

<b>Code</b>	<b>MAN21202</b>	<b>ECTS Credit</b>	<b>7.5</b>	<b>HUN Credit</b>	<b>6</b>
<b>Term:</b>	<b>fall</b>				
<b>Module Title:</b>	<b>PRODUCTION AND PROCESS MANAGEMENT</b>				
<b>Module Leader:</b>	<b>Zsuzsanna Hauck</b>	<b>Office Hours:</b>	Tuesday 14.30-15.45		
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<b>Short Description:</b>	Operations management deals with the efficient utilization of resources to produce products and services. OM plays a crucial role in achieving business strategy, as its sustainability is based mainly on outstanding operations capabilities that are not easy to copy.				
<b>Sessions (weeks)</b>					
<b>1. week</b> <b>3<sup>rd</sup> Sept</b>	Defining operations management and operations strategy. How to analyse cases. Process analysis.				
<b>2. week</b> <b>10<sup>th</sup> Sept</b>	Designing products and services. Cases: Benihana of Tokyo, HBS 9-673-057 Fabritek Corporation, Harvard Business School (HBS) 669-004				
<b>3. week</b> <b>17<sup>th</sup> Sept</b>	Developing a production system, identifying bottlenecks Case: Scharffen Berger Chocolate Maker, HBS 9-606-043				
<b>4. week</b> <b>24<sup>th</sup> Sept</b>	Bottlenecks and inventory build-up diagrams. Case: National Cranberry Cooperative, HBS 9-688-122				
<b>5. week</b> <b>1<sup>st</sup> Oct</b>	Operations based strategies. Case: Alaska Airlines, HBS, 9-800-004				
<b>6. week</b> <b>8<sup>th</sup> Oct</b>	Operations based strategies II. Case: IKEA invades America, HBS 9-504-09410.00				
<b>7. week</b> <b>15<sup>th</sup> Oct</b>	<b>Midterm exam.</b>				
<b>8. week</b> <b>22<sup>th</sup> Oct</b>	<i>Fall break.</i>				
<b>9. week</b> <b>29<sup>th</sup> Oct</b>	Managing queues. Case: University Health Services: Walk-in-clinic, HBS 9-681-061				
<b>10. week</b>	Controlling supply chains and the optimal level of product availability				

<b>5<sup>th</sup> Nov</b>	Cases: Wal-Mart, Ivey Business School, 907D01 Barilla SpA (A), HBS 9-694-046
<b>11. week</b> <b>12<sup>th</sup> Nov</b>	SCM Business Game: The beer game (MIT)
<b>12. week</b> <b>19<sup>th</sup> Nov</b>	Developing service systems I. Case: Southwest Airlines in Baltimore, HBS 9-602-156
<b>13. week</b> <b>26<sup>th</sup> Nov</b>	Developing service systems II. Case: Toyota Motor Manufacturing. USA, Inc, HBS 1-693-019
<b>14. week</b> <b>3<sup>rd</sup> Dec</b>	<b>Final examination.</b>
<b>Rationale Including Aims:</b>	The source of success at the majority of top companies is inevitably based on outstanding products and/or efficient operations processes. Thus operations is one of the most important functions in a company. Additionally, any activity that has outcome is a process, and the knowledge and skills provided by operations management can be applied in many other functional areas as well. Thus the programme aims 1) to provide students with enhanced and deepened knowledge and skills to equip them for a carrier in a diverse range of business organisations, 2) develop the students' competence in applying a range of business and management skills to the practice of management, 3) develop the critical and analytical powers of the students in relation to management, 4) develop critical and analytical problem-based learning and the transferable skills to prepare the student for graduate employment, 5) enhance the development of the students' existing skills base, allowing for a cumulative learning experience.
<b>Learning Outcomes: Knowledge</b>	On completion of this course, successful students will be able to demonstrate <ol style="list-style-type: none"> <li>1. critical insights into the role of operations in the value creation process;</li> <li>2. synthesised knowledge to recognize the different operating systems required to solve complex business problems;</li> <li>3. in-depth and critical knowledge and understanding of theoretical and conceptual grounding in operations management;</li> <li>4. critical evaluation of situations in the globalized business environment with special emphasis on supply chain management;</li> <li>5. consolidate, evaluate, select programmes to improve operational capabilities of the firm. (Heizer and Render (2011) define around one hundred learning objectives of operations management);</li> <li>6. identify strategic approaches to competitive advantage;</li> <li>7. understand the significance of key success factors and core competencies;</li> <li>8. understanding the necessity of simultaneous product and process development, identifying those process characteristics that provide product features required to compete.</li> </ol>
<b>Learning Outcomes: Skills</b>	On completion of this course the successful student will be able to <ol style="list-style-type: none"> <li>9. work efficiently and effectively both as an individual and as a member of a team;</li> <li>10. communicate and present an argument in the improvement process;</li> </ol>

	<p>11. deliver products and services effectively in timely manner at the required quantity and quality;</p> <p>12. synthesise, design and control operating systems, making long, medium and short term decisions; Referring to Heizer et al. (2017) again some important skills that can be gained by attaining at this course are the ability to</p> <p>13. identify bottlenecks of complex processes to make effective decisions in investments, to calculate productivity, to design and produce products and services with outstanding quality and inherent customer value, to attain the exceptional value that is consistent with the company mission and marketing objectives by close attention to design, procurement, production, and field service opportunities, to determine, design, and produce the production process and equipment that will be compatible with low-cost product, high quality, and a good quality of work life at economical cost, to collaborate with suppliers to develop innovative products from stable, effective and efficient sources of supply, to provide a good quality of work life, with well designed, safe, rewarding jobs (see for example cases like Benihana of Tokyo, Alaska Airlines).</p>
<b>Teaching and Learning Strategies:</b>	Continuous learning is required. The learning process is checked at each class through presentation, case discussions and problem solving. Students acquire knowledge and skills through individual learning, working in groups, participation in business games, and working in teams to solve business problems and cases.
<b>Assessment Scheme:</b>	<p>Students' knowledge, understanding and skills are assessed by individual and group coursework, presentations, performance in business games, and examinations.</p> <p>Classroom work: 15%</p> <p>Midterm exam: 15%</p> <p>Final exam: 70%</p>
<b>Essential/Core Learning Materials:</b>	<p>Harvard Business School cases identified above;</p> <p>Appropriate chapters of</p> <ul style="list-style-type: none"> <li>• Heizer, Jay – Render, Barry – Munson, Chuck (2017): Operations Management: Sustainability and Supply Chain Management, 12th edition (Global Edition), Pearson</li> <li>• Krajewski, L. J. - Malhotra, M. - Ritzman, L. (2019): Operations management: processes and supply chains, 12th edition, Pearson</li> </ul>
<b>Recommended/Optional Learning Material:</b>	<ul style="list-style-type: none"> <li>• Chopra, Sunil – Meindl, Peter (2019): Supply Chain Management, 6<sup>th</sup> edition, Pearson</li> <li>• Slack, Nigel – Brandon-Jones, Alistair - Johnston, Robert (2016): Operations Management, 8th edition, Prentice Hall</li> </ul>