

Summary

Operations Management

Start date Subject Duration Year **Business Management** Year 13 Week 3. October 12 weeks

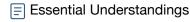
Course Part

Description

In this unit students will learn about the basic principles of logistics and production



Inquiry & Purpose



Operations management and its relationship with other business functions (AO1)

Operations management in organizations producing good and services (AO2)

Operations management strategies and practices for ecological, social end economical sustainability (AO3)

Job/customized production (AO2)

Batch production (AO2)

Mass/Flow/Process production (AO2)

Cellular manufacturing (AO2)

The most appropriate method of production for a given situation (AO3)

Features on lean production: less waste, greater efficiency (AO1)

Features of quality control and quality assurance (AO1)

Features of cradle-to-cradle design and manufacturing (AO2)

The importance of national and international quality standards (AO2)

Methods of lean production: 1 - continuous improvement (kaizen), 2 - just in time (JIT), 3 - kanban, 3 - Andon (AO2)

Methods of managing quality: 1 - quality circle, 2 - benchmarking, 3 - total quality management (TQM) (AO2)

The impact of lean production and TQM on an organization (AO3)

The reasons for a specific location of production (AO2)

Ways of reorganizing production, nationally and internationally: outsourcing/subcontracting, offshoring, insourcing (AO3)

The supply chain process (AO2)

The difference between JIT and just-in-case (JIC) (AO2)

Stock control charts based on the following: lead time, buffer stock, re-order level, re-order quantity (AO2, AO4)

Capacity utilization rate (AO2, AO4)

Productivity rate (AO2, AO4)

Cost to buy (CTB) (AO2, AO4)

Cost to make (CTM) (AO2, AO4)

The importance of developing goods and services that address customers' unmet needs (AO2)

Distinctions between product, process, positioning and paradigm innovations (AO2)

The difference between adaptive creativity and innovative creativity (AO2)

The importance of research and development for a business (AO3)

How different factors influence the research and development in an organization (AO3)

The difference between crisis management and contingency planning (AO2)

Factors that affect effective crisis management (AO2)

Advantages and disadvantages of contingency planning (AO2)

(?) Inquiry Questions

Туре	Inquiry Questions
Concept-based	To what extent Culture influences the implementation of a Lean System
Concept-based	How does Culture comes into place in operations?
Content-based	What are the different types of production?
Skills-based	How motivational theories are related to methods of production?

Transfer goals

Difference between different production methods

What does it mean Total Quality Management and Lean Production

The importance of Stock management

Missed concepts/misunderstandings

This is the most challenging unit to teach as students have a hard time to figure it out how operations works. The explanation will be accompanied by practical exercises and a lot of videos

Curriculum

(:) Aims

Develop in the student the capacity to identify, to analyse critically and to evaluate theories, concepts and arguments about the nature and activities of the individual and society

Develop an awareness in the student that human attitudes and beliefs are widely diverse and that the study of society requires an appreciation of such diversity

Enable the student to recognize that the content and methodologies of the individuals and societies subjects are contestable and that their study requires the toleration of uncertainty



Empower students to think critically and strategically about individual and organizational behaviour

Promote the importance of exploring business issues from different cultural perspectives

Enable the student to appreciate the nature and significance of change in a local, regional and global context

Promote awareness of the importance of environmental, social and ethical factors in the actions of individuals and organizations

Develop an understanding of the importance of innovation in a business environment

Objectives

Demonstrate knowledge and understanding of

the business management tools, techniques and theories specified in the syllabus content

the six concepts that underpin the subject

real-world business problems, issues and decisions

the HL extension topics (HL only)

Demonstrate application and analysis of

knowledge and skills to a variety of real-world and fictional business situations

business decisions by explaining the issue(s) at stake, selecting and interpreting data, and applying appropriate tools, techniques, theories and concepts

the HL extension topics (HL only)

Demonstrate synthesis and evaluation of

business decisions, formulating recommendations

the HL extension topics (HL only)

Demonstrate a variety of appropriate skills to

select and use quantitative and qualitative business tools, techniques and methods

Syllabus Content

Unit 5: Operations management

5.1 The role of operations management

Operations management and its relationship with other business functions

Operations management in organizations producing goods and/or services

Operations management strategies and practices for ecological, social (human resource) and economic sustainability

5.2 Production methods

The following production methods: job/customized production, batch production, mass/flow/process production, cellular manufacturing

The most appropriate method of production for a given situation



5.3 Lean production and quality management (HL only)

The following features of lean production: less waste, greater efficiency

The following methods of lean production: continuous improvement (kaizen), just-in-time (JIT), kanban, andon

Features of cradle to cradle design and manufacturing

Features of quality control and quality assurance

The following methods of managing quality: quality circle, benchmarking, total quality management (TQM)

The impact of lean production and TQM on an organization

The importance of national and international quality standards

5.4 Location

The reasons for a specific location of production

The following ways of reorganizing production, both nationally and internationally: outsourcing/subcontracting, offshoring, insourcing

5.5 Production planning (HL only)

The supply chain process

The difference between JIT and just-in-case (JIC)

Stock control charts based on the following: lead time, buffer stock, re-order level re-order quantity

Capacity utilization rate

Productivity rate

Cost to buy (CTB)

Cost to make (CTM)

5.6 Research and development (HL only)

The importance of research and development for a business

The importance of developing goods and services that address customers' unmet needs (of which the customers may or may not be aware)

The following types of innovation: product, process, positioning, paradigm

The difference between adaptive creativity (adapting something that exists) and innovative creativity (creating something new)

How pace of change in an industry, organizational culture and ethical considerations may influence research and development practices and strategies in an organization

5.7 Crisis management and contingency planning (HL only)

The difference between crisis management and contingency planning

The following factors that affect effective crisis management: Transparency, Communication, Speed, Control

The following advantages and disadvantages of contingency planning for a given organization or situation: Cost, Time, Risks, Safety





Different types of Production

Lean Management

Total Quality Management

Buy or Make?

The costs involved with stock.



Analysis, evaluation and critical skills



Culture, Change, Strategy, Innovation, Ethics

Connections

International Mindedness

Talking about international companies, outsourcing and offshoring we will make connections with different cultures and we will make links with the topics explored in Human Resource Management

Academic Integrity

Academic integrity will be reference when we will talk about R&D, patents and copyright

Information Communication Technology

IT will be referenced in the explanation of production scheduling; videos about different production types will be shown

Canguage and learning

Scaffolding for new learning Acquisition of new learning through practice **Demonstrating proficiency**

We introduce new words; were possible we make translations from these words in English to the corresponding words in Russian

O TOK Connections

Key concepts

Producing locally costs more than producing in a developing country. To what extent it is ethical the decision to relocate the production in a country with a lower cost of production?

CAS Connections

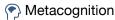
Creativity **Activity**



Service

Students are invited to think about a manufacturing activity that can provide a service of utility for a community.

I give them the example of women from a village in Africa, that found a way to reuse the waste of plastic and rubber from a nearby factory, to manufacture slippers; the slippers are sold and with the income of these sales, the women can feed their families.



Reflection on content Reflection on concepts

In this unit we will try to make as many connection as possible with the other units and with all the six concepts



ATL Skills



Approaches to Learning

Description

In this unit students are required to think about the challenges posed to work with people coming from different cultures and values; the importance of communication; students are also required to make research about companies that had issues with property rights and patents.



Thinking

- In this unit, we will

ask students to formulate a reasoned argument to support their opinion or conclusion give students time to think through their answers before asking them for a response set students a task which required higher-order thinking skills (such as analysis or evaluation) help students to make their thinking more visible (for example, by using a strategy such as a thinking routine) require students to take an unfamiliar viewpoint into account when formulating arguments include a reflection activity

make a link to TOK





Social

- In this unit, we will

have students work in small groups

allocate, or ask students to allocate among themselves, different roles in a classroom discussion or activity

have students peer assess their group performance or process

support students in resolving a conflict in a team

give a group assessment task

have students discuss their understanding of a text or idea among themselves and come up with a shared understanding

provide an opportunity for students to analyse the impact of their behaviour on the class or on a group performance encourage students to consider alternative points of view or to take the perspective of others provide opportunities for students to make decisions



Communication

- In this unit, we will

ask students to explain their understanding of a text or idea to each other

have students give an oral presentation without reading from their notes

ask students to monitor and check the quality of their writing

assess or give feedback on speaking or writing concisely

provide opportunities for students to read and understand different types of texts

encourage or require students to plan a response before they begin

ask students to formulate arguments clearly and coherently

encourage all students to contribute to discussions



Research

- In this unit, we will

require students to formulate/construct a focused research question (either in class or in a homework assignment)

reward or encourage correct citing and referencing

require students to practise effective online search skills (for example, use of Booleans and search limiters)

provide opportunities for students to reflect on how they determine the quality of a source, or analyse contradictory sources

give students advice on (or provide an opportunity for students to practise) narrowing the scope of a task to make it more manageable

discuss or model the importance of academic honesty and clear acknowledgment of sources





Developing IB Learners





Inquirers



Knowledgeable



Thinkers



Communicators



Principled



Open-minded



Caring



Balanced



Reflective

Description

This unit will enable students to evaluate different approaches to a problem (operations), with pre conditions, plus, minus, ad consequences.



Assessment

F Formative assessment

All the activities in the textbook will be discussed together during the lesson. Each student is expected to give his contribution to the discussion



Y13B - BM - Unit 5 - Internal Assignment









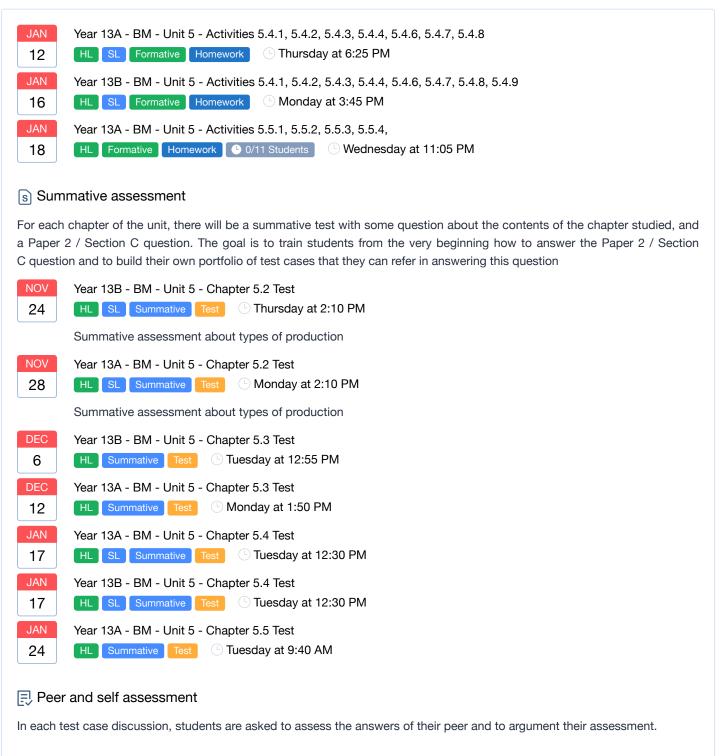
Thursday at 7:55 AM

Dear students,

please use this time to work on your I.A.

For those of you that are already in advanced stage of work, I would like to set a deadline the 7 December for the submission of the first draft.





Standardization and moderation

Students are informed, since the first lessons, of the criteria used in the assessments. They are provided with the IB Business Management Guide and they are requested to read it periodically. The content of this guide is also explored together in class since the very first lesson, to inform students about the syllabus, the Internal Assessment, the Extended Essay, the exams and the expectations.



Assessment criteria

SL Criteria

Internal Assessment

- A: Supporting documents
- B: Choice and application of business tools, techniques and theories
- C: Choice and analysis of data and integration of ideas
- D: Conclusions
- E: Evaluation
- F: Structure
- G: Presentation

External Assessment

Paper 1 (Units 1-5) Section A

Structured questions based on the pre-seen case study

Paper 1 (Units 1-5) Section B

Structured question based mainly on additional stimulus material

Paper 2 (Units 1-5) Section A

Structured questions based on stimulus material with a quantitative focus

Paper 2 (Units 1-5) Section B

Structured questions based on stimulus material

Paper 2 (Units 1-5) Section C Extended response questions

- A: Knowledge and conceptual understanding
- B: Application
- C: Reasoned arguments
- D: Structure
- E: Individuals and societies

HL Criteria

Internal Assessment

- A: Research proposal
- B: Sources and data
- C: Use of tools, techniques and theories
- D: Analysis and evaluation
- E: Conclusions
- F: Recommendations

- G: Structure
- H: Presentation
- I: Reflective thinking

External Assessment

- Paper 1 (Units 1-5 including HL extension topics) Section A
 - Structured questions based on the pre-seen case study
- Paper 1 (Units 1-5 including HL extension topics) Section B
 - Structured question based mainly on additional stimulus material
- Paper 1 (Units 1-5 including HL extension topics) Section C Extended response questions
 - A: Knowledge and understanding of tools, techniques and theories
 - **B**: Application
 - C: Reasoned arguments
 - D: Structure
 - E: Individuals and societies
- Paper 2 (Units 1-5 including HL extension topics) Section A
 - Structured questions based on stimulus material with a quantitative focus
- Paper 2 (Units 1-5 including HL extension topics) Section B
 - Structured questions based on stimulus material
- Paper 2 (Units 1-5 including HL extension topics) Section C Extended response questions
 - A: Knowledge and conceptual understanding
 - B: Application
 - C: Reasoned arguments
 - D: Structure
 - E: Individuals and societies

At this point of the Syllabus, students can be assessed using all the criteria.

Learning Experiences



The subject is entirely new for students. What is required as a prerequisite is a good command on English language

Pedagogical approaches

I often give questions to my students and ask them to think about it and give an answer. This improve their thinking skills



and their inquisitive skills. Often understanding comes from the ability to make the right question.

All the activities are discussed during the lessons. Students will receive immediately my feedback.

Student expectations

Students are informed and reminded on a regular basis about what they are expected to do; the reminders will be verbal and written. Their level of understanding is constantly checked out during the formative assessments sessions (discussion in class of real test cases).

Support materials

Examples

Templates

Sample Exam Questions

Mark Schemes

Mark Schemes are shown and explained from the very beginning.

The syllabus is made of many real test cases; templates of business documents are provided and students are required to answer exam type questions during their assessment

Learning Process

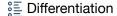
Lecture

PowerPoint lecture/notes

Individual presentations

Student lecture/leading

There are no small groups. The whole class is one team and it is expected to work as a team



Value prior knowledge **Scaffold learning Extend learning**

I often give suggestions about how is it possible to use study in a smarter way, how to use schemes to organize ideas and concepts.

The use of technology is encouraged to improve their learning process



Reflections & Evaluation

General Reflections & Evaluation

Prior to studying the unit







Domenico Galizia Sep 7, 2021 at 7:49 PM

Verify that motivational theories and industrial / employee relationship are understood



Domenico Galizia Oct 16, 2022 at 9:09 PM

Verify that motivational theories and industrial / employee relationship are understood

During the unit



Domenico Galizia Oct 16, 2022 at 9:26 PM

Show them videos about different production processes

➡ Notes/changes/suggestions:



Domenico Galizia Nov 21, 2021 at 5:14 PM

Show videos about production process of Coca Cola, Toyota, Zara; these companies are referenced in the textbook



Domenico Galizia Oct 16, 2022 at 9:22 PM

Before showing the videos about the different production processes, engage students in an activity with letters and envelopes, to show di differences between one method and the other. This activity is useful also to explain to them how Kanban works.

What worked well



Domenico Galizia Oct 16, 2022 at 9:25 PM

The students enjoyed learning through the activity; especially when it came to explaining the Kanban process

What didn't work well





Operations Management





Domenico Galizia Oct 16, 2022 at 9:23 PM

Nothing



Domenico Galizia Oct 16, 2022 at 9:24 PM

Students, thanks to the videos and to the activities were able to fully understand the differences between different production processes

Operations Management