

Module 23: Operations and Project Management

Stage				3			
Semester				1			
Module Title				Operations and Project Management			
Module Number				23			
Module Status				Mandatory			
Module NFQ level				7			
Pre-Requisite Module Titles				Business Management 1 and 2			
Co-Requisite Module Titles				N/A			
Capstone Module?				No			
List of Module Teaching Personnel				Martin Murphy, Clodagh Barry			
Contact Hours				Non-contact Hours			Total Effort (hours)
58				142			200
Lecture	Practical	Tutorial	Seminar	Assignment	Placement	Independent Work	
48		10		40		112	200
Allocation of Marks (Within the Module)							
	Continuous Assessment	Project	Practical	Final Examination	Total		
Percentage Contribution	40			60	100		

Intended Module Learning Outcomes

On successful completion of this module, the learner will be able to:

1. Explain the role of operations management and discuss the key challenges posed in operations management
2. Discuss the importance of project management in successfully delivering on management goals
3. Evaluate a number of frameworks in the design and delivery of products and services
4. Discuss performance related issues and how they can be measured in an operations environment
5. Show a detailed knowledge of the components of a project plan
6. Identify the key issues in project implementation and identify appropriate risk response strategies

Module Objectives

This module examines in detail the subject of operations management. Additionally this module introduces learners to some of the basic concepts in project management. The module deals with problems in the areas of design, layout, flow, demand, supply, quality and performance issues.

The research based assignments requires learners to study operational and project issues by observing and talking to managers to rectify these issues. This provides learners with an opportunity to refine their soft skills, improve verbal and written communication and put into practice both primary and secondary research skills.

Module Curriculum

Introduction to Operations Management

- Operations and Productivity
- Operations Strategy in a Global Environment
- Forecasting

Designing Operations

- Design of Goods and Services
- Managing Quality
- Capacity and Constraint Management
- Location Strategies
- Layout Strategies

Managing Operations

- Supply-Chain Management
- Inventory Management
- Material Requirements Planning (MRP) and ERP
- Just-in-Time, TPS, and Lean Operations

Project Management

- Introduction to Project Management
- The Project Management role
- Business & Stakeholder Analysis

Reviewing Project Requirements

- Project Selection
- Building Project Teams
- Project Scope
- Cost estimation

Implementation

- Scheduling
- CPM
- Resource Management
- Risk Management

Project Completion

- Evaluation
- Project Termination
- Transferring Ownership & Responsibility
- Project Follow-Up

Reading lists and other learning materials

Heizer, J., Render, B., (2013) *Principles of Operations Management*, 9th edition Prentice Hall: New York

Chase, R., Jacobs, R., Aquilano, N. (2006) *Operations Management for competitive advantage* 11th edition. McGraw-Hill: New York

Pinto, J.K.,(2015) *Project Management: Achieving Competitive Advantage*,4th edition. Pearson

Mantel, S.J., Meredith, J.R., Shafer, S.M., Sutton, M.M. (2008) *Project Management in Practice*, 3rd edition. Wiley

Slack, N., Brandon-Jones, A. & Johnston, R. (2013): *Operations Management*, 7th edition. Prentice Hall: Essex

Slack, N., Chambers, S., Johnston, R. & Betts A. (2009) *Operations and Process Management Principles and Practice for strategic impact*, 2nd edition. Prentice Hall: Essex

Module Teaching and Learning Strategy

This module is delivered through lectures and tutorials. Lectures are participative and dynamic with the use of power point presentations, videos, guest lecturers, case study analysis, group discussions and debate. Tutorials allow learners to apply knowledge gained in the lectures, individually or in groups, to resolving related issues using current relevant case study information. Learners are required to undertake extensive reading of assigned material prior to class and this allows them to participate in discussions and group work by expressing opinions and asking questions. Learners also have access to Moodle, Griffith College's Virtual Learning Environment.

Module Assessment Strategy

40% of the marks are allocated to course work. A sample assignment is included in appendices. This requires learners to undertake extensive research and may require them to then present their research in an essay/ report, alternatively case and problem solving, and or presentations. Reports may take the form of group or individual assessment. There are three possible outcomes from a project report as follows:

- To analyse an existing operations process and suggest any improvements that needs to be made. Examples include a study of the quality systems used by Ritz -Carlton, design of a services system for a healthcare provider and an analysis of intermodal movement for a railroad.
- To analyse an existing process and suggest any improvements that needs to be made. Examples may include a study of the logistic systems used by IKEA, improvement in a technology for the delivery of product and/or services for an organisation or scoping a project on behalf of a client and producing a viability report.
- To identify a business opportunity (for example selling household items on line) involving a product and build a business plan with a focus on supply chain issues. The goal is to identify the business opportunity and design the ideal supply chain for it. The project will include implementation details.

The remaining 60% is allocated to an end of semester closed book examination.

