



**Division of Economic and Financial Studies
Graduate Accounting & Commerce Centre**

BUS803

Strategic Operations Management

Semester 2 – 2008

Lecturer:	Dr Renu Agarwal	E-mail:	ragarwal@efs.mq.edu.au
		Mobile:	0419 463 953
Dates:	7th Aug 2008	Firstclass	RRoomEHB3168
	14th Aug 2008		RRoomEHB3168
	21st Aug 2008		RRoomEHB3168
	28th Aug 2008		RRoomEHB3168
	4th Sept 2008		RRoomEHB3168
	11th Sept 2008		RRoomEHB3168
	18th Sept 2008		RRoomEHB3168
	9th Oct 2008		RRoomEHB3168
	16th Oct 2008		RRoomEHB3168
	23rd Oct 2008		RRoomEHB3168
	30th Oct 2008		RRoomEHB3168
	6th Nov 2008		RRoomEHB3168
	13th Nov 2008	Exam	RRoomEHB3168

1. Course Outline

1.1 Course Content

Strategic Operations Management (BUS803, 4cp) is a postgraduate unit offered by the Graduate Accounting and Commerce Centre.

Today's businesses are increasingly designed and delivered on a supply chain/value chain level (ie mobile services), and hence include complexities of strategic alignment, value creation and positioning, asset definition and management, and the like. This in turn has impacted company organisational models, resulting in collaborations, third and fourth party logistics, alliances, joint ventures, and the like. Further, the impact of technology and web-enabled services are increasingly creating innovative and advanced market offerings to meet varied expectations of customers belonging to different market segments. Management faces two main challenges in this service environment to be successful: on the one hand the creation of strategic aligned alliances and the inter-linking required for managing the needs of the customers, and on the other the right use of knowledge, information, technological and processes information among key stakeholders.

With globalisation increasing, there is an ever increasing trend for enterprises to develop products in one country, source components and raw materials from several others and manufacture for a global market in one or more facilities, strategically located around the globe. In this climate, skills and capabilities in creating 'value' for all the enterprise's stakeholder's, are in greater demand than ever before. Not only is the trend of value creation prevalent in the manufacturing industry but is a main source of competitive advantage in the service sector as well.

Through the intensive use of industry case studies and real-life examples, BUS803 unit will examine strategic, operational and structural change processes occurring within supply chain and demand chain management with a value chain philosophy of modern business and consider, amongst other things, the emerging concepts of value, the value proposition, value chain positioning strategy and the management of processes, knowledge, technology and relationships. The unit will also examine the impact of these business concepts upon strategy, design and operations of a firm in the context of products and services they market and the capability building processes they need to engage in to gain competitive edge.

With focus on customer needs, the emerging concept of innovation is key to organisational success. Collaborative arrangements bring about innovation from the perspective of new products or services, new processes or even new ways of managing change, be it incremental or radical, which ultimately provides value to the end customer and other stakeholders. This creative ability arms organisations with competencies which influence firms to gain competitive advantage, increased productivity and improved performance. Through the use of industry case-studies, this course will provide you with a cross-industry perspective

1.2 Key issues covered in this course include:

- The new business environment and emerging business models - Supply Chain and Demand Chain management
- Strategic operations analysis and management - the philosophy of value chain
- Role of organisational collaboration in managing innovation – strategy, design and operations
- Customer Focus and organisational orientation

- Performance planning and measurement
- Industry Case Studies – design, implementation and analysis of real situations

1.3 Course Philosophy – Teaching and Learning Strategy

This course is not intended to make students subject matter experts in what is a complex and dynamic area of modern business. Rather, it will provide students with sufficient requisite information to understand the principles involved and their interrelationships, together with some guidelines as to how one might better learn how to learn and therefore perform more effectively. A number of topics under the umbrella concept of the 'value chain' are introduced within a context of operations strategy, which covers a broad range of interdependent areas of concern for those working within or managing modern commercial and non-commercial enterprises.

Participants are expected to take full responsibility for managing their own learning, just as they must take responsibility for managing their own careers. This means that your results for this course will in all likelihood reflect the quality of your efforts to come to grips with the principles involved and your understanding of how they might be applied in real-world situations.

Students in BUS803 are expected to take significant responsibility for the learning process. In particular, a significant proportion of assessment is based on group assignments, individual assignments, class participations and student peer-evaluations with critical reflections which basically form a substantial element of the final grade.

1.4 Learning Resources and Text

Participants will be expected to read widely and develop their general research skills (not just use the Internet). Many of the issues covered in the topics can be found in business or academic Journals, newspapers and or business periodicals such as the Asia Wall Street Journal, Far East Economic Review, Australian Financial Review, Business Review Weekly, Sydney Morning Herald, The Age, The Australian etc. A good starting point to source articles is the reference section of relevant journal articles.

The required text for BUS803 is: Walters, D. and Rainbird, M. (2006), *Strategic Operations Management – A Value Chain Approach*, Palgrave Macmillan, Basingstoke, UK.

The text book will be available from the campus Co-Op bookshop. The main text will be supplemented by readings which will be handed out in class or made available via the Web. Other suggested readings will be identified through out the semester

The following book represents valuable references and/or further reading: Nigel Slack and Michael Lewis (2002) *Operations Strategy*, Pearson Education, UK.

1.5 Teaching staff

Convenor: Dr Renu Agarwal, Adjunct Lecturer, GACC

Office: Building E4A

Phone: 0419 463 953

e-mail: ragarwal@efs.mq.edu.au

Office hours: arrange for an appointment by sending a request via email or phone

1.6 Classes Schedule and Timetable

Classes for BUS803 consist of a 2-hour lecture followed by a 1-hour tutorial. In Semester 2, 2008, classes will be held on Thursdays in E4B 316:

- Lecture: 1200-1400
- Tutorial/Student Presentations: 1400-1500

1.7 WebCT

Lecture notes for each lecture will be posted on blackboard learning system **subsequent** to the lecture. To Access blackboard learning system go to <http://learn.mq.edu.au>. When the Login window appears, enter your Macquarie Student ID number and password. After logging in, click on BUS803 to access this unit.

2. Assessments Structure

2.1 Assessable work

Students are required to review any assigned reading; prepare for and attend all classes; participate in class discussions; complete the assignments; and complete a final examination. Students will be asked to give impromptu presentations on aspects of the unit, conduct peer assessment of group presentations and actively take part in class discussions.

Key Learning's and outcomes:

The assessment system has been designed to help participants learn and apply the concepts introduced during the course. The objective of the courses is to assess:

- the extent to which you understand the concepts, ideas and theories introduced;
- your ability to apply these concepts to your own experience and to the real world;
- your ability to develop and support an argument in terms of the word limit required;
- your ability to work in teams, foster engagement and conduct discussions; and
- your ability to present information and ideas before an audience, and to be able to support the arguments thus presented.

As such there are three distinct assessment focus elements – individual, group, and class participation achieved through completion of assignments, engaging and participating in class and sitting for an examination. *See Table below for details.*

Assessment is intended to demonstrate that the students have satisfied the key learning objectives of the unit. Because students are expected to work in teams on the various assessment tasks, much of the final mark will reflect group performance success based on group tasks. Besides, balanced focus will also be given to individual performance through an individual assignment, class participation, and the final examination.

Work to be Submitted and Weight	Due Date	Target Date for Feedback	Weightage
Individual Focus:			
Individual Research Assignment	Week 8: 9 th Oct 2008	within 14 days	20%
Final Examination	Week 13: 13 th Nov 2008	Final result	35%
Group Focus:			
Group Assignment Article Review	Week 5 onwards	Week 5 onwards	20%
Review of group presentation by your peers	Week 5 onwards	Week 5 onwards	5%
Class Engagement and Participation Focus:			
Participation Marks and Class Exercises	Each week	Within 7 days	20%

2.2 Assignments Structure

There are two types of assignments – one involving individual assessments and the other on a group basis. Additional components as listed in 2.1 above are also detailed in here.

2.2.1 Individual Research Assignments (20%)

Individual assignments are research based assignments and account for your independent contribution.

The individual research assignment comprising of 2,500 - 3,000 maximum words **Essay** in word format is to be handed in week 8 (**20% of total assessment**) ie. during the second lecture class after the mid-semester break. This word count limit excludes references and appendices.

It is expected you will produce a scholarly work. The essay should be clearly argued and supported using references from the contemporary literature. It must be referenced properly (using the Harvard Style of referencing) to indicate research as well as exhibit critical thinking skills. Note. This essay will be marked in accordance with the Criteria for Marking Individual Written Assignments attached to this outline. Participants are strongly advised to keep these criteria in mind when preparing their submissions.

The emphasis here is on participants developing or honing their skills at clearly and succinctly synthesising material from a variety of sources and expressing this in their own words, in written form and hence coming up with a recommendation. Essays should reflect the participant's own writing style and avoid the use of extensive quotations. Where direct quotations are unavoidable, they must be fully acknowledged (including page number). Any diagrams, tables, etc. included in the essay should be the original work of the student and not merely copied (whether acknowledged or not) from source articles. You are encouraged to develop your own frameworks in diagrammatic representations to express the central theme of the essay. Finally, the essay should be an interesting and informative piece of scholarly work with your individual contribution, and must also provide useful insights and lessons for practicing managers.

Please ensure submission guidelines are followed and failure to comply may result in loss of marks.

2.2.2 Group Assignments

Group assignments require students to form groups during the first week of class to allow them to work together in the group assignment. Each group member will receive the same mark for each group assignment – putting an emphasis on effective group dynamics and encouraging joint responsibility. Working in a group environment fulfils several teaching objectives:

- intra and inter-enterprise relationships are affected by group dynamics. Groups provide a mini environment for participants to observe and cope with these phenomena as they develop in your group during your time together;
- in real organisational life, we are frequently assigned to work groups and have to learn to develop strategies for dealing with the interpersonal behaviour in the group. The syndicate group gives you an opportunity to hone or develop these skills in a 'non career-threatening' environment.

Remember - effective group results require effective group processes and creativity as an outcome.

Perform a review of a article as allocated for presentation in a particular week of class represented by an asterisk * on pages 11 and 12. Each group must select (in advance) the topic they wish to focus (and the related date of submission). One group assignment will be delivered in class each week starting week 5 with a finish date during week 12.

Further, for the chosen week, the group will prepare and deliver a maximum of 20 minute presentation that reviews, analyses and synthesises the article. The presentation using power point slides should explain the issues being canvassed in the paper, the approach taken by the author, the final conclusion reached in the paper, and the team's own view/perspective on that conclusion and its applicability to real life. It is important that your group makes substantial contribution in addressing these components; well beyond what the article suggests including suggesting a framework, being innovative and anything else that you think can add value for your audience. A 10 minute discussion needs to be managed by the group which will entail answer and question session with the audience. The team is responsible for stimulating interest amongst the audience and conducting the bilateral discussion for the desired time.

Further your class peers will be given an opportunity to evaluate your group's performance. This task is worth 5 mark's, however 50% of these 5 marks will be for what marks you give them against the marking criteria, and the remaining 50% marks will be for how critically you analyse their presentation through your comments (weaknesses and strengths).

A hard copy of assignment, power point presentation and any supporting document is to be submitted at the time of the presentation with the soft copies of each document to be to be emailed to the lecturer 1-day prior to the chosen week's class, and/or burnt on CD and given on the day (in the event the file is too large). There is no essay write-up required for this component of the assignment as such your overall presentation matters the most.

2.2.3 Class Engagement and Participation (20%)

Class engagement and participation is an important contribution to the success of the classroom experience. This component will comprise of 2 elements:

1. In order to encourage participation of students in the class, students will be asked questions at random during the Lecture. In addition, there will be short exercises, based on case studies as listed in table on page 11 and 12, and students are encouraged to do preparation in advance and maximise their participation in the class activities. Additionally, students are advised to identify current affairs/news items that relate to the topic or the overall course through listening to TV news, reading news papers or other mechanisms. They will be asked about quoting these examples randomly in class. The overall engagement and participation will entail a maximum of 10 marks.
2. Starting week 3 ending week 12, each week students are to select one of the weekly readings and provide a maximum of 250 word critique in hard copy at the beginning of each class. Your critique should summarise the key concepts underpinning the reading, describe how the reading is situated in the context of the other issues being addressed, and also provide an evaluation of the reading. The maximum marks for this task is 10.

2.2.4 Final Exam (35%)

A 2-hour final examination (open book) will be held in the final week's class ie. 13th week. The examination will comprise of long and short answer questions and possibly a short case study. The examination will be held in your lecture class room starting at 12:00noon with 10 minutes allowance for reading the examination question paper. If a case study is being provided during the examination, the exam will start at 12:00 noon and finish at 3:00pm with 50 minutes to read the case study, 10 minutes to read the question paper and 2 hrs for the examination itself.

The examination is a required element of assessment, and failure to attend the exam will result in a "Fail" grade for the course. You must obtain atleast 50% marks in your final examination to be able to pass the course.

3. Assignment Presentation and Submission Guidelines

3.1 Submission Procedures Individual Assignment

Individual assignment are to be submitted (in hard-copy) to the Lecturer in the class on the due date. Note that document presentation quality is assessable and will be reflected in the final mark.

All submissions are to be typed (Times New Roman or Arial font) 12 point and 1.5 line spacing on A4 paper with a 3.0-cm margin top, bottom and both sides, with a ragged right margin (that is, left justified). Submissions are to be stapled in the top left corner and are **not** to be bound or placed in plastic covers, etc. **Note:** Students must attach the appropriate Cover Sheet to their assignment and complete and sign the certification. Papers without a correctly completed Cover Sheet with each student signature **may** be penalised and not be marked. A copy of the appropriate marking criteria must also be included, immediately behind the Cover Sheet.

3.2 Submission Procedures Group Assignments

You should NOT assume that everyone in the class has read the material. The emphasis here is on group members developing or honing their skills at clearly and succinctly synthesising material from a variety of sources and expressing this in their own words, in both written and oral form. The result should be that a previously poorly informed audience now understands the essential elements of the topic and its strategic and or operational significance in its overall business context.

Please use the following structure for your presentation:

What? - What is the topic about? What are some of the important questions? This is a brief overview/summary of the major points only.

So What? - What is the group's assessment of essential assumptions? What is the relevance of this topic to management practice?

Now What? - Identify a small number of issues/arguments that emanate from your presentation for class discussion.

There are two elements which need to be strictly adhered to:

a. Content of the Presentation

Adequately identifies the strengths and weaknesses of the assigned article/case study. You can distinguish the importance and significant features of the article/case study from minor or inconsequential aspects. Where appropriate, identifies strategies, remedies, and possible re-workings to address the weaknesses, and specify recommendations consistent with the strengths and weaknesses of the article/case study.

b. Communication Skills – written and oral

Evidence of structure in presentation—beginning, middle and end of presentation. Clear explanations and communication of key ideas to be provide smooth transitions from one point to another and from one speaker to another speaker. Effective use of audio-visual aids to be made and handouts distributed if necessary to communicate key ideas. The presentation should be engaging and confident and you should speak centre stage and minimize the use of palm cards (preferred no palm cards). You are to demonstrate the ability to engage audience in discussions and answer to questions to be made in a way that demonstrates knowledge of the article/case study and effective use of time.

Soft copies of the presentation should be emailed 1 day before the presentation and (if large in size) burnt on CD and given to the Lecturer on the day of the presentation.

Note:

Students should note that, in order to do your presentation, you will need to meet with your group colleagues in advance of the class meeting date on which your presentation is due so that you can prepare and rehearse your presentation. All group members are expected to contribute equally in the development of the presentation. All members of the group must take part in the presentation to the class, as such you are recommended to explore creative methods of presentation (role play, video, debate, and so on) which will reflect an understanding of the material presented. Additionally, be inclusive in the way in which group members' skills and talents match their role in the presentation for an effective group presentation.

At the time of handing in the hard copy of the presentation, the group should agree on what percentage of the final mark each person should receive. If there are sizeable discrepancies concerning the contributions within the groups, the lecturer reserves the right to apportion marks unequally. You should indicate this information as follows:

Name of member 1 v%

Name of member 2 w%

Name of member 3 x%

Name of member 4 y%

Name of member n z%

If the group assesses the contribution of each member as equal, each would receive 100% of the final mark. In cases where the group decides that some did not contribute equally, you should reflect this in the percentages (again, if there is a problem in the group, please see the lecturer sooner rather than later to resolve the matter).

Students are required to submit the hard copy of their presentations along with the completed Cover Sheet along with each student's signature and % contribution towards the group assignment. A copy of the appropriate marking criteria must also be included, immediately behind the Cover Sheet.

3.3 Referencing

References to other publications **must** be in Harvard style. Where articles have been accessed using the World Wide Web, referencing should comply with the Harvard style, but include the Access date together with the complete <URL>. If you are unsure how to reference other publications correctly, ask or find out, do not guess. Part of the assessment relates to your ability to correctly cite other publications in your work.

Apart from the requirement to use Harvard style referencing within your submissions, all submissions should be to a standard you would be prepared to submit to the executives of your enterprise. This will enable participants to develop skills in business writing where the ability to convey ideas or concepts clearly and concisely, is frequently lacking. It will also enable participants to draw together material from many sources and succinctly synthesise this material (whilst appropriately acknowledging their sources). Please see additional material provided in class for referencing formats.

3.4 Late Submissions

It is the students' responsibility to submit each assignment on or before the due date. Late submissions will be subject to a penalty at the rate of 10% of the assignment's maximum mark for each day late.

Students who wish to defer the submission of an assignment must submit their request setting out their reasons (with any supporting documentation) in writing at least 48 hours before the due date. In most cases, such deferral will still result in a penalty, but the penalty would be significantly less than for being late without prior approval.

Individual and group assignments may only be handed in late with prior written (email) permission of the lecturer (don't come with a problem, come with a proposition that can be agreed upon, modified or rejected). Unauthorised late submissions will be penalised 20 per cent of the available marks and if more than seven (7) days late, will not be marked at all.

3.5 University Policy on Gradings

Academic Senate has a set of guidelines on the distribution of grades across the range from fail to high distinction. Your final result will include one of these grades plus a standardised numerical grade (SNG).

On occasion your raw mark for a unit (i.e., the total of your marks for each assessment item) may not be the same as the SNG which you receive. Under the Senate guidelines, results may be scaled to ensure that there is a degree of comparability across the university, so that units with the same past performances of their students should achieve similar results.

The process of scaling does not change the order of marks among students. A student who receives a higher raw mark than another will also receive a higher final scaled mark. For an explanation of the policy see

<http://www.mq.edu.au/senate/MQUonly/Issues/Guidelines2003.doc> or
<http://www.mq.edu.au/senate/MQUonly/Issues/detailedguidelines.doc>.

Marks will be awarded according to the following grading system:

GRADE	High Distinction	Distinction	Credit	Pass	Fail
%	85+	75-84	65-74	50-64	<50

Participants should be aware that their final mark and grade are subject to review, moderation and adjustment at the University's Examination Committee meeting.

3.6 Plagiarism

Plagiarism is the use of another scholar's work as your own. It includes not only the representation of an entire article or section in a paper, but also (most commonly) the paraphrasing or rearrangement of another's material without proper attribution. Summarising someone else's ideas and putting them in your own words does **not** free you from the obligation of acknowledging their work by way of appropriate citation and referencing. Failure to acknowledge material correctly is an offence against professional standards. It also breaches the 1997 Copyright Amendment Bill (Australia), which reinforces the right of authors to be cited for their work and for their work to be treated with integrity (not falsely represented as some 'cut-and-paste' jobs do). Plagiarism is not tolerated and attracts the direst penalties. At a minimum, participants who substantially plagiarise will receive a zero mark for their assignment.

Students should be aware of the University's policy on Plagiarism. Any work submitted must be the author's own work, and any externally sourced material must be properly acknowledged and cited. See <http://www.student.mq.edu.au/plagiarism/>.

3.7 Feedback and Evaluation

The student lecturer relationship is one of openness, trust and communication, whereby the lecturer continuously seeks input for improvements in scope, content and context, and the by the same token, students will be asked regularly during the class to give constructive feedback so that they can be incorporated into the course program asap. This will benefit the students in being delivered what they expect out from the course and by the same token it gives the lecturer a mechanism to adapt and modify as per students needs.

Individuals and groups will receive progressive feedback from the lecturer on their performance in class, on an ongoing basis. Written feedback for the Individual and Group Essay will be provided at the time the assignments are returned back to students.

Questions not answered in the Outline and requests for extensions due to illness or exceptional circumstances, etc should be emailed to the lecturer at ragarwal@efs.mq.edu.au. All **emails must** contain the words **BUS803** followed by students name, Macquarie **SID** in the subject line, otherwise they **will be** filtered out and not read. Apart from weekends, all communications should be answered within 24 hours.

3.8 Student Support Services

Macquarie University provides a range of Academic Student Support Services. Details of these services can be accessed at <http://www.student.mq.edu.au>.

4. Lecture Topics and Schedule

	Date	Topics Covered	Chapters from textbook and associated Case Studies for class exercises	Articles and Readings (* represents article for group presentation)
1	7/08/08	Introduction: Orientation exercise, group formation, setting of expectations. Strategy and Operations Management : Strategic Effectiveness and Operational Efficiency		
2	14/08/08	Value as a Strategic Business Concept Value: a new economy and new issues for creating value – corporate and customer perspectives	Ch 1 & 3 Case study 3.1	Readings 1,2,& 3
3	21/08/08	Consumer/Customer as the principle driver of Value Value Driver and Value Builders	Ch 2 & 4 Case Study 2.1, 2.2 & 4.1	Reading 4
4	28/08/08	Resource Allocation and Mobilisation in the new economy	Ch5 Case Study 5.1, 5.2, 5.3, and Australian Wine Case Study - page 135	Reading 5
5	04/09/08	The supply chain and the demand chain concepts	Ch 6 Case Study 6.1	Reading 6* & 7
6	11/09/08	Value Chain = Demand Chain + Supply Chain	Ch. 7 Case Study 7.1	Readings 8* & 9
7	18/09/08	The Value Chain : An industry perspective	Ch. 8 Case Study 8.1, 8.2 & 8.3	Readings 10* & 11
	20/09/08 to	Mid-Semester Break		

	6/10/08			
8	09/10/08	The Value Chain : An organisational perspective	Ch. 9 Case Study 9.1, 9.2, 9.3 & 9.4	Reading 12* & 13
9	16/10/08	Implementing and Configuring Value Chain - understanding context	Ch. 11 Case Study 11.1 & 11.2	Readings 14* & 15
10	23/10/08	Implementing and Configuring Value Chain – developing and designing	Ch. 11 Case Study 11.3 & 11.4	Readings 16* & 17
11	30/10/08	Innovation, Collaboration and Services – The notion of Services Value Networks underpinned by the characteristics differences amidst services and manufacturing.	Ch. 12 Case Study 12.1, 12.2, 12.3, 12.4, 12.5, & 12.6	Readings 18* & 19
12	06/11/08	Performance planning and management and Scorecards Overall review Student Survey	Ch. 10	Readings 20* & 21
13	13/11/08	Final Examination		

4.1 Additional readings

BUS803 Strategic Operations Management

Mrs Renu Agarwal

Criteria Used in Marking Individual Research Assignments

Name: _____

	Very High	High	Mod.	Low	Very Low
1. Relevance 20 %					
Topic is clear and relevant throughout	5	4	3	2	1
There is an appropriate, explicitly identified central theme with evidence of careful thought process	5	4	3	2	1
Key sub-themes are identified	5	4	3	2	1
Sub-themes are critically and logically analysed	5	4	3	2	1
2. Organisation 25%					
There is an explicit conceptual structure	5	4	3	2	1
Clear statement of theme, aims and conclusion	5	4	3	2	1
Referencing system is consistent & appropriate	5	4	3	2	1
Report is well presented (looks and reads well)	5	4	3	2	1
The student has been creative in their write-up and presentation of their report	5	4	3	2	1
3. Research 25%					
Evidence of adequate readings and research conducted	5	4	3	2	1
Relevant concepts are well researched	5	4	3	2	1
Arguments and assertions are supported by in-text evidence/references	5	4	3	2	1
Demonstration of evidence of understanding of the area	5	4	3	2	1
Application of readings to analysis in the report	5	4	3	2	1
4. Innovation 30%					
The student has creatively synthesised themes	10	8	6	4	2
The student has used creative arguments throughout the assignment	10	8	6	4	2
The student has come up with their own creative Framework model illustrated using a diagram	10	8	6	4	2

TOTAL _____ % _____ **mark**

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Mrs Renu Agarwal

Criteria Used in Marking Group Presentations

Group Number: _____

	Very High	High	Mod.	Low	Very Low
Does the presentation flow logically and also cover main points in a logical manner?	5	4	3	2	1
Are slides designed to prompt presenter and no use of palm cards is made by the presenters	5	4	3	2	1
Is there evidence of preparation/rehearsal?	5	4	3	2	1
Is there evidence that the team knows its material thoroughly?	5	4	3	2	1
Is the presentation geared at an appropriate (senior management) level?	5	4	3	2	1
Have sources been acknowledged and submission guidelines been followed?	5	4	3	2	1
Does the team manage presentation timing?	10	8	6	4	2
Is there evidence of synthesis of ideas from the literature?	10	8	6	4	2
Does the importance/relevance of the issue come across in the presentation?	10	8	6	4	2
Does the team handle questions effectively and have managed discussion forum well?	10	8	6	4	2
Does presentation coherently summarise the issue?	10	8	6	4	2
Is material presented in an innovative, engaging, interesting, and informative way?	20	16	12	8	4

TOTAL _____ **Marks**

Good points worth recognition

Points to improve recommended

Signature: _____

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Criteria used by Peers to conduct Group Presentation

Your Name: _____

Evaluation of Group Number _____

	Very High	High	Mod.	Low	Very Low
Does the presentation flow logically?	5	4	3	2	1
Do slides cover main points in logical flow?	5	4	3	2	1
Are slides designed to prompt presenter and no use of palm cards is made by the presenters	5	4	3	2	1
Is there evidence of preparation/rehearsal?	5	4	3	2	1
Is there evidence that the team knows its material thoroughly?	5	4	3	2	1
Is the presentation geared at an appropriate (senior management) level?	5	4	3	2	1
Are sources acknowledged (Harvard style) throughout the presentation?	5	4	3	2	1
Have submission guidelines been followed?	5	4	3	2	1
Does the team manage presentation timing?	10	8	6	4	2
Is material presented in a creative, interesting, and informative way?	10	8	6	4	2
Is there evidence of innovation and synthesis of ideas from the literature?	10	8	6	4	2
Does the importance/relevance of the issue come across in the presentation?	10	8	6	4	2
Does the team handle questions effectively and have managed discussion forum well?	10	8	6	4	2
Does presentation coherently summarise the issue?	10	8	6	4	2

TOTAL _____ **marks**

Good points worth recognition

Points to improve recommended

Signature: _____

Strategic Operations BUS							8	0	3
SID									



INDIVIDUAL ASSIGNMENT COVER SHEET

Please complete **ALL** sections in CAPITAL LETTERS and attach to the front of your assignment.

LECTURER	Mrs Renu Agarwal
ASSIGNMENT NAME	
DUE DATE	
PARTICIPANT'S DETAILS	
FAMILY NAME	
FIRST NAME(S)	
EMAIL ADDRESS	

CERTIFICATION

Please confirm that your assignment meets with **ALL** of the following requirements by ticking each box and signing below. Assignments that do not comply with the following requirements **MAY NOT BE MARKED**.

- I have read and understood the Unit Outline for this course. This assignment has been prepared and submitted in accordance with the guidelines for preparation and submission of assignments set out there. I understand that failure to meet any of these requirements will lead to a deduction in the marks awarded for this assignment.
- I have attached the relevant marking criteria sheet for this assignment as provided in the Unit Outline for this course. I have read and understood these marking criteria and understand that these criteria will be applied in the assessment of this assignment.
- I certify that this assignment is my own work, based on personal study and research, and that all material and sources in the preparation of this assignment have been appropriately acknowledged. I have read and understood the policy on plagiarism set out at <http://www.student/mq.edu.au/plagiarism/> and understand that any student found to be plagiarising will be penalised.
- I have submitted an electronic version of this assignment via an email attachment sent to the lecturer and understand that a mark for this assignment will not be assigned unless this electronic version is submitted. I understand that the University will hold the electronic version of this assignment, which may be tested now or in the future for evidence of plagiarism.

SIGNATURE _____ **DATE** _____

IMPORTANT: Your assignment is to be handed to the lecturer in class on the Due Date. The lecturer will return marked assignments on the date specified in the Unit Outline.

Strategic Operations BUS	8	0	3
Syndicate Group Number			



GROUP ASSIGNMENT COVER SHEET

Please complete **ALL** sections in CAPITAL LETTERS and attach to the front of your assignment.

LECTURER		Mrs Renu Agarwal											
ASSIGNMENT NAME										DUE DATE			
GROUP MEMBERS													
SID NUMBER				FAMILY NAME						EMAIL ADDRESS			
1													
2													
3													
4													
5													
6													

CERTIFICATION

Please confirm that your assignment meets with **ALL** of the following requirements by ticking each box and by **ALL** group members signing below. Assignments that do not comply with the following requirements **MAY NOT BE MARKED**.

- We have read and understood the Unit for this course. This assignment has been prepared and submitted in accordance with the guidelines for preparation and submission of assignments set out there. We understand that failure to meet any of these requirements will lead to a deduction in the marks awarded for this assignment.
- We have attached the relevant marking criteria sheet for this assignment as provided in the Scheme of Work outline for this course. We have read and understood these marking criteria and understand that these criteria will be applied in the assessment of this assignment.
- We certify that this assignment is the work of the group, based on their personal study and research, and that all material and sources in the preparation of this assignment have been appropriately acknowledged. We have read and understood the policy on plagiarism set out at <http://www.student.mq.edu.au/plagiarism/> and understand that students found to be plagiarising will be penalised.
- We have submitted an electronic version of this assignment via an email attachment sent to the lecturer and understand that a mark for this assignment will not be assigned unless this electronic version is submitted. We understand that the University will hold the electronic version of this assignment, which may be tested now or in the future for evidence of plagiarism.

%	%
1. _____	4. _____
2. _____	5. _____
3. _____	6. _____

SIGNATURE OF GROUP MEMBER DATE SIGNATURE OF GROUP MEMBER DATE

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