-Hill Irwin.
- DUNCAN, E. & RITTER, R. 2014. Next frontiers for lean. McKinsey Quarterly.
- FERDOWS, K., J. A. D. MACHUCA, et al. 2015. Zara: The World's Largest Fashion Retailer, McDonough School, Georgetown University, University of Seville, and University of Bath School of Management.
- INKPEN, A., TAN, C., DEGROOT, V., EDENS, W., MASHRU, J., PATIL, S. & WAGNER, A. 2013. Southwest Airlines. Thunderbird School of Global Management.
- JACOBS, F. R. & CHASE, R. B. 2013. Operations and Supply Management: The Core, New York, McGraw-Hill.
- KUMAR, S. & WOOD, S. 2009. Managing a Short Product Life Cycle at Littlefield Labs. Stanford: Stanford Graduate School of Business.
- LASETER, T. M. 2009. An Essential Step for Corporate Strategy. *strategy+business*, 57.
- LEENDERS, M.R. and WALSH, J. 1998. Noram Foods, London, Ontario, Canada, Ivey Business Publishing.
- PISANO, G. P., DI FIORE, A., CORSI, E. & FARRI, E. 2013. Chef Davide Oldani and Ristorante D'O. Boston, MA: Harvard Business Publishing.
- PWC 2015. Reimagining Operations: PwC's 2015 Global Operations Survey.
- ROBB, D. J. 2017. Setting the Reorder Point using Business Intelligence

Cheating and Plagiarism

The University of Auckland regards cheating as a serious academic offence.

Plagiarism is a form of cheating. In coursework assignments submitted for marking, plagiarism can occur if you use the work and ideas of others without explicit acknowledgment. Work can be plagiarised from many sources, including books, journal articles, the internet, and other students' assignments. A student's assessed work may be reviewed against electronic source material using computerised detection mechanisms. Upon reasonable request, students may be required to provide an electronic version of their work for computerised review.

The way of avoiding plagiarism is to reference your work properly. If you are in doubt about how to reference properly, ask someone – your lecturers, tutors and the Student Learning Centre are good places to start. Please refer to the following website for further information about academic referencing: www.cite.auckland.ac.nz/

The document *Guidelines: Conduct of Coursework* provides further advice on how to avoid plagiarism. It can be found at: www.business.auckland.ac.nz/conductcoursework

The penalties for plagiarism can be severe, including losing some or all of the marks for the assignment. Major offences can be sent to the University's Discipline Committee, where further penalties can be imposed.

While you are encouraged to improve your coursework writing skills and are permitted to seek assistance from third parties you are advised that there are important limits on the amount and type of assistance that can be given to you in completing your assignments, including group work. Third parties include fellow students, reading groups, friends, parents, SLC tutors, and paid-for professional editing services.

There is a set of guidelines which clearly indicates the type of advice and assistance that can be given. If you are seeking the assistance of any third party you are required to give a copy of the guidelines to the person prior to them helping or assisting you.

You are also required to only seek and accept help using a printed version of your work, not an electronic version. You must keep a copy of this printed version and produce it if required.

A copy of the guidelines is available at: www.business.auckland.ac.nz/thirdpartyassistance

Help with Academic Referencing

Acknowledgement of sources is an important aspect of academic writing. The University's Referen@ite website www.cite.auckland.ac.nz provides students with a one-stop online resource for academic referencing needs. Referen@ite explains the essentials of referencing and how to avoid plagiarism. It also includes practical tools to help students reference correctly, use references effectively in writing, and gives fast access to some major reference formats with examples.

Inclusive Learning

Students are urged to discuss privately any impairment-related requirements face- to-face and/or in written form with the course convenor/lecturer and/or tutor

Student Feedback

Formative feedback surveys

During the early part of the quarter (usually Week 3 or 4), short feedback surveys are administered to all students to get a snapshot of how they are coping with their new courses. This qualitative data, which is administered, collected and collated by the Programme Office, is designed as an 'early warning' system of any significant issues with the course that might need addressing quickly.

Course and teaching evaluations

The University of Auckland evaluates the quality of teaching and of courses by using the Summative Evaluation Tool, or SET. Summative evaluation is formal, summative evaluation of teaching undertaken according to University policy and is conducted at the end of a semester/quarter through the use of the formal University SET instruments. Summative evaluation is used by teachers to reflect on their teaching practice, and is also used by the University for quality assurance of teaching and courses.

Academic Integrity

The University of Auckland will not tolerate cheating, or assisting others to cheat, and views cheating in coursework as a serious academic offence. The work that a student submits for grading must be the student's own work, reflecting his or her learning. Where work from other sources is used, it must be properly acknowledged and referenced. This requirement also applies to sources on the world-wide web. A student's assessed work may be reviewed against electronic source material using computerised detection mechanisms. Upon reasonable request, students may be required to provide an electronic version of their work for computerised review.

In the event of an unexpected disruption

We undertake to maintain the continuity and standard of teaching and learning in all your courses throughout the year. If there are unexpected disruptions, the University has contingency plans to ensure that access to your course continues and your assessment is fair, and not compromised. Some adjustments may need to be made in emergencies. In the event of a disruption, the University and your course coordinators will make every effort to provide you with up-to-date information via Canvas and the university website.