SCM260 Spring 2020

ESSENTIALS OF ERP
Syllabus

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1.0 General Information

START Date:
January 29, 2020

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. WebEx sessions will be held in the evening of one day per week
(See Course Schedule below). 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.

Students will read the reference texts to develop an understanding of core concepts.
Discussion Forums and an SAP Business Application will enable students to share ideas with
other class members in order to enhance the learning experience of all. Several optional
activities will be provided to students to enhance engagement and learning. These activities will
be posted ahead of time on the Calendar / Schedule on Canvas and will be communicated
ahead of time in Announcements and weekly WebEx meetings.

FACULTY MEMBER:
Doug Parkes E-Mail: dgparkes@uncg.edu
Department of Information Systems and Supply Chain Management
Virtual Office hours by appointment

BRIEF DESCRIPTION OF THE COURSE:
This course provides an overview of enterprise resource planning systems (ERP) and how
these systems support various functions of a company. It will introduce students to the way
enterprise systems are used to manage supply chains and make effective business decisions.

CREDITS:
3.0 credit hours

FOR WHO PLANNED:
This is an elective course for the undergraduate Supply Chain Management Concentration,
which is part of the Bryan School's Online Degree Completion (ODC) Program. The material
should also be valuable for anyone who is interested in basic ERP concepts and functionality.

PRE-REQUISITE COURSES AND REQUIREMENTS
No specific pre-requisites beyond enrollment required.

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.

STUDENT LEARNING OUTCOMES:

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

- Describe the role of information systems and technology to improve the performance of the supply chain
- Understand the essentials of ERP Systems and ERP technologies.
- Understand Business process reengineering and ERP Architecture.
- Understand ERP life cycle relative to Implementation, Planning, and Package Selection
- Understand ERP Operations, Maintenance, and Supply Chain Management.
- Understand basic SAP navigation in the home screen.
- Understand at a high-level the following SAP modules: WM (Warehouse Management), PP (Production Planning), MM (Materials Management, and SD (Sales and Distribution).
- Utilize an Enterprise Resource Planning System in simulation mode to enter master data, complete transactions, and collect and analyze data in support of end-to-end business processes related to Material Management, Warehouse Management and Customer Order Fulfillment (Order-to-Cash).

REQUIRED TEXTS, READINGS, & REFERENCES:


The text is available for purchase from the UNCG Bookstore located in the Elliott University Center. On-Line ordering is feasible from the Bookstore as well.

Students can of course purchase the e-text from the publisher (or another outlet) as well.

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

In addition to the text, students will require access to an Enterprise Resource Planning System configured specifically to support course outcomes. The University is a Member of the SAP University Alliance. This gives access to the Global Bikes SAP Simulation which will be the basis for team activities. Details related to set-up and use of the system will be provided by the Professor on Canvas and in WebEx Sessions. There is no cost to students for use of the system. All costs are covered by the University.
USEFUL WEBSITES and YouTube Videos

Wiki Search on Enterprise Resource Planning
Guide to a successful ERP implementation
Guide to various ERP systems in the market
Gartner Magic Quadrant for ERP see Page 4
YouTube Video ERP Concepts
YouTube Video Introduction to ERP
YouTube Video Introduction to SAP

PERFORMANCE EVALUATION AND GRADING:

The following criteria will apply to the grading of assignments.

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>93.00+</td>
<td>A</td>
</tr>
<tr>
<td>90.00-92.99</td>
<td>A-</td>
</tr>
<tr>
<td>87.00-89.99</td>
<td>B+</td>
</tr>
<tr>
<td>83.00-86.99</td>
<td>B</td>
</tr>
<tr>
<td>80.00-82.99</td>
<td>B-</td>
</tr>
<tr>
<td>77.00-79.99</td>
<td>C+</td>
</tr>
<tr>
<td>73.00-76.99</td>
<td>C</td>
</tr>
<tr>
<td>&lt;73.00</td>
<td>F</td>
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</tbody>
</table>

Grading Percentages:
The course grade will be calculated using the following weights:

- Canvas Discussion……………………………….30%
- Module Quizzes…………………………………30%
- SAP Global Bikes………………………………40%

Total………………………………………………100%
COURSE ASSIGNMENTS:

Discussion Forums: Discussion forums provide a valuable opportunity for Team sharing and learning. These will be used periodically throughout the Semester.

Discussion question(s) / issue(s) will be posted on Canvas by Monday Morning of the week due. The questions will be related to the material presented in the text.

In most cases (but not all) each student is required to post a COMMENT by end of day Sunday 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 Thursday. The follow-up comment will relate to what students have learned from others. The specific requirements are included along with each Assignment description.

The professor will provide personal feedback to every initial comment of each student by end of day the following Thursday as well.

Students will be evaluated on the quality of their comments and responses. 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.

Text Chapter Quiz: Quizzes will be used throughout the course to test comprehension of information presented in selected Course Modules. These will be administered through Canvas.

SAP Global Bikes: Students will be required to participate in this simulation, in a “Virtual Team environment. The simulation will be used to demonstrate the importance of supply chain integration and the practical application of an integrated Enterprise Resource Planning System for data collection, analysis, and reporting. Each student will be expected to enter master data, complete transactions and analyze results during the simulation exercises. In addition students will provide an individual report regarding Lessons Learned at the end of the Semester in lieu of a Final comprehensive Exam. A specific Word Template will be included in the Assignments Section of Canvas for students to provide their input. While this is a Team Activity the grading will be at the individual level – not Team level.

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.

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.
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 January 13:
Supply Chain Functions / Key Business Processes
Text Chapter 1
WebEx Sessions: Monday 7:30 - 8:30 pm

Module 02 - Week of January 20:
Introduction to Enterprise Systems for Management
Text Chapter 1
WebEx Sessions: Monday 7:30 - 8:30 pm

Module 03 - Week of January 27:
Enterprise Systems Architecture
Text Chapter 3
WebEx Sessions: Monday 7:30 - 8:30 pm

Module 04 - Week of February 3:
Implementation Strategies
Text Chapter 5
WebEx Sessions: Monday 7:30 - 8:30 pm

Module 05 - Week of February 10:
Software and Vendor Selection
Text Chapter 6
WebEx Sessions: Monday 7:30 - 8:30 pm

Module 06 - Week of February 17:
Operations and Postimplementation
Text Chapter 7:
WebEx Sessions: Monday 7:30 - 8:30 pm

Module 07 - Week of February 24:
Supply Chain Management
Text Chapter 11
WebEx Sessions: Monday 7:30 - 8:30 pm

Module 08 - Week of March 2: (note: Spring Break March 3 - 10)
Customer Relationship Management
Text Chapter 12:
WebEx Sessions: Monday 7:30 - 8:30 pm

Spring Break - March 9 - 10
Spring Break

Module 09 - Week of March 16:
Organizational Change and Business Process Reengineering
Text Chapter 9
WebEx Sessions: Monday 7:30 - 8:30 pm

Module 10 - Week of March 23:
Case Analysis; SAP Set-Up and Navigation at Global Bikes
SAP Case Global Bikes
WebEx Sessions: Monday 7:30 - 8:30 pm

Module 11: Week of March 30:
Case Analysis; Materials Management at Global Bikes
SAP Case Global Bikes
WebEx Sessions: Monday 7:30 - 8:30 pm

Module 12: Week of April 6:
Case Analysis - Warehouse Management at Global Bikes
SAP Case Global Bikes
WebEx Sessions: Monday 7:30 - 8:30 pm

Module 12 Continued: Week of April 13:
Case Analysis; Warehouse Management at Global Bikes Continued
SAP Case Global Bikes
WebEx Sessions: Monday 7:30 - 8:30 pm

Module 13: Week of April 20:
Case Analysis; Sales and Distribution at Global Bikes
SAP Case Global Bikes
WebEx Sessions: Monday 7:30 - 8:30 pm

Module 13 Continued: Week of April 27:
Global Bikes User Acceptance Testing
SAP at Global Bikes - Lessons Learned (Final Report)
WebEx Sessions: Monday 7:30 - 8:30 pm
4.0 Learning Approach

BLENDING (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 ensure stability in the program.*
5.0 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.

FACULTY / STUDENT GUIDELINES:
The Bryan School has develop a set of guidelines on student behavior and expectations in and out of the classroom as well as what you should expect of me as faculty member. I will encourage you to read through those guidelines by the end of the first week of class. Here is a link to the .pdf file for those guidelines. See:


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!

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