



UNIVERSITAS INDONESIA  
FACULTY OF ECONOMIC AND BUSINESS  
MAGISTER MANAGEMENT PROGRAM

## SYLLABUS

### Facilitators

No.	Name	E-mail
1	Jonathan Nahum Marpaung, Ph.D.	Jonathan.nahun@office.ui.ac.id

Subject Code	ECMM801055
Subject Title	Operations strategy for global competitiveness
Credit Value	3 Credits
Year/Semester	2026/1
Day/Hour	Thursday / <b>7 PM Western Indonesian Time (UTC +7)</b> - 2.5 hours
Subject Type	Compulsory
Pre-requisite/ Co-requisite/ Exclusion	None
Role and Purposes	<p>This course introduces the basic principle of operations strategy that focuses on ensuring global competitiveness for any organization. Operations plays an important role in creating an organization's competitive advantage by integrating all operation element into one system. Having an integrated system will help organization to respond to the strategy used by competitors, change in technology, and customer's needs. Creating a system that is integrated and aligned with the company's strategic goals is the goal of Operations Strategy.</p> <p>Purpose:</p> <ol style="list-style-type: none"> <li>1. Develop an understanding of the strategic impact of an operating decision.</li> <li>2. Introduces the basic components of operations strategy, including operating capacity configuration, supplier network relationships, process technology, and development and organization.</li> <li>3. Design, implement and evaluate operations strategies that are aligned with the company's global competitiveness goals.</li> <li>4. Deepen understanding of the role of top managers in leading, forming and implementing operational strategies.</li> </ol>
Subject Learning Outcomes	<p><u>Program Objectives</u></p> <p>MM FEB-UI graduates should:</p> <ol style="list-style-type: none"> <li>1. Demonstrate integrity, ethical behavior, and respect for diversity.</li> <li>2. Demonstrate concerns about society.</li> </ol>

3. Demonstrate effective leadership qualities.
4. Have effective communication skills within a global setting.
5. Be able to conduct applied business research.
6. Exhibit an entrepreneurial spirit.
7. Demonstrate creativity and innovative thinking.
8. Be able to formulate business models using contemporary approaches.

**Learning Goal (LG) and Learning Objective (LO):**

1. LG 1: ETHICS AND SOCIAL RESPONSIBILITY – Students have an awareness of ethics and social responsibility.

LO: Students are sensitive to ethical and social issues in management decisions; for instance, to distinguish between ethical and unethical behavior.

2. LG 3: ORAL COMMUNICATION SKILLS – Students are able to demonstrate oral communication skills.

LO: Students are able to present their business ideas properly; for example, to introduce their presentations in clear and interesting ways, to deliver content with a logical structure, to organize their ideas in a presentation, to use presentation techniques (body language, facial expression, appropriate voice and tone) appropriately, to develop and use of visual aids or technology, and to apply appropriate techniques to engage with the audience.

3. LG 4: WRITTEN COMMUNICATION SKILLS – Students are able to demonstrate written communication skills.

LO: Students are able to convey an idea briefly, clearly, and persuasively through written communication. For instance, developing ideas logically in paragraphs and connect them with effective transitions, using appropriate language, correct spelling, and grammar, and providing supporting ideas/reasoning/details relevant to the ideas.

4. LG 5: CRITICAL THINKING – Students are able to demonstrate that they are critical thinkers.

LO: Students are able to argue and draw conclusions on an issue based on supportive evidence in business cases; for example, delivering key ideas or points, comparing, analyzing and evaluating alternative choices, justifying an argument or solution with supporting evidence/relevant references , and drawing conclusions .

ONLY LG 5 WILL BE ASSESSED FOR AACSB PURPOSES.

5. LG 6: DESIGN THINKING – Students are able to demonstrate that they are design thinkers.

	LO: Students are able to identify problems, create alternative solutions, create prototypes of the solutions and implement those solutions.			
Subject Synopsis/ Indicative Syllabus	<b>Week#</b>	<b>Topics</b>	<b>Sub Topic</b>	<b>Reading Materials</b>
	1	Introduction to Strategic Operation	<ul style="list-style-type: none"> <li>Operations strategy and operations management</li> <li>Strategic operation and competitiveness</li> </ul>	SL (2020) Chapter 1
	2	Operational Performance	<ul style="list-style-type: none"> <li>Operations performance objectives</li> <li>The five generic performance objectives</li> <li>The internal and external effects of the performance objectives</li> <li>Case analysis: Operations Strategy at Galanz</li> </ul>	SL (2020) Chapter 2
	3	Trade-offs and focus	<ul style="list-style-type: none"> <li>Trade-offs</li> <li>Targeting and operations focus</li> <li>Case Analysis: Hartford Building Society: To measure or not to measure</li> </ul>	SL (2020) Chapter 2
	4	Global Operational Substitution Strategy	<ul style="list-style-type: none"> <li>New Approach to Operations Strategy</li> <li>Case Analysis: Turnaround at the Preston Plant</li> </ul>	SL (2017) Chapter 3  SL: Case #8
	5	Socially responsible operations strategy	<ul style="list-style-type: none"> <li>What is corporate social responsibility (CSR)</li> <li>The dimensions of CSR</li> <li>Case: Holmart and Wersa: The Food Waste Partnership</li> </ul>	SL (2020) Chapter 3  HBS 96-606-052
	6	Global Capacity Strategy	<ul style="list-style-type: none"> <li>Capacity Decisions</li> <li>Case Analysis: Genentech - Capacity Planning</li> </ul>	SL (2020) Chapter 4  HBS 96-606-052
	7	Review and Sharing Session	Why Starbuck failed in Australia?	<a href="https://www.youtube.com/watch?v=_">https://www.youtube.com/watch?v=_</a>

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<p align="center"><b>Mid-term exam</b></p> <p align="center"><b>AACSB Traits:</b></p> <p align="center">LG 5: Students will be able to apply critical thinking to summarize the key ideas and to compare, analyze, and evaluate alternative solutions.</p>				
8	Global Purchasing and Supply Strategy	<ul style="list-style-type: none"> <li>• Effective Strategy in Purchasing and Supply</li> <li>• Make or buy</li> <li>• Managing supply networks over time</li> <li>• Case Analysis: Zara's Operating Model</li> </ul>	SL (2020) Chapter 5	SL: Case #6  Christensen et al. (2015)  <a href="https://www.youtube.com/watch?v=vF9jLDyp7cE">https://www.youtube.com/watch?v=vF9jLDyp7cE</a>
9	Global Process Technology Strategy	<ul style="list-style-type: none"> <li>• Process Technology Evaluation</li> <li>• Classifications of process technology</li> <li>• The influences of market volume and variety on process technology</li> <li>• Case Analysis: Ocado vs Tesco.com</li> </ul>	SL (2020) Chapter 6	SL: Case #5
10	Improvement Strategy	<ul style="list-style-type: none"> <li>• Different approaches of improvement</li> <li>• Developing operations capabilities</li> <li>• Case Analysis: Delta Synthetic Fibers (DSF)</li> </ul>	SL (2020) Chapter 7	SL: Case #7
11	Product and Service Development – Global Market	<ul style="list-style-type: none"> <li>• The relationship between innovation, design and creativity</li> <li>• The strategic importance of product and service development</li> <li>• Case Analysis: IDEO Service Design</li> </ul>	SL (2020) Chapter 8	SL: Case #9

	12	Global Strategy Operation Process 1	<ul style="list-style-type: none"> <li>Formulating and Implementing</li> <li>Global aspects of F&amp;I</li> <li>Case Analysis: Disneyland Resort Paris</li> </ul>	SL (2020) Chapter 9  SL: Case #2
	13	Global Strategy Operation Process 2	<ul style="list-style-type: none"> <li>Monitoring and Control</li> <li>Global aspects of M&amp;C</li> <li>Case Analysis: Carglass: Building &amp; Sustaining a Customer-Centric Organization</li> </ul>	SL (2020) Chapter 10  SL: Case #3
	14	Review and Sharing Session	How kfc won over china	<a href="https://www.youtube.com/watch?v=GWDxTUdxo9A">https://www.youtube.com/watch?v=GWDxTUdxo9A</a>
	<b>Final Exam</b> <b>AACSB Traits:</b> LG 5: Students will be able to apply critical thinking to summarize the key ideas and to compare, analyze, and evaluate alternative solutions.			
Teaching/Learning Methodology	<b>No. 1. Participation/Discussion (PCL)</b>  Each student is required to participate actively in teaching and learning process, in the form of: <ul style="list-style-type: none"> <li>A. Reading chapter before each session.</li> <li>B. Discussing their understanding on the topic.</li> <li>C. Asking relevant questions.</li> <li>D. Answering questions.</li> <li>E. Discussing issues related to the topic.</li> <li>F. Making suggestions or providing feedback to other students.</li> </ul> <b>No. 2. Group Presentation</b> <ul style="list-style-type: none"> <li>A. After the first and eighth session, a group of students will deliver a presentation covering the session's topic (topic and subtopics) and case analysis.</li> <li>B. Each presentation should not be more than 25 slides</li> </ul> <b>No. 3 Mid Term Examination</b> <ul style="list-style-type: none"> <li>A. Midterm examination given at the midpoint of the semester. It is the formative assessment to measure students' understanding on the course materials within the first half of the semester.</li> </ul>			

	<p>B. Midterm examination will be held in the parallel arrangement in the form of list of academic problems (questions) developed by lecturer team.</p> <p>C. AACSB Traits: The contents of the midterm examination are based on learning goal 5, which is applying critical thinking to summarize key ideas and to compare, analyze and evaluate alternative choices.</p> <p><b>No. 4 Final Examination</b></p> <p>A. Final examination will be given at the end of the semester to determine whether each individual student has adequately learned the material covered in the learning period.</p> <p>B. Final examination will be held in the parallel arrangement in the form of list of academic problems (questions) developed by lecturer team.</p> <p>C. AACSB Traits: The content of the final examination is based on learning goal 5, which is applying critical thinking to justify an argument or solution with supporting evidence/relevant references in order to draw conclusions.</p> <p><b>No. 5 Students’ Final Score</b></p> <p>Students’ final scores are the sum of both halves of the semester. These scores are also the score of the AACSB implementation process.</p> <p>Attendance: Minimum 80% of Total Lecture:</p> <ol style="list-style-type: none"><li>1. A maximum of 3 (three) times absent, for no reason.</li><li>2. Students who came 15 minutes after class begins is considered not present.</li></ol>			
Assessment Method in Alignment with Intended Learning Outcomes	Description	Percentage of Evaluation (%)	Mid Term Exam (LG5)	Final Exam (LG 5)
	Participation and Discussion	25%	LG 5: Students will be able to apply critical thinking to summarize the key ideas and to compare, analyze, and evaluate alternatives solutions. (50%)	LG 5: Students will be able to apply critical thinking to summarize the key ideas and to compare, analyze, and evaluate alternatives solutions. (50%)
	Case Analysis and Presentation	25%		
	Mid-term Exam	25%		
	Final Exam	25%		
	Total	100%		

Reading List and References	<p>Required Readings:</p> <p><u>Books</u></p> <ol style="list-style-type: none"> <li>1. Slack, N. &amp; M. Lewis (2017). Operations Strategy. 5th Edition. Prentice Hall: Harlow England (SL).</li> <li>2. Slack, N. &amp; M. Lewis (2020). Operations Strategy. 6th Edition. Prentice Hall: Harlow England (SL).</li> </ol> <p><u>Reference Books</u></p> <ol style="list-style-type: none"> <li>1. Hayes, R.; G. Pisano; D. Upton; &amp; S. Wheelwright (2005). Operations, Strategy &amp; Technology: Pursuing the Competitive Edge. John Wiley &amp; Sons.</li> <li>2. Beckman, S. L. &amp; D. B. Rosenfield (2008). Operations Strategy: Competing in the 21st Century. McGraw-Hill/Irwin.</li> </ol> <p>Articles</p> <ol style="list-style-type: none"> <li>1. Bower, J. L. &amp; C. M. Christensen (1995). "Disruptive Technologies: Catching the Wave".Harvard Business Review. Januari-Februari</li> <li>2. Furr, N. &amp; D. Snow (2015). "The Prius Approach".Harvard Business Review. November.</li> <li>3. Laseter, T. (2009). "An Essential Step for Corporate Strategy". Strategy+Business. 57.</li> <li>4. Christensen, C., Raynor, M., &amp; McDonald, R. (2015). "What Is Disruptive Innovation?".Harvard Business Review. December.</li> </ol>				
Paper Assignment Guidelines (Group Assignments)	<ol style="list-style-type: none"> <li>1. Participants are expected to read the assigned materials before the class in order to ensure a focused and effective discussion</li> <li>2. Groups are expected to work on the cases before the class. Group that is assigned to present their analysis will need to be ready to present, in addition to submitting their analysis. Other groups that are not scheduled to present will need to submit their analysis and be ready to engage the presenters in a constructive discussion. Participants' activeness in supporting the Participant Centered Learning (PCL) is highly expected.</li> <li>3. Guidelines for case analysis: <ul style="list-style-type: none"> <li><input type="checkbox"/> Discussion guidelines <ul style="list-style-type: none"> <li><input type="checkbox"/> Case Synopsis</li> <li><input type="checkbox"/> Problem Identification</li> <li><input type="checkbox"/> Problem Solving Analysis</li> <li><input type="checkbox"/> Conclusion &amp; Recommendations</li> </ul> </li> </ul> </li> </ol>				

	<ul style="list-style-type: none"> <li><input type="checkbox"/> Format <ul style="list-style-type: none"> <li><input type="checkbox"/> A4 paper</li> <li><input type="checkbox"/> Word 6-8 pages or Power Point 20-24 slides (outside the Cover/Attachment)</li> <li><input type="checkbox"/> Spacing: 1.5</li> <li><input type="checkbox"/> Font: Arial 12</li> </ul> </li> <li><input type="checkbox"/> Group requirement <ul style="list-style-type: none"> <li><input type="checkbox"/> Each group consists of 4-5 students (a total of 5 groups)</li> <li><input type="checkbox"/> Each group must work on all cases</li> <li><input type="checkbox"/> For each topic, one group will be presenting and the others will listen and respond to the presentation</li> </ul> </li> </ul>
Plagiarism	<p>Plagiarism is defined as inserting words/sentences/ideas belonging to other author/s in part or in whole without referring to the sources. Students must indicate the source of any words/sentences from other author/s in his/her writing.</p> <p>Plagiarism also refers to the copying in part or in whole other student's assignment, or copying from books, journals, web, magazines, news papers, etc.</p> <p>Plagiarism includes also the act of auto-plagiarism defined as the use of one's own words/sentences/ ideas taken from other assignment/paper that have been submitted for grading in other or the same course without any reference to its/their source/s.</p> <p>In accordance to the disciplinary rules and code of ethics for students as indicated on the Guidebook of FEBUI, students are prohibited to conduct plagiarism, and will be sanctioned/punished accordingly.</p> <p>The sanctions/punishment are as follows:</p> <ul style="list-style-type: none"> <li>• First time offense, the minimum sanction is a Zero (0) grade for the assignment are maximum an F</li> <li>• Second time offense, the grade for the course will be an F.</li> <li>• Third time offense, the student will be expelled from Department of Management, FEBUI.</li> </ul>
Statement of Authorship	<p>It is mandatory that a <i>Statement of Authorship</i> must be included and posted on the front page of the assigned paper.</p> <p style="text-align: center;"><b>Statement of Authorship</b></p> <p>I/We.....the undersigned declare to the best of my/our ability that the paper/assignment herewith is an authentic writing carried out by myself/ourselves. No other authors or work of other authors have been used without any reference to its sources.</p>



	<p>This paper/assignment has never been presented or used as an assignment for other courses except if I/we clearly stated otherwise.</p> <p>I/We fully understand that this assignment can be reproduced and/or communicated for the purpose of detecting plagiarism.</p> <p>Name : _____</p> <p>Student's ID Number : _____</p> <p>Signature : _____</p> <p>Course : _____</p> <p>Paper/Assignment Title: _____</p> <p>Date : _____</p> <p>Lecturer : _____</p> <p>(signed by all and every single student if its a group assignment)</p>
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