Contact Details for Professor

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Office hours: Monday from 2pm to 3pm (by appointment ONLY)

Course Description

This module aims to provide students with a thorough understanding of the strategic role Operations play within an organization as well as a broad knowledge of the ways to design, plan, implement, and control the various activities of OM so that they contribute to the organization's overall success. Specifically, some important issues involved in production and operations management such as value-driven operations management, quality function deployment, supply chain management, enterprise resource planning (ERP), materials planning and scheduling, inventory management, quality management, group technology and cellular manufacturing and flexible manufacturing systems will be investigated and analyzed during the weekly lectures and the planned activities.

Course Prerequisites

BUS101E: Ability to work independently; Time-Management Skills; Ability to work in a group.

Learning Objectives

Knowledge

On completion of this module the successful student will be able to:

1. Assess and develop the operations strategy of an organization within the context of the organization's overall strategy;
2. Contribute to the planning, implementation and control of the complete range of OM responsibilities in an organization;
3. Evaluate and improve the effectiveness, efficiency and quality of OM tasks in an organization;
4. Understand the crucial connection between the organization’s strategy and the implementation of daily operations
5. Acquire knowledge of the external environment and the international dimensions of business
6. Generate and interpret results, and identify additional need for research
**Analysis**

This module will call for the successful student to:

7. Gather relevant data (facts and figures), and analyze them to base relevant operations decisions;
8. Exercise significant judgment in assessing alternative courses of actions and making sound decisions;
9. Bring together a wide range of concepts, techniques and tools to generate comprehensive and coherent solutions to OM issues;

**Judgment**

10. Process and analyze data, using the appropriate tools;
11. Assess whether business decisions are ethical;

**Communication**

12. Write an analysis on a current issue in Operations Management
13. Present and defend an issue orally
14. Participate in debates with peers
15. Present the results of an analysis linked to a term-project and defend them

**Leadership, Critical Thinking, Team-Work and Independent Work**

16. Work independently
17. Work with others, take on responsibility and show leadership
18. Work in a team with people from diverse cultures and backgrounds
19. Acquire understanding of diversity
20. Be ethical, professional and self-critical
21. Develop to become a well-rounded, critical thinker

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>LEARNING OBJECTIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case Study Analysis (3 in total)</td>
<td>Analysis, Communication, Judgment, Ability to work independently</td>
</tr>
<tr>
<td>Term Project (divided into 3 written assignments + 1 oral assignment)</td>
<td>Knowledge, Analysis, Judgment, Communication, Leadership, Critical Thinking, Team Work</td>
</tr>
<tr>
<td>In class tests (2 in total)</td>
<td>Knowledge, Communication, Analysis, Judgment, Ability to work independently</td>
</tr>
<tr>
<td>Midterm and Final exams</td>
<td>Knowledge, Communication, Analysis, Judgment, Ability to work independently</td>
</tr>
</tbody>
</table>

For more details check the Major Learning Objectives’ table on page 8.

**Course Schedule**

**PART ONE: STRATEGY, PRODUCTS, AND CAPACITY**

<table>
<thead>
<tr>
<th>Topic 1</th>
<th>Introduction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic 2</td>
<td>Global Strategy</td>
</tr>
<tr>
<td>Topic 3</td>
<td>The Components of Operations Management</td>
</tr>
<tr>
<td>Topic 4</td>
<td>Project Management</td>
</tr>
<tr>
<td>Topic 5</td>
<td>Design of Products and Services</td>
</tr>
</tbody>
</table>
PART TWO: MANUFACTURING AND SERVICE PROCESSES

Topic 6 Manufacturing Processes  
Topic 7 Facility Layout  
Topic 8 Service Processes  
Topic 9 Process Design and Analysis  
Topic 10 Six Sigma Quality  
Topic 11 Statistical Quality Control

PART THREE: SUPPLY AND DEMAND PLANNING AND CONTROL

Topic 12 Enterprise Resource Planning Systems  
Topic 13 Forecasting  
Topic 14 Sales and Operations Planning  
Topic 15 Inventory Management  
Topic 16 Material Requirements Planning  
Topic 17 International Operations

Course Planning

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Topics</th>
<th>Assignments &amp; Readings</th>
</tr>
</thead>
</table>
| Week 1: 16 January | Topic 1: Introduction  
Topic 2: Strategy in a global environment | Case study analysis  
Distribution Term  
Project Assign. 1 (5%)  
Chapter 1 – OM book (Cumar – Suresh)  
Teaching notes |
| Week 2: 23 January | Topic 3: The components of Operations Management | Case study analysis  
Distribution Term  
Project Assign. 1 (5%)  
Chapter 1 – OM book (Cumar – Suresh)  
Teaching notes |
| Week 3: 30 January | Topic 4: Project Management. Differences between Operations and Projects. | Case study analysis  
Chapters 1, 2 & 3 PM book (Gray & Larson)  
Teaching notes |
| Week 4: 06 February | Topic 5: Design of Products and Services | Chapters 2 & 6 – OM book (Cumar – Suresh)  
DEADLINE Term  
Project Assign. 1  
Distribution Term  
Project Assign. 2 (10%)  
Teaching notes |
| Week 5: 13 February | Topic 6 & 7: Manufacturing Processes and Facility Layout | **In-class test**  
Chapter 4 – OM book  
( Cumar – Suresh)  
Teaching notes |
|------------------|-----------------------------------------------|--------------------------------------------------|
| Week 6: 20 February | Topic 8: Service Processes | Chapter 3 – OM book  
( Cumar – Suresh)  
Teaching notes |
| Week 7: 27 February | **Mid-term Examination** | |
| Week 8: 06 March | Topic 9: Process Design and Analysis | Case study analysis  
Review Chapter 4 - OM book  
( Cumar – Suresh)  
Teaching notes  
**DEADLINE** Term Project Assign. 2  
**Distribution** Term Project Assign. 3 (5%) |
| Week 9: 13 March | Topic 10: Six Sigma Quality  
Topic 11: Statistical Quality Control | Articles on Quality Management will be provided  
Teaching notes |
| Week 10: 20 March | Topic 12: Enterprise Resource Planning Systems | **In-class test**  
Articles on ERP systems will be provided  
Teaching notes  
**DEADLINE** Term Project Assign. 3  
**Distribution** Term Project Assign. 4 (5%) |
| Week 11 27 March | Topic 13: Forecasting  
Topic 14 & 15: Sales and Operations Planning, Inventory Management | Term project presentations (5%)  
Chapter 7– OM book  
( Cumar – Suresh)  
Teaching notes |
| Week 12: 17 April | No class – Bank Holiday | |
| Week 13: 24 April | Topic 16: Material Requirements Planning | Term project presentations (5%) |


<table>
<thead>
<tr>
<th>Week 14: 1st of May</th>
<th>Topic 17: International Operations</th>
<th>Chapters 7 &amp; 9 – OM book (Cumar – Suresh) Teaching notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 15: 08 May</td>
<td>Final Examination</td>
<td></td>
</tr>
</tbody>
</table>

**Course Materials**

Textbook (recommended):

S. Anyl Cumar, N. Suresh *Operations Management*, New Age Publisher: ISBN (13) : 978-81-224-2883-4


Additional reading:
Articles from business magazines and case studies will be provided to the students during the course

<table>
<thead>
<tr>
<th>Week 1</th>
<th>What is the strategy of a company? How does it relate to the global environment and specifically to Operations Management?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 2</td>
<td>What are the elements to be taken into consideration to understand Operations Management?</td>
</tr>
<tr>
<td>Week 3</td>
<td>Operations and projects are essential to the success of any corporation. What is their relationship? Their differences? Their similarities?</td>
</tr>
<tr>
<td>Week 4</td>
<td>How are products and services designed? What is the difference between product design and service design?</td>
</tr>
<tr>
<td>Week 5</td>
<td>What is the importance of manufacturing for today's enterprises? How important is the facility layout to achieve success?</td>
</tr>
<tr>
<td>Week 6</td>
<td>What are the main processes to put in place an impeccable service?</td>
</tr>
<tr>
<td>Week 7</td>
<td>Why should processes be properly designed?</td>
</tr>
<tr>
<td>Week 8</td>
<td>What are the main methods companies are using to achieve quality? How do they control it?</td>
</tr>
<tr>
<td>Week 9</td>
<td>What are the main planning systems enterprises use?</td>
</tr>
<tr>
<td>Week 10</td>
<td>What is forecasting? Why companies must manage their inventory?</td>
</tr>
<tr>
<td>Week 11</td>
<td>How enterprises manage and plan materials? What is the challenge of launching International operations? What are the risks involved in such a large scale? What are the elements corporations should keep an eye on?</td>
</tr>
</tbody>
</table>

Syllabus: BUS 311G OPERATIONS MANAGEMENT
Course Assessment

The students will be evaluated on the basis of their performance as follows:

- Participation: 10%
- Class tests: 15%
- Term project: 25% (divided into 4 assignments: 5% +10%+5%+5%)
- Mid-term examination: 25%
- Final examination: 25%

TOTAL: 100%

Grading Scale of Vesalius College

Vesalius College grading policy, in line with the Flemish Educational norms, is stated below:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Scale of 20</th>
<th>Scale of 100</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>17.0-20.0</td>
<td>85-100</td>
</tr>
<tr>
<td>A-</td>
<td>16.1-16.9</td>
<td>81-84</td>
</tr>
<tr>
<td>B+</td>
<td>15.3-16.0</td>
<td>77-80</td>
</tr>
<tr>
<td>B</td>
<td>14.5-15.2</td>
<td>73-76</td>
</tr>
<tr>
<td>B-</td>
<td>13.7-14.4</td>
<td>69-72</td>
</tr>
<tr>
<td>C+</td>
<td>13.1-13.6</td>
<td>66-68</td>
</tr>
<tr>
<td>C</td>
<td>12.3-13.0</td>
<td>62-65</td>
</tr>
<tr>
<td>C-</td>
<td>11.5-12.2</td>
<td>58-61</td>
</tr>
<tr>
<td>D+</td>
<td>10.7-11.4</td>
<td>54-57</td>
</tr>
<tr>
<td>D</td>
<td>10.0-10.6</td>
<td>50-53</td>
</tr>
<tr>
<td>F</td>
<td>Below 10.0</td>
<td>0-49</td>
</tr>
</tbody>
</table>

Grading Criteria

The following criteria will be applied in assessing the student’s written work:

- Evidence of understanding the concepts, theories and ideas developed in the course.
- Ability to apply the acquired theoretical knowledge towards analyzing and solving financial assignments and case studies.

Written mid-term and final examinations (50%)

Both examinations will be held in-class. The mid-term examination (25%) will be held in the mid of the semester (W7). The content of the examination covers all the concepts you will have learnt before that date. It will include both essay questions and numerical problems on the concepts that you will have learnt during the first part of the semester. The points attributed to each question will be stated in parentheses.

The final examination (25%) will be held at the end of the course during the W15 (location and time will be announced once the final exam schedule is posted). It will include both essay questions and numerical problems on the material learnt in the second part of the semester. The points attributed to each question will be stated in parentheses.

Each essay question will be evaluated according to the following criteria:

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>(0-1)</th>
<th>(2-3)</th>
<th>(4-5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Structure of the answer and expression</td>
<td>The answer is loosely structured and fails to provide most relevant information. Expression is poor and concepts are oversimplified.</td>
<td>The answer provides for most relevant information, but it is loosely structured. Overall good capacity to express complex concepts and correct language.</td>
<td>The answer addresses the question in a structured and analytical manner. Excellent capacity to express originally, succinctly and correctly complex concepts.</td>
</tr>
<tr>
<td>Understanding of theories and concepts of OM</td>
<td>Theories are simply mentioned. Weak engagement with the course material.</td>
<td>One or more theory is confusing or oversimplified. Overall, the answer shows a consistent engagement with the reading material required for the course.</td>
<td>All theories reviewed are presented clearly in their full complexity. The answer is well embedded in the literature and shows evidence of further readings.</td>
</tr>
<tr>
<td>Critical thinking</td>
<td>The answer shows some major pitfalls in the comprehension of the theories under exam.</td>
<td>Overall, the answer shows comprehension of the theory but a scanty critical attitude towards OM</td>
<td>The answer reveals a critical understanding of theories of OM</td>
</tr>
<tr>
<td>Ability to apply theoretical frameworks</td>
<td>The examinee fails to apply theoretical framework to empirical cases.</td>
<td>Overall, the examinee manages to relate OM to concrete examples and cases. However, there are major imprecisions and some misunderstanding.</td>
<td>Excellent ability to elaborate on theories and their application to concrete cases. Good knowledge of factual background.</td>
</tr>
</tbody>
</table>

TOTAL

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>(0-1)</th>
<th>(2-3)</th>
<th>(4-5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to summarize a complex factual background</td>
<td>Some factual information is missing or the topic is not clearly identified.</td>
<td>Most relevant information is presented but the topic is not clearly identified</td>
<td>Key facts are presented in an original, succinct, and analytical manner.</td>
</tr>
</tbody>
</table>

**Term project (25%)**
The following criteria will be applied in assessing your written work:
- Evidence of understanding of the concepts, theories and ideas developed in the course;
- Provision of a clearly focused topic, a logical and well-organized analysis;
- Grammatically correct text; and
- Clear documentation of your sources (see below for more details).
**Understanding and capacity to apply theoretical frameworks**

- Theories are simply mentioned. Cited theoretical information is not relevant to the topic analyzed. None of the explanations is convincing to explain the empirical case.
- One theory is confusing or oversimplified. Theories are not coherently related to the selected topic. Only one explanation is really convincing to explain the empirical case.
- Both theories are presented clearly in their full complexity. Both explanations are convincing if one shares their theoretical assumptions.

**Critical thinking**

- Part 4 merely repeats information contained in parts 1-2-3.
- Part 4 brings new information but no critical understanding of the topic.
- Part 4 reveals a personal and critical understanding of the topic.

**Structure, bibliography and references**

- The paper is loosely structured. Language is poor. References are incomplete and quoted in an improper manner.
- The argument is not developed in a coherent way; at least 5 good references (peer-reviewed articles or published books).
- The argument is developed in a coherent and appropriate way; Language is overall correct; at least 7 good references covering factual background and theories.

**TOTAL**

<table>
<thead>
<tr>
<th></th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparedness</td>
<td>Student is completely prepared and has obviously rehearsed.</td>
<td>Student seems pretty prepared but might have needed a couple more rehearsals.</td>
<td>The student is somewhat prepared, but it is clear that rehearsal was lacking.</td>
<td>Student does not seem at all prepared to present.</td>
</tr>
<tr>
<td>Content</td>
<td>Shows a full understanding of the topic.</td>
<td>Shows a good understanding of the topic.</td>
<td>Shows a good understanding of parts of the topic.</td>
<td>Does not seem to understand the topic very well.</td>
</tr>
<tr>
<td>Comprehension</td>
<td>Student is able to accurately answer almost all questions posed by classmates about the topic.</td>
<td>Student is able to accurately answer most questions posed by classmates about the topic.</td>
<td>Student is able to accurately answer a few questions posed by classmates about the topic.</td>
<td>Student is unable to accurately answer questions posed by classmates about the topic.</td>
</tr>
</tbody>
</table>

The following criteria will be applied in assessing your oral presentation:

- The project is centered on a 20/30 minute presentation of your analysis to the class;
- A good rule of thumb is to attribute 1 minute per PowerPoint slide.
Focus on Topic | Stays on topic all (100%) of the time. | Stays on topic most (99-90%) of the time. | Stays on topic some (89%-75%) of the time. | It was hard to tell what the topic was.
---|---|---|---|---
Time-Limit | Presentation is 20/30 minutes long. | Presentation is 18/19 minutes long. | Presentation is between 15 and 17 minutes long. | Presentation is less than 15 minutes long
---|---|---|---|---
TOTAL | | | | 20 points
---|---|---|---|---

**Major Learning Objectives’ table:**

<table>
<thead>
<tr>
<th>Major Learning Objectives</th>
<th>Course Learning Objectives addressing the major objectives</th>
<th>Methods used to teach course objectives</th>
<th>Methods used to test these learning objectives</th>
<th>Type, Timing and numbers of Feedback given to students</th>
</tr>
</thead>
<tbody>
<tr>
<td>The bachelor has a broad knowledge of the different functional fields of business management. He is able to apply this knowledge in the analysis of business-oriented problems and is able to propose solution to specific business problems.</td>
<td>Lectures, in-class discussions, tutorials. The bachelor will also read case studies and articles related to Operations Management</td>
<td>2 in class tests 1 mid-term exam 1 final exam 3 written group assignments 3 case study analysis</td>
<td>Oral in-class feedback one week after each test Oral in-class feedback one week after the midterm exam Oral in-class feedback after individual case study analysis Oral in-class feedback one week after the delivery of each written group assignment.</td>
<td></td>
</tr>
<tr>
<td>The bachelor has an understanding of the interrelatedness of the different functional fields of business and understands the impact of this on decision-making.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The bachelor has insight into the broad societal context of businesses and is able to take it into account in the analysis of business-oriented problems.</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The bachelor knows and is able to apply common qualitative and quantitative research methods and is able to apply these in the field of business studies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The bachelor has an open and academic attitude characterized by accuracy, critical reflection and academic curiosity.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The bachelor is able to identify the international</td>
<td>X</td>
<td>Lectures, in-class discussions, tutorials,</td>
<td>1 mid-term exam</td>
<td>Oral in-class feedback</td>
</tr>
</tbody>
</table>
dimension in business-related problems and knows how to handle these problems in an effective way.

The bachelor is able to work in a multi-cultural team.

The bachelor recognizes the importance of life-long learning.

The bachelor is able to communicate clearly, fluently and accurately; as well in a written report as in an oral presentation.

The bachelor is able to combine ethical and business-oriented judgments in the analysis of business problems and takes these ethical considerations explicitly into account in the solutions proposed for business problems.

System of bibliographic referencing

There are many systems for the citation of references. For this written paper, I expect you to use the Harvard style of referencing which is a name and date system.

In the Harvard system, the author’s surname, year of publication and, for direct quotes, page number are cited in the text of your work. Full details of the books/articles are included in a reference list at the end of the assignment.

Student can find a detailed Harvard Guide at the following website: http://libweb.anglia.ac.uk/referencing/referencing.htm. Please, also consult the following short guide for “Acknowledging, Paraphrasing, and Quoting Sources”, available at: writing.wisc.edu/Handbook/Acknowledging_Sources.pdf

Harvard style of referencing - examples:

In-text citation:

Both unities of discourses and objects are formed “by means of a group controlled decisions” (Foucault, 2011:32).

Habermas acknowledges the crucial function of language as a “medium of domination and social force” (1974:17, in Forchtner, 2011).

In your reference list:

How to quote books:

How to quote chapters in edited books:

How to quote articles:

How to quote electronic sources:

Additional Course Policies

1. Students are requested to come to class prepared anytime an assignment must be turned in.
2. The class attendance is not included in the grade computation, though the frequent in-class tests and the individually assigned homework, taken together, account for 20% of the final grade. Therefore, any absence will result in a deduction of one percentage point from the overall course grade.
3. It is categorically prohibited to use the cell phones during the classes. Anybody violating this requirement will be requested to leave the class, consequently losing the attendance points for that specific class.
4. All assignments are due by the deadline specified by the instructor. Late assignment submissions are subject to the explicit approval by the instructor and their number should be kept to a minimum.
5. A separate document named “Term project” will be distributed during the second class, containing the major requirements towards accomplishing this paper.

Academic Honesty Statement

Academic dishonesty is NOT tolerated in this course.

Academic honesty is not only an ethical issue but also the foundation of scholarship. Cheating and plagiarism are therefore serious breaches of academic integrity.

Following the College policy, cheating and plagiarism cases will be communicated in writing to the Associate Dean for Students and submitted to the Student Conduct Committee for disciplinary action.

If you refer to someone else’s work, appropriate references and citations must be provided. Grammar, spelling and punctuation count, so use the tools necessary to correct before handing in assignments.