Course prescription
Creating value through effective and efficient operating and information system in both product and service-based firms. Emphasises process inter-relationships and infrastructural requirements.

Course advice
Prerequisite: BUSADMIN 763
Restriction: BUSADMIN 776

Goals of the course
Operations and Supply Chain 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 manufacturing and services;
- 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 (LO)

By the end of the course, it is expected that students will be able to:

<table>
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<tr>
<th>#</th>
<th>Learning outcome</th>
<th>Graduate profile capability*</th>
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</table>
| LO1| 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.          | 1. Disciplinary knowledge and practice  
3. Solution seeking                                                                                   |
| LO2| identify and analyse methods to match capacity and demand of products and services to improve performance - particularly in the face of uncertainty.                                                          | 1. Disciplinary knowledge and practice  
3. Solution seeking                                                                                   |
| LO3| generate and critique methods and implementation of quality management and process control/improvement - using concepts such as lean thinking and six sigma.                                                        | 1. Disciplinary knowledge and practice  
3. Solution seeking                                                                                   |
| LO4| 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). | 1. Disciplinary knowledge and practice  
3. Solution seeking                                                                                   |
| LO5| articulate important linkages between operations and supply chain management and other areas of the firm: in particular human resources, marketing, and finance.                                            | 1. Disciplinary knowledge and practice  
3. Solution seeking  
6. Social and environmental responsibilities                                                             |

* See the graduate profile this course belongs to at the end of this course outline.
## Content outline
Note: all C+T readings are optional except for Bold in Week 3

<table>
<thead>
<tr>
<th>Week / Module</th>
<th>Topic</th>
<th>Relevant learning resources/activities</th>
<th>Assessment due this period</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 6 (Aug 01)</td>
<td>Process Control</td>
<td>V1, V2 (Leenders and Walsh 1998)</td>
<td></td>
</tr>
<tr>
<td>Week 7 (August 05)</td>
<td>Optional Site Visit: Fisher and Paykel Healthcare, East Tamaki, 4:30-6:30pm</td>
<td>Video on Demand Management V8, V9 C+T: 2.4, 2.5, 5.6, 5.7 13.1-13.7</td>
<td></td>
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<tr>
<td>Week 7 (Aug 08)</td>
<td>Demand Management and Inventory Management</td>
<td></td>
<td></td>
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<tr>
<td>Week 9 (Aug 19)</td>
<td>Group Simulation</td>
<td>Littlefield Labs Simulation will run from 7:10-9:00pm (Monday)</td>
<td></td>
</tr>
<tr>
<td>Week 10 (Aug 29)</td>
<td>Supply Chain Management and Course Review</td>
<td>e-beer game instructions C+T: 19.1,19.2</td>
<td>Group Assignment</td>
</tr>
<tr>
<td>Week 11 (Sep 07)</td>
<td></td>
<td></td>
<td>Final Exam</td>
</tr>
</tbody>
</table>
Learning and teaching

The class will meet from 5:30-8:30pm on Thursday evenings in Case Room 4 (260-009). Class time will be used for a combination of lectures and applied discussions of case studies and exercises. In addition to attending classes, students should be prepared to spend around twelve hours per week on activities related to this course (standard course workload is 10 hours per point). These activities include carrying out the required readings and assignments, viewing video material, participating in the simulations, and preparing for the tests. Note that numerous examples (mostly with model answers) from previous assignments and exams, and recorded worked solutions are provided on CANVAS. Mock tests will be made available before the test and exam.

Through linked lectures, cases, videos, exercises and readings, the course will show how operations in services and manufacturing 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 organisational 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 illustrations and examples in class) and contemporary research (primarily from journal articles) in Operations Management and closely-related fields. There are five case studies in the course representing a variety of industries and geographical focus.

It is essential to have read and reflected on the prescribed material before each session to ensure class discussion is well informed and productive.

Student feedback will be sought throughout the course – informally, via evaluation, and student representatives. We also welcome questions you may have after any session. Where appropriate we 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 endeavour to provide feedback on all submissions/tests within one week at the most. This feedback should prove helpful for subsequent assessment. I am also most happy to correspond via e-mail, phone, skype or in person.

Teaching staff

David Robb

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Learning resources


Cases, articles, and chapters listed in the 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.

References

Robb, D. J. (2019). Setting the Reorder Point using Business Intelligence.
Assessment information

<table>
<thead>
<tr>
<th>Assessment task</th>
<th>Weight %</th>
<th>Group and/or individual</th>
<th>Submission</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Assignment (IA)</td>
<td>10</td>
<td>Individual</td>
<td>Canvas, July 15</td>
</tr>
<tr>
<td>Test</td>
<td>20</td>
<td>Individual</td>
<td>Test room, July 25</td>
</tr>
<tr>
<td>Group Simulation (GS)</td>
<td>10</td>
<td>Group</td>
<td>Canvas and Software, Aug. 19</td>
</tr>
<tr>
<td>Group Assignment (GA)</td>
<td>10</td>
<td>Group</td>
<td>Canvas, Aug. 26</td>
</tr>
<tr>
<td>Final Exam (FE)</td>
<td>40</td>
<td>Individual</td>
<td>Exam room, Sep. 7</td>
</tr>
<tr>
<td>Max[IA Grade, Test Grade]</td>
<td>5</td>
<td>Individual</td>
<td></td>
</tr>
<tr>
<td>Max[GA Grade, FE Grade]</td>
<td>5</td>
<td>Group and Individual</td>
<td></td>
</tr>
</tbody>
</table>

Pass requirements

To pass the course you must achieve a weighted average score of 50%. There is no requirement to pass any specific component.

Description of assessment tasks

<table>
<thead>
<tr>
<th>Assessment task</th>
<th>Learning outcome to be assessed</th>
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<tbody>
<tr>
<td>The Individual Assignment applies/reflects on the (qualitative and quantitative) material in the first 3 sessions. Max. length 1000 words. Due 10pm Monday July 15.</td>
<td>LO1, LO2</td>
</tr>
<tr>
<td>The Test will be 50 minutes, at the start of class on July 25. It will cover material from weeks 1–4 inclusive. Examinable material includes all material covered in class (including cases), along with assigned readings, cases, and coursework. You should bring a calculator (without text storage or communication capability). It is closed book, but you may bring in a single sided piece of A4 paper with font size at least 10 point.</td>
<td>LO1, LO2, LO3</td>
</tr>
<tr>
<td>The (Littlefield Labs) Group Simulation will run on Monday evening August 19 (Week 9). Your group (ideally of size 4, but it could also be 3) should meet beforehand to discuss your strategy. Workload should be distributed approximately equally between group members. Further details will be provided on CANVAS. Your grade will come from (i) a document answering questions about your team’s plan/strategy (to be submitted on CANVAS before the simulation runs) and (ii) your group’s final cash position. The weight on these components will be either 1:2 or 2:1, which ever gives the highest value. A test run will be available.</td>
<td>LO1, LO2, LO4, LO5</td>
</tr>
<tr>
<td>The Group Assignment is a report (max 1500 words) answering conceptual/case study questions. Group size is 2-4 (can be different to the Simulation) and workload distributed approximately equally. Due Monday August 26.</td>
<td>LO1, LO2, LO3, LO4, LO5</td>
</tr>
<tr>
<td>The Final Exam is a 2-hour open book exam on Saturday Sep. 07. It will cover material throughout the course, but focus on material following the test, and the application and integration of concepts. Examinable material includes material covered in class (including cases), along with assigned readings, cases, and coursework. You may bring your notes, documents from CANVAS, books (annotations allowed). You should bring a calculator (without text storage or communication capability).</td>
<td>LO1, LO2, LO3, LO4, LO5</td>
</tr>
</tbody>
</table>
Inclusive learning
Students are urged to discuss privately any impairment-related requirements face-to-face and/or in written form with the courses convenor/lecturer and/or tutor.

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 worldwide web. A student’s assessed work may be reviewed against electronic source material using computerised detection to provide an electronic version of their work for computerised review.

Student feedback
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.

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.
Graduate profile for Postgraduate Diploma in Business
The following six themes represent the capabilities that the Business School seeks to foster in all of its graduates. The development of these capabilities does not come all at once, but rather is expected to build from year to year. Each course is not expected to contribute to all capabilities, but each course will have its own goals and learning outcomes that relate to the overall development of this profile.

<table>
<thead>
<tr>
<th>Graduate Profile</th>
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| 1. Disciplinary knowledge and practice  
Graduates will be able to demonstrate advanced knowledge of general management theory and apply this effectively in a range of contexts. |
| 2. Critical thinking  
Graduates will be able to effectively evaluate and synthesise evidence from multiple sources to develop coherent and evidence-based arguments. |
| 3. Solution seeking  
Graduates will be able to frame and analyse complex problems, develop practical solutions, and understand the impact and implications of planned implementation. |
| 4. Communication and engagement  
Graduates will be able to work effectively in teams and engage varied audiences by communicating professionally using multiple formats. |
| 5. Independence and integrity  
Graduates will be able to engage in independent and ethical decision-making and behaviour, demonstrating self-reflection and self-management in complex and ambiguous situations. |
| 6. Social and environmental responsibility  
Graduates will recognise, in relation to their field, the potential significance of the principles underpinning the Treaty of Waitangi and sustainability, and demonstrate capability to shape business practice accordingly where appropriate. |