



Victoria Management School

MGMT 313
STRATEGIC OPERATIONS MANAGEMENT

Trimester 1 2005

COURSE OUTLINE

COURSE COORDINATOR

Associate Professor Lawrence Corbett

Room: RH 901

Phone: 463-5138

Email: Lawrie.Corbett@vuw.ac.nz

Office hours: Wed 2-4pm

LECTURER

Dr Arun Elias

Room: RH 931

Phone: 463-5736

Email: Arun.Elias@vuw.ac.nz

Office Hours: tba

ADMINISTRATION ASSISTANT

Tricia Lapham

Room RH 919

Phone: 463-5381

Email: Tricia.Lapham@vuw.ac.nz

Website: www.vuw.ac.nz/vms

TUTOR

Ratna Bose

Room RH 118

Email: boseratn@student.vuw.ac.nz

LECTURE TIMES AND LOCATION

Tuesday	11.30 – 13.30	RHLT3
Wednesday	12.30 – 13.30	RHLT3

TUTORIAL TIMETABLE

Tutorial No	Day	Start Time	Room
1	Wednesday	15.40	RLWY414
2	Thursday	13.40	RLWY 315
3	Thursday	14.40	RLWY 315
4	Thursday	16.40	RLWY 128

TUTORIAL ALLOCATION PROCEDURE

Tutorial groups will be arranged through Blackboard. The instructions are given below. There is a maximum of 15 students per tutorial class so if the list is full, do not add your name to the bottom. Confirmation of your tutorial group will be posted on the Blackboard site on *Friday February 25th*. If you have any serious problems about the allocations please contact the course coordinator.

To sign up for your MGMT 313 tutorial you need to follow the instructions below:

1. Log onto Blackboard by going to www.blackboard.vuw.ac.nz and click the **'login'** button. Insert your user name (i.e. your SCS user name) and password (i.e. your student I.D. number).
2. Once you have logged on, select the **'Courses'** button and click on MGMT313.
3. Select the **'Communication'** button on the left hand side of the screen and then click **'Discussion Board'**.
4. Click on **'Tutorial Sign-in'**, which will open a list of tutorial times. Click on the tutorial time of your choice. To register your name for this tutorial you must then click on the **'Reply'** button at the bottom of the page.
5. Place an 'x' in the **message** box which is below **subject** and click on **'submit'** at the bottom of the page. You have now registered for this tutorial. Your name should appear under the tutorial of your choice. **Please remember only 15 students per tutorial are accepted.** Count the number of names under the tutorial to ensure that there are no more than 15 names.

If you need to change your tutorial group, please remove your name from the initial tutorial you signed up for. To do this, follow steps 1-3. Select **'Tutorial Sign-up'** and double click on the tutorial time beside your name. Click the **'remove'** button, followed by **OK**. You can now choose a different tutorial time by following steps 4 and 5.

AIMS AND OBJECTIVES OF THE COURSE

To have an awareness of a range of factors that shape the discipline of strategic operations management

- To be able to explore and comment upon the viability of the subject and its broader applicability to organizations and management.
- To understand the benefits for the study of operations strategy and management using a contextualist and multidisciplinary approach.
- To have the ability to offer a reflective approach to operations strategy and management within the general context of management, business and organizational theory.

LEARNING OUTCOMES

At the end of the course, a successful student should be able to:

- Display the cognitive skills of critical thinking, analysis and synthesis. This includes the capability to identify assumptions, evaluate statements in terms of evidence, to detect false logic or reasoning, to identify implicit values, to define terms adequately and generalise appropriately. (class and tutorial discussion, written analysis of case study, final exam)
- Effectively make decisions using appropriate quantitative and qualitative skills including identifying, formulating and solving business problems. The ability to create, evaluate and assess a range of options together with the capacity to apply ideas and knowledge to a range of situations. (case study and tutorial discussion)
- Display effective communication techniques, orally and in writing, using a range of media which are widely used in business, for example, the preparation and presentation of business reports. (class participation and case study)
- Show self-management in terms of time, planning and behaviour, motivation, selfstarting, individual initiative and enterprise. (plant tour report, case study)
- Develop an appetite for learning; reflection, adaptation and collaboration. (class participation, plant tour report)
- Conduct research into business and management issues, either individually or as part of a team for projects/dissertations/presentations. This requires familiarity with a range of business data, research sources and appropriate methodologies and for such to inform the overall learning process. (plant tour report, case study, final exam)

COURSE CONTENT

This course examines the nature, content, development and implementation of the operations strategy, and the consequent implications for the management of quality, productivity, capacity, and process improvement. It is intended for students who

- have a strong interest in understanding operations – in either manufacturing or service industries – and the role operations can play in business strategy and competitive advantage.
- are interested in developing greater understanding of operations from a strategic perspective
- perhaps intend at some early stage in their career, either to manage or consult for operations in the service and manufacturing industries.

In particular, it covers:

- An introduction to the key elements of operations strategy and management and their historical context for the delivery of both services and goods.
- Reflecting upon the role of operations strategy and management within the organization and their contribution to wider organizational strategies, goals and objectives.
- Consideration as to how organizations can develop and deploy distinct operational strategies
- Understanding the context of operations strategy and management and its links with other disciplines of management and other organizations.
- Demonstrating the link between core concepts and modern applications in a number of industries.

- To appreciate the contemporary changes within the field of study and the current research directions.
- To encourage a critical reflection on the orientation and direction of operations strategy and management as a body of learning

LEARNING STRATEGIES

The overall approach relies heavily upon interaction in which understanding and learning progresses in tandem. Teaching will be a mix of case studies, lectures, guest speaker(s) and a plant tour. The cases are biased towards action and implementation, but nevertheless rest on a common conceptual premise that striving to create a “world-class” operation is not enough to guarantee long-term success. Even “continuous improvement” is insufficient if competitors are improving more rapidly, on more important dimensions of performance, over a longer period of time. This course thus involves:

- Formal lecturers to disseminate essential knowledge and provide a platform for learning.
- Discussion sessions and tutorials used to investigate pertinent issues, based upon literature and research
- Case studies and other published material to support group sessions.
- Using current theoretical constructs drawn from literature but enhanced by the students’ own research.

REQUIRED TEXTBOOK

Lowson RH (2002), *Strategic Operations Management: the new competitive advantage*, Routledge (ISBN: 0-41 5-25655-0)

Available in University book store, price approx \$100

Other readings will be made available as necessary.

LEARNING RESOURCES

These should include:

- Textbooks. There is a required textbook for this course. Various other books, available in the library, will give a basic framework and background to the subject. Although, valuable in themselves, textbooks alone will not give the breadth of coverage necessary for this course and additional research will be necessary.
- Academic journals. Familiarity with appropriate academic journals is essential for an understanding of current research in the subject. A list is given below.
- Electronic resources. Regular access to electronic resources, including the Internet, is also an important aid to development.
- Practical examples. Evidence should also be sought of practical examples from industry and commerce to support or critique contentions.

All these resources should be subjected to academic critique. It is important to remember that information should be challenged and critically studied so as to arrive at informed opinion.

ACADEMIC JOURNALS

The main journals in the field include:

- Journal of Operations Management
- International Journal of Operations and Production Management
- International Journal of Production Research
- Production and Operations Management Journal
- International Journal of Logistics
- International Journal of Logistics Management
- Supply Chain Management: An Internal Journal
- International Journal of Physical Distribution and Logistics Management
- International Journal of Retail and Distribution Management
- European Journal of Purchasing and Supply Management
- Logistics Information Management
- Harvard Business Review
- Sloan Management Review
- California Management Review
- Long Range Planning

ON-LINE INFORMATION SOURCES

- Various electronic resources available from the library, including access to most of the above journal through Proquest and Science Direct
- The Internet

Books that address various aspects of the topic include:

Fine, Charles H. *Clockspeed: Winning Industry Control in the Age of Temporary Advantage*. Perseus Books, 1998.

Hammer, Michael. *The Agenda*. Crown Business, 2001.

Hammer, Michael, and Steven Stanton. *The Reengineering Revolution*. HarperBusiness, 1995.

Hayes, Robert H., Gary P. Pisano, and David M. Upton. *Strategic Operations: Competing through Capabilities*. Harvard Business School, 1996.

Etienne-Hamilton, E. C. *Operations Strategies for Competitive Advantage: Text and Cases*. Dryden Press, 1994.

Hill, Terry, Richard D. Irwin. *Manufacturing Strategy: Text and Cases*. 1994.

Pine II, Joseph B. *Mass Customization: The New Frontier in Business Competition*. Harvard Business School Press, 1993.

Garvin, David A. *Operations Strategy: Text and Cases*. Prentice-Hall Inc., 1992.

Womack, James P., Daniel T. Jones, and Daniel Roos. *The Machine that Changed the World: The Story of Lean Production*. Rawson Associates, 1990.

Klein, Janice A. *Revitalizing Manufacturing: Text and Cases*. Irwin, 1990.

Dertouzos, Michael L., Richard K. Lester, and Robert M. Solow. *Made In America: Regaining the Productive Edge*. MIT Press, 1989.

Hayes, Robert H., Steven C. Wheelwright, and Kim B. Clark. *Dynamic Manufacturing: Creating the Learning Organization*. The Free Press, 1988.

Cohen, Stephen S., and John Zysman. *Manufacturing Matters: The Myth of the Post-Industrial Economy*. Basic Books, 1987.

ASSESSMENT

A student's overall grade in the paper will be based on the following pieces of assessment. Please do NOT put any of your submitted work in a binder - a plastic sleeve is okay if you want to keep it clean.

Assignment	Weighting	Due Date
Class and tutorial participation	10%	
Plant visit report (teams of 4 students)	15%	April 21 in drop box on Mezzanine Floor
Written analysis of case. The case study will be handed out in class	25%	May 6 in drop box on Mezzanine Floor
Final exam	50%	In mid-year exam period

PENALTIES

A late assignment will have their mark reduced by one grade for each day it is overdue unless there is a very good reason why it was late. Assignments will not be accepted that are over a week late. Assignments exceeding the word/page limit will have 3 marks deducted.

MANDATORY COURSE REQUIREMENTS

To fulfill the mandatory course requirements for this course you must:

1. Attend seven of the ten scheduled tutorial sessions
2. Submit all assignments by the due date. Late assignments are to be delivered to my office in Rutherford House.

Students who fail to satisfy the mandatory requirements for passing this course, other than the requirement to obtain a C grade overall, will not receive a graded result, and their records will show an ungraded fail.

COMMUNICATION OF ADDITIONAL INFORMATION

Additional information and information on changes will be conveyed to students in class and via the course pages on Blackboard,

THE CASE METHOD OF INSTRUCTION

This section provides advice on how to approach cases and to prepare them for understanding, learning and class discussion.

Approaching cases

Most of the cases in this course are field-based detailing actual company situations. The names and numbers may be disguised but the ‘stories’ behind the cases and the character of the analyses are not. Most cases have a protagonist with whom you should feel free to identify, and solving the person’s managerial problems is generally at the heart of the case and our analysis of it. A typical case study includes data that the protagonist faces, some of which is crucial and some of which is extraneous. The key issue for us is always: "What should the protagonist do, and why?"

Cases can provide us with a number of advantages. Much good management lies in the identification of the real problem in a business situation. Cases can help hone skills at problem identification. Cases can also provide an attractive means by which certain technical skills can be learned. More importantly, cases – especially over time – can lead us to wisdom – that is, appreciation for a situation and its background and importance, clear assessment of the alternatives, far-sightedness with the implications, and decisiveness.

There is no one best way to read and prepare a case, but here are some suggestions:

1. Read the case quickly to find out what’s going on, who the protagonist is, and what the dilemma may be.
2. Then, with an idea of what the case is about, re-read more carefully and identify what in the case is relevant to the point, and what is not.
3. Aim to craft some analysis to attack the problem, making whatever assumptions you think you need to make. Don’t get bogged down because the data is not staring you in the face – go for the method of analysis, at least.
4. Review the analysis and quickly test the assumptions versus the text, exhibits, and footnotes.
5. Come up with a plan of action that you would like to champion in class.

ASSESSMENT GUIDELINES

Classroom participation

The emphasis on cases in the class means that your case preparation and participation in the class discussion are important parts of the learning experience. Therefore, class participation is weighted fairly heavily in the final grade determination. Some guidelines for approaching and learning from cases appear in the section “The case method of instruction”.

We are looking for meaningful contributions to the case discussion, that is any comments, questions or analyses which advance the general class understanding of the case, problem, concept or issue, the major problems, key factors to consider, and appropriate decisions or plans of action that could be undertaken. We appreciate contributions that start us off productively, shape our discussion usefully, help us change direction when needed, provoke useful debate, and summarise the comments of others. We will ignore repetition and are unimpressed by 'chip shots'. Both quantity, and more importantly, quality are important. We will also include as criteria: is the student a good listener?; are the points made relevant to the discussion?; are these comments linked to the comments of others?; do the comments show evidence of sound analysis of the case/problem/issue?; is there a willingness to test new ideas or are all comments safe?; do comments build on previous analysis and do they lead to a better understanding of the issue? Are you in command of the case facts? Do you understand the problem clearly? Have you explored the options? Is your analysis persuasive (thoughtful,

integrated, making use of data given)? How complete is the plan of action? “Air time” is not nearly as important as analysis, numbers, and recommendations that are meaningful. During the course, you will each be called upon directly from time to time to test your level of preparation and understanding of the discussion.

Plant tour report

Read the Upton article on Plant tours (to be handed out) and prepare, in teams of 4, a two-page report that answers the questions in the Upton article for this plant.

Written analysis of case study

You are required to submit a written analysis of a case study. The write-up should not exceed 1200 words or 4 sides of A4 paper, double-spaced 12 point typing. The case analysis report is intended to develop an appreciation of and skill at:

- analysing a business situation
- building an argument for a course of action
- communicating the analysis and argument concisely and coherently

A note on writing case analysis reports is available on the Blackboard site for this course.

Final exam

A 3-hour open book exam will be held in the mid-year exam period: June 3-18.

DETAILED LECTURE PROGRAMME

Lect. #	Date	Topic	Reading Assignment and Class Preparation
1	22 Feb	Introduction to the Course Course outline, expectations, outcomes and schedule Course assessment	
2	23 Feb	Introduction to Operations Management	Lowson Ch 1 Prepare Clipper Navigation (p. 24)
3	1 Mar	Frameworks for the Analysis of Operations Management	Lowson Ch 2
4	2 Mar	McDonald’s case study	Prepare case study questions
5	8 Mar	Introduction to Strategic Management	Lowson Ch 3
6	9 Mar	Toward a Taxonomy of Operations Strategies	Lowson Ch 4
7	15 Mar	The Essence of an Operations Strategy	Lowson Ch 5
8	16 Mar	Deployment of an Operations Strategy I	Lowson Ch 6
9	22 Mar	Deployment of an Operations Strategy II	Lowson Ch 6
10	23 Mar	Tactical Factors that Shape an Operations Strategy I	Lowson Ch 7
11	12 Apr	Plant Tour - tba	

12	13 Apr	Tactical Factors that Shape an Operations Strategy II	Lowson Ch 7
13	19 Apr	Operations Strategy as a Source of Competitive Advantage I	Lowson Ch 8
14	20 Apr	Operations Strategy as a Source of Competitive Advantage II	Lowson Ch 8
15	26 Apr	Demand Complexity and Understanding	Lowson Ch 9 and 10
16	27 Apr	Operations Strategy: Retail and Manufacturing Applications I	Lowson Ch 11
17	3 May	Operations Strategy: Retail and Manufacturing Applications II	Lowson Ch 11
18	4 May	Operations Strategy: SME and Service Applications I	Lowson Ch 12
19	10 May	Operations Strategy: SME and Service Applications II	Lowson Ch 12
20	11 May	Operations Strategy: Global Trade and Supply Network Applications I	Lowson Ch 13
21	17 May	Operations Strategy: Global Trade and Supply Network Applications II	Lowson Ch 13
22	18 May	Operations Strategy: E-business and Strategic Co-ordination	Lowson Ch 14
23	24 May	Lecturer-led revision session	
24	25 May	Student-centered revision	
		Final Assessment	Open book exam in mid-year exam period

DETAILED TUTORIAL PROGRAMME

Tut #	Date	Assignment to prepare	Questions for discussion in Lowson
1	3 Mar	Taiwan Retail Sports	p. 38
2	10 Mar	Flexlink Systems	p. 64
3	17 Mar	The Aztec Retail Group	p. 89
4	24 Mar	Omicron Foods I & II	p. 128
5	14 Apr	Sun Mountain Lodge	p.153
6	21 Apr	Norwich International Airport	p. 181
7	28 Apr	Zara and Mango, National Starch	p.246
8	5 May	Swedish Medical Centre	p.264
9	12 May	Lee Cooper Jeans	p.292
10	19 May	E-operations strategies in the European footwear industry	p.305

GENERAL UNIVERSITY POLICIES AND STATUTES

Students should familiarise themselves with the University's policies and statutes, particularly those regarding assessment and course of study requirements, and formal academic grievance procedures.

STUDENT CONDUCT AND STAFF CONDUCT

The Statute on Student Conduct together with the Policy on Staff Conduct ensure that members of the University community are able to work, learn, study and participate in the academic and social aspects of the University's life in an atmosphere of safety and respect. The Statute on Student Conduct contains information on what conduct is prohibited and what steps can be taken if there is a complaint. For queries about complaint procedures under the Statute on Student Conduct, contact the Facilitator and Disputes Advisor. This Statute is available in the Faculty Student Administration Office or on the website at:

www.vuw.ac.nz/policy/StudentConduct.

The policy on Staff Conduct can be found on the VUW website at:

www.vuw.ac.nz/policy/StaffConduct.

ACADEMIC GRIEVANCES

If you have any academic problems with your course you should talk to the tutor or lecturer concerned or, if you are not satisfied with the result of that meeting, see the Head of School or the Associate Dean (Students) of your Faculty. Class representatives are available to assist you with this process. If, after trying the above channels, you are still unsatisfied, formal grievance procedures can be invoked. These are set out in the Academic Grievances Policy which is published on the VUW website:

www.vuw.ac.nz/policy/AcademicGrievances.

ACADEMIC INTEGRITY AND PLAGIARISM

Academic integrity is about honesty – put simply it means **no cheating**. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times.

Plagiarism is a form of cheating which undermines academic integrity. Plagiarism is **prohibited** at Victoria.

The University defines plagiarism as follows:

Plagiarism is presenting someone else's work as if it were your own, whether you mean to or not.

'Someone else's work' means anything that is not your own idea, even if it is presented in your own style. It includes material from books, journals or any other printed source, the work of other students or staff, information from the Internet, software programmes and other electronic material, designs and ideas. It also includes the organization or structuring of any such material.

Plagiarism is not worth the risk.

Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct (www.vuw.ac.nz/policy/studentconduct) and may be penalized severely. Consequences of being found guilty of plagiarism can include:

- an oral or written warning
- suspension from class or university
- cancellation of your mark for an assessment or a fail grade for the course.

Find out more about plagiarism and how to avoid it, on the University's website at: www.vuw.ac.nz/home/studying/plagiarism.html.

STUDENTS WITH DISABILITIES

The University has a policy of reasonable accommodation of the needs of students with disabilities. The policy aims to give students with disabilities an equal opportunity with all other students to demonstrate their abilities. If you have a disability, impairment or chronic medical condition (temporary, permanent or recurring) that may impact on your ability to participate, learn and/or achieve in lectures and tutorials or in meeting the course requirements, then please contact the Course Coordinator as early in the course as possible. Alternatively you may wish to approach a Student Adviser from Disability Support Services to confidentially discuss your individual needs and the options and support that are available. Disability Support Services are located on Level 1, Robert Stout Building, or phoning 463-6070, email: disability@vuw.ac.nz. The name of your School's Disability Liaison Person can be obtained from the Administrative Assistant or the School Prospectus.

STUDENT SUPPORT

Staff at Victoria want students' learning experiences at the University to be positive. If your academic progress is causing you concern, please contact the relevant Course Co-ordinator, or Associate Dean who will either help you directly or put you in contact with someone who can.

The Student Services Group is also available to provide a variety of support and services. Find out more at www.vuw.ac.nz/st_services/ or email student-services@vuw.ac.nz.

VUWSA employs two Education Coordinators who deal with academic problems and provide support, advice and advocacy services, as well as organising class representatives and faculty delegates. The Education Office is located on the ground floor, Student Union Building, phone 463 6983 or 463 6984, email education@vuwsa.org.nz.