



## Introduction to Department of Operations Management

Department of Operations Management focuses on managerial, operational challenges of decision making in key disciplinary economies (managerial economics, performance management (managerial accounting), supply chain management, innovation management and product-/process management).

The general question is what is it that makes management possible? This typically involves attention to the tools of managing (management technologies) that are more/less effective in making managerial decisions. Some examples of the department's attention are the following ones:

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<b>Managerial Economics</b>	<ul style="list-style-type: none"> <li>• Optimization techniques</li> <li>• Business forecasting</li> <li>• Pricing</li> <li>• Production planning and cost estimation</li> </ul>
<b>Performance Management</b>	<ul style="list-style-type: none"> <li>• Performance measures and the development of innovation</li> <li>• Management accounting in inter-organisational relations</li> <li>• Intellectual capital and Corporate Social Responsibility</li> <li>• Balanced scorecards, EFQM and other comprehensive</li> <li>• ERP systems and accounting systems</li> </ul>
<b>Supply Chain Management</b>	<ul style="list-style-type: none"> <li>• Logistics service development</li> <li>• Supply chain sustainability and innovation processes</li> <li>• Costing in SCM environments</li> <li>• Supply networks and procurement strategies</li> <li>• National supply chain capabilities</li> <li>• Managing global logistics and supply chain operations</li> <li>• Buyer-supplier relationships</li> </ul>
<b>Innovation Management</b>	<ul style="list-style-type: none"> <li>• Stage-gate models in innovation management</li> <li>• Portfolio strategies and innovation decisions</li> <li>• Performance evaluation of innovation</li> <li>• The role of performance indicators in developing innovation</li> <li>• Business models</li> </ul>
<b>Operations Management</b>	<ul style="list-style-type: none"> <li>• Modularity and platform strategies for innovation, service</li> <li>• Production, and supply chain management</li> <li>• Managing with LEAN methods</li> <li>• Comparative production systems</li> <li>• Business process modelling</li> <li>• Industrial networks development and management</li> <li>• Large project planning</li> </ul>

## **Research (incl. profile)**

The department's research activities are defined in relation to core business and management processes such as supply chains, operations, performance and innovation around which certain professional practices places in organizations. However, these are not themselves theories but practices. There is no theory of SCM, of OM, of IM, of PM; they are empirical objects that can be explained by many different theoretical lenses. The department's research strategy is to pursue two obligations; one to practice fields, and one to academic markets such as conferences and journals. This means that the department's research is detailed particularly around the tools, methods and technologies that are part of practice, but also that theorization is done to add an understanding of the same practice.

In e.g. management accounting this theoretical effort contributes to significant debates in accounting, about for instance its role in the construction of markets, as well as debates in general management, supply chain management, and public administration, related for example to the significance of quality in shaping the economy.

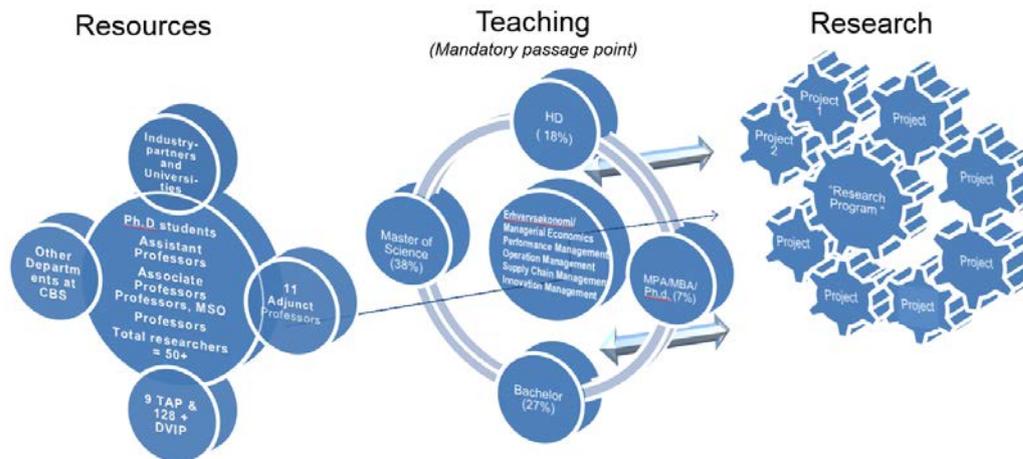
## **Teaching (incl. educational portfolio, reflections on role in the CBS supply of education)**

PEØ's teaching concerns how economic calculations, analytical diagrams and other types of visualisations inform and affect managerial decision making in key business processes within and across the firm.

The courses and programmes that PEØ faculty take responsibility for at the bachelor-, master and PhD level represent in combination a progression of thoughts. First, courses on managerial economics at the bachelor programmes form basics and generalized thinking of economic calculation and managerial decision-making. These ideas are progressed and translated into more specific significances and roles for management of key business processes involving innovation management, performance management and supply chain management, public sector governance. The specific applications are then again transformed at the PhD level dealing with more general aspects of the organizational and social roles of economic calculations and managerial decision making in practice. Thus, the basic introduction form their stylistic and general expression (at bachelor course) which ramifies into their professional affiliation (at master studies) and further on to their more social and organizational abstractions (at PhD courses) Generally PEØ's teaching centers on decision making when calculability is a challenge: (i) how to make calculation an advantage, (ii) how to substitute calculation by other mechanisms of visualisation and representation, and (iii) how to complement organisational activity with calculation and visualisation/representation.

Teaching is a valuable platform for developing the insights to, significance and awareness of PEØ's research. The complementarities between research and teaching are explained by the recognition of the close relationships between managerial practices and understanding of the social and organizational significance of economic calculations and managerial decision-making.

Teaching is to PEØ faculty considered to be an integrated part of advancing knowledge within our core research areas which is illustrated below:



Teaching for PEØ faculty is formed either as the role of *coordinator* of teaching programmes for which PEØ has programme responsibility (e.g. cand.merc. SCM, or HD ØP) or as *supplier* of courses to programmes that PEØ does not have the responsibility for organizing and developing (Managerial Economics at HA almen). The two roles differ in the way in which they stipulate the concern for academic progression.

A role as supplier is often a matter of broadening the scale of courses understanding how core elements of existing courses can be used in combination to fulfil requirement for courses at other programmes whereas the role as coordinator calls for an understanding and development of progression among courses in a longer sequence of thinking.

This is a question of developing and creating links among courses within the programme and avoiding overlaps. Furthermore, the supplier role requires less integration among faculty (because the faculty – in principle – can teach the same things at different programmes) whereas the latter requires more integration among faculty because faculty teaches different courses linked in a progressive manner.

PEØ experiences high demand of its teaching capacities. Knowledge of economic calculations and their role in managerial decision making are essential in both general and specialized courses and programmes at CBS. PEØ takes the role as supplier of courses at general bachelor programmes like HA Almen, HA IT, HA IBP, HA SerMan, BA IMK, BA BLC, HA Psyk, HA Fil.

For the evening HD programs, PEØ take responsibility for HD EØ, HD Service, HD Afsluttende projekt; in addition PEØ has two HD specialisations in process management and in Supply Chain Management. PEØ has also been a key driver of developing more specialized bachelor programmes such as “International Shipping and Trade” and “Global Supply Chain and Logistics” and master programmes at cand.merc. HRM, IMM and executive teaching at MPG, FTMBA, EMBA and MPA. Furthermore, PEØ has the role of coordinator and programme responsible for the cand.merc. programmes cand.merc. ASC and SCM and the executive programme MMD and teach at many more executive programmes.

The variety of teaching arrangements introduces the strategic dilemma that because OM is demand driven, it is also in many respects loosely coupled in the portfolio of teaching arrangements. This may implode the department and hinder cooperation.

To address this issue The OM department aims to *contribute to CBS’ develop and maintain the high level of quality* by developing PEØ’s capacity as a supplier as well as coordinator of teaching. We intend do more in terms of modularizing core elements which are applicable for more than one programme but

also ensure the quality and improve the student's learning processes by developing the progression at the teaching programmes for which PEØ holds the course responsibility. A teaching Coordination Committee (TCC) has been created in the department in order to ensure coordination and also stipulate the individual teaching objectives for PEØ faculty and also to create an analytic insight on what areas that are of importance when recruiting new faculty or DVIPs in order to cope with the growing demand of PEØs teaching activities.

### **Dissemination (incl. publication strategy, media presence)**

Publications are important for a department. The department's field poses the dilemma between specificity and generality; if too general it is not possible to recognise the field in research, and if it is too specific it is of interest only for very few. The dilemma is therefore connected to the choice of allegiance: to the field(s), or to management and business studies in general.

The dilemma is to decide which audiences to address: specialized business and management scholars or general business and management scholars, local and global audience and academics and practitioners. The department publishes about 80% of its research in specialized international journals, and 10%-20% of its papers locally (some years more, some years less) in Danish journals such as *Ledelse & Erhvervsøkonomi* and *Økonomistyring & Information*, and a few even more practitioner oriented magazines. Likewise, as mentioned, the department has proven that it can publish in general management and economics journals such as the ones listed in CBS's preferred lists but over the years the OM department has also had a *significant orientation to specialized scholars but also locals and practitioners*. This is an important aspect of the department's identity.

### **Financing and external funding**

Department of Operation Management generates substantial external funds. Much is from EU grants and private funding. OM has only little funding from research councils. One important purpose of getting external funding is to building up research capacity in specific domains in order to support teaching activity.

However, external funding is not necessary a clear advantage for the individual researcher and there are some strategic dilemmas: Obviously they generate resources and they can help develop research management skills. They can provide new partners. They can provide opportunities for people who wish to become PhD. But they are also short term money that doesn't ensure a stable research and teaching capacity and often require a lot of administration that takes attention and effort away from research and teaching. Individual researchers do not necessarily see the upside that the department and CBS see.

For the department it is therefore important to develop the case for external funding at the department and its advantages to individuals have to be specified clearly. Also, to attract funds and good partners, the department will develop its visibility of its competences and resources. Visibility is, however, not created by communication alone. Also successful participation in collaborative projects creates visibility for potential future partners and new applications. External funding will be an active and visible part of the department's research organization. Attraction of funds that involves research colleagues at the department is especially desirable as internal collaboration *ceteris paribus* creates better and more successful research.

### **Staff (incl. DVIP, Ph.D. and reflections concerning academic pipeline)**

The key challenge facing PEØ is the complexity of finding candidates for positions that fit the ambitions of the department, i.e. ability both to publish in relevant places, quite precise knowledge of the techniques of management (of calculative arrangements) and teaching ability. Such profiles are in demand partly because the competition from jobs in private and public sectors is tough. PEØ has therefore an ongoing focus on bringing in and bringing up talent within the key areas of the department. The department aims at creating successful PhD candidates who can find interesting employment both/either in academic jobs and/or in practice. This happens by facilitating a lively PhD environment

including allocation of a space (rooms) in the department dedicated to emerging PhD scholars, to develop activities in the department and outside the department (seminars and residential stays), and relevant PhD courses delivered by the department; PhD students are encouraged to seek PhD courses elsewhere depending on the specific needs of the project. For assistant professor it is the ambition relatively early to determine a career path either in academic jobs and/or in practice.

The Department Administration serves as an important liaison between research projects, teaching and faculty at the Department and especially the contact with more than 128 DVIPs in the Department is handled by an efficient group of study administrators.

For many years we have had a number of academic and pedagogical workshops to raise the level of our DVIPs professional knowledge and skills. These workshops will start again in the autumn 2016 and be mostly “hands on”, where technical as well as forthcoming theoretical developments are presented. The workshops have their core purpose to show and develop on the interaction between managerial economics and decision making.

**External relations (incl. business collaboration)**

The department has a strong record in collaboration with private and public organizations.

Two Business in Society Platform has been initiated from the department (“CBS Maritime” and “Competitiveness”) and there is a strong engagement in other platforms at CBS. Historically the Department of Operations Management has gained an extensive experience and understanding of the nature of university-business collaboration. Several research projects have direct involvement of private and public organizations as dialogue partners or cases and there is a tradition of including stakeholders in research as well as teaching activities.