SCM-655 Spring 2014

GLOBAL SUPPLY OPERATIONS STRATEGY
Syllabus

Table of Contents

<table>
<thead>
<tr>
<th>Created By</th>
<th>Date</th>
<th>Version</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doug Parkes</td>
<td>December 3, 2013</td>
<td>01</td>
</tr>
</tbody>
</table>

1.0 General Information ........................................................................................................... 2
2.0 Individual Written Case Analyses .......................................................................................... 6
3.0 Discussion Board .................................................................................................................... 7
4.0 Learning Approach ................................................................................................................... 8
5.0 Biographical Sketch Of Faculty Member .................................................................................. 10
6.0 Learning Schedule by Week ................................................................................................... 11
7.0 Studying & Learning from Cases - Case Analysis Methodology ............................................ 13
8.0 Course Governance and Expectations .................................................................................... 15
1.0 General Information

START Date:
January 13, 2014

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 Collaborate sessions on a regular weekly schedule. Duplicate Collaborate sessions will be held – one in the morning and one in the evening of one day per week. Collaborate Sessions will be recorded to allow access by students unable to participate in “live” sessions.

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

The professor can be contacted by e-mail or by telephone, or with a face-to-face conversation. Telephone and face-to-face conversations will be set up at mutually convenient times.

FACULTY MEMBER:
Doug Parkes E-Mail: dgparkes@uncg.edu
6089 Windsor Farme Rd, Summerfield, NC (Home Office)
Department of Information Systems and Operations Management
Phone Numbers: (336) 643-7632 (Home Office)

APPOINTMENT TIME:
Office hours by appointment
Please send an e-mail message or call to discuss any problems or suggestions concerning the course.

BRIEF DESCRIPTION OF THE COURSE:
This course presents strategies, resources and information system requirements to plan, procure, create and deliver products globally. The course emphasizes the complex interactions and need for collaboration between inter-firm organizations and processes.
READING MATERIALS:

Text #1

This Text is now out-of-print; however, we have placed two copies on reserve in the library and included chapter excerpts on eReserve in Blackboard. The eReserve components are sufficient for weekly reading requirements.

To access e-Reserve components click the link from Blackboard.

Text #2 – Custom Text only available through UNCG Bookstore (ISBN: 978-1-121-65415-0)
We have created a custom text through McGraw Hill that includes selected chapters from the following text: Designing and Managing the Supply Chain – Concepts, Strategies and Case Studies; D. Simchi-Levi, P Kaminski and E. Simchi-Levi; 3rd Edition; McGraw Hill

It also includes the following Case Studies that will be used during the Semester:

VF Brands: Global Supply Chain Strategy
Gary P. Pisano; Pamela Adams (2009)
Case Number 9610022

Drilling Safety at BP: The Deepwater Horizon Accident
Stephen P. Kaufman; Laura Winig (2011)
Case Number 611017

Apple Inc. in 2010
David B. Yoffie; Renee Kim (2011)
Case Number 710467

Use of a custom text provides the resources you need at a more economical cost. The title is listed as: “Global Supply Strategy SCM-655”

Supply Chain Simulation
We will use a simulation program to demonstrate the advantages of a Demand Driven Supply Chain Management System.

Supply Chain Management Simulation: Root Beer Game V2
July 15, 2012
Product Number 6619-HTM-ENG

Root Beer Game can be purchased from Harvard Business Review. The link to the Course Pack is attached below. In addition, the link and instructions will be posted in the Assignment on Blackboard prior to actual due date. The instructor is considering a option of a face-to-face session to use this tool. Details will follow during the Semester.

https://cb.hbsp.harvard.edu/cbmp/access/23246696
Selected Readings from relevant current articles:


Additional articles will be posted on Blackboard as recommended reading for the course.
WITHDRAWAL:
March 7th, 2014 is the last date to withdraw and receive a "W".

PRE-REQUISITE COURSES AND REQUIREMENTS
Pre-requisite: Admission to the Graduate Certificate

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.

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

The course grade will be calculated using the following weights:

Case Studies (Including Final): 40%
Weekly Assignments and Blackboard Discussion: 40%
Collaboration Workshop (Root Beer Game): 20%
Total: 100%

The following criteria will apply to the grading of assignments.

A: Student’s work reflects a very deep understanding the different aspects of global 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 project 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.

Grading Scale

93+ = A  90-92 = A-
87-89 = B+  83-86 = B  80-82 = B-
77-79 = C+  73-76 = C  <73 = F
2.0 Individual Written Case Analyses

Individual case analyses are designed to challenge the student's analytical skills and highlight key learning elements from the course content. The following case studies have been selected.

1) VF Brands: Global Supply Chain Strategy
2) Drilling Safety at BP: The Deepwater Horizon Accident
3) Apple Inc. in 2010

Note: The custom text also includes a case study “3M Healthcare” that will be used for illustrative purposes only.

The written analysis represents each student's recommendations on the situation(s). Much of the grade beyond a "passing score" depends on the student's ability to go beyond the "average" solution and provide innovative approaches, solutions, and appropriate implementation. Please detail any assumptions made in your written analysis.

Students should work on the written case analyses on an individual basis (not in groups).

A Word Template will be provided on Blackboard for each student to use in the analysis. The template will include a section for attaching additional documents, spreadsheets, references a student deems appropriate. The analysis document should be created in such a form (grammar, spelling, etc.) that is appropriate for good business communication. Outside references should be clearly presented to allow follow-up if desired. No minimum or maximum length is specified. Individuals are requested to refrain from repeating the details provided in the case (just to fill up space) in their analysis. That is, individuals are requested to cover the topics thoroughly, but efficiently. Do not add verbiage for the sake of length. Feel free to include diagrams, films, photos, sketches, or other types of illustrations in the analysis.

It should be noted that appropriate credit will be given for those individuals who are in a position to integrate their analysis with readings (text and articles) presented outside the case. The case analysis will be graded on organization, thoroughness, insight of analysis, and written communication skill. Students are expected to read and adhere to the suggestions made in the last section (“Studying and learning from Cases”) of this syllabus.
3.0 **Discussion Board**

Discussion forums provide a valuable opportunity for Team sharing and learning. Each week's Discussion Board post should include three elements:

- Well-written response to the assigned question
- Supporting references to prove your assessment (articles and/or personal experiences)
- PDF of any pertinent news/magazine articles that will provide additional Team learning
- Follow-on summary of key things learned from other Discussion Forum postings from the class, Module Readings, Text and Collaborate Sessions using the Blog link in the respective Module.

Posting process: When finished writing your post, be sure to hit “Submit” NOT “Save”. “Save” will make it available to you later, but it hides your post from all other students so it is not eligible for grading credit. You might want to consider using a word document and then cut and paste; reduces the possibility of losing all of your work while posting in Bb!

**DISCUSSION BOARD TIMING**

Each student should be prepared to provide comments (and responses) on a weekly basis on the aspects of the material assigned for each week session, be it text, articles, and/or cases.

One or more discussion question(s) / issue(s) will be posted on Blackboard by Sunday morning (two weeks ahead of due date). The questions will be related to the material for each of the chapters in the text (titled “Supply Chain Saves the World” or “Designing and Managing the Supply Chain”).

Each student is required to post a **COMMENT** by end of day Thursday of the week due. Students will then be expected to read the comments of all and post a **FOLLOW-UP COMMENT** by end of day the following Monday. The follow-up comment will relate to what students have learned from others.

The professor will provide personal email feedback to every initial comment provided of each student by end of day Monday as well.

Students will be evaluated on the quality of their comments and responses (not quantity) of their contribution. Discussion Board contribution points will be accumulated based on how perceptively a student analyzes the situation being studied, the usefulness of the observations and suggestions made by the student, and the student's ability to put across ideas with clarity and conviction in a succinct and cogent manner.

Non-contribution to the Discussion Board will result in a “0 Point” grade for weekly participation.
4.0 Learning Approach

TEACHING METHODS AND ASSIGNMENTS FOR ACHIEVING LEARNING OUTCOMES

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 including visits to actual manufacturing plants or service providers.

The blended learning approach incorporates standard e learning with added Collaborate sessions on a regular weekly schedule. Students unable to attend “live” sessions will have access to recordings of the individual sessions.

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

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.

A list of pertinent topics is included in the “learning schedule by week section” below.

Note: the syllabus provides a general plan for the course; deviations / alterations may be necessary as the course progresses.

COURSE OBJECTIVES

At the end of the course, students should be able:

- Describe the key elements of strategic planning and the alignment of functional strategies to achieve business goals.
- Analyze the principles, concepts and challenges for developing sourcing, manufacturing and distribution strategies in a global market.
- Evaluate the state-of-the-art in managing global supply chains and operations.
- Justify and use key criteria in making decisions related to site selection, global facilities configuration, and international sourcing networks’ development.
- Synthesize and analyze risk factors in global supply operations.
- Discuss the ethical issues as they related to global environments.
- Evaluate the impact of sustainability on global operations and the utilization of sustainability initiatives to achieve competitive advantage.
- Discuss the role of enterprise-wide resource planning systems for global supply operations.
- Explain the importance of strategic alliances in global sourcing environments.
- Evaluate and Justify the mechanisms for measuring performance of the global supply chain.
- Describe the role of information systems and technology to improve the performance of the supply chain.
ORAL & WRITTEN COMMUNICATION
Communications skills are critical to success in the dynamic and diverse global business environment. This course places emphasis on the ability to analyze information and present recommendations in clear, well-written responses. Discussion Board posts and Case Analyses are used to evaluate student progress. Collaborate sessions provide a venue for both oral and written communication.

TECHNOLOGY APPLICATIONS
There will be some coverage of technological advances relating to supply chain management in the course.

ETHICAL PERSPECTIVES
Ethical issues are fairly closely tied to supply chain management. There will be some coverage of these ethical issues as they relate to the course.

GLOBAL PERSPECTIVES
There will be a significant coverage of global perspectives in this course.

POLITICAL, SOCIAL, LEGAL, AND REGULATORY ISSUES
Political, social, legal, and regulatory issues, to the extent applicable, will be covered in this course. It is anticipated that there will be some coverage of these issues.

IMPACT OF DEMOGRAPHIC DIVERSITY
There will be some coverage of the impact of demographic diversity on supply chain management.
5.0 Biographical Sketch Of Faculty Member

Resume Doug Parkes
V08.doc
6.0 Learning Schedule by Week

Week of January 13:
Module 01: Introduction to Global Supply Chain Management
Designing and Managing the Supply Chain: Chapter 1
Collaborate Sessions: Monday, January 13
11:00am – 12:00pm (morning option) or 7:00pm– 8:00pm (evening option)

Week of January 20:
Module 02: Supply Chain Strategy and Policy
Supply Chain Saves the World: Chapter 1
Collaborate Sessions: Monday, January 20
11:00am – 12:00pm (morning option) or 7:00pm– 8:00pm (evening option)

Week of January 27:
Module 03: Supply Chain Globalization
Supply Chain Saves the World: Chapter 2:
Collaborate Sessions: Monday, January 27
11:00am – 12:00pm (morning option) or 7:00pm– 8:00pm (evening option)

Week of February 3:
Module 04: Providing Customer Value - Demand Driven Supply Chain Management
Designing and Managing the Supply Chain: Chapter 12
Collaborate Sessions: Monday, February 3
11:00am – 12:00pm (morning option) or 7:00pm– 8:00pm (evening option)

Week of February 10:
Module 05: Global Distribution and Supply Network Planning
Designing and Managing the Supply Chain: Chapters 3 and 7
Collaborate Sessions: Monday, February 10
11:00am – 12:00pm (morning option) or 7:00pm– 8:00pm (evening option)

Week of February 17:
Module 06: Global Supply Chain Integration
Designing and Managing the Supply Chain: Chapter 6
Collaborate Sessions: Monday, February 17
11:00am – 12:00pm (morning option) or 7:00pm– 8:00pm (evening option)

Week of February 24:
Module 07: Supply Chain Management for Sustainability
Supply Chain Saves the World: Chapter 3
Collaborate Sessions: Monday, February 24
11:00am – 12:00pm (morning option) or 7:00pm– 8:00pm (evening option)

Week of March 3:
Module 08: Strategic Alliances / Procurement and Outsourcing Strategies
Designing and Managing the Supply Chain: Chapters 8 & 9
Collaborate Sessions: Monday, March 3
11:00am – 12:00pm (morning option) or 7:00pm– 8:00pm (evening option)
Week of March 10:
Spring Break

Week of March 17:
Module 09: Supply Chain Management in Service Industries / Global Health
Supply Chain Saves the World: Chapter 4
Collaborate Sessions: Monday, March 17
11:00am – 12:00pm (morning option) or 7:00pm– 8:00pm (evening option)

Week of March 24:
Module 10: Coordinated Product and Supply Chain Design
Designing and Managing the Supply Chain: Chapter 11
Collaborate Sessions: Monday, March 24
11:00am – 12:00pm (morning option) or 7:00pm– 8:00pm (evening option)

Week of March 31:
Module 10: Coordinated Product and Supply Chain Design
Root Beer Game Simulation
Collaborate Sessions: Monday, March 31 (Face-to-Face & Virtual Options)
11:00am – 12:00pm (morning option) or 7:00pm– 8:00pm (evening option)

Week of April 7:
Module 11: Supply Chain Risk Management
Supply Chain Saves the World: Chapter 5
Designing and Managing the Supply Chain: Chapter 10
Collaborate Sessions: Monday, April 7
11:00am – 12:00pm (morning option) or 7:00pm– 8:00pm (evening option)

Week of April 14:
Module 12: Role of Information Technology and ERP Systems in Global Supply Operations
Designing and Managing the Supply Chain: Chapter 14
Collaborate Sessions: Monday, April 14
11:00am – 12:00pm (morning option) or 7:00pm– 8:00pm (evening option)

Week of April 21:
Module 13: Supply Chain Benchmarking to Achieve Operational Excellence
Supply Chain Saves the World: Chapter 6
Collaborate Sessions: Monday, April 21
11:00am – 12:00pm (morning option) or 7:00pm– 8:00pm (evening option)

Week of April 28:
Final Exam (Case Study)
Collaborate Sessions: Monday, April 28
11:00am – 12:00pm (morning option) or 7:00pm– 8:00pm (evening option)
7.0 Studying & Learning from Cases - Case Analysis Methodology

The cases featured in this course are representative of real-world problems that managers in different organizations have to face and resolve. Although designed principally for use in course discussions, many of these cases can offer valuable insights to the individual reader. The comments that follow are directed primarily at participants in courses and seminars who have been assigned one or more of these cases to prepare for subsequent class discussion. Unlike methods of instruction that use lectures (with PowerPoint slides) and textbooks, the case method of instruction does not present students with a body of tried and true knowledge about how to be a successful manager. Instead, it provides an opportunity for students to learn by doing.

As a student, you may find that dealing with cases is very much like working with the actual problems that people encounter in their jobs as managers. In most instances, you’ll be identifying and clarifying problems facing the management of a company or non-business organization, analyzing qualitative information and quantitative data, evaluating alternative courses of action, and then making decisions about what strategy to pursue for the future. You may enjoy the process more—and will probably learn more—if you accept the role of an involved participant rather than that of a disinterested observer who has no stake, or interest, in resolving the problems in question.

The goal of case analysis is not to develop a set of “correct” facts but to learn to reason well with available data. Cases mirror the uncertainty of the real-world managerial environment in that the information they present is often imprecise and ambiguous. You may perhaps be frustrated that there is no one right answer or correct solution to any given case. Instead, there may be a number of feasible strategies management might adopt, each with somewhat different implications for the future of the organization, and each involving different trade-offs.

In this course, you’ll be exposed to a wide range of different management situations within a relatively short time. As a result, the cases presented in this course will collectively provide a much broader exposure to global supply operations issues than most managers experience in many years on the job.

PREPARING A CASE

Just as there is no one right solution to a case, there is also no single correct way of preparing a case. However, the broad guidelines outlined in “Preparing a Case” may help familiarize you with the job of case preparation. With practice, you should be able to establish a working style with which you feel comfortable. The guidelines on initial analysis and on developing recommendations should also serve you well for preparing written case reports or case-based exams.

First, it’s important to gain a feel for the overall situation by skimming quickly through the case. Ask yourself:

- What sort of organization does the case concern?
- What problems does management appear to be facing?
Preparing a Case: A Brief Outline

I. Initial fast reading
   - No notes
   - Get a feel for what’s going on
   - Think about major problems and forces present

II. A second careful reading
   - Make notes identifying:
     - Organizational objectives
     - Nature of problem(s)
     - Key facts
     - Key decisions
   - Evaluate and analyze case data

III. Development of specific issues
   - Identify alternative courses of action to meet objectives
   - Consider implications of each action
   - Provide recommendations, supported by analysis

An initial fast reading, should provide a sense for what is going on and what information is being presented for analysis. Then you’ll be ready to make a very careful second reading of the case.

This time, seek to identify key facts so that you can develop a situation analysis and clarify the nature of the problems facing management. Try to make notes in response to such questions as: What decisions need to be made, and who will be responsible for making them? What are the objectives of the organization itself and of each of the key players in the case? Are these objectives compatible? If not, can the problem be reconciled, or will it be necessary to redefine the objectives? What resources and constraints are present that may help or hinder attempts by the organization to meet its objectives?

Make a particular effort to establish the significance of any quantitative data presented in the text of the case or, more often, in the exhibits. Combining and manipulating data presented in different parts of the case might provide new insights. Don’t accept the data blindly. In the cases, as in real life, not all information is equally reliable or equally relevant. On the other hand, case writers won’t deliberately misrepresent data or facts to trick you. You can use materials (about the organization or the particular industry relevant to the case) outside of the case; however, you should make sure that the materials are published before the publication year of the case.

At this point in the analysis, you should be in a position to summarize your evaluation of the situation and to develop some recommendations for management. Identify the alternative courses of action that the organization might have and then consider the implications of each alternative, including possible undesirable outcomes, such as provoking responses from stronger competitors. Ask yourself how short-term tactics fit with longer-term strategies. Relate each alternative to the objectives of the organization (as defined or implied in the case, or as redefined by you). Then, develop a set of recommendations for future actions with particular attention to implementation:

* What resources—human, financial, or other—will be required?
* Who should be responsible for implementation?
* What time frame should be established for the various actions proposed?
* How should subsequent performance be measured?
8.0 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!