

## COURSE SYLLABUS

### 1. COURSE DESCRIPTION

|                         |   |
|-------------------------|---|
| <b>Degree:</b>          | <b>Administración y Dirección de Empresas<br/>(English teaching)</b>              |
| <b>Double Degree:</b>   |   |
| <b>Course:</b>          | <b>OPERATIONS MANAGEMENT I<br/>Dirección de Operaciones I - English teaching)</b> |
| <b>Module:</b>          | <b>VII: Business Organization</b>   |
| <b>Department:</b>      | <b>Business Organization and Marketing</b>  |
| <b>Term:</b>            | <b>First term</b>   |
| <b>Total Credits:</b>   | <b>6</b>  |
| <b>Year:</b>            | <b>5<sup>th</sup></b>   |
| <b>Type of Course:</b>  | <b>Obligatory</b>   |
| <b>Course Language:</b> | <b>English</b>  |

|   |           |            |
|---|-----------|------------|
| <b>Teaching model:</b>  | <b>B1</b> |            |
| <b>a. General/background:</b>                                       |           | <b>60%</b> |
| <b>b. Theory-into-practice/developmental<br/>knowledge-building</b> |           | <b>40%</b> |
| <b>c. Guided Academic Activities:</b>                               |           |            |

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### 2. TEACHING TEAM INFORMATION

#### 2.1. Course coordinator: Cristina López Vargas

| 2.2. Teachers         |                                 |
|-----------------------|---------------------------------|
| <b>Name:</b>          | Cristina López Vargas           |
| <b>Faculty:</b>       | <b>Business Administration</b>  |
| <b>Department:</b>    | <b>Management and Marketing</b> |
| <b>Academic Area:</b> | <b>Business Organization</b>    |
| <b>Category:</b>      | <b>Profesor Ayudante Doctor</b> |
| <b>Office hours:</b>  | <b>To be determined</b>         |
| <b>Office No.:</b>    | <b>7.3.09</b>                   |
| <b>E-mail:</b>        | <b>clopvar@upo.es</b>           |
| <b>Tel.:</b>          | <b>954 977324</b>               |

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### 3. ACADEMIC CONTEXT

#### 3.1. Course Description and Objectives

Be familiar with key strategic decisions, including: product selection and design, technology and process design, capacity, localization, distribution and work design.

Develop the ability to carry out diagnostics.

Develop the ability to differentiate between relevant and superficial information when dealing with a strategic problem relating to production management.

Acquire efficient communication skills both for expressing and presenting ideas and for understanding ideas expressed/presented by others.

#### 3.2. Contribution to the Training Plan

This course is within the Module VII: BUSINESS ORGANIZATION, first semester of third year of the Degree in Business Administration and Management.

It covers the main strategic decisions in the production and operations area. In particular it analyses product selection and design, technology and process design, capacity, localization, distribution and work design.

#### 3.3. Recommendations or Prerequisites

None. The background knowledge required to succeed in this course is primarily obtained in *Introduction to Business Management* (902006), offered in the first year of this Double Degree.

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### 4. SKILLS

#### 4.1 Degree Skills Developed during this Course

- Oral and written communication abilities
- Organizational & Planning skills
- Collaborative learning/Teamwork skills
- Critical thinking & auto-criticism skills
- Interpersonal skills
- Analysis & synthesis skills
- Ethics in the workplace
- Work under pressure
- Creativity
- Entrepreneurship
- Concern for environmental and social issues

#### 4.2. Module Skills Developed during this Course

Knowledge of management functions: decision making, planning, organizing, managing and controlling.

Knowledge of processes, decisions and techniques in the operations management system.

#### 4.3. Course-specific Skills

- **Cognitive (Know...):**
  - Learn key terms and concepts underpinning Operations Management both in the service and the industrial sectors.
  - Analyze the importance of the operations subsystem within the context of business systems; understand the key strategic decisions which operations managers make in order to reach production and overall business goals.
  - Identify the main tools and techniques used in production management to optimize strategic production decisions: the product, process strategy, long-term capacity, localization and distribution.
- **Procedural-Instrumental (Know how to...):**
  - Calculate and improve productivity within a company in both industrial and service sectors.
  - Analyze criteria and factors taken into account by operations managers when making both strategic decisions in order to reach production and overall business goals.
  - Effectively apply key production management tools and techniques to



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optimize strategic production decisions: the product, process strategy, long-term capacity, localization and distribution.

- ***Attitudinal (Be...):***

- Able to communicate effectively both when presenting/expressing ideas and when understanding the ideas expressed by others.
- Able to distinguish between specific production functions and more general company functions.
- Equipped to identify and deal with problematic production scenarios, making good use of available information.
- Prepared to be a leader and direct a company's production or operations department.

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### 5. COURSE CONTENT (COURSE TOPICS)

#### **SECTION 1. INTRODUCTION TO OPERATIONS STRATEGY**

Chapter 1. Introduction to Operations Management.

- 1.1. What is OM?
- 1.2. Why study OM?
- 1.3. What Operations Managers Do
- 1.4. The Heritage of Operations Management
- 1.5. Operations in the Service Sector
- 1.6. The Productivity Challenge

Chapter 2. Operations Strategy and Competitiveness.

- 2.1. Global Strategies
- 2.2. A Global View of Operations
- 2.3. Developing Missions and Strategies
- 2.4. Achieving Competitive Advantage Through Operations
- 2.5. Ten Strategic OM Decisions
- 2.6. Dynamics of Operations Strategy
- 2.7. Strategy Development and Implementation
- 2.8. Global Operations Strategy Options

#### **SECTION 2. STRATEGIC DESIGN**

Chapter 3. Product Design.

- 3.1. Product Decision
- 3.2. Generating New Products
- 3.3. Product Development
- 3.4. Techniques for Product Design
- 3.5. Service Design

Chapter 4. Process Selection and Design.

- 4.1. Process Strategy
- 4.2. Process Focus
- 4.3. Repetitive Focus
- 4.4. Product Focus
- 4.5. Mass Customization
- 4.6. Comparison of Processes
- 4.7. Process Analysis and Design
- 4.8. Service Process Design

Chapter 5. Job Design and Work Measurement.



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- 5.1. Job Design
- 5.2. Methods Analysis
- 5.3. Labor Standards and Work Measurement

### Chapter 6. Capacity Planning.

- 6.1. Capacity Measurement
- 6.2. Long-Term Capacity Strategies
- 6.3. Short-Term Capacity Strategies
- 6.4. Break-Even Analysis: Comparison of Alternatives

### Chapter 7. Facility Location.

- 7.1. The Strategic Importance of Location
- 7.2. Factors that Affect Location Decisions
- 7.3. Methods of Evaluating Location Alternatives
- 7.4. Service Location Strategy

### Chapter 8. Facility Layout.

- 8.1. The Strategic Importance of Layout Decisions
- 8.2. Basic Production Layout Formats
  - 8.2.1 Fixed-Position Layout
  - 8.2.2 Process-Oriented Layout
  - 8.2.3 Repetitive and Product-Oriented Layout
  - 8.2.4 Group Technology (Cellular) Layout
- 8.3. Office Layout
- 8.4. Retail Layout
- 8.5. Warehousing and Storage Layouts



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### 6. METHODOLOGY AND RESOURCES

A combination of different methodologies is required due to the nature of course content itself and the number of students enrolled: theory-based sessions, praxis-based sessions, theory-into-practice seminars and monitoring/follow-up of autonomous learning activities.

Initially, the professor will provide an introduction to the key concepts and ideas for each topic based on the course reading list. The professor will also advise students with respect to required and suggested reading. As interaction is sought in theory-based sessions students will be asked, on the professor's discretion, to present on course reading and/or specialized literature individually or in groups. Theoretical knowledge will be complimented through praxis-based sessions, seminars and debates where real life cases will be studied. Both theory and praxis-based learning will be reinforced in specialized office hours with the professor and personalized control sessions.

Praxis-based activities will, for the most part, be centred on the analysis of different case studies and real life business scenarios. Student's work will focus on solving practical cases and commenting on pertinent news from a variety of sources, culminating in in-class presentations and debates. Students—both individually and in groups—will also be encouraged to seek out and present real life examples which serve as a pretext for analysis of the concepts presented in theory-based sessions. The professor will serve as guide and moderator throughout.

Students are expected to make good use of the following in order to successfully complete the course: explanations provided in class, course material made available on the course WebCT site, as well as required and recommended bibliography. In-class presentations on each topic need not be exhaustive; students will have the opportunity to delve into the recommended bibliography and carry out in-depth analysis of cases during specific class sessions.



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### A) ASSESSMENT FOR GENERAL TEACHING (GT) - 60%: Exam

There will be a written exam that may include a multiple choice test and/or short questions. In any case the final structure of the exam will be communicated in the corresponding call for exam. It is mandatory to obtain a minimum of 4 points out of 10 to average with the grade obtained in the assessment for practical teaching.

### 7. ASSESSMENT

B) ASSESSMENT FOR PRACTICAL TEACHING (PT) - 40%: Exam and individual activities based on the knowledge of the practical teaching classes. There is no need for a minimum grade to be able to take the general teaching exam.

The grades for this part will be maintained for all the exams in the current academic year but not for the next academic year.

The option of improving the grade is not allowed in this course, therefore it is not possible to repeat any exam or do any additional work to improve the grade.

Mobility and others:

Those students in compliance with the excepcional requirements settled by Article 7.3 of the above mentioned "Normativa de evaluación de los estudiantes de grado de la Universidad Pablo de Olavide", will be able to be assessed in the First Course Call under the same criteria settled for the 2nd Course Call. This exception will have to be acknowledged by the Instructor before the ending of the Course sessions.

### **IMPORTANT, please note:**

All students enrolled in the course must turn in a fully completed photo card to the professor within the first two weeks of class. Failure to do so may result in delays in marks being posted.

International exchange students (Socrates/Erasmus/PIMA) will sit the same exams and be evaluated according to the same criteria as other students with the exception that they will be allowed to use a dictionary when sitting exams.

Exams will never be scheduled for dates not previously agreed upon with the Student Body except in cases where Art. 18 or Art. 19 (exams scheduled for the same day) of the Academic Guidelines are applicable. In the latter case, students must request an alternative exam date at least 15 days prior to the official scheduled exam date. On the discretion of the professor(s), oral exam(s) may be given in lieu of scheduled written exam(s) where deemed necessary.

**PLEASE NOTE:** In compliance with Title II, Chapter II, Articles 12.2 and 14.3 of the *Normativa de Régimen Académico y de Evaluación del Alumnado* (signed in *Consejo de Gobierno de la Universidad Pablo de Olavide de Sevilla* on July 18, 2006): "With



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regard to essays or other homework, plagiarism and/or the use of unoriginal material—including information obtained from online sources—without explicit and proper citing (and, where required, the express permission of the author), may warrant a grade of ***FAIL*** for the module, in addition to any other applicable academic sanctions warranted by academic misconduct on the part of students. [...] After consulting professors, students and any other university bodies deemed necessary, the Director of the Department responsible for the module in question will decide on the need for further measures including an official academic integrity hearing.”



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### 8. BIBLIOGRAPHY

Power Point Slides published in the official WebCT of the course.

Chase, R.B.; Jacobs, F.R.; Aquilano, N.J. *Operations Management for Competitive Advantage*, McGraw-Hill. (2006)

Heizer, J; Render, B. *Operations Management*. Prentice Hall. (2014)

Heizer, J; Render, B. *Operations Management*. Prentice Hall. (2006)

Schroeder, R. G.; Goldstein, S.; Rungtusanatham, M.J. *Operations Management: Contemporary Concepts and Cases*. McGraw-Hill. (2010)

Stevenson, W.J. *Operations Management*. McGraw-Hill. (2007)