MNGT8240
Operations Management

Course Outline
Session 4, 2015

Part A: Course-Specific Information

Part B: Key Policies, Student Responsibilities and Support
TABLE OF CONTENTS

PART A: COURSE-SPECIFIC INFORMATION 1
1 STAFF CONTACT DETAILS 1
2 COURSE DETAILS 1
   2.1 Teaching Times and Locations 1
   2.2 Bad Weather Policy 1
   2.3 Units of Credit 1
   2.4 Summary of Course 1
   2.5 Course Aims and Relationship to Other Courses 1
   2.6 Student Learning Outcomes 2
3 LEARNING AND TEACHING ACTIVITIES 4
4 ASSESSMENT 4
   4.1 Formal Requirements 4
   4.2 Assessment Details 5
   4.3 Assessment Format 7
   4.4 Late Submission 7
5 COURSE RESOURCES 7
6 COURSE EVALUATION AND DEVELOPMENT 8
7 COURSE SCHEDULE 8
PART B: KEY POLICIES, STUDENT RESPONSIBILITIES AND SUPPORT 13
1 PROGRAM LEARNING GOALS AND OUTCOMES 13
2 ACADEMIC HONESTY AND PLAGIARISM 14
3 STUDENT RESPONSIBILITIES AND CONDUCT 14
   3.1 Workload 14
   3.2 Attendance 15
   3.3 General Conduct and Behaviour 15
   3.4 Occupational Health and Safety 15
   3.5 Keeping Informed 15
4 SPECIAL CONSIDERATION AND SUPPLEMENTARY EXAMINATIONS 15
5 STUDENT RESOURCES AND SUPPORT 16
PART A: COURSE-SPECIFIC INFORMATION

1 STAFF CONTACT DETAILS
Lecturer-in-charge: A/Prof. Chung-Li Tseng
Room: 2087 Quad
Phone No: 02 9385 9704
Email: c.tseng@unsw.edu.au
Consultation Times: Thursday 2:30 – 3:30, Friday 10:00 – 12:00 (or by appointment)

2 COURSE DETAILS

2.1 Teaching Times and Locations
Updated information about class times and locations can be found on the AGSM website and by logging in to the Google Calendar.

2.2 Bad Weather Policy
Classes will be cancelled if a No. 8 or higher tropical cyclone warning signal or black storm warning is raised at any time from 3 hours before the start of the class. In the event of cancellation due to bad weather, make up classes may or may not be held depending on room/lecturer availability.

2.3 Units of Credit
The course is worth 6 units of credit.

2.4 Summary of Course
Operations management is one core area underlies every enterprise, which is concerned with the processes of producing and delivering goods and services. The focus is to ensure the business operations are efficient in terms of the use of resources and effective in terms of meeting customer needs. This course covers a set of well-established topics such as process analysis, quality management, waiting line analysis, demand forecasting, and project management. This course also covers topics of lean operations, inventory management, and supply chain management.

2.5 Course Aims and Relationship to Other Courses
At a fundamental level, any business or organisation is concerned with delivering value to its customers. The “operations” of an organisation are the processes that the organisation uses to create value: they involve transforming inputs of resources into outputs in the forms of products or services. Operations Management is the task of managing these processes. Each organisation will have a unique set of operations,
whether this is dealing with phone calls at a call centre, manufacturing cardboard from recycled paper, running room service in a hotel or dealing with passengers of an airline. This course covers the fundamentals of operations management by introducing a set of managerial and analytical principles that you can use to understand the operations functions and strategies of an enterprise.

Overall, the course aims to

1. develop knowledge about how processes work in an organisation and how to analyse processes in terms of process capacity, utilisation and bottleneck; and furthermore, how to manage process variability.
2. develop knowledge about strategic role that operational functions can play and the analytical skills and capability to execute operational decisions effectively and efficiently.
3. develop knowledge about interconnectedness of business units and organisations (via the flow of products, money, and information) within a firm’s supply chain.
4. enhance communication, reflection and teamwork skills.

2.6 Student Learning Outcomes

By the end of this course, you should be able to:

1. Explain key characteristics and management principles of different types of production and service operations systems.
2. Develop basic competence in analytical skills which will enable a business manager to make strategically sound operations decisions.
3. Explain fundamental issues of selecting and designing efficient processes for various type of products and services.
4. Apply lean operations concepts to achieve high quality operations.
5. Analyse inventory issues and recognise the role of inventory in supply chain operations.
6. Explain the strategic importance of supply chain management in a global economic environment.
7. Interact with team members to achieve group objectives.

The Course Learning Outcomes are what you should be able to DO by the end of this course if you participate fully in learning activities and successfully complete the assessment items.

The Learning Outcomes in this course also help you to achieve some of the overall Program Learning Goals and Outcomes for all undergraduate postgraduate coursework students in the ASB. Program Learning Goals are what we want you to BE or HAVE by the time you successfully complete your degree (e.g. ‘be an effective team player’). You demonstrate this by achieving specific Program Learning Outcomes - what you are able to DO by the end of your degree (e.g. ‘participate collaboratively and responsibly in teams’).
MBA Program Learning Goals and Outcomes

Learning Goal 1: Business Management Knowledge
Students should be able to identify and apply current knowledge of disciplinary and interdisciplinary theory and professional practice to general management and business within diverse situations.

Learning Goal 2: Critical Thinking
Students should understand and be able to identify, research and analyse complex issues and problems in business and develop appropriate solutions.

Learning Goal 3: Communication
Students should be able to produce written documents and oral presentations that communicate effectively complex disciplinary ideas and information for the intended audience and purpose.

Learning Goal 4: Teamwork
Students should be able to participate collaboratively and responsibly in teams and to reflect upon their own contribution to the team and on the necessary processes and knowledge within the team to achieve specified outcomes.

Learning Goal 5: Responsible Business
Students should be able to appraise ethical, environmental and sustainability considerations in decision making and in practice in business.
Students should be able to consider the social and cultural implications of management practices and of business activities.

Learning Goal 6: Leadership
Students should be able to reflect upon their own personal leadership style and the leadership needs of business and of teams.

Learning Goal 7: International Perspective
Students should understand the needs of undertaking business within a global context.
Students should be able to apply business management knowledge to business situations within global markets with due recognition for differences in cultural, legal, commercial and other issues.

Learning Goal 8: Risk Management
Students should be able to demonstrate an understanding of the limits in precision and the risks associated with business models.
Students should be able to appraise risk and to develop risk mitigation strategies applicable to business undertaken within uncertain and volatile environments.

For more information on the Postgraduate Coursework Program Learning Goals and Outcomes, see Part B of the course outline.

The following table shows how your Course Learning Outcomes relate to the overall Program Learning Goals and Outcomes, and indicates where these are assessed (they may also be practised in tutorials and other activities):

<table>
<thead>
<tr>
<th>MBA Program Learning Goals</th>
<th>Course Learning Outcomes</th>
<th>Course Assessment Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Business Management Knowledge</td>
<td>1,2,3,4,5,6</td>
<td>Assignment, Final exam, Case report</td>
</tr>
<tr>
<td>2. Critical Thinking</td>
<td>2,3,4,5,6</td>
<td>Assignment, Final exam, Case report, Simulation</td>
</tr>
<tr>
<td>3. Communication</td>
<td>7</td>
<td>Project presentation</td>
</tr>
<tr>
<td>4. Teamwork</td>
<td>5,6,7</td>
<td>Case, Project, Simulation</td>
</tr>
<tr>
<td>5. Responsible Business</td>
<td>1</td>
<td>Case report</td>
</tr>
<tr>
<td>6. Leadership</td>
<td>5,6,7</td>
<td>–</td>
</tr>
<tr>
<td>7. International Perspective</td>
<td>6</td>
<td>Final exam</td>
</tr>
<tr>
<td>8. Risk Management</td>
<td>2,5</td>
<td>Simulation</td>
</tr>
</tbody>
</table>
3 LEARNING AND TEACHING ACTIVITIES

It is important to note some important characteristics of the subject of operations management. First, the basic concepts can be applied in many different types of operations. For this reason, MBA students will be expected to contribute their own experiences to the overall class learning. Second, although most concepts covered in this course have been practiced for decades, their applications continue to expand, along with the advances in information technology. For example, the lean concept originated from car manufacturing has now been applied in service operations. Supply chain decisions are constantly evolving with the global economy. Toyota’s mass recalls shed some light on its extreme practice of the lean concept in improving operational efficiency and cost effectiveness. Third, many real operational decisions are complicated, interdependent, and require analysis. Furthermore, operational decisions often implement a firm’s corporate strategy. Given these characteristics, the learning experience offered by this course therefore includes exercises, case studies, and simulations. Exercises including mini-cases and practice questions are designed to familiarise you with the basic concepts and help you to gain analytical skills. Through the case studies, students will analyse operational strategies of some firms. Students will be engaged in classroom discussion about their thoughts and findings. Through simulations, students apply the concepts learned in the class to real world setting. In the Littlefield simulation, students focus on day-to-day operational issues by making purchasing, inventory, and pricing decisions to maximise process output and sales profit.

To maximise the effect of classroom learning, students are expected to read assigned course materials and do the assigned mini-cases before attending each class. Students are strongly encouraged to engage in group learning through working together on the case studies.

4 ASSESSMENT

4.1 Formal Requirements

In order to pass this course, you must:

- achieve a composite mark of at least 50; and
- make a satisfactory attempt at all assessment tasks (see below).

Assessment percentages:

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation (individual)</td>
<td>5%</td>
</tr>
<tr>
<td>Case report (group)</td>
<td>10%</td>
</tr>
<tr>
<td>Littlefield simulation performance (group)</td>
<td>10%</td>
</tr>
<tr>
<td>Project presentation (group)</td>
<td>10%</td>
</tr>
<tr>
<td>Assignments (group)</td>
<td>20%</td>
</tr>
<tr>
<td>Final exam (individual)</td>
<td>45%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
4.2 Assessment Details

The final composite marks for this course are summarized in the following table.

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Weighting</th>
<th>Learning Outcomes assessed</th>
<th>MBA Program Learning Goals</th>
<th>Max Length</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Littlefield Performance</td>
<td>10%</td>
<td>1,2,7</td>
<td>2,4,8</td>
<td>-</td>
<td>1/11</td>
</tr>
<tr>
<td>Case report</td>
<td>10%</td>
<td>1,2,3,4,5</td>
<td>1,2,4,5</td>
<td>5</td>
<td>27/10</td>
</tr>
<tr>
<td>Assignments</td>
<td>20%</td>
<td>1,2,3,4</td>
<td>1,2</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Project</td>
<td>10%</td>
<td>1,2,3,4,5,6,7</td>
<td>3,4</td>
<td>-</td>
<td>1/11</td>
</tr>
<tr>
<td>Final Exam</td>
<td>45%</td>
<td>1,2,3,4,5,6</td>
<td>1,2,7</td>
<td>-</td>
<td>TBA</td>
</tr>
<tr>
<td>Participation</td>
<td>5%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
<td><strong>-</strong></td>
<td><strong>-</strong></td>
<td><strong>-</strong></td>
<td><strong>-</strong></td>
</tr>
</tbody>
</table>

**Final Exam (45%)**

The final exam is an open book exam of 3 hours. The final exam will be comprehensive and may contain questions on any of the materials covered throughout the entire session.

**Littlefield Simulation (10%)**

Littlefield is an award-winning, web-based simulation game developed by Stanford University. The game simulates the day-to-day operations of Littlefield Technologies, a company that produces digital satellite system receivers. The game is tackled by teams. Your team will be responsible for making purchasing, inventory, and pricing decisions to maximise process output and sales profit. This game will utilise the quantitative models learned from this course such as bottleneck analysis, demand forecasting, inventory level, and order quantity. Instructions regarding the simulation game will be provided on Day 2.

The simulation will run over a 120-minute session on Day 8 morning. Each member should be equipped with a laptop that can access the internet. After Day 2, you will have access to the system to study historical performance of the company. Although all groups are not interacting and competing with each other in the simulation, they do operate under the same scenarios and their overall profits achieved are comparable. To encourage you to participate, 10% of your grade will be based on your relative performance in terms of the profit achieved. The instructor will collect the profit data from all groups and devise the distribution that best fits the data such that the group achieves the median profit will get 75 marks and the one with the highest profit will get 90 marks.

**Mini assignments (20%)**

Since this course introduces quantitative analysis for most topics covered, there will be a mini (team) assignment given in each class (except on Days 5 and 8). The assignment may contain one or more questions. The purpose is to ensure you to understand the material and know how to apply it with the help of group discussions. The weight for each assignment varies, depending on the number of questions. Overall, mini
assignments are worth 20% of the final grade. There will be time reserved in the class for you to work on each assignment. You are strongly encouraged to finish it within the class, though additional time may be granted if necessary.

Class participation (5%)

You are required to attend all classes, and seek permission ahead of time if you have to miss a class. Absences without excuse will adversely impact your class grade. In addition, since some classes involve case discussions, you are expected to read the designated reading materials and cases before coming to each class. In the classes that will be primarily case based, you will be graded according to the following:

- 0 points (absent or not prepared)
- 1 points (little contribution)
- 2 points (good contribution)
- 3 points (major contribution)

One case report (10%)

For the case of Ritz-Carlton, your team is required to deliver a case report. Your analysis involves analysing data from the ritz.xls spreadsheet downloadable from Moodle. You may directly answer the following questions in your report:

1) How is quality defined within Ritz-Carlton? Does the DQPR data in the ritz.xls spreadsheet indicate any significant quality problems?

2) If you were to select a category of defect to address from the DQPR data, which category would you address first? Why?

3) From the defect category you selected, consider the process that generates the defects. Construct a p-chart to assess whether or not the process is in control. Identify the day(s) on which some assignable cause of added defects arose.

4) Using the results of your analysis, as well as other relevant tools of quality and your common-sense knowledge of hotel operations, generate hypotheses about the possible root causes of the defect category that you selected.

Your report should be typed and be no more than 5 pages in length excluding attachments. You may place tables and figures in the attachments.

Project presentation (10%)

Your group is required to report some interesting operational management practices in your organizations. The purpose is to give you an exposure to different kinds of operations in practice and link the practices with the materials covered in this course. You need to identify some operations (service or production) and draw some proper boundary around them for this project. The following are some aspects of the operations that you may want to discuss:

- Processes analysis (capacity, bottlenecks, efficiency, etc.)
- Quality (defects, wastes, control, continuous improvement, etc.)
- Supply chain (inventory, logistics)
- Others (e.g., interface with other business functions, sustainability)
Your team should prepare a PowerPoint presentation, which should contain at least the following three main sections:

- **Context** (briefly explain how the operations reported fit into a wider business context)
- **Understanding the process flow** (briefly describe what actually goes on in the operation; a process diagram is essential; providing some capacity figures is expected)
- **Issues and challenges** (address the key problems / challenges facing the operations manager)

Each team is allocated with 18 minutes: 10 minutes for presentation and 8 minutes for Q&A. More instructions regarding the presentation will be provided later. Send your PowerPoint file to the instructor by email before your presentation.

### 4.3 Assessment Format

For guidelines on formatting and presenting your assignment, see [https://www.business.unsw.edu.au/agsm/students/resources/assessments-and-examinations](https://www.business.unsw.edu.au/agsm/students/resources/assessments-and-examinations)

### 4.4 Late Submission

AGSM MBA Programs applies a daily penalty of 5% to late assignments. This policy was reviewed in October 2009 in light of the fact that certain schools within the Business School apply a 10% penalty. The decision of AGSM MBA Programs following this review was that current 5% penalty is appropriate to all of our programs and will remain unchanged.

### Quality Assurance

The Business School is actively monitoring student learning and quality of the student experience in all its programs. A random selection of completed assessment tasks may be used for quality assurance, such as to determine the extent to which program learning goals are being achieved. The information is required for accreditation purposes, and aggregated findings will be used to inform changes aimed at improving the quality of Business School programs. All material used for such processes will be treated as confidential and will not be related to course grades.

### 5 COURSE RESOURCES

The course pack contains the course text and additional readings, such as cases. A range of additional material will be provided on Moodle.

If you want to learn more about this subject there are a number of excellent textbooks. The following two are recommended in particular:


6 COURSE EVALUATION AND DEVELOPMENT

Mid- and end-of-Session feedback is sought from students about the courses offered in the AGSM MBA Program, and continual improvements are made based on this feedback. Significant changes to courses and programs within the Program based on end-of-Session feedback are communicated to subsequent cohorts of students.

7 COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture Topic</th>
<th>References</th>
<th>Assessment/Activity</th>
</tr>
</thead>
</table>
| Day 1 | 24 Oct | – Introduction  
– Process Positioning  
– Process Analysis  
– Mini case: MRI | Ch 1 | Mini assignment 1 |
| Day 2 | 25 Oct | – Managing Process Variability  
– Revenue Management Game  
– Inventory Management  
– Littlefield Simulation Preparation | Ch 7, 8 | Mini assignment 2  
(Bring your laptop) |
| Day 3 | 26 Oct | – Waiting Time Management  
– Mini case: Supermarket waiting  
– Benihana Simulation | Ch 3 | Mini assignment 3  
(Bring your laptop) |
| Day 4 | 27 Oct | – Quality Management  
– Case: Ritz-Carlton | Ch 5 | Mini assignment 4  
Case report due |
| Day 5 | 29 Oct | – Lean Operations | Ch 6 | |
| Day 6 | 30 Oct | – Project Management | | Mini assignment 5 |
| Day 7 | 31 Oct | – Beer Game  
– Supply Chain Management  
– Mini case: Dual sourcing | Ch 9 | Mini assignment 6  
(Bring your laptop) |
| Day 8 | 1 Nov | – Littlefield Simulation  
– Project Management Simulation  
– Project Presentation | | (Bring your laptop) |

Day 1 (24 Oct, Saturday)
Topics:  
– Introduction to Operations Management  
– Operations Strategy  
– Process Positioning  
– Process Analysis
**Preparation:**
- Read Chapter 1
- Read Chapter 2
- Read article: “Coffee on the double”
- Complete the mini case “MRI” before coming to the class

The first session is an introductory class in which we look at the nature of operations management. Two key topics we cover are (a) the difference between manufacturing and service operations, and (b) choices on how firms compete (which will drive operations strategy).

We will look at the choice of process type: this strategic decision determines the nature of the operations decisions we face. We will look at this issue from a number of different viewpoints: such as the flow strategy implied, the product life cycle, the volume and variety trade-off and the customer involvement implications for service firms. There are significant implications for the layout and structure of a firm's operations - we will explore product and process layouts.

In the second session, we look at the fundamental characteristics of processes and the ways in which they interact. In particular, we will investigate the question of how to effectively manage the capacity of a process, especially for process-focused operations with multiple steps performed in parallel and in series. A key question that we address is the identification of bottlenecks in an operations process and the calculation of overall capacity. Partly as an example of some of the concepts, we will look in detail at how an assembly line works.

The mini-case MRI is about a clinic that provides MRI service. Before coming to class, analyse the design of this simple production process and answer all questions given in the exercise. This will help you to understand the basics of process analysis.

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**Day 2 (25 Oct, Sunday)**

**Topics:**
- Managing Process Variability
- Introduction to Yield Management
- Play Yield Management Game
- Inventory management
- Introduction to Littlefield simulation

**Preparation:**
- Read Article “Customer-Induced Variability in Service Operations”
- Read “The Yield Management Analyst”
- Bring a laptop/device that can run Excel spreadsheets
- Read Chapter 7, Chapter 8
- Read article: “Yes, Ma’am, That Part is in Stock”
- Read “Littlefield Technologies: Overview”
- Read “Managing a Short Product Life Cycle at Littlefield Technologies”
- Bring your laptop that can access wi-fi

In the morning session, we shall first discuss ways that companies may use to management process variability. We will then have a brief introduction of yield management, which is a popular practice in the airlines industry, followed by playing a yield management game to appreciate the value of such a practice. Please bring a laptop/device that can run Excel spreadsheets, which makes it easy to calculate the game outcome.
In order to prepare you for the simulation game on Day 8, we will not follow the sequence of the chapters in the text. In the afternoon session, we shall discuss the management of inventory. We will begin by looking at different kinds of inventory (cycle, buffer, anticipation etc). Then we consider how to choose an order size to get the right trade-off between inventory costs and ordering costs. We will then consider how inventory systems can be used when we wish to avoid stockouts in a situation with unpredictable demand. We look at continuous review and periodic review systems. A mini assignment will be given in this class.

We will use some time to prepare you for the simulation game on Day 8, including discussing the game scenario and game interface. Please bring your laptop to the class.

**Day 3 (26 Oct, Monday)**

**Topics:**
- Queues in Service Operations

**Preparation:**
- Read Chapter 3
- Read “Don’t Manage Waits, Manage Experiences”
- Read “The Psychology of Waiting Lines”
- Read article: “Disney Tackles Major Theme Park Problems: Lines”
- Read article: “A Long Line for a Shorter Wait at the Supermarket”

**Bring your laptop with Wi-Fi to access internet**
- Log in a designated website to review summary information of the Prepare screens.
- Complete the mini case “Supermarket waiting” before coming to the class

In this class we look at what causes waiting in queues. Essentially there are two reasons (a) variability and (b) shortage of capacity. We will also introduce a formula that gives information about the queue when arrivals follow a Poisson process. A mini assignment will be given in this class.

In the 2nd half of the class, we should play Benihana simulation, which is developed by Harvard Business Publishing. It is a discrete-event simulation model to help you to experience how to manage customer waiting time at a Benihana restaurant. Although the model provides five challenges for the students to achieve, we will only tackle the first two challenges in class: batching dining room customers and optimally designing the size of the bar. Before coming to class, you are expected to log in the simulation website and go to the Prepare screen where you can review summary information about Benihana and simulation. A Benihana contest (voluntary) will be initiated after the class. The winner will receive a bonus point.

**Day 4 (27 Oct, Tuesday)**

**Topics:**
- Statistical Quality Control
- Case discussion “The Ritz-Carlton Hotel Company – The Quest for Service Excellence”

**Preparation:**
- Read Chapter 5
- Read case: “The Ritz-Carlton Hotel Company – The Quest for Service Excellence”

**Due:**
- Case report of the Ritz-Carlton is due
We will introduce the important ideas of Total Quality Management, which is a philosophy considers three principles for achieving high levels of process performance and quality: (1) customer satisfaction, (2) employee involvement, and (3) continuous improvement in performance. We will look in more detail at the way that variability can occur and how management can deal with it. We will give an introduction to the use of control charts both when a variable can be measured, and when we are concerned to track the number of defective or substandard items. A mini assignment will be given in this class.

In the second half of the class, we shall discuss the Ritz-Carlton case.

Day 5 (29 Oct, Thursday)

Topics:
- Lean Operations
- Case discussion: Toyota

Preparation:
- Read Chapter 6
- Read article: “The Humbling of Toyota”
- Read article: “Factory Lessons Put to use at Seattle Children’s Hospital”

In this class we will spend most time looking at the interlocking elements in the Lean approach: continuous improvement and elimination of waste; simple material flow and increased operator responsibility; small batch sizes; low inventory; and close supplier relationships. We also look at the way kanban signals can be used for pull production.

The lean concept was derived from Toyota Production System. We are also interested in Toyota’s mass recall in 2010. How could the company with a great reputation in quality and excellence slip up on such a scale? What went wrong? The case study provides clues of these questions.

Day 6 (30 Oct, Friday)

Topics:
- Project Management

Preparation:
- Read Ch 10, Ch 11

We look at the problems of scheduling the activities that make up a project. This involves defining an activity network and identifying critical activities. We then continue by focusing on different approaches to deal with uncertainty in a project. A mini assignment will be given in this class.

Day 7 (31 Oct, Saturday)

Topics:
- Play Beer Game
- Supply Chain Management

Preparation:
- Bring your laptop with Wi-Fi access
- Read Ch 9
- Read “Aligning Supply Chain Strategies with Product Uncertainties”
- Read “What is the Right Supply Chain for your Product”
- Read “Rapid-Fire Fulfilment”
- Complete the mini-case “dual sourcing” before coming to the class
In the first session, we will play a web-based supply chain game, in which the teams compete to keep their combined inventory positions under control in the face of varying demand for selling “root beers”. After we have played the game we will debrief and discuss the reasons for the behaviour we experienced in the game. This helps you to understand the dynamic behaviours of a supply chain.

This class introduces some key ideas about supply chains. First we look at mapping the supply chain. We consider the way that supply chain partners interact. We discuss the coordination of supply chains to achieve the best result for the supply chain as a whole. We discuss the problem of double marginalisation and the way that revenue sharing contracts can mitigate this. We will also look at mapping the supply chain strategies with demand and supply uncertainties, and the corresponding operations characteristics. A mini assignment will be given in this class.

**Day 8 (1 November, Sunday)**

**Topics:**
- Littlefield simulation
- Project management simulation
- Project presentation

**Preparation:**
- Bring your laptop with Wi-Fi to access internet
- Log in a designated website to review summary information of the Prepare screens

In the morning, each group will be assigned an area (or a room if possible) to play the simulation game. Over the course of 120 minutes, you will be running the operations of Littlefield Technologies and try to maximise its profit. After the game, we will look at the performance of all groups and discuss your findings.

We will play some web-based simulation games to explore the complexities of managing projects through rapid, safe, and inexpensive experimentations. Through the simulation, you will discover how scope, resource, and schedule, together with team dynamics, combine to produce project success or failure.

At the end, each group will present and share with the class their project findings.
PART B: KEY POLICIES, STUDENT RESPONSIBILITIES AND SUPPORT

1 PROGRAM LEARNING GOALS AND OUTCOMES

The Australian School of Business Program Learning Goals reflect what we want all students to BE or HAVE by the time they successfully complete their degree, regardless of their individual majors or specialisations. For example, we want all our graduates to HAVE a high level of business knowledge, and a sound awareness of ethical, social, cultural and environmental implications of business. As well, we want all our graduates to BE effective problem-solvers, communicators and team participants. These are our overall learning goals for you.

You can demonstrate your achievement of these goals by the specific outcomes you achieve by the end of your degree (e.g. be able to analyse and research business problems and propose well-justified solutions). Each course contributes to your development of two or more program learning goals/outcomes by providing opportunities for you to practise these skills and to be assessed and receive feedback.

Program Learning Goals for undergraduate and postgraduate students cover the same key areas (application of business knowledge, critical thinking, communication and teamwork, ethical, social and environmental responsibility), which are key goals for all ASB students and essential for success in a globalised world. However, the specific outcomes reflect different expectations for these levels of study.

We strongly advise you to choose a range of courses which assist your development of these skills, e.g., courses assessing written and oral communication skills, and to keep a record of your achievements against the Program Learning Goals as part of your portfolio.

<table>
<thead>
<tr>
<th>MBA Program Learning Goals and Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Goal 1: Business Management Knowledge</td>
</tr>
<tr>
<td>Students should be able to identify and apply current knowledge of disciplinary and interdisciplinary theory and professional practice to general management and business within diverse situations</td>
</tr>
<tr>
<td>Learning Goal 2: Critical Thinking</td>
</tr>
<tr>
<td>Students should understand and be able to identify, research and analyse complex issues and problems in business and develop appropriate solutions</td>
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<tr>
<td>Learning Goal 3: Communication</td>
</tr>
<tr>
<td>Students should be able to produce written documents and oral presentations that communicate effectively complex disciplinary ideas and information for the intended audience and purpose</td>
</tr>
<tr>
<td>Learning Goal 4: Teamwork</td>
</tr>
<tr>
<td>Students should be able to participate collaboratively and responsibly in teams and to reflect upon their own contribution to the team and on the necessary processes and knowledge within the team to achieve specified outcomes</td>
</tr>
<tr>
<td>Learning Goal 5: Responsible Business</td>
</tr>
<tr>
<td>Students should be able to appraise ethical, environmental and sustainability considerations in decision making and in practice in business</td>
</tr>
<tr>
<td>Students should be able to consider the social and cultural implications of management practices and of business activities</td>
</tr>
</tbody>
</table>
Learning Goal 6: Leadership
Students should be able to reflect upon their own personal leadership style and the leadership needs of business and of teams

Learning Goal 7: International Perspective
Students should understand the needs of undertaking business within a global context
Students should be able to apply business management knowledge to business situations within global markets with due recognition for differences in cultural, legal, commercial and other issues

Learning Goal 8: Risk Management
Students should be able to demonstrate an understanding of the limits in precision and the risks associated with business models
Students should be able to appraise risk and to develop risk mitigation strategies applicable to business undertaken within uncertain and volatile environments

2 ACADEMIC HONESTY AND PLAGIARISM
The University regards plagiarism as a form of academic misconduct, and has very strict rules regarding plagiarism. For UNSW policies, penalties, and information to help you avoid plagiarism see: http://www.lc.unsw.edu.au/plagiarism/index.html as well as the guidelines in the online ELISE and ELISE Plus tutorials for all new UNSW students: http://info.library.unsw.edu.au/skills/tutorials/InfoSkills/index.htm.

To see if you understand plagiarism, do this short quiz: http://www.lc.unsw.edu.au/plagiarism/plagquiz.html

For information on how to acknowledge your sources and reference correctly, see: http://www.lc.unsw.edu.au/onlib/ref.html

For the ASB Harvard Referencing Guide, see ASB Referencing and Plagiarism webpage (ASB >Learning and Teaching>Student services>Referencing and plagiarism)

3 STUDENT RESPONSIBILITIES AND CONDUCT
Students are expected to be familiar with and adhere to university policies in relation to class attendance and general conduct and behaviour, including maintaining a safe, respectful environment; and to understand their obligations in relation to workload, assessment and keeping informed.


3.1 Workload
It is expected that you will spend at least ten hours per week studying this course. This time should be made up of reading, research, working on exercises and problems, and attending classes. In periods where you need to complete assignments or prepare for examinations, the workload may be greater.
Over-commitment has been a cause of failure for many students. You should take the required workload into account when planning how to balance study with employment and other activities.

We strongly encourage you to connect with your Moodle course websites in the first week of semester. Local and international research indicates that students who engage early and often with their course website are more likely to pass their course.

3.2 Attendance
Your regular and punctual attendance at lectures and seminars is expected in this course. University regulations indicate that if students attend less than 80% of scheduled classes they may be refused final assessment.

3.3 General Conduct and Behaviour
You are expected to conduct yourself with consideration and respect for the needs of your fellow students and teaching staff. Conduct which unduly disrupts or interferes with a class, such as ringing or talking on mobile phones, is not acceptable and students may be asked to leave the class. More information on student conduct is available at: https://my.unsw.edu.au/student/atoz/BehaviourOfStudents.html

3.4 Occupational Health and Safety
UNSW Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For more information, see http://www.ohs.unsw.edu.au/

3.5 Keeping Informed
You should take note of all announcements made in lectures, tutorials or on the course web site. From time to time, the University will send important announcements to your university e-mail address without providing you with a paper copy. You will be deemed to have received this information. It is also your responsibility to keep the University informed of all changes to your contact details.

4 SPECIAL CONSIDERATION AND SUPPLEMENTARY EXAMINATIONS
You must submit all assignments and attend all examinations scheduled for your course. You should seek assistance early if you suffer illness or misadventure which affects your course progress.

General Information on Special Consideration:

1. All applications for special consideration must be lodged online through myUNSW within 3 working days of the assessment (Log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration). Please contact the AGSM Hong Kong Office to make formal application for Special Consideration for the course/s affected as soon as practicable after the problem occurs. You will need to submit the originals or certified copies of your completed Professional Authority form (pdf - download here) and other supporting documentation.
2. Please note that documentation may be checked for authenticity and the submission of false documentation will be treated as academic misconduct. The School may ask to see the original or certified copy.
3. Applications will not be accepted by teaching staff. The lecturer-in-charge will be automatically notified when you lodge an online application for special consideration.
4. Applying for special consideration does not automatically mean that you will be granted a supplementary exam or other concession.
5. Special consideration requests do not allow lecturers-in-charge to award students additional marks.

5 STUDENT RESOURCES AND SUPPORT

The University and the ASB provide a wide range of support services for students:

- **AGSM MBA Hong Kong Office**
  
  Hong Kong students please contact the office directly for immediate support:
  
  **Address:**
  Unit 2005-06, 20/F, Kinwick Centre,
  32 Hollywood Road, Central, Hong Kong,
  T: +852 2841 2805
  E: contact@agsm.com.hk

  **Office Hours:**
  Mon-Wed, Fri 9:00am – 6:00pm
  Thursday(s) 9:00am – 7:30pm

- **Moodle eLearning Support:** For online help using Moodle, follow the links from [https://student.unsw.edu.au/moodle](https://student.unsw.edu.au/moodle)

  **For login issues:**
  Contact the **UNSW IT Service Centre**.
  Hours: Monday to Friday: 8.00 a.m. to 8.00 p.m.
  Saturday and Sunday: 11 a.m. to 2.00 p.m.
  Email: ITServiceCentre@unsw.edu.au
  Phone: Internal – extension 51333
  External - +61 2 9385 1333

  **For assistance in using Moodle, including how to upload assessments:**
  Contact the **AGSM eLearning Coordinator**
  Hours: Monday-Friday, 9.00 a.m. to 5.00 p.m.
  Email: elearning@agsm.edu.au
  Phone: Internal - x19541
  External - 02 9931 9541
  International - +61 2 9931 9541
For help with technical issues and problems:
Contact the **External TELT Service Centre**
Hours: Monday to Friday: 7.30 a.m. to 9.30 p.m.
Saturday and Sunday: 8.30 a.m. to 4.30 p.m.
Email: externalteltsupport@unsw.edu.au
Phone: Internal - x53331
       External - 02 9385 3331
       International - +61 2 9385 3331

- **ASB Education Development Unit (EDU)**
  Academic writing, study skills and maths support specifically for ASB students.
  Services include workshops, online and printed resources, and individual consultations. EDU Office: Room GO7, Ground Floor, ASB Building (opposite Student Centre); Ph: +61 2 9385 5584; Email: edu@unsw.edu.au  Visit us on Facebook: [www.facebook.com/educationdevelopmentunit](http://www.facebook.com/educationdevelopmentunit)

- **UNSW Learning Centre** [www.lc.unsw.edu.au](http://www.lc.unsw.edu.au)
  Academic skills support services, including workshops and resources, for all UNSW students. See website for details

- **Library training and search support services:**
  [http://info.library.unsw.edu.au/web/services/services.html](http://info.library.unsw.edu.au/web/services/services.html)

- **IT Service Centre:** Technical support for problems logging in to websites, downloading documents etc. [https://www.it.unsw.edu.au/students/index.html](https://www.it.unsw.edu.au/students/index.html)
  UNSW Library Annexe (Ground floor)

- **UNSW Counselling and Psychological Services**
  [http://www.counselling.unsw.edu.au](http://www.counselling.unsw.edu.au)
  Free, confidential service for problems of a personal or academic nature; and workshops on study issues such as ‘Coping With Stress’ and ‘Procrastination’. Office: Level 2, Quadrangle East Wing; Ph: +61 2 9385 5418

- **Student Equity & Disabilities Unit** [http://www.studentequity.unsw.edu.au](http://www.studentequity.unsw.edu.au)
  Advice regarding equity and diversity issues, and support for students who have a disability or disadvantage that interferes with their learning. Office: Ground Floor, John Goodsell Building; Ph: +61 2 9385 4734