

Victoria Management School

MGMT 313 STRATEGIC OPERATIONS MANAGEMENT

Trimester One 2007

COURSE OUTLINE

Contact details

LECTURER

Associate Professor Lawrence Corbett (Course Coordinator)

Room: RH 901

Phone: 463-5138

Email: Lawrence.Corbett@vuw.ac.nz

Office hours: Wed 2-4pm

ADMINISTRATION ASSISTANT

Tricia Lapham

Room RH 919

Phone: 463-5381

Email: Tricia.Lapham@vuw.ac.nz

Website: www.vuw.ac.nz/vms

LECTURE TIMES AND LOCATION

Start Date: Monday, 26 February 2007

Monday Lecture 1640 - 1730. GB LT3

Wednesday Lecture 1640 - 1830. GB LT3

TUTORIALS

Start date: Week commencing 12 March 2007

Tutorial No	Day	Start Time	Room
1	Wednesday	11.30	RWW125
2	Wednesday	12.40	RWW125

This course has an open book 3-hour final examination. The examination period will be from 8th-27th June 2007.

AIMS AND OBJECTIVES OF THE COURSE

To have an awareness of a range of factors that shapes 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. (project and case study)
- Develop an appetite for learning; reflection, adaptation and collaboration. (project)
- 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. (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 lectures 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

Operations strategy

Nigel Slack and Michael Lewis (Prentice Hall)

Available in University book store – about \$110.

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. Remember that the University charges students on a cost-recovery basis for internet access at the rate of 15 cents per Mb. Also your account must be in credit to access the internet, otherwise the University is likely to block your access to Blackboard and not let you have your grades until any outstanding balances have been paid.
- 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 International 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

Books that address various aspects of the topic include:

Christensen, Clayton, *The Innovator's Dilemma: The Revolutionary Book that Will Change the Way You Do Business (Collins Business Essentials)* (Paperback version 2003)

Christensen, Clayton and Raynor Michael, *The Innovator's Solution: Creating and sustaining successful growth*, Harvard Business School Press, 2003

Christensen, Clayton, Anthony, S and Roth, A., *Seeing what's next: using the theories of innovation to predict what's next*, Harvard Business School Press, 2004

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.

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

W Chan Kim and Renee Mauborgne, *Blue Ocean Strategy: How to Create Uncontested Market Space and Make Competition Irrelevant*, Harvard Business School Press, 2005

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.

<u>Assignment</u>	<u>Weighting</u>	<u>Due Date</u>
Contribution to class discussion	10%	On-going
Individual analysis of the operations strategy of a business	10%	In the period April 27-May 4
The Red Team project (teams of 4 students)	15%	May 25
Written analysis of case. Choose one of the four available. The case study will be handed out in class or available on Blackboard	15%	On day of discussion in class or as directed
Final examination	50%	8-27 June 2007

PENALTIES - for Lateness & Excessive Length of Assignments

- (i) In fairness to other students, work submitted after any deadline will incur a penalty for lateness. **The penalty is 2 of the marks available** for an assignment submitted after the due time on the due date **for each part day or day late. Saturdays, Sundays and public holidays** will be included when counting the number of days late. Assignments received **more than 7 days after the due date** will not be accepted and the student will **automatically fail the Mandatory Requirements**.
- (ii) Course Outlines provide a signal to student of forthcoming workload, dates of submission etc, and thus student study plans should take account of course requirements across all courses. Consequently, workload issues related to other courses and employment will not be accepted as reason for dispensation from mandatory requirements or waiver of penalties. **Extensions** to submission deadlines for any assigned work will only be granted in **exceptional circumstances**.
- (iii) Students who are unable to comply with any of the mandatory requirements should make a written application for an extension to the due date for submission of assigned work or for waiver of a penalty, **in advance**, to the Course Coordinator, providing documentary evidence of the reasons of their circumstances.

All such applications must be made **before** the deadline and be accompanied by documentary evidence, eg a medical certificate, or counsellor's report that indicates the degree of impairment, and for how long the student has been impaired. Please be sure to ask at the time of consultation for the degree of impairment to be stated in any certificate you provide to support your case.

- (iv) In the event of unusual or unforeseeable circumstances (e.g. serious illness, family bereavement), that precludes an application in advance, students should make contact with the Course Coordinator as soon as possible, and make application for waiver of a penalty as soon as practicable.
- (v) Word limits should be adhered to, especially so when they provide a guide to limiting the student's coverage of a topic. **The penalty will be 10% of the grade for an assignment which is 10% over the word limit.**

MANDATORY COURSE REQUIREMENTS

To meet the mandatory course requirements, students are required to:

- 1) submit all deliverables on time;
- 2) achieve at least **40 percent of the total marks available for in-term work; and**
- 3) **at least 40 percent** of the marks available in the Final Examination.

Grading Standards

The following broad indicative characterisations of grade will apply in grading:

A+	excellent performance in all respects
A	excellent performance in almost all respects
A-	excellent performance in many respects
B+	very good, some aspects excellent
B, B-	good but not excellent performance
C+, C	work satisfactory overall but inadequate in some respects
D	poor performance overall, some aspects adequate
E	well below the required standard
K:	failure to achieve mandatory course requirements but have achieved at least an average "C" over all the pieces of assessment. This is a failing grade.

All Hand-Ins should have: an Assignment Cover Sheet stating your name, the course name, and day/time, assignment name and number, a word count and due date. You should also put page numbers on each page, and use in-text referencing and include a list of references at the end. Preferred referencing style is APA system (see below).

Students will prepare two copies of each hand-in and keep the second copy for their own reference. Students must also keep an electronic copy of their work.

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

This is a 300 level 24-point course and you should expect to spend about 16 hours per week on completing the reading and assignments and class contact during teaching weeks and up to 48 hours in total during other periods.

Contribution to class discussion

All students are expected to be an active participant throughout the entire class (particularly during case discussions) and to contribute to the quality of that discussion. Please note that the frequency (i.e. the quantity) of your interventions in class is not the key criterion for effective class participation. The classroom should be considered a laboratory in which you can test your ability to convince your peers of the correctness of your approach to complex problems and of your ability to achieve the desired results through the use of that approach. Criteria that are useful in measuring effective class participation include:

- (1) Are the points that are made relevant to the discussion? Are they linked to the comments of others?
- (2) Do the comments show evidence of analysis of the case?
- (3) Is there a willingness to participate?
- (4) Is there willingness to test new ideas, or are all comments "safe" (for example, repetition of case facts without analysis and conclusions)?
- (5) Do comments clarify or build upon the important aspects of earlier comments and lead to a clearer statement of the concepts being covered and the problems being addressed?

Individual analysis of the operations strategy of a service business

Each student is required to select a local service business. You may NOT choose Starbucks. Your task is to describe the operations strategy of business using concepts covered in this course. Your task is also to assess what you believe are the strengths and weaknesses of the operations strategy of the chosen business. The write up should not exceed 1200 words or four sides of A4 paper, double-spaced, 12 point typing.

The Red Team report

See separate handout for this group project (teams of 4 max)

Written analysis of case study

You are required to submit a written analysis of ONE selected case study. There are four to choose from. The write-up is due in class on the day it is scheduled to be discussed. 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 examination

There will be a comprehensive final examination (3 hour, open book) in the mid-year exam period in which students will be expected to show their knowledge of all materials presented in the course. Executing and fully understanding the problems and assignments set and preparing the material for each class will be critical to performance on the final exam. Silent battery operated calculators are allowed. Computers are NOT allowed.

COMMUNICATION OF ADDITIONAL INFORMATION

Information on course-related matters will be announced at class and posted on the **Blackboard** website at <http://blackboard.vuw.ac.nz/>. It will be crucial for you to regularly check Blackboard for messages, announcements and materials.

EMAIL CONTACT

Students wishing to contact staff by email should adhere to the following instructions: Include the **Course Code**, your **Name**, your **Student ID** and the **Topic** in the subject area of the email, e.g.

MGMT313_Smith_Pauline_3000223344_Ass1 Query

All students must use their VUW SCS email account and ID. Otherwise, email will be classified as Spam and will be dumped without being read. All emails with attachments will be dumped, unless requested by staff.

DETAILED LECTURE PROGRAMME

Week	Lecture #	Date	Topic	Reading Assignment and Class Preparation
1	1	26 Feb	Introduction to the Course Course outline, expectations, outcomes and schedule Course assessment	
	2	28 Feb	Introduction to Operations Management and Operations Strategy	Chapter 1
2	3	5 Mar	Case	Prepare Hagen Style in text
	4	7 Mar	Content and Process	Chapter 2 Prepare Dressing Medical
3	5	12 Mar	Case	Engineering inspection and insurance company (written analysis due)
	6	14 Mar	Time and trade-offs	Chapter 3 Prepare “Call-Ups” banking services
4	7	19 Mar	Capacity	Chapters 4 and 5
	8	21 Mar	Capacity analysis	
5	9	26 Mar	Capacity	
	10	28 Mar	Supply chain	Manzana Insurance (written analysis due)
6	11	2 Apr	Supply chain	Chapter 6 Guest lecturer Arun Elias
	12	4 Apr	Supply chain dynamics	Chapter 7 Guest lecturer Bob Cavana
			MID TRIMESTER BREAK	
7	13	23 Apr	Technology	Chapter 8
	14	25 Apr	ANZAC Day holiday	
8	15	30 Apr	Technology	Chapter 9 The Cybertech Project (written analysis due)
	16	2 May	Technology	Chapter 10 and 11 Prepare The Thought Space partnership
9	17	7 May	Innovation	Chapter 12
	18	9 May	Innovation	Australian Paper Manufacturers (A) (written analysis due)
10	19	14 May	Operations strategy and fit	Chapter 13
	20	16 May	Sustainability and risk	Chapters 14 and 15 Prepare Clever Consulting
11	21	21 May	Project presentations	
	22	23 May	Project presentations	
12	23	28 May	Lecturer-led revision session	
	24	30 May	Student-centred revision	

Faculty of Commerce and Administration Offices

Railway West Wing (RWW) - FCA Student and Academic Services Office

The Faculty's Student and Academic Services Office is located on the ground and first floors of the Railway West Wing. The ground floor counter is the first point of contact for general enquiries and FCA forms. Student Administration Advisers are available to discuss course status and give further advice about FCA qualifications. To check for opening hours call the Student and Academic Services Office on (04) 463 5376.

Easterfield (EA) - FCA/Education/Law Kelburn Office

The Kelburn Campus Office for the Faculties of Commerce and Administration, Education and Law is situated in the Easterfield Building - it includes the ground floor reception desk (EA005) and offices 125a to 131 (Level 1). The office is available for the following:

- Duty tutors for student contact and advice.
- Information concerning administrative and academic matters.
- Forms for FCA Student and Academic Services (e.g. application for academic transcripts, requests for degree audit, COP requests).
- Examinations-related information during the examination period.

To check for opening hours call the Student and Academic Services Office on (04) 463 5376.

General University Policies and Statutes

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the Victoria University Calendar or go to www.vuw.ac.nz/policy.

For information on the following topics, go to the Faculty's website www.vuw.ac.nz/fca under Important Information for Students:

- Academic Grievances
- Academic Integrity and Plagiarism
- Student and Staff Conduct
- Meeting the Needs of Students with Impairments
- Student Support

Manaaki Pihipihinga Programme

Manaaki Pihipihinga is an academic mentoring programme for undergraduate Māori and Pacific students in the Faculties of Commerce and Administration, and Humanities and Social Sciences. Sessions are held at the Kelburn and Pipitea Campuses in the Mentoring Rooms, 14 Kelburn Parade (back courtyard), Room 109D, and Room 210, Level 2, Railway West Wing. There is also a Pacific Support Coordinator who assists Pacific students by linking them to the services and support they need while studying at Victoria. Another feature of the programme is a support network for Postgraduate students with links to Postgraduate workshops and activities around Campus.

For further information, or to register with the programme, email manaaki-pihipihinga-programme@vuw.ac.nz or phone (04) 463 5233 ext. 8977. To contact the Pacific Support Coordinator, email pacific-support-coord@vuw.ac.nz or phone (04) 463 5842.