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## CHAPTER 1 Operations and Productivity

### DISCUSSION QUESTIONS

1. The text suggests four reasons to study OM. We want to understand (1) how people organize themselves for production efficiency, (2) how goods and services are produced, (3) what operations managers do, and (4) the role of operations in our economy and most enterprises.
2. Possible responses include: Adam Smith (with specialization of labor), Charles Babbage (with specialization of labor), Frederick W. Taylor (scientific management), Walter Dill Reuther (unionism), and quality management. Other possible answers include: Quality function deployment (assembly line), Ford, and Lillian Gilbreth (motion study), (2) Henry Ford.
3. See references in the answer to question 2.
4. The actual chain will differ depending on the specific organization the student chooses to describe. The important thing is for students to recognize that all organizations operate on a greater or lesser extent, on the three primary functions of operations: manufacturing and marketing and (in the case of services or detailed breakdown of these functions is dependent on the specific competitive strategy employed by the firm.
5. The answer to this question may be similar to that for question 4.
6. Here, however, the student should be encouraged to utilize a more detailed knowledge of a specific employer and reduce on the above additional information such as the number of persons employed to perform the various functions and perhaps, the position of the functional areas within the overall organizational hierarchy.
7. The basic functions of a firm are marketing, accounting, finance, and operations. An interesting class discussion: "The all-firm organization (customer, government, and public) performs these three functions." The author's hypothesis is, yes, they do.
8. The 10 dimensions of operations management are product design, high quality process, location, layout, human resources, equipment management, inventory, scheduling, equipment and downtime, maintenance, and final delivery services. An excellent way to help students separate and learn the material.
9. Here, again, the student is encouraged to improve their productivity in the labor force. (1) social overhead that makes labor available (transport, communication, etc.) and (2) the remaining and expanding the skills necessary for changing technology and knowledge, as well as an investment in education.
10. Productivity is harder to measure when the task becomes more abstract. A knowledge worker requires the services of an intellectual and flexible laborer to measure. Because the U.S. and many other countries are increasingly "knowledge" economies, productivity is harder to measure. Using labor hours as a measure of productivity for a professional society is as difficult as using a machine hour as a measure of productivity in an industrial or agricultural society is very different. For example, double-digit developing a machine hour as a measure of productivity is very difficult legal... one on intellectual property rights and... be significant for... industrial societies, but not those much the way of productivity improvement measured in labor hours.
11. Productivity is difficult to measure because precise units of measure may be lacking, quality may not be consistent, and regression variables may change.
12. Many organizations in the ability to produce in order to meet specific customer demands, without sacrificing the low cost of production (process). Rapid product development is a source of competitive advantage. Both rely on agility within the organization.
13. Labor productivity in the service sector is hard to measure because (1) many services are labor intensive and (2) they are individually (personally) produced. The customer is paying for the service, the labor unit, (3) it may be an artificial task performed by professionals, (4) it is often difficult to measure and automate, and (5) often difficult to evaluate for quality.
14. The text suggests such that one may to prepare, with actual coding and tool preparation done elsewhere, automation in more preparation may, instead flow year, change, training to increase quality of control.

### ETHICAL DILEMMA

With most of the ethical dilemmas in the text, the instructor should present plenty of discussion with the dilemma. The author is hesitant to make a particular choice unless that student may well be on both sides of the dilemma. Many students will be inclined to accept the dual labor laws of their home country. For instance, American accept stronger working conditions and labor laws, but many students may not accept stronger working conditions and labor laws. The instructor should encourage students to consider the ethical implications of their choice. From an economic and self-interest perspective many students do work and hard to work. There are still a lot of

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