



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

**BUS803  
Strategic Operations Management**

**Semester 1 – 2007**

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<b>Dates:</b>	<b>27<sup>th</sup> Feb 2007</b>	<b>First class</b>	<b>RRomEEAA1188</b>
	<b>6<sup>th</sup> March 2007</b>		<b>RRomEEAA1188</b>
	<b>13<sup>th</sup> March 2007</b>		<b>RRomEEAA1188</b>
	<b>20<sup>st</sup> March 2007</b>		<b>RRomEEAA1188</b>
	<b>27<sup>th</sup> March 2007</b>		<b>RRomEEAA1188</b>
	<b>3<sup>rd</sup> April 2007</b>		<b>RRomEEAA1188</b>
	<b>24<sup>th</sup> April 2007</b>		<b>RRomEEAA1188</b>
	<b>1<sup>st</sup> May 2007</b>		<b>RRomEEAA1188</b>
	<b>8<sup>th</sup> May 2007</b>		<b>RRomEEAA1188</b>
	<b>15<sup>th</sup> May 2007</b>		<b>RRomEEAA1188</b>
	<b>22<sup>rd</sup> May 2007</b>		<b>RRomEEAA1188</b>
	<b>29<sup>th</sup> May 2007</b>		<b>RRomEEAA1188</b>
	<b>5<sup>th</sup> June 2007</b>	<b>EEexam</b>	<b>RRomEEAA1188</b>

"The contribution of Dr Andrew Kerr to the design of BUS803 Strategic Operations Management unit outline is gratefully acknowledged"

## Course Objectives

The General Agreement on Tariffs and Trade (GATT) and China's admittance to membership of the World Trade Organisation (WTO) are but two examples highlighting the changing nature of competition and globalisation, as we know it. With increasing pressure on domestic economies to allow competition from imported products and to a lesser degree, services, traditional ways of approaching supply, distribution and operational relationships are no longer appropriate. Cost-effectively fulfilling the demands of increasingly sophisticated domestic and global customers, is just one role of 21<sup>st</sup> Century business enterprises.

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.

Further, there is an 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 in creating 'value' for all the enterprise's stakeholders, 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.

The ability of managers and all stakeholders to add value in the process of enabling enterprises to realise their strategic objectives has largely been facilitated by the dynamic growth of information and communications technologies (ICTs) since the late 1970s added with the vast trend of globalisation. Understanding the dynamics of this crucial area of modern business, the importance of its intra and inter-organisational relationships and the tools and techniques available for creating maximum value and competitive advantage, is the primary objective of this course. The specific course objectives are to understand:

- the state-of-the-art strategic thinking as it applies to 'value' creation for commercial or non-commercial enterprises operating within one country or competing in a global marketplace, both for manufacturing and service industry;
- the interdependence between operations, logistics, supply chain management and demand chain management with other functions within the enterprise, such as marketing, finance and HR management participate in creating 'value' for the enterprise's various stakeholders;
- the nature of 'value' in strategic relationships and competitiveness across different industries and its impact on the design and management of world competitive operational enterprises; and
- how to assess the strategic implications and ramifications of changes in the nature of global competition and how 'value' impacts the activities of individual enterprises, how 'value' is generated as new service offerings emanate as a result of organisations operating under collaborative arrangements, with innovation and creativity leading to knowledge and information consolidation and diffusion across organisations.

## **Course Philosophy**

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. As many of the situations covered by this subject are problematic (that is, involving both quantitative and qualitative analysis), there will be few if any precise answers, because even the underlying assumptions used in quantitative tools are imperfect. Every option will have advantages and disadvantages with implications and strategic ramifications for both action and inaction. Understanding the underlying principles, their theoretical basis and, more importantly, how they may be applied in practice so as to achieve sustainable improvements on the present situation, should be a key objective for participants in this course.

## **Textbook**

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 compulsory textbook for this unit is:

Walters, D. and Rainbird, M. (2006), *Strategic Operations Management – A Value Chain Approach*, Palgrave Macmillan, Basingstoke, UK.

The following will be used as a supplementary text. However, students are not expected to purchase this book.

Nigel Slack and Michael Lewis (2002) *Operations Strategy*, Pearson Education, UK.

In support of the lecture materials a selection of additional readings will be made available to the students. These articles represent a *starting point* for reading and research for each lecture topic and will be provided in accordance with the lecture needs. You will need to consult additional reference material to satisfactorily complete the assignments due in this unit.

## **Lecture Classes Presentation**

Classes will be held during Semester 1, beginning on Tuesday February 2, 2007. Classes will be held every Tuesday as listed on the front page from 2:00pm to 5:00pm. In general, material will be introduced by way of presentation and discussion of the set readings. The discussion which follows, in both syndicate and lecture sessions, will provide an opportunity to question the assertions (and assumptions) of the material presented and to compare and contrast the experiences of class members. Case studies will also be utilised as we move forward.

*A Note on Case Study Teaching ....*Case study teaching is not a recent invention. Indeed, the pre-Socratic philosophers of ancient Greece used it as a pedagogical method. Apart from the exploration of the concepts, there are very real learning advantages to be gained in the areas of critical thinking, decision-making, argument, and interpersonal communication. These are crucial management skills. In case study teaching, lecturer and class members have their respective roles to play:

*The role of the lecturer* – the lecturer is **not** there to provide ‘*the answer*’, but to facilitate the discussion and draw out issues, analysis and recommendations from the class members. In doing so, the lecturer may take on the role of devil’s advocate, of challenger, defender or protagonist. This method may confuse and disorient class members who expect to be ‘fed’ the answers in lecture form.

*The role of the class members* – The product of the case analysis is very much a function of the contributions of the class members to the discussion. In order to explore the issues thoroughly in each case, class members need to read the case and reflect on its contents before the class. The more experienced *and better prepared* the class, the more fruitful will be the learning experience.

## **Syndicate Groups**

Participants will be allocated to syndicate groups for class presentations on the first day of class. Working in a syndicate group fulfils several teaching objectives:

- intra and inter-enterprise relationships are affected by group dynamics. Syndicates 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.**

## **Course Requirements**

Participants 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. Participants will be expected to give impromptu presentations on aspects of the unit, conduct peer assessment of group presentations and actively take part in class discussions.

Participation is an important contribution to the success of the classroom experience. It is expected that participants will have completed at least the basic reading on each topic and have given some thought to the essential questions posed by the case studies that may have been selected for particular sessions.

(NB **80% attendance** at classes is a prerequisite to passing the course, Please contact the lecturer by email if you are unable to attend classes on a particular day or session.)

## Course Assessment

The assessment system has been designed to help participants learn and apply the concepts introduced during the course. The purpose 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;
- your ability to develop and support an argument in terms of the word limit required; and
- your ability to present information and ideas before an audience, and to be able to support the arguments presented.

Assessment comprises four elements:

- (a) **Syndicate Group Presentation** are to be made to the class about the topic for the group's allocated class session, plus a 1,200-word summary along with the presentation slide pack (**25% of total assessment**) to be handed in/emailed 2 working days in advance of the scheduled group presentation. 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 submitted 2 days in advance via email.
- (b) Individual research assignment upto 2,000 words **Essay**, to be handed in on 24th April 2007 (**15% of total assessment**) ie. during the first lecture class after the mid-semester break.
- (c) Peer assessment of Syndicate Group Presentations and individual participation account for **10% of total assessment**. Based on your individual evaluation of class presentations providing your evaluation and feedback on other groups performance will account towards the peer assessment component.
- (d) **Examination** – there will be a 2-hour (closed text book) examination, (**50% of total assessment**) to be held on Tuesday, 5<sup>th</sup> June 2007 from 2pm till 5:00 pm 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 2:00pm and finish at 5:00pm with 50 minutes to read the case study, 10 minutes to read the question paper and 2 hrs for the examination itself. It is to be noted that to pass the course you must obtain atleast 50% marks in your final examination.

## Syndicate Group Presentations

Lectures 3 onwards there will be Syndicate Group presentations (each syndicate group comprising of 3-4 people) each lasting for about 20 minutes per group, followed by a discussion lasting about 10 minutes. **You should NOT assume that everyone in the class has read the material.** 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? (use one or more of the group members' organisations to illustrate the potential application of the theory and research)

**Now What?** - Identify a small number of issues/arguments that emanate from your presentation for class discussion. The group should then take charge of leading the class in discussion of the issues it has identified for about 10 minutes.

The lecturer will allocate each syndicate group a topic during the first day of class, which will generally relate to the lecture topics. Utilising the topic's required reading as a starting point, syndicates are required to read widely and come to grips with (develop an understanding of) their topic and its relevance to Strategic Operations Management.

Each group will then prepare a written summary of their research (1000 – 1200 words maximum, including appropriate Harvard style references) in the form of a 'Briefing Paper' suitable for presentation to senior management. The group will also turn the highlights of their Briefing Paper into a PowerPoint (97 or 2000) presentation of 8 to 12 slides, which they will present to 'management' (the balance of the class) at the time indicated in this Outline.

Note. Both the Briefing Paper summary and the physical PowerPoint presentation will be marked in accordance with the Criteria for Marking Group Presentation Assignments attached to this Unit 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 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 supply the lecturer (by email) with a copy of your Briefing Paper and PowerPoint slides at least two days prior to class and the lecturer will arrange distribution of the documents for remaining class members. In this way class members will build up a portfolio of critical commentaries on the course materials. Also please hand in your hard copy submission (power point and the essay) at the time of the presentation for marking along with the cover sheet and marking criteria. Your marked assignments will be returned after two weeks of the presentation. Marks will be deducted if cover sheet and marking criteria is not attached with your assignment.

**Note.**

Participants 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. The set readings are considered as a starting point and that you are encouraged to find supporting supplementary material.

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 assignment, the group should agree on what percentage of the final mark each person should receive. As part of the written submission, the group is also required to provide, on one page immediately following the cover sheet, a statement of exactly what each member did for the project, signed-off by each member of the group. 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).

### **Peer Assessment**

Participants will individually critique each syndicate group's presentation using the Peer Evaluation of Syndicate Groups assessment sheet attached to this Unit Outline. Verbal, constructive feedback will then be provided to the presenting group. The lecturer will collect individual assessment sheets for review and then provide them to the relevant group on the following class day.

### **Individual Essay**

You may use any organisation that you like. Your own company is permissible but take care concerning the disclosure of confidential information. For those of you who prefer to consider a "new" industry (unfamiliar to any of the group members) the following industries are suggested:

- The "information" or telecommunications industry
- Any FMCG retail industry
- The medical or pharmaceutical industry
- The financial or education services industry, or;
- The potential for value chains in government or global value networks
- Any other service industry or an acceptable manufacturing industry/company chain

Or you may choose one of the following topics:

- Process management and its role in the value chain
- Knowledge management and its role in the value chain
- Technology management and its role in the value chain
- Relationship management and its role in the value chain
- Performance measurement in the value chain

If you choose a topic from the second group you may tackle the topic by taking an "academic" approach that reviews literature contributions in the topic area, an approach that integrates process management, knowledge management, technology management and relationship management, or you could consider an "case study" approach that looks at an application of the topic in an industry or an organisation.

The primary focus of the project should be on understanding how the value chain operations employed by these enterprises creates value through effective management of intra and inter-enterprise relationships, the creative and innovative utilisation of current and emerging technologies, and the organisation's interpretation of knowledge management. Initially you should consider the industry value chain and then focus on the value chain of the organisation of your choice. In limiting research to publicly available material (desk research using secondary sources), the objective is to demonstrate to students the wealth of available information, if one only knows how and where to look.

It is expected you will produce a scholarly work.. The paper should be between 2,000 and 3,000 words, clearly argued and supported from the contemporary literature. It must be referenced properly (using the Harvard Style of referencing) to indicate research as well as 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. 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). Diagrams, tables, etc. must be the original work of the student and not merely copied (whether acknowledged or not) from source articles. Finally, the essay should be an interesting and informative read, providing useful insights for practicing managers. Marks will be deducted if cover sheet and marking criteria is not attached with your assignment.

## **Examination**

The examination will be closed book and of two hours duration. It will be in the form of three (3) short answers (upto a max. of 300 words each) from a choice of four (4) questions, one (1) Case Study with two (2) questions (upto a max. of 600 words each ) from a choice of three (3) questions related to the same case study. The case study maybe given in advance or given during the examination for which extra reading time (upto 50 minutes) will be allowed. **To be able to pass the course you must obtain atleast 50% marks in the final examination.**

## **Assessment Criteria**

### **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.

### **Submission Guidelines**

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:** Participants 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.

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 CEO 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).

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.

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.

### **Plagiarism**

Plagiarism is the use of another scholar's work as your own. It includes not only the re-presentation 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.

### **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 are expected 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 and for the actual Group Presentation a feedback will be provided after each presentation at a group level.

Syndicate groups will receive peer feedback immediately following their presentations. The lecturer will make Peer Assessments available to each group through her feedback mechanism. Time to time general feedback regarding presentations will also be given.

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](mailto:ragarwal@efs.mq.edu.au) All **emails must** contain the words **BUS803** followed by participant's 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.

### **BUS 803 Course – Lecture Program**

	<b>Date</b>	<b>Topics Covered</b>	<b>Readings</b>
<b>1</b>	27/02/07	Introduction: Orientation exercise, group formation, setting of expectations. Value as a Strategic Business Concept Marketing Logistics & Operations Strategy Alignment – Strategic Effectiveness and Operational Efficiency	Ch. 1 & Ch. 3 Other Reading material
<b>2</b>	06/03/07	New Economy – New Business Models – virtual and vertical integration Value: a new economy and new issues for creating value – corporate and customer perspectives	Ch 1, 2, 3 Other Reading material
<b>3</b>	13/03/07	Practical Issues and Applications The supply chain and the demand chain Case Studies - Analysis and Class Discussion	Ch. 4 & 6 Other Reading material
<b>4</b>	20/03/07	Value Chain = Demand Chain + Supply Chain Case Studies - Analysis and Class Discussion 2 Group Presentation – 10 participants	Ch 7 Other Reading material
<b>5</b>	27/03/07	Processes and Capabilities Case Studies - Analysis and Class Discussion 2 Group Presentation – 10 participants	Ch 5 Other Reading material
<b>6</b>	3/04/07	Value chain components 2 Group Presentation – 10 participants	Ch.8 & 9 Other Reading material
<b>7</b>	10/04/07	Value Chain – performance planning and management 2 Group Presentation – 10 participants	Ch. 10 Other Reading material
	<b>16/04/07 to 27/04/07</b>	<b>Mid-Semester Break</b>	
<b>8</b>	01/05/07	Implementing and Configuring Value Chain 2 Group Presentation – 10 participants	Ch.9, 11 & 12
<b>9</b>	08/05/07	Implementing and Configuring Value Chain 2 Group Presentation – 10 participants	Ch.9,11 & 12
<b>10</b>	15/05/07	Innovation and Collaboration – Value Networks Case Studies – Analysis and Class Discussion	Other Reading Material
<b>11</b>	22/05/07	Services Value Networks – Are they same or different?	Other Reading Material

		Case Studies –	
<b>12</b>	29/05/07	Leadership – its role in 21 <sup>st</sup> Century Strategic Operations Review and any questions Feedback ref Group Presentations	Other Reading Material
<b>13</b>	05/06/07	Final Examination Student Survey	

**Note:** All chapters referred to above under Readings relate to the chapters in the prescribed textbook. Additional readings materials are listed as below:

Agarwal, R. & Selen, W., “The Impact of Technovation and Collaboration on Strategic Service Classification in the Digital Economy”, Global Conference on Emergent Business Phenomena in the Digital Economy (ICEB+eBRF 2006 conference) Nov 28 – Dec 2, 2006, Tampere, Finland

Al-Mudimigh, Abdullah S., Zairi, Mohamed, and Ahmed, Abdel Moneim M. (2004) Extending the concept of supply chain: The effective management of value chains, International Journal Production Economics, vol. 87, pp 309 -320

Amir-Aslani, Arsia and Negassi, Syoum (2006) Is technology integration the solution to biotechnology’s low research and development productivity?, Technovation, vol. 26, pp 573-582

Bititci, Umit S., Martinez, V., Albores, P. and Parung, J. (2004) Creating and managing value in collaborative networks, International Journal of Physical Distribution & Logistics Management, vol. 34, no. 3/4, pp 251-268

Boulton, Richard E.S., Libert, Barry, D. and Samek, Steve, M. (2000) A Business Model for the New Economy, Journal of Business Strategy, Jul/Aug pp 29-35.

Gurau, Calin (2004) Positioning strategies in the value-added chain of the biopharmaceutical sector: the case of UK SMEs, Journal of Consumer Marketing, vol. 21, no. 7, pp 476-485

Hume, M. et al (2004) Understanding service experience in non-profit performing arts: Implications for operations and service management, Journal of Operations Management, Vol 24

Khalifa, A. S. (2004) Customer Value : a review of recent literature and an integrative configuration, Management Decision vol. 42, no. 5, pp 645-666

Martinez, V. and Bititci, Unit, C. (2006) Aligning Value Propositions in Supply Chains, International Journal Value Chain Management, vol. 1, no. 1, pp 6-18

Normann, R. and Ramirez, R (1993) Strategy and the Art of Reinventing Value, Harvard Business review, Sept/Oct, pp 39-51

Normann, R. and Ramirez, R (1993) From Value chain to value constellation: Designing interactive Strategy, Harvard Business review, Jul/Aug, pp 65-77

Sahay, B. S., Gupta, Jatinder N.D. and Mohan, R. 2006) Managing supply chains for competitiveness : the Indian Scenario, Supply Chain Management – An International Journal, vol.11, no. 1, pp 15-24

Stuart, Ian F. and Tax, Stephen (2004) Toward an integrative approach to designing service experiences – Lessons learnt from the theatre, *Journal of Operations Management* vol. 22

Walters, D. and Rainbird, M. (2004) Demand Chain as an integral component of the value chain, *Journal of Consumer Marketing*, vol. 21, no. 7, pp 465-475

## BUS803 Strategic Operations Management

*Mrs Renu Agarwal*

### Criteria Used in Marking Individual Written Assignments

Student Name: \_\_\_\_\_ Student ID: \_\_\_\_\_

	Very High	High	Mod.	Low	Very Low
<b>1. Relevance 30 %</b>					
Topic is clear and relevant throughout	5	4	3	2	1
There is an appropriate, explicitly identified central theme	5	4	3	2	1
Evidence of careful thought about the theme	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
There is logic and coherent argument	5	4	3	2	1
<b>2. Organisation 20%</b>					
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
<b>3. Research 30%</b>					
Evidence of adequate reading	5	4	3	2	1
Relevant concepts are well researched	5	4	3	2	1
Arguments and assertions are supported by evidence/references	5	4	3	2	1
Evidence of understanding of the area	5	4	3	2	1
Application of reading to analysis	5	4	3	2	1
Additional literature researched	5	4	3	2	1
<b>4. Innovation 20%</b>					
Creative synthesis of themes	10	8	6	4	2
Creative argument employed	10	8	6	4	2

**TOTAL** \_\_\_\_\_ **%** \_\_\_\_\_ **mark**

## BUS803 Strategic Operations Management

*Mrs Renu Agarwal*

### Criteria Used in Marking Written Group Presentation and Summary

Group Number: \_\_\_\_\_

	Very High	High	Mod.	Low	Very Low
<b>Issue Research and Briefing Paper 50%</b>					
Does paper coherently summarise the issue?	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 paper?	10	8	6	4	2
Are sources acknowledged (Harvard style)?	5	4	3	2	1
Does the document flow logically?	5	4	3	2	1
Is the standard of presentation appropriate for the (senior management) audience?	5	4	3	2	1
Have submission guidelines been followed?	5	4	3	2	1

### **PowerPoint Presentation 50%**

Do slides cover main points in logical flow?	5	4	3	2	1
Are slides to prompt presenter?	5	4	3	2	1
Is material presented in an interesting, informative way?	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
Does the team manage presentation timing?	5	4	3	2	1
Is the presentation geared at an appropriate (senior management) level?	5	4	3	2	1
Does the team handle questions effectively?	10	8	6	4	2
What is the overall impression given?	5	4	3	2	1

**TOTAL** \_\_\_\_\_ **%** \_\_\_\_\_ **mark**

**BUS803 Strategic Operations Management**

*Mrs Renu Agarwal*

**Peer Evaluation of Syndicate Group Presentation**

SID: \_\_\_\_\_ First Name: \_\_\_\_\_ Family Name: \_\_\_\_\_

Evaluation of Syndicate Group Number \_\_\_\_\_

	Very High	High	Mod.	Low	Very Low
<b>PowerPoint Presentation 50%</b>					
Do slides cover main points in logical flow?	5	4	3	2	1
Are slides to prompt presenter?	5	4	3	2	1
Is material presented in an interesting, informative way?	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
Does the team manage presentation timing?	5	4	3	2	1
Is the presentation geared at an appropriate (senior management) level?	5	4	3	2	1
Does the team handle questions effectively?	10	8	6	4	2
What is the overall impression given?	5	4	3	2	1

**TOTAL** \_\_\_\_\_ **X 2 =** \_\_\_\_\_ **mark**

**Good points worth recognition**

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**Points to improve upon**

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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	
<b>PARTICIPANT'S DETAILS</b>	
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

**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