

Unit of Study Guide

Unit Code and Title	BUS6002 Enterprise Operations Management
Course(s)	Graduate Diploma of Business Management Graduate Diploma of Project Management Master of Business Administration Master of Project Management and Business
Core or Elective	Elective: Graduate Diploma of Business Management Graduate Diploma of Project Management Master of Business Administration Master of Project Management and Business
Credit Points	8 credit points
Duration	12 weeks
AQF Level	9
Student Workload	Students should expect to spend 156 hours on learning activities across the study period. This includes time spent attending scheduled classes, undertaking private study, preparing assessments, and completing examinations.
Essential Requirements	N/A
Modes of Delivery	On campus / Online
Pre-Requisite/Co-Requisite	Pre-Requisite 24 Credit Points
Unit Coordinator	
Contact Information	✉: ☎: +61 02 9318 8111 Consultation: By appointment

Unit Description

BUS6002 Enterprise Operations Management introduces students to the fundamentals of operations management. Operations management deals with the processes that organisations use to create value for their customers/clients. The aim of this unit is to provide students with a range of concepts that can be applied to understand and analyse operations processes of any organisation. Students will gain from understanding operations terminology, be able to contribute to key operations debates, and be able to see the operations of an organisation from a strategic context.

Unit Learning Outcomes (ULOs)

On successful completion of this unit, students will be able to:

- ULO1** Evaluate approaches to business enterprise management within the strategic context of the organisation.
- ULO2** Create an operations management plan.
- ULO3** Apply tools and techniques to design or audit enterprise operations.
- ULO4** Articulate ethical issues faced by an organisation within a global framework of operational sustainability.

Course Learning Outcomes (CLOs)

Successful completion of this unit will contribute to the following Course Learning Outcomes (CLOs):

- CLO1** Using appropriate technologies and methodologies, review, critically analyse and apply theoretical and practical knowledge, complex information and concepts, and research findings to support and justify enterprise decisions.
- CLO2** Generate innovative, sustainable solutions to complex real world, contemporary enterprise problems.
- CLO3** Interact effectively in diverse teams to deliver outcomes, both as team members and as team leaders, as appropriate to the context.
- CLO4** Effectively communicate complex concepts, relating to the analysis, planning, design and evaluation of responses to enterprise problems to both specialist and non-specialist team members, clients and collaborators using a range of communication modalities as appropriate.
- CLO5** Demonstrate responsible, accountable and ethical behavior.
- CLO6** Objectively reflect on and evaluate outcomes and feedback for continuous improvement.

Graduate Attributes (GAs)

Successful completion of this unit will contribute to the following APIC Graduate Attributes (GAs):

GA1. Analytical and Scholarly: APIC graduates will be able to locate, select and evaluate information from a range of sources to ensure currency of their knowledge base.

GA 2. Ethical and Inclusive Professionals: APIC graduates will respect multiple perspectives, human rights, and ethical principles. They will also be capable of autonomy and self- directed practice.

GA 3. Innovative Problem Solvers and Decision Makers: APIC graduates will be curious, enquiring and adaptable, embracing and creating change. They will be able to find novel and effective solutions for anticipated and unexpected challenges and make appropriate, timely and justified decisions.

GA 4. Excellent Communicators: APIC graduates will be able to communicate effectively in oral and written English and collaborate with others to achieve outcomes. They will be able to adapt their communication style to context.

GA 6. Leaders and Collaborators: APIC graduates will be able to work effectively in diverse teams that require leadership, collaboration and teamwork skills to achieve outcomes.

Learning and Teaching Approach

Learning and teaching in this unit applies the APIC model of providing transformational learning experiences that are student-centered, collaborative, active, reflective and applied. Key themes embedded into the resources, challenges and assessments are ethical practice, sustainability, evidence-based decision making and real-world applications. Completion of the learning activities for each week will give students the discipline knowledge and skills required to complete the assessments. Successful completion of all assessments demonstrates that the unit learning outcomes have been achieved. Additional support to further enhance students' academic skills is available from the Academic Enhancement team.

Expectations of Students

Students are expected to:

- Prepare for scheduled classes by completing assigned activities
- Attend at least 80% of scheduled classes
- Actively participate in class activities
- Seek clarification and advice from teaching staff as needed
- Attempt all assessments
- Submit assessments on time
- Review and reflect on feedback on assessments and seek clarification about feedback where needed
- Notify the unit coordinator if unable to attend classes and/or submit assessments

Completion of the learning activities for each week will give students the discipline knowledge and skills required to complete the assessments. Successful completion of all assessments demonstrates that the unit learning outcomes have been achieved.

Schedule of Learning and Teaching Activities

Week	Topic	Learning Activities	Readings
Week 1	Introduction, Operations Management and Value Chains Sponsor Briefing	<p>Concepts</p> <ul style="list-style-type: none"> • Introduction to unit • Importance of Operations Management and role of operations manager • Concept of value and how value of goods and services can be enhanced • Frameworks for value chains • Historical development of Operations Management and the key management challenges <p>Activities</p> <ul style="list-style-type: none"> • Forming groups and planning for assessment 	Text Ch.1

		<p>tasks</p> <ul style="list-style-type: none"> • Sponsor organisation briefing 	
Week 2	Measuring Performance	<p>Concepts</p> <ul style="list-style-type: none"> • Types of operational performance measures • Performance measurement systems <p>Activities</p> <ul style="list-style-type: none"> • Group activity: Measuring performance 	Text Ch. 2
Week 3	Operations Strategy	<p>Concepts</p> <ul style="list-style-type: none"> • Cascading organisational strategy into operations strategy • Synchronising operations strategy with organisational strategy - developing and measuring key performance within strategic goals <p>Activities</p> <ul style="list-style-type: none"> • Group activity: Preparing for Site Visit 	Text Ch. 3
Week 4	Technology as an Enabler in Operations Management	<p>Concepts</p> <ul style="list-style-type: none"> • Technology and its role in enabling efficient enterprise operations • Benefits and challenges of technology from an operations perspective • Operations centric technology decisions and implementation <p>Activities</p> <ul style="list-style-type: none"> • Group activity: Site Visit 	Text Ch. 4
Week 5	Operational Capability for Optimum Product and Service Design	<p>Concepts</p> <ul style="list-style-type: none"> • Aligning operational capability with customer centric product and service delivery <p>Activities</p> <ul style="list-style-type: none"> • Class discussion of site visits 	Text Ch. 5
Week 6	Supply Chain Design	<p>Concepts</p> <ul style="list-style-type: none"> • The operations ecosystem • Players and stakeholder management • Supply chain influence on operational performance <p>Activities</p> <ul style="list-style-type: none"> • Group activity: Case study and discussion questions 	Text Ch. 6

Week 7	Enterprise Facilities and Work Flow Design	<p>Concepts</p> <ul style="list-style-type: none"> Types of operational processes, process design optimisation analysis and the link to continuous improvement <p>Activities</p> <ul style="list-style-type: none"> Group activity: Case study and discussion questions 	Text Ch. 7 and 8
Week 8	Capacity Management and Inventories	<p>Concepts</p> <ul style="list-style-type: none"> Capacity planning, measurement and management Optimising flow and asset utilisation <p>Activities</p> <ul style="list-style-type: none"> Case study and discussion questions 	Text Ch. 10
Week 9	Operations Scheduling and Sequencing	<p>Concepts</p> <ul style="list-style-type: none"> Scheduling and sequencing Sequencing performance criteria Sequencing problems Clarke-Wright Heuristic method for routing and scheduling <p>Activities</p> <ul style="list-style-type: none"> Case study and discussion questions 	Text Ch. 14
Week 10	Process Simulation and Modelling - And Bringing It All Together	<p>Concepts</p> <ul style="list-style-type: none"> Process simulation and modelling Conclusions and wrap up <p>Activities</p> <ul style="list-style-type: none"> Planning for presentations 	Text Ch. 15 and 16
Week 11	Presentations and Discussion		
Week 12	Presentations and Discussion		

Assessment Information

Assessment	Weight	Due Week	Duration	ULO
1. Operations mapping. (Group) Based on an industry briefing students will collaboratively consider the situation presented. Individually, students map the current situation	25%	4	1500 words eq	ULO1 ULO3
2. Operations Plan (Individual) Using the outcome of Assessment 1, students will prepare a full operation plan to respond to a significant change in business requirements	40%	9	3500 words	ULO2 ULO4
3. Presentation (Individual) Students will present their plan to the industry sponsors	35%	11 -12	15 minutes 1500 words eq	ULO1 ULO4

Resources

Prescribed Texts:

Collier, DA & Evans, JR 2017, *Operations and Supply Chain Management*, 6th edn, Cengage, Boston, USA.

Recommended Readings:

Henderson, T & Liu, Q 2017, 'Efficient design and analysis for a selective choice process', *Journal of Marketing Research*, vol. 54, no. 3, pp. 430-446, doi: doi.org/10.1509/jmr.13.0545.

Lee, HL & Tang, CS 2017, 'Socially and environmentally responsible value chain innovations: New operations management research opportunities', *Management Science*, vol. 64, no. 3, pp. 983-996, doi:10.1287/mnsc.2016.2682.

Liu, Y & Liang, L 2015, 'Evaluating and developing resource-based operations strategy for competitive advantage: An exploratory study of Finnish high-tech manufacturing industries', *International Journal of Production Research*, vol. 53, no. 4, pp. 1019-1037, doi:10.1080/00207543.2014.932936.

Mak, HY, Rong, Y & Zhang, J 2014, 'Appointment scheduling with limited distributional information', *Management Science*, vol. 61, no. 2, pp. 316-334, doi: 10.1287/mnsc.2013.1881.

Other Recommended Resources: Check for more resources

Harvard Business Review: <https://hbr.org>

Elsevier: www.journals.elsevier.com

Participation

Students are required to participate in all collaborative work, group work and work integrated activities, such as study tours, industry lead activities and open forums, (a) actively, fully and

positively; and (b) in a timely manner. Student contributions to collaborative, group, and work integrated activities must be meaningful, of value to peers, and follow the specifications of the Unit Study Guide.

Academic Misconduct

Ethical conduct and academic integrity and honesty are fundamental to the mission of APIC and academic misconduct will not be tolerated by the College. It is the responsibility of every student to make sure that they understand what constitutes academic misconduct and to refrain from engaging in it. Please refer to APIC's [Academic Integrity Policy](#) for further details.

Attendance

APIC has a responsibility to ensure that all students enrolled at the College are able to make satisfactory progress through their course, and attending scheduled classes is essential for course progression. For onshore international students maintaining satisfactory attendance in the course and making satisfactory progress with the course are also conditions of the student Visa. APIC therefore monitors the attendance of all students at all scheduled classes and students are required to attend at least 80% of scheduled for units in which they are enrolled, where attendance means that the student is present for the whole duration of the scheduled lecture, tutorial or seminar class. Students are advised that decisions about the award of supplementary assessments will take into account student attendance.

Disclaimer

This unit study guide may be updated and amended from time to time. Any changes to the unit will be notified to students through the Online Learning System (OLS) for the unit.