

**COURSE DATA****Data Subject**

<b>Code</b>	44474
<b>Name</b>	Operations management and management systems
<b>Cycle</b>	Master's degree
<b>ECTS Credits</b>	3.0
<b>Academic year</b>	2021 - 2022

**Study (s)**

<b>Degree</b>	<b>Center</b>	<b>Acad. year</b>	<b>Period</b>
2212 - M.U. en Dirección de Empresas. MBA 15-V.2	Faculty of Economics	1	First term

**Subject-matter**

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
2212 - M.U. en Dirección de Empresas. MBA 15-V.2	1 - Management	Obligatory

**Coordination**

<b>Name</b>	<b>Department</b>
SALAS MOLINA, FRANCISCO	105 - Business Administration 'Juan José Renau Piqueras'
ZARRAGA QUINTANA, FERNANDO MARIA	105 - Business Administration 'Juan José Renau Piqueras'

**SUMMARY**

Course Operations and Management Systems is a subject of mandatory training and 3 ECTS credits offered during the first semester of the Master's Degree in Management.

First, the Operations Directorate focuses its analysis on the set of activities that create value. The production function has to be planned, organized and controlled in order to achieve effective and efficient performance.

Specifically, it is essential to know how goods and services are produced, how people organize to perform productive tasks and what the job of COO. Operations Management provides a great opportunity for the company to improve its profitability and quality of service and, therefore, customer satisfaction.

Moreover, the quality management is an inherent production systems currently need. The company management must understand the basics of quality, quality management and their main approaches. It is also necessary to know the process of implementing a system of quality assurance according to ISO



standards, principles and manner of implementation of quality management according to the EFQM Excellence Model and the development of self-assessment based on this model.

Finally, innovation is an essential element in the search and generate sustainable competitive advantages. We must insist on understanding the process of innovation, the ability to implement initiatives within the organization to implement a particular innovation strategy and know the importance of change management to encourage the introduction of innovations in organizations.

## PREVIOUS KNOWLEDGE

### Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

### Other requirements

## OUTCOMES

### 2212 - M.U. en Dirección de Empresas. MBA 15-V.2

- Students should apply acquired knowledge to solve problems in unfamiliar contexts within their field of study, including multidisciplinary scenarios.
- Students should demonstrate self-directed learning skills for continued academic growth.
- Prepare, write and publicly present business reports and projects in a clear and coherent manner, defend them with rigour and tolerance and respond satisfactorily to criticisms relating to them.
- Seek, select and assess information from the different actors in the environment, both through traditional methods and information and communication technologies, to use it effectively in the face of problems and situations related to business activity.
- Analyse, synthesise and evaluate information, in a rigorous and critical manner, and be able to identify assumptions, assess evidence, detect false logic or reasoning, identify implicit values, and generalise adequately about problems and situations related to the business world.
- Promote the ability to work in a team and to collaborate and organise the group's activities effectively and efficiently both in the area of general management and in the other functional areas of the company.
- Integrate the different functional areas of the company (marketing, finance, human resources, operations) in a synergistic way.
- Formulate proposals for improving the company's strategy at its different levels as a result of a process of review and control.
- Develop entrepreneurial spirit and skills related to the management of change and innovation, in order to stimulate multifunctionality, diversity and the introduction of novelties in organisations.



- Structure the corporate and competitive strategies of the company, integrated within the functional strategies, according to the principles and methods of the main management systems.
- Combine the main perspectives on and approaches to quality management and recognise and understand the opportunity to apply ISO and EFQM models.

## LEARNING OUTCOMES

Knowing connect the competitive strategy of the company with its strategy of operations; and understand the problem of making tactical and strategic decisions on operations for a particular context. Recognize the main perspectives of quality, distinguish the different approaches to quality management, and differentiate and understand the timing of the implementation of ISO and EFQM models. Understand what role players involved in the innovation process; and be able to implement initiatives within the organization, to implement a particular innovation strategy. Knowing the importance of change management to encourage the introduction of innovations in organizations.

## DESCRIPTION OF CONTENTS

### 1. OPERATIONS MANAGEMENT

Major strategic and tactical decisions to be taken in the field as Director / Operations to be reviewed.

1. Introduction to Operations Management.
2. Objectives of the Directorate of Operations.
3. Operations strategy: strategic and tactical decisions.
4. Strategic Decisions: product design, process selection, capacity and distribution facilities.
5. tactical decisions: Models inventory management, operations planning short and medium term.
6. Project Management. JIT systems.

### 2. QUALITY MANAGEMENT

- 2.1. Quality. Scope and concept
- 2.2. Quality management. Definition, approaches, principles and evolution
- 2.3. The quality management in practice. Some models used for implantation.
  - 2.3.1. ISO 9001
  - 2.3.2. The EFQM Excellence Model
  - 2.3.3. The Q of the ICTE
- 2.4. Practical experiences of implementing the quality management

**3. INNOVATION MANAGEMENT**

- 3.1. What is innovation? Concepts of R&D, Innovation and Technology.
- 3.2. Types of innovations.
- 3.3. The innovation process.
- 3.4. Innovation strategies and implementation.
- 3.5. The protection of innovation.
- 3.6. Innovative culture.
- 3.7. Organizational structures for innovation.
- 3.8. Innovation management, foresight and technological skills matrix.
- 3.9. Open innovation. Scenarios.

**WORKLOAD**

ACTIVITY	Hours	% To be attended
Theory classes	18,00	100
Tutorials	12,00	100
Development of group work	10,00	0
Development of individual work	10,00	0
Study and independent work	20,00	0
Readings supplementary material	5,00	0
<b>TOTAL</b>	<b>75,00</b>	

**TEACHING METHODOLOGY**

The vast majority of sessions will be theoretical and practical, subject to some exclusively practical character as those dedicated to solving exercises and case studies, and expert seminars. The mission of the lectures is to develop the content of the subjects that make up the program module. The sessions will follow a participatory model school, encouraging and evaluating student participation. For this it is recommended that the student previously prepared the contents of each of the sessions from the references recommended and materials provided in advance by the faculty. The theoretical development of the subject will be based on the method of participatory lecture, in which the lecture by the teacher and individual student work are combined. Professor exhibitions devoted to: (a) the transmission of knowledge (concepts, theories and techniques), briefly exposing the contents of each issue and emphasizing the most important and difficult aspects thereof; (B) provide students (both basic bibliographic sources as complementary) information necessary to enable it to make itself better understand each item and the contents of the subject; (C) guide the student in search of real examples in which to analyze the issues discussed in the lectures.

As the interaction is also looking at the lectures in those sessions deemed appropriate, students examine actual cases or readings. Selected by Professor reflecting different points of view to discuss and evaluate them in class, readings result in students seeking a broad understanding.

The student must prepare, develop and, if necessary, in the terms and dates indicate that teachers, the various exercises, case studies and proposed work. To do this, students can apply for supervision by teachers in their respective tutorial hours.





The student must have prepared the possible public presentation of his vision and resolution of the case at the meeting to be studied. In each case, the teacher will select one or several students to publicly discuss the case. Students may use for this purpose any means they deem appropriate (transparencies, computer projection, etc.).

newspapers, magazines, economic and social information, the Internet, the company studied, its employees and executives, competitors, experts, financial statements annually: the student to complete the information on the case, with additional information from all sources is recommended, etc. The teacher may refer to different activities raised here, whenever it deems relevant to student learning. The main channel of communication between teachers and students is the Virtual Classroom platform from which teachers will provide documentation and inform students to perform activities such as delivering training, access to teaching materials, communication via email, etc. The website is <http://aulavirtual.uv.es> access and can be consultations on its functioning in the direction [Aula.Virtual@uv.es](mailto:Aula.Virtual@uv.es)

## EVALUATION

The evaluation system for this module consists of:

- Objective test: 40% of the final grade (written test)
- Exercises, case studies and active participation in class: 60% of the final grade.

The final grade will be calculated by the weighted sum of the marks obtained in the examination and exercises and cases, as long as they have passed the examination.

At the request of teachers, students prepare and submit exercises, case studies or reports on each of the thematic blocks of the module. These exercises, together with active participation in the teaching-learning process represent 60% of the final grade of the module. The remaining 40% will be obtained through an objective test (written exam).

There will be a single exam on the date determined for that purpose. This will include issues relating to the contents in the various blocks of the modules taught in sessions of the teachers responsible.

Students who for justified reasons can not attend some sessions of the module should contact previously with teacher responsible for these meetings in order to establish a program of alternative work.

Since the course involves a lot of interaction among students and between students and teachers it is essential that students take responsibility. The class attendance is strongly advisable for the successful completion of the module. Students must attend class having adequately prepared the readings and other materials required for discussion or presentation.

Students have the right to be evaluated in the second call by means of an exam in which the exercises and cases studies part can be evaluated again and to keep the grade of non-recoverable activities.

Students who commit plagiarism if you copy or imitate something that does not belong and passed by the author of this without your authorization are reminded. In the case of written documents, for example, this offense typified when, without using quotation marks or without explicitly indicate the origin or cite the original source of the information, it includes an idea, a paragraph, a foreign phrase or work complete.



Evidence of a student copy of any individual or collective work will involve the suspense automatic module and preclude its presentation in any of the announcements of the academic year.

## REFERENCES

### Basic

- Benavides, C.A. (1998), Tecnología, innovación y empresa, Pirámide, Madrid
- Fernández Sánchez, E: (2005): Estrategia de Innovación. Paraninfo, Madrid.
- Morcillo, P. (1997), La Dirección Estratégica de la Tecnología e Innovación. Cívitas, Madrid.
- Claver, E., Molina, J.F. y Tarí, J.J. (2011): Gestión de la calidad y gestión medioambiental. Fundamentos, herramientas, normas ISO y relaciones, Pirámide, Madrid
- Miranda, F. J., Rubio, S., Chamorro, A. y Bañeguil, T. M. (2005): Manual de dirección de operaciones, Thomson, Madrid.
- Sangüesa, M.; Mateo, R. e Ilzarbe, L. (2006): Teoría y Práctica de la Calidad. Ediciones Paraninfo. S.A., Madrid
- Camisón, C., Dalmau, J.I. (2007). Introducción a los negocios y su gestión. Prentice Hall Pearson, Madrid.
- Guerras, L.A. y Navas, J.E (2015). La Dirección Estratégica de la Empresa. Teoría y Aplicaciones. Thomson Reuters / Civitas.

### Additional

- Valls, J., Escorsa, P. (2003), Tecnología e innovación en la empresa: dirección y gestión, Edicions UPC, Barcelona
- Heizer, J. y Render, B. (2015): Dirección de la Producción y de Operaciones: Decisiones Tácticas, Onceava edición, Prentice Hall, Madrid
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- Alexander, A. (2005): Calidad. Metodología para documentar el ISO-9000 versión 2000, Prentice Hall, México
- Asociación Española de Normalización y Certificación (2008): Norma UNE-EN ISO 9001. Sistemas de gestión de la calidad. Requisitos, AENOR, Madrid
- Camisón, C., Cruz, S. y González, T. (2006): Gestión de la calidad: Conceptos, enfoques, modelos y sistemas, Prentice-Hall, Madrid
- Dale, B. G., Wiele, T. e Iwaarden, J. (2007): Managing quality, Blackwell, Oxford



- European Foundation for Quality Management (2013): Modelo EFQM de Excelencia 2013, EFQM, Bruselas

## **ADDENDUM COVID-19**

This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council

**English version is not available**