# SCM-650 Fall 2016

**SUPPLY CHAIN MANAGEMENT PRINCIPLES AND CONCEPTS**

*Syllabus*

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1.0 General Information

START Date:
August 22, 2016

PLACE AND TIME:
This is an on-line “blended learning” course. There are no regularly scheduled “face-to-face”
class sessions. However, if agreed, some face-to-face optional sessions may be offered for
special purposes.

The blended learning approach incorporates standard e learning with added WebEx sessions
on a regular weekly schedule. Duplicate WebEx sessions will be held – one in the morning and
one in the evening of one day per week. WebEx Sessions will be recorded to allow access by
students unable to participate in “live” sessions.

WebEx sessions will be used to present / clarify course concepts and allow opportunity for
sharing and dialogue between the Professor and Participants.

Computer demonstrations and simulations may be used to demonstrate and evaluate
understanding of mathematical concepts and problems.

Students will read articles and reference texts to develop an understanding of core concepts.
Case Studies, Discussion Board posts and Blogs will enable students to share ideas with other
class members in order to enhance the learning experience of all. Discussion Board questions
will be based on reading materials from the textbooks, assigned journal articles and other web-
based material.

FACULTY MEMBER:
Doug Parkes E-Mail: dgparkes@uncg.edu
Department of Information Systems and Operations Management
Virtual Office hours by appointment
BRIEF DESCRIPTION OF THE COURSE:
This course presents core knowledge related to the field of supply chain management. It provides insight into the complex, cross-functional elements of demand and supply planning and execution.

CREDITS:
3.0 credit hours

FOR WHOM PLANNED:
Required course for post baccalaureate certificate in SCLTM Students and elective course for MSITM or MBA students

STUDENT LEARNING OUTCOMES:
On completion of this course, students will be able to:

- Explain the strategic role of Supply Chain Management (SCM) in the attainment of company goals to achieve competitive advantage and deliver long-term sustainability.

- Identify the concepts of Customer and Supplier relationship management, including customer service, customer satisfaction, forecasting / demand management, and collaborative planning, forecasting and replenishment.

- Analyze demand data / patterns to establish optimum forecasting process and complete statistical forecasts for a cross section of practical examples.

- Identify the core planning and execution processes used to create and deliver products and services to market from purchasing through manufacturing & distribution to delivery to the final customer.

- Analyze practical data and use theories to solve problems related to the core planning and execution processes used to create and deliver products and services to market from purchasing through manufacturing & distribution to delivery to the final customer.

- Identify key continuous improvement processes used to enhance supply chain performance: Total Quality Management, Lean, Six Sigma and Theory of Constraints.

- Identify the role of Information Technology in supply chain management and identify the key elements required for successful ERP implementation.
REQUIRED TEXTS, READINGS, & REFERENCES:

Text: We have developed a Custom Text “Supply Chain Mgmt. Principles SCM650” for this course. ISBN# 9781308056227. The text is available for purchase at the UNCG Bookstore, located in the Elliott University Center. On-Line ordering is feasible from the Bookstore.


Note: full time students can apply for APICS Student Membership at no cost (what a deal). This gives significant discounts on texts and access to other resources to help understand this field of Supply Chain Management. Visit the APICS Web Site for information and Student Application:

http://www.apics.org/


Supplemental readings and other materials relevant to this course are accessible through our Canvas online course management software. You must have an active UNCG email account to access Canvas. Canvas works best using the Mozilla Firefox browser.

It is also important that participants keep abreast of current events that are relevant to the subject of economic development, and attempt to relate them to course materials.

WITHDRAWAL:
Friday, October 14 is the last date to withdraw and receive a "W".

PRE-REQUISITE COURSES AND REQUIREMENTS

Admission to the Graduate Certificate in Supply Chain, Logistics and Transportation Management (SCLTM) or some other approved graduate program.

Self-motivation and commitment to learning represent key requirements for success.

Students can expect the faculty member to be equally motivated and supportive in this learning environment.

Students should possess excellent written communication skills. Grammar and spelling should be thoroughly proofed prior to sending all written communications & assignments.
EVALUATION AND GRADING:

Knowledge 
Recogizes previously learned material
Assessed by: Multiple Choice and / or Open-Ended & Essay Questions
Mid-Term and Final Exam

Comprehension
Grasps meaning of material
Assessed by: Multiple Choice and / or Open-Ended & Essay Questions
Mid-Term and Final Exam

Application
Applies principles to new situations similar to learning situation
Assessed by: Mathematical analysis using prototype data.
Mid-Term and Final Exam

Analysis
Separates material into component parts, clearly recognizing relationships
Assessed by: Multiple Choice and / or Open-Ended & Essay Questions
Mid-Term and Final Exam

Synthesis
Combines elements and parts into a new whole
Assessed by: Essay Questions and Case Studies
Discussion Board and Case Analysis

Evaluation
Evaluates material according to set of specific criteria
Assessed by: Essay Questions and Case Studies
Discussion Board and Case Analysis

The following criteria will apply to the grading of assignments.

A: Student’s work reflects a very deep understanding the different aspects of supply chain management as evidenced by case analysis submissions, assignment, class discussions and performance on the final exam. The student’s work often incorporates outstanding features beyond average expectations.

B: Student’s work meets expectations and reflects a good understanding of the material being covered. The student is able to integrate important concepts of supply chain management in the completion of assignments, case analyses, and participation in class discussions.

C: Important expected components missing in assignments, case analyses and final exam.

The course will be letter graded. A student’s final grade will depend on: Assignments, case analyses, web discussions, and final exam.

Grading Scale

93.00+ = A 
90.00-92.99 = A-
87.00-89.99 = B+
83.00-86.99 = B 
80.00-82.99 = B-
77.00-79.99 = C+
73.00-76.99 = C 
< 73 .00 = F
Grading Percentages:
The course grade will be calculated using the following weights:

- Canvas Discussion……………………………….20%
- Text Chapter Quiz……………………………….30%
- Case Studies…………………………………….25%
- Business Simulation………………………………25%

Total………………………………………………..100%

COURSE GRADING METHODOLOGY:

Participation Grades: Canvas discussion forums – one for the introduction / welcome and for each chapter in the textbook – will be used to host student participation. Each week, students are expected to: 1) read the appropriate chapter in the text; 2) review the online content; 3) read the assigned readings, and then 4) contribute to the discussion forums. Each Discussion Forum will correspond to one week’s assigned reading. Within each Participation Forums, threads will be created. Students must contribute to all assigned threads before a certain due date and time. All students are responsible for reading all threads each week and posting a second “Thread” showing what they have learned from others each week. At the end of each week, the instructor will evaluate each student’s contributions and assign a participation grade in the Canvas grade center.

Weekly Text Chapter Quiz: Multiple choice questions, discussion questions and problems will be used throughout the course to test comprehension of information presented in each Course Module. These will be administered through Canvas.

Case Analysis: Individual case analyses are designed to challenge the student’s analytical skills and highlight key learning elements from the course content. In this course we will use brief case studies to illuminate specific concepts. The written analysis represents each student’s recommendations on the situation(s). These assignments will be included to support specific learning Modules. There will be no need to purchase any of these cases, as they will be included in the e-Reserve section of our Canvas site.

A Word Template will be provided on Canvas for each student to use in the analysis. The analysis document should be created in such a form (grammar, spelling, etc.) that is appropriate for good business communication.

The Fresh Connection Business Simulation (Also Considered a Case Analysis): Students will be required to participate in this simulation, in a “Virtual Team environment. The game will be used to demonstrate the importance of supply chain integration and its impact on performance. Canvas WebEx will be used as the tool to provide opportunity for Team interaction. Each student will be expected to provide individual reports regarding Lessons Learned during the course of the Simulation and at the end of the Semester. A specific Word Template will be included in the Assignments Section of Canvas for students to provide their input.
Continuous Improvement of Course: Students are given the opportunity to provide feedback on the course content and instruction. This is a critical element and 100% participation is expected. Use the Course Feedback forum to provide feedback on the course – what you like, what you don’t, suggestions for improvement, etc. You may post anonymously or self-identify, whichever you prefer.

ACADEMIC HONOR CODE:
Each student is required to sign the Academic Integrity Policy on all work submitted for the course. Refer to UNCG Undergraduate Bulletin.

STUDENT RESPONSIBILITIES:
The student is expected to actively participate in all electronic discussions and complete all assignments on schedule. Failure to participate will result in a lowering of a student’s average. Participation based upon informed synthesis of reading material (assigned as well as other retrieved information by the students from relevant publications) is expected.
2.0 Bryan School of Business Mission & Links to Course Objectives

The Bryan School of Business and Economics’ Mission Statement

In the Bryan School of Business and Economics, we create and disseminate knowledge about the theory and practice of business. In addition to our courses and research, we accomplish this through hands-on projects, global experiences, and outreach to the community. Our work produces principled leaders and exceptional problem solvers who have a global perspective, an innovative mindset, a broad understanding of sustainability, and a commitment to improve the organizations in which they work and the communities in which they live.

Student Learning Goals

Each program within the Bryan school has separate learning goals as listed with the degree program. The essential components of a professional education in business (excluding the B.S. and B.A. in Economics, the B.S. in Consumer, Apparel, and Retail Studies and the B.A. in Sustainable Tourism and Hospitality) include common courses for breadth and opportunities for advanced work for depth in the various business disciplines. These core business programs share the following common learning goals:

1. Students will implement the various steps of the critical thinking process, supported by the appropriate use of analytical and quantitative techniques, to formulate recommendations for subsequent decision-making.
2. Students will apply appropriate ethical standards when making recommendations for business decision-making.
3. Students will evaluate business decisions in the context of sustainability goals, balancing environmental, social, and economic needs, conditions, and potential decision impacts.
4. Students will formulate appropriate strategies, in the context of global issues and forces, to improve business performance in the world economy.
5. Students will explain the roles of innovation and innovation management in achieving successful business strategies, decisions, and performance.
6. Students will be able to plan, schedule, contribute to, and lead projects.

Impact of this Course on the Program Student Learning Goals

Upon successful completion of Supply Chain Management Systems and Concepts (SCM650), students will have met the Student Learning Goals on various components of the Critical Decision-Making (#1), Ethical Management (#2), Global and Multicultural (#4), Innovation Management (#5) and Collaboration, Communication, and Knowledge-Integration (#6) Goals.
3.0 Course Schedule (Adjustments may be made during Semester)

Module 01 - Week of August 22:
Overview of Supply Chain Functions / Key Business Processes
Text Chapter 1: Manufacturing Planning and Control
WebEx Sessions: Monday 8:30 - 9:30 pm or Tuesday 11:30 am - 12:30 pm

Module 02 - Week of August 29:
Business Process Management – Critical First Step to ERP
Text Chapter 2: Enterprise Resource Planning (ERP)
WebEx Sessions: Monday 8:30 - 9:30 pm or Tuesday 11:30 am - 12:30 pm

Module 03 - Week of September 5:
Demand Management and Customer Relationship Management
Text Chapter 3: Demand Management
WebEx Sessions: Monday 8:30 - 9:30 pm or Tuesday 11:30 am - 12:30 pm

Module 04 - Week of September 12:
Forecasting
Text Chapter 4: Forecasting
WebEx Sessions: Monday 8:30 - 9:30 pm or Tuesday 11:30 am - 12:30 pm

Module 05 - Week of September 19:
Sales and Operations Planning
Text Chapter 5: Sales and Operations Planning
Text Chapter 6: Advanced Sales & Operations Planning
WebEx Sessions: Monday 8:30 - 9:30 pm or Tuesday 11:30 am - 12:30 pm

Module 06 - Week of September 26:
Master Production Scheduling
Text Chapter 7: Master Production Scheduling
WebEx Sessions: Monday 8:30 - 9:30 pm or Tuesday 11:30 am - 12:30 pm

Module 07 - Week of October 3
Material Requirements Planning
Text Chapter 8: Material Requirements Planning
Text Chapter 9: Advanced MRP
WebEx Sessions: Monday 8:30 - 9:30 pm or Tuesday 11:30 am - 12:30 pm

Module 08 - Week of October 10:
Capacity Planning and Theory of Constraints
Text Chapter 10: Capacity Planning and Management
WebEx Sessions: Monday 8:30 - 9:30 pm or Tuesday 11:30 am - 12:30 pm

Week of October 17: (note: Fall Break Oct 14 – 19)
The Fresh Connection Rounds 1 & 2 - Organizational Stage 1 (Functional Silos)
WebEx Sessions: Wednesday, October 15 (Note special Date)
10:00am – 11:00am (morning option) or 7:00pm– 8:00pm (evening option)
Module 09 - Week of October 24:
Production Scheduling and Execution
Text Chapter 11: Production Activity Control
WebEx Sessions: Monday 8:30 - 9:30 pm or Tuesday 11:30 am - 12:30 pm

Module 10 - Week of October 31:
Distribution Requirements Planning and Order Point Planning
Text Chapter 14: Distribution Requirements Planning
Text Chapter 16: Order Point Inventory Control Methods
WebEx Sessions: Monday 8:30 - 9:30 pm or Tuesday 11:30 am - 12:30 pm

Module 11 - Week of November 7:
Supplier Relationship Management and Procurement Execution
Text Chapter: Selected Articles / Text Reference on eReserve
WebEx Sessions: Monday, November 3
10:00am – 11:00am (morning option) or 7:00pm– 8:00pm (evening option)

Week of November 14:
The Fresh Connection Rounds 3 & 4 - Organizational Stage 2 (Cross-Functional Collaboration)
WebEx Sessions: Ad-Hoc – Scheduled by Fresh Connect Teams

Module 12 - Week of November 17:
Role of Information Technology in Planning and Execution – ERP Implementation Strategies
Text Chapter 2: Enterprise Resource Planning (ERP)
Text Chapter 17: Strategy and MPC System Design
WebEx Sessions: Monday 8:30 - 9:30 pm or Tuesday 11:30 am - 12:30 pm

Week of November 21: (Note: Thanksgiving Holidays Nov 22 – 27)
The Fresh Connection Rounds 5 & 6 - Organizational Stage 3 (Cross-Company Collaboration)
WebEx Sessions: Ad-Hoc – Scheduled by Fresh Connect Teams

Module 13 - Week of November 28:
Continuous Improvement Initiatives
Text Chapter 13: Just-in-Time and Selected Articles
WebEx Sessions: Monday 8:30 - 9:30 pm or Tuesday 11:30 am - 12:30 pm
4.0 Learning Approach

BLEND (INTERACTIVE) LEARNING APPROACH

The Professor will utilize a blended learning approach even though this is primarily an e-learning experience. This combines: self-learning (reading text / articles); business analysis (Discussion Board); presentations (WebEx Sessions); and opportunities for group interaction (Discussion Board and WebEx Sessions).

The professor will facilitate learning through the venues mentioned above and is also available for individual or group consultation as required.

The textbook and published articles will be used as primary reference materials.

A list of pertinent topics is included in the Schedule in Section 3.0 above.

Note: the syllabus provides a general plan for the course; deviations / alterations may be necessary as the course progresses. However, the Professor will maintain a 2-week “frozen period” (no critical changes in assignments 2 weeks prior to due) to ensue stability in the program.
5.0 Biographical Sketch Of Faculty Member

Resume Doug Parkes
V07.doc
6.0 Helpful Internet

The following websites may be useful for your reference and to enhance your learning experience:

www.apics.org
www.triadapics.org
www.supplychainlink.com
www.inddist.com
www.logisticsworld.com
www.supply-chain.org
www.gartner.com
www.nistevo.com
www.scdigest.com
7.0 Course Governance and Expectations

PREAMBLE – OUR COMMITMENT
The administration, faculty, staff, and students of the Bryan School of Business and Economics at UNCG are committed to professional and ethical behavior in all areas of their academic and professional lives. The principles and expectations established in this document and the addendums encompass many aspects of professional behavior and integrity. It is not an exhaustive list, since change is part of life both inside and outside the university.

This set of Guidelines constitutes a statement of values and expectations; concerns and issues are still best addressed by conversations between the individual faculty member and student. If further discussions are necessary, please contact the faculty member’s Department Head.

EXPECTATION OF ALL LEARNING COMMUNITY MEMBERS
The first sentence of the UNCG Student Code of Conduct is: “Members of the UNCG community respect fundamental principles for ensuring a campus environment conducive to peaceful and productive living and study. These principles include five values: honesty, trust, fairness, respect, and responsibility.” All university members (students, faculty, and staff) have a responsibility to uphold these five values, and this is true in the Bryan classroom environment and related academic activities.

EXPECTATIONS OF STUDENTS
Students in the Bryan School must conform to all existing principles found in UNCG’s Academic Integrity Policy and the Student Code of Conduct. Further details may be found at the following sites: “http://academicintegrity.uncg.edu/complete/” and “http://studentconduct.uncg.edu/policy/code/” The attached addendum lists specific expectations of students regarding the learning process and environment at the Bryan School.

EXPECTATIONS OF FACULTY
Faculty in the Bryan School must conform to all existing UNCG codes and policies, and their teaching roles are of particular relevance to these Guidelines (see “http://provost.uncg.edu/faculty/h_section4.asp” for further details). The attached addendum lists specific expectations of faculty regarding the learning process and environment at the Bryan School.

Footnote 1: This document does not constitute a binding contract between students and the University.

Footnote 2: Portions of these Guidelines were modeled after the Professional Standards developed by the College of Business at Illinois State University. We thank them for their contributions!