

**EMBA 8355**  
**TECHNOLOGY & OPERATIONS**  
**SUMMER 2008**

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**Articles, Books and Other Resources:**

1. Reading packet of articles and cases.
2. Operations Management - Customized Book (with three chapters), Irwin/McGraw Hill, 2005.
  - a. **Book Chapter:** Chase, R. B., Acquilano, N. J., and Jacobs, F. R., *Quality Management: Focus on Six Sigma*, chapter eight, Operations Management for Competitive Advantage, p. 2-55.
  - b. **Book Chapter:** Chase, R. B., Acquilano, N. J., and Jacobs, F. R., *Service Process Selection and Design*, chapter seven, Operations Management for Competitive Advantage, p.56-81.
  - c. **Book Chapter:** Chase, R. B., Acquilano, N. J., and Jacobs, F. R., *Supply Chain Strategy*, chapter ten, Operations Management for Competitive Advantage, p. 82-105.
3. Jacobs, F.R. and Whybark, D.C., *Why ERP? A Primer on SAP Implementation*, Irwin/McGraw Hill, 2000.
4. Resources made available through the EMBA Sharepoint site for the course.

**COURSE DESCRIPTION**

Students develop the ability to diagnose and analyze problems, and develop and implement improvement and innovation initiatives for enterprise and inter-enterprise processes. They apply complementary approaches to establish quality goals and an organizational system to achieve these goals, to measure quality performance, and to control process variation. They determine process requirements and develop designs for manufacturing and service processes, including self-service operations. They evaluate the performance implications of information sharing practices and allocation of decision rights in inter-enterprise processes. They also examine how information can be leveraged for physical and financial flows across multi-tiered supply networks, and how these networks should be designed to be responsive to supply and demand uncertainty.

## LEARNING OBJECTIVES

At the completion of this course, the student should be able to examine the design and performance of inter-organizational processes in different business contexts. Specifically, students develop capabilities in total quality management, design of manufacturing and service operations, design of self-service operations, coordination of enterprise and inter-enterprise processes, and design of supply networks. A detailed statement of learning objectives is specified below.

### ***Developing Total Quality Management & Six Sigma Process Capabilities***

- Compare and contrast three major approaches (Crosby, Deming, and Juran) to quality management
- Identify the fundamental operational goals of Total Quality Management and approaches to achieve them
- Evaluate the quality of a product and service along dimensions of design quality
- Assess the market implications of non-conformance along each quality design dimension
- Identify common causes and special causes for process variation
- Differentiate between meaningful process improvement interventions and process tampering
- Analyze the significance of the cost of quality by comparing appraisal costs, prevention costs, internal failure costs, and external failure costs
- Identify the performance implications of adopting a six-sigma approach to quality
- Select the analytical tools that can be used to support each phase (define-measure-analyze-improve-control) of the six-sigma project cycle
- Diagnose the deficiencies in methodology and personnel practices used in a project designed to achieve six-sigma quality
- Apply the Shingo system's poke-yoke fail-safe design principles for process improvement and error prevention
- Identify the appropriate ISO 9000 certification that a firm should pursue
- Diagnose service quality gaps using the SERVQUAL measurement approach
- Diagnose gaps in quality of an online service using the e-Service Quality approach

### ***Designing Manufacturing & Service Processes***

- Differentiate between service businesses and internal services
- Differentiate between facilities- and field-based services
- Evaluate design decisions for high- and low-contact service systems
- Diagnose pathologies in service process design by using behavioral science principles
- Describe a service organization in terms of market, concept, strategy and delivery system
- Evaluate a service encounter using the service-system design matrix
- Describe a service blueprint using layers to identify activity controlling entities
- Design fail-safe (poka-yoke) for error prevention in service processes

- Assess the design of different on-site service delivery approaches (production-line, self-service, and personal-attention)

### ***Coordinating Enterprise Processes and Aligning ERP Technology***

- Compare and contrast the ERP requirements of build-to-stock and build-to-order processes
- Evaluate the benefits of process integration and process standardization through ERP systems
- Align ERP configurations with business process requirements
- Evaluate consequences of misalignments of ERP configuration with business process requirements
- Evaluate ERP project management, with a focus on risk management
- Assess the changing landscape of process standards and service interfaces and their implications for enterprise design

### ***Coordinating Inter-Firm Processes and Controlling Amplification of Variability***

- Analyze the upstream amplification of demand forecast error (known as the bullwhip effect) and the performance consequences of such amplification
- Analyze the impacts of lead time reduction, decentralized inventory management, and information sharing on the bullwhip effect and supply chain performance
- Identify learning disabilities that constrain development of process capabilities
- Diagnose causes for variability in supply chain processes
- Design solutions that can reduce variability in supply chain processes
- Develop implementation plans for supply chain improvement and supply chain innovation solutions

### ***Designing Supply Networks Aligned with Demand-Supply Conditions***

- Align supply chain capabilities to match characteristics of functional and innovative products
- Assess tradeoffs between efficiency and responsiveness objectives and their implications for the choice of a supply chain strategy
- Align and benchmark measures used to assess supply chain performance
- Differentiate among supply chain capabilities required to achieve alignment, adaptation, and agility
- Evaluate how IT can enable processes to be aligned, adaptive, and agile

## EVALUATION AND GRADES

Grades will be determined using the following evaluation components and distribution of points:

COMPONENT	COMMENTS	POINTS
<b>Measuring &amp; Evaluating Service Process</b>	<p><b><u>Represents individual work: Due May 31, 2008</u></b></p> <ul style="list-style-type: none"> <li>• Instructions under first session in syllabus (May 23, 2008)</li> <li>• Submit assignment electronically to <a href="mailto:arunrai@gsu.edu">arunrai@gsu.edu</a> with grading template being the first page of this document</li> <li>• Grading template obtained from EMBA Sharepoint site.</li> </ul>	15
<b>Specifying Requirements for and Designing Service Processes</b>	<p><b><u>Represents group work: Due June 6, 2008</u></b></p> <ul style="list-style-type: none"> <li>• Instructions under second session in syllabus (May 24, 2008)</li> <li>• Submit assignment electronically to <a href="mailto:arunrai@gsu.edu">arunrai@gsu.edu</a> with grading template being the first page of this document</li> <li>• Grading template obtained from EMBA Sharepoint site.</li> </ul>	15
<b>Aligning ERP Systems and Operational Requirements of the Business</b>	<p><b><u>Represents group work: Due June 6, 2008</u></b></p> <ul style="list-style-type: none"> <li>• Instructions under third session in syllabus (June 6, 2008)</li> <li>• Submit assignment electronically to <a href="mailto:arunrai@gsu.edu">arunrai@gsu.edu</a> with grading template being the first page of the document</li> <li>• Grading template obtained from EMBA Sharepoint site.</li> </ul>	15
<b>Group Case Brief</b>	<p><b><u>Represents group work: Due June 14, 2008</u></b></p> <ul style="list-style-type: none"> <li>• <i>Zara: IT for Fast Fashion</i> case brief due on <b>June 14, 2008</b></li> <li>• Submit case brief electronically to <a href="mailto:arunrai@gsu.edu">arunrai@gsu.edu</a> with grading template attached to the front of the brief</li> <li>• Grading template obtained from EMBA Sharepoint site.</li> </ul>	15
<b>Final Exam</b>	<p><b><u>Represents individual work: Posted on June 15, 2008</u></b></p> <ul style="list-style-type: none"> <li>• The exam will be open book and notes, and take-home.</li> </ul>	30
<b>Participation</b>	Based on quantity and quality of participation	10

## GRADING

Final grades for the course will be based on a normal 100% scale and will be determined by adding up the points earned. The overall grading scale for the course is as follows:

<i>Letter grade</i>	<i>Quality Pts Earned</i>	<i>Range</i>	<i>Meaning</i>
A	4.0	> 94	Excellent; hard to improve upon
A-	3.7	89-93	Very professional
B+	3.3	87-88	Above normal professional expectations
B	3.0	83-86	Expected professional performance
B-	2.7	79-82	Slightly below what would be professionally expected
C+	2.3	77-78	Significant flaws or multiple minor flaws, but generally acceptable
C	2.0	73-76	Significant flaws that require professional rework to be acceptable
C-	1.7	69-72	Several significant and minor flaws that border on unacceptable professional work
D	1.0	60's	Unacceptable; salvageable only with significant effort to remedy the nature and multitude of flaws
F	0.0	< 60	Reject; well below minimal expectations

"W" and "WF" will be accorded as per university policies to students that qualify for such grades.

## CASE ANALYSIS AND DISCUSSION GUIDELINES

### **In-class Discussion**

On the days when a case discussion is scheduled, preparation of the case is essential. The case method of teaching is only effective when participants have analyzed the case and are prepared to contribute to the class discussion. Individuals will be "cold called" in order to open the case discussion.

Both the **quantity** of comments (i.e. how many times a student speaks) and, more importantly, the **quality** of the comments are important. The quality of your comments is assessed using the following criteria:

- Does the comment represent a solid analysis of a case or just a reiteration of case facts?

- Does the comment address the question currently on the floor, or is it way off the mark?
- Does the comment demonstrate an ability to listen to and build from what others have said?
- Is the point made concisely, or is it buried in a long, rambling, diatribe?
- Does the comment move the discussion to an important area or does it just rephrase what has been said?
- If "cold called," was the individual prepared?
- Does the comment reflect constructive disagreement?
- Does the comment represent regard, respect and acknowledgment of other's contributions?

The following participatory patterns will be viewed negatively:

- Lack of involvement - silence, detachment or disinterest
- Leading our discussion into unrelated topics
- Spending undue amount of time on minor points
- Long, rambling comments.
- Being absent or unprepared, or passing on a cold call

### **Preparing Case Briefs**

Briefs are due at the beginning of class. These briefs should be short synopsis-- **not to exceed two pages, single-spaced (typed); one additional page is allowed for an Appendix, if necessary**; the smallest typeface allowed is 11-point with 1-inch margins all around. You can also include a one-page of an Appendix that includes supporting tables, charts, and figures. The grading of the briefs will be based upon the **quality of your analysis**. Merely restating case facts will not help your grade and, in fact, will use up valuable space in your brief. In writing your briefs, assume that you are a consultant to the company who is being paid to analyze the company's situation and make a set of recommendations.

For each case analysis, you should:

- Identify the core problems and issues being faced by the organization (or the core opportunities that are potentially exploitable),
- Use the case data, both quantitative and qualitative, to analyze identified issues
- Based on your analysis, make specific recommendation on the course of action that should be pursued by the organization.

### **Course Policies**

- Prerequisites are strictly enforced. Students failing to complete a prerequisites with a grade of "C" or higher will be administratively withdrawn from the course in which they are in violation with a loss of tuition fees. There are no exceptions.

- Students are expected to attend all classes and group meetings, except when precluded by emergencies, religious holidays or bona fide extenuating circumstances.
- Students who, for non-academic reasons beyond their control, are unable to meet the full requirements of the course should notify the instructor. Incompletes may be given if a student has ONE AND ONLY ONE outstanding assignment.
- A “W” grade will be assigned if a student withdraws before mid-semester while maintaining a passing grade. Withdrawals after the mid-semester date will result in a grade of “WF”. Refer to GSU catalog or Registrar’s office for details.
- Spirited class participation is encouraged and informed discussion in class is expected. This requires completing readings and assignments before class.
- Within group collaboration is allowed on casework. Collaboration between project groups will be considered cheating unless specifically allowed by an instructor.
- Copy work from the Internet without a proper reference will be considered plagiarism and subject to disciplinary action as delineated in the Student Handbook.
- Any non-authorized collaboration will be considered cheating and the student(s) involved will have an Academic Dishonesty charge completed by the instructor and placed on file in the Dean’s office and the CIS Department. All instructors regardless of the type of assignment will apply this Academic Dishonesty policy equally to all students. See excerpt from the Student Handbook below:

### ***Academic Honesty***

(Abstracted from GSU’s Student Handbook Student Code of Conduct “Policy on Academic Honesty and Procedures for Resolving Matters of Academic Honesty” - <http://www.gsu.edu/~wwwcam/academichonesty.html>)

As members of the academic community, students are expected to recognize and uphold standards of intellectual and academic integrity. The University assumes as a basic and minimum standard of conduct in academic matters that students be honest and that they submit for credit only the products of their own efforts. Both the ideals of scholarship and the need for fairness require that all dishonest work be rejected as a basis for academic credit. They also require that students refrain from any and all forms of dishonorable or unethical conduct related to their academic work.

Students are expected to discuss with faculty the expectations regarding course assignments and standards of conduct. Here are some examples and definitions that clarify the standards by which academic honesty and academically honorable conduct are judged at GSU.

*Plagiarism.* Plagiarism is presenting another person’s work as one’s own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student’s work as one’s own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes

the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else. The submission of research or completed papers or projects by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the faculty member. Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism. Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism. Any work, in whole or part, taken from the internet or other computer based resource without properly referencing the source (for example, the URL) is considered plagiarism. A complete reference is required in order that all parties may locate and view the original source.

### ***Collegiality, Classroom Conduct & Disruption***

You are responsible to contribute towards a collegial classroom environment. You are encouraged, and encouraged, to raise questions, share experiences and express your views, based on expressed reasoning. Please do not engage in any conduct that disrupts the class and concentration of students or the instructor. **For example, all cell phones, pagers, and other similar buzzing and ringing devices, must be turned off for the duration of the class.** You are welcome to make calls and check messages during class breaks.

### ***Submission Timeline for Case Briefs and Assignments***

The case brief and assignments will not be accepted after the deadline as this provides an unfair advantage to those who write them later.

### ***Group Work and Managing Group Problems***

Most groups work well together, but sometimes group dynamics turn dysfunctional. I am willing to work with you to come up with a solution to solve problems that emerge in your specific group setting. Please note that I am willing to **meet concurrently with all members of a group facing a problem** so that we can discuss the problem openly and work together to come up with an acceptable solution. In the spirit of collegial and collective problem resolution, I will not meet with group members individually in such situations.

### ***Final Exam***

The exam will be take-home, open book and notes, and will stress comprehension and application of material.



**EMBA 8355: Operations & Process Management**  
**Session# 1: (Friday) May 23, 2008**

<b>Course Introduction</b>	
<ul style="list-style-type: none"> <li>• The learning process</li> <li>• Preparing and participating in class</li> <li>• Preparing for case discussions</li> <li>• Developing case briefs</li> <li>• Developing the individual and group assignments</li> <li>• Preparing for the exam</li> </ul>	
<b>Developing Quality Management Systems &amp; Six Sigma Capabilities</b>	
<b>Topics</b>	<b>Readings</b>
<ul style="list-style-type: none"> <li>• Total quality management</li> <li>• Quality specification and quality costs</li> <li>• Six-Sigma quality</li> <li>• The Shingo system: Fail-Safe design</li> <li>• ISO 9000</li> <li>• External benchmarking for quality improvement</li> <li>• Service quality management</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Book Chapter</u>: Chase, R. B., Acquilano, N. J., and Jacobs, F. R., <i>Quality Management: Focus on Six Sigma</i>, chapter eight, Operations Management for Competitive Advantage, p. 2-29. [McGraw-Hill/Irwin Customized Book]</li> <li>• <u>Book Chapter</u>: Chase, R. B., Acquilano, N. J., and Jacobs, F. R., <i>Quality Management</i>, chapter eight, Technical note, <i>Process Capability and Statistical Quality Control</i>, Operations Management for Competitive Advantage, p. 30-44. [McGraw-Hill/Irwin Customized Book]</li> </ul>
<p>Quality Problem Diagnostics and Process Improvement Planning in a Manufacturing Context</p> <p><b><u>In-class Case Discussion</u></b>: Hank Kolb: Director of Quality Assurance, Chase, R. B., Acquilano, N. J., and Jacobs, F. R., <i>Quality Management</i>, chapter eight, Operations Management for Competitive Advantage, p. 27-28. [Customized Book].</p> <ol style="list-style-type: none"> <li>1. What are the potential causes of the quality problems on the Greasex line? Display your answer on a fishbone diagram (also known as cause-effect diagram)?</li> <li>2. What general steps should Hank follow in setting up a continuous improvement program for the company? What problems will he have to overcome to make it work?</li> </ol>	

## **Interpreting a Six Sigma Initiative in a Service Organization**

**In-class Case Discussion:** Hey, Is Anybody There? An Example of DMAIC at American Express, Chase, R. B., Acquilano, N. J., and Jacobs, F. R., *Quality Management*, chapter eight, Operations Management for Competitive Advantage, p. 28. [McGraw-Hill/Irwin Customized Book].

1. In terms of “design quality” and “conformance quality,” explain how using the Six-Sigma approach helped American Express?
2. In the case, American Express uncovered the two primary causes of the uncallable rate by “shadowing” the vendor. What Six Sigma/continuous improvement tools might the vendor have used to uncover the same information and revise the process?
3. What are some of the limitations of the Six-Sigma approach when there is subjectivity of the metrics used?

## **INDIVIDUAL ASSIGNMENT: DUE ON MAY 31, 2008 MEASURING & EVALUATING SERVICE PROCESSES [15 POINTS]**

### **Part A: Measuring Service Quality by Applying SERVQUAL [7 points]**

1. Evaluate the service quality of your bank using the perceptions of performance portion of the SERVQUAL questionnaire contained on your CD-ROM. Compute the score for each of the five SERVQUAL dimensions. On which dimensions does your bank score the highest? Lowest? Provide an interpretation of your evaluation and provide recommendations to your bank for improvement. [3 + 4 = 7 points]

### **Part B: Evaluation of e-Services (8 points)**

2. Evaluate the service quality of Travelocity (www.travelocity.com) and Priceline (www.priceline.com) for making arrangements for a family vacation to visit the Grand Canyon from Atlanta. Base your assessment on the Dimensions of Performance e-SQ given in Exhibit 8-13 (p. 22; Customized book) and apply the principle of deviation of performance from expectation to assess service on each of these dimensions. [4 points]
3. Provide an interpretation of your evaluation and develop recommendations for each of these companies to improve their service quality? Why? [4 points]

### **Submission Instructions**

Please collate all materials into a single Word document and submit electronically.

#### **Optional readings to deepen understanding about the topic.**

- Article: Chase, R., and Stewart, D. M., Make Your Service Fail-Safe, *Sloan Management Review*, Spring 1994, 35-44.
- Book: Pande, P., S., Neuman, R.P., and Cavanagh, R.R., *The Six Sigma Way: How GE, Motorola and Other Top Companies are Honing their Performance*, McGraw Hill, 2000.

**EMBA 8355: Operations & Process Management**  
**Session# 2: (Saturday) May 24, 2008**

<b>Designing Manufacturing &amp; Service Processes</b>	
<b>Topics</b>	<b>Readings</b>
<ul style="list-style-type: none"> <li>• Service businesses and internal services</li> <li>• Facilities- and field-based services</li> <li>• High- and low-contact service systems</li> <li>• Diagnose pathologies in service process design by using behavioral science principles</li> <li>• Components of a service organization (market, concept, strategy, delivery system)</li> <li>• Service-system design matrix</li> <li>• Service blueprints</li> <li>• Poka-yokes for error prevention</li> <li>• On-site service delivery approaches (production-line, self-service, and personal-attention)</li> </ul>	<p><b><u>Book Chapter:</u></b> Chase, R. B., Acquilano, N. J., and Jacobs, F. R., Service Process Selection and Design, chapter seven, Operations Management for Competitive Advantage, p. 56-81. [McGraw-Hill/Irwin Customized Book].</p>
<p><b><u>Case Discussion:</u></b> The Ritz-Carlton Hotel Company, <i>Harvard Business School Publishing</i>, Boston, MA, 2002, Product # 9-601-163. [Reading Packet].</p> <p><i>Should McBride lengthen the seven day countdown or stay as is? Why? Or, is this the time that McBride should consider a total overhaul of the hotel operating process? If yes, what should he change, and how should he go about doing it?</i></p>	
<ul style="list-style-type: none"> <li>• Scientific method and experimentation</li> <li>• Design rules that promote experimentation</li> <li>• Improvement rule</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Article:</u> Spear, S., and Bowen, K.H., Decoding the DNA of the Toyota Production System, <i>Harvard Business Review</i>, September-October 1999, 95-106 Reprint # 99509 [Reading Packet]</li> </ul>

## Designing Manufacturing & Service Processes

**GROUP ASSIGNMENT: DUE ON MAY 31, 2008**

**SPECIFYING REQUIREMENTS FOR AND DESIGNING SERVICE PROCESSES [15 POINTS]**

**Pizza USA: An Exercise in Translating Customer Requirements into Process Design Requirements, 79-80, customized book.**

**Assignment questions 1, 2, 3 & 4 (p. 80). [q1: 2 point; q 2: 2 points; q 3: 4 points; q 4: 7 points]**

- *Note: The categorization of items under major headings, as required in question #2, must include a clear definition of each category.*

### **Submission Instructions**

Please collate all materials into a Word document and submit electronically. If you use Visio or other software packages to represent the process design, please submit PDF files.

**EMBA 8355: Operations & Process Management  
Session#3: (Friday) June 6, 2008**

**Coordinating Enterprise Business Processes**

**GROUP ASSIGNMENT: DUE ON JUNE 6, 2008**

**Aligning ERP Systems and Operational Requirements of the Business**

**Book: *Why ERP? A Primer on SAP Implementation*, Irwin/McGraw Hill, 2000.**

**Focus your case brief to answer the following question**

*How do the business requirements for ERP technology differ across the North Carolina and Ohio plants? Given these differences, and other relevant ones, conduct a post-mortem analysis of the project management practices used for the SAP R/3 initiative at the North Carolina plant.*

**Submission Instructions**

**This is a group assignment. Please limit brief write-up to a total of two single-spaced pages. An additional Appendix page can be used for supplementary material.**

**Innovating Business Processes & Service Interfaces**

- **Article:** Davenport, T., The Coming Commoditization of Processes, *Harvard Business Review*, June 2005, Product # 90506F. [Reading Packet].
- **Article:** Rayport, J., and Jaworski, B., Best Face Forward, *Harvard Business Review*, December 2004, 47-58.

**What are the big takeaways from each article? What are the challenges in implementing the suggestions in the context of your work environment?**

**Panel Discussion**

**EMBA 8355: Operations & Process Management**  
**Session# 4: (Saturday) June 7, 2008**

*Coordinating Inter-firm Processes and Controlling Error Amplification*

Topics	Readings
<ul style="list-style-type: none"> <li>• What is the bullwhip effect?</li> <li>• Effect of lead time compression</li> <li>• Impacts of decentralized &amp; centralized information</li> <li>• Impacts of decentralized &amp; centralized inventory decisions</li> <li>• Learning disabilities in supply chains</li> </ul>	<ul style="list-style-type: none"> <li>• The Beer Game [on CD]</li> <li>• Beer Game Instruction Handout [Reading Packet]</li> <li>• Identifying learning disabilities in supply chains [Reading packet]</li> </ul> <p><b>You will work on this simulation in class in teams of two students. Please ensure that you have a notebook computer (one for every two students) with the Beer Game installed.</b></p>
<ul style="list-style-type: none"> <li>• Defining supply chain goals: global vs. local optimization</li> <li>• Measuring supply chain performance</li> <li>• Diagnosing supply chain process variability causes               <ul style="list-style-type: none"> <li>○ Demand forecasting</li> <li>○ Lead time</li> <li>○ Batch ordering</li> <li>○ Price fluctuations</li> <li>○ Inflated orders</li> </ul> </li> <li>• Designing methods to cope with the bullwhip effect</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Article</u>: Lee, H., Padmanabhan, V., and Whang, S., <a href="#">The Bullwhip Effect in Supply Chains</a>, <i>Sloan Management Review</i>, Spring 1997, pp. 93-102. [Reading Packet]</li> <li>• <u>Customized Book Chapter</u>: Chase, R. B., Aquilano, N. J., and Jacobs, F. R., <i>Supply Chain Strategy</i>, chapter ten, Operations Management for Competitive Advantage, p. 82-101.</li> </ul>
<p><b>Case Discussion:</b> Barilla, SPA (A) <i>Harvard Business School Publishing</i>, Boston, MA, 1994, Product # 9-694-046. [Reading packet]</p> <p><i>Evaluate Brando Vitale's JITD proposal and develop recommendations to make it more effective.</i></p>	

**EMBA 8355: Operations & Process Management  
Session#5: (Saturday) June 7, 2008**

<b>Designing Agile Supply Networks for Dynamic Environments</b>	
Topics	Readings
<ul style="list-style-type: none"> <li>• Configure-to-order models</li> <li>• Direct-to-customer models</li> <li>• Functional &amp; innovative products</li> <li>• Alignment, adaptive, and agile supply chain capabilities</li> <li>• Measures for supply chain performance</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Article</u>: Fisher, M., What is the Right Supply Chain for Your Product? <i>Harvard Business Review</i>, March-April 1997, pp. 105-116. [Reading Packet].</li> <li>• <u>Article</u>: Lee, H., The Triple-A Supply Chain, <i>Harvard Business Review</i>, October 2004, 1-10.</li> <li>• <u>Article</u>: Gary, L., Metrics that Speak to the C-level, <i>Supply Chain Strategy Newsletter from Harvard Business School Publishing and the MIT Center for Transportation and Logistics</i>, 3-5.</li> </ul>
<p><b>GROUP CASE BRIEF DUE ON JUNE 6, 2008: ZARA: IT FOR FAST FASHION [15 POINTS]</b></p>	
<p><b><u>Case Discussion:</u></b></p> <p>Zara: IT for Fashion, <i>Harvard Business School Publishing</i>, 2004, Product # 9-604-081 [Reading Packet].</p> <p><b>Focus your case brief to answer the following question:</b></p> <p><i>Should the POS operating system be upgraded? Why, or why not?</i></p> <p><b>[This is a group assignment. Please limit case brief write-up to a total of two single-spaced pages. An additional Appendix page can be used for tables and figures.]</b></p> <p><b><u>Submission Instructions</u></b></p> <p>Please collate all materials into a Word document and submit electronically.</p>	