

TRA 6726 Global Operations and Supply Chain Management

Instructor: Dr. Laura Birou
E-mail: lbirou@fgcu.edu
Office: Lutgert 3363
Hours: By appointment, Voice/e-mail anytime.
Phone: 239-745-4251
Skype: LauraBirou
CRN: 14278

Communication Policy

Since I will not be in my office during this online course, the best way to reach me is through an email through Canvas, since I will receive a text alert. I will respond to your email within 24 hours. If desirable, telephone calls, face-to-face or Skype meetings can be arranged. In addition, there is a conferencing tool within Canvas. Discussion boards will be utilized to cover course content. Course announcements will be sent to students via email through Canvas, so check your FGCU email daily.

Course Overview

Supply chain and operations management has come to the forefront of business strategic thinking. There are many reasons for this – the increasingly global nature of business, the acceleration of the business cycle, and ever-growing uncertainty in the business competitive environment. The practical upshot of this is that the demand for supply chain specialists is at an all-time high, and expected to grow.

TRA 6276 examines how firms develop and implement strategies for satisfying customers by making products and services of value, and making them available to customers when and where they want them. We will consider the ways in which the three core areas of supply chain management (operations, sourcing/purchasing and logistics) improve firm productivity and profitability. We will also consider how firms can successfully integrate these areas in order to achieve competitive advantage

Prerequisites: No Prerequisites

Texts:

I. *Operations & Supply Chain Management*, by Fawcett, Ellram, Fugate, Kannan and Bernardes, published by MyEducator. To purchase this book, go to the Home page of the course. The third tab down, below the syllabus tab, is the MyEducator link. When you select this tab, it will take you to MyEducator where you will purchase the book..

II. *The Culture Map: Breaking Through the Invisible Boundaries of Global Business*, by Erin Meyer, found on Amazon.

Course Scope and Objectives:

The flattening of the world has been used as a descriptive metaphor for the interconnected nature of modern society, which involves the globalization of supply chains. Winning companies now use worldwide resources to meet the needs of global. However, global supply chains are more complex. Supply chains in general are actually complex networks that require effective trade-offs in their design and operation. Beyond activities related to the ordering, supply, production, storage and movement of inventory to meet customer demand, management of the chain of supplies also involves considerable coordination, investment, relationship development and trust in a global context. It also requires many managerial skills, such as the ability to work in groups and proactively solve challenging complex problems and find solutions. In a global context, supply chain professionals face distinctive environments. Many new challenges are introduced, such as cross-cultural supply chain negotiations and the use of multiple languages within global supply chain operations, both of which can lead to inefficiencies and decrease in knowledge sharing.

Supply chains are really networks of activities and flows that involve the extensive participation and integration of external trading partners. This course will focus on the key issues associated with the strategic planning and tactical operations of global supply chains. The goals of the course are to provide students with an in-depth knowledge of the issues involved in managing a global supply chain and how to assess risk.

Learning Objectives:

This course will help students understand the linkage between a firm's supply chain strategy and business strategy, utilize the firm's resources more effectively, and the impact of coordinating the movement of goods and services through different echelons of supply chains in order to create a competitive advantage in the global marketplace. More specifically, the course will promote the following learning objectives:

1. Identify the role of global supply chain management (SCM) in competing globally and achieving global competitive advantage including terminology, concepts and strategies in SCM.
2. Analyze how SCM creates competitive advantage by supporting business strategy, goals and objectives in the creation of value to the customer and achieving customer service goals.
3. Utilize important SCM frameworks for outsourcing, purchasing, and developing a resilient supplier network.
4. Create operational excellence for a firm through effective project, inventory, quality and lean manufacturing management.
5. Demonstrate the ability to design international logistics networks involving factories, flows and inventory.
6. Identify the role of forecasting in effective SCM and be able to utilize the various forecasting techniques.

Graded Assignments:

ASSIGNMENT	PERCENT OF GRADE	DUE DATE
Verification of Attendance Assignment	0%	Sunday, March 15 at 11:59pm
Discussion Contributions	10%	Weekly by Sunday at 11:59 pm
M & M Assignment (Individual Project)	20%	3/29/20 at 11:59 pm
Midterm	20%	4/5/20 at 11:59 pm
Kiwi Medical Devices--Is Right Shoring the Right Response (Group Project)	20%	4/19/20 at 11:59 pm
End-of-Topic Knowledge Checks for each Topic (MyEducator)	10%	Weekly by Sunday at 11:59 pm
Cumulative Final	20%	4/26/20 by 11:59 pm

Grading Scale:

A	=> 92%
A-	90-91.9%
B+	88-89.9%
B	82-87.9%
B-	80-81.9%
C	<80%
F	<70%

TENTATIVE COURSE OUTLINE AND DAILY ASSIGNMENTS

WEEK	TOPIC	ASSIGNED READINGS	ASSIGNMENTS	EXAMS
1	Topics 1, 8 in MyEducator	Topics 1, 8 and Articles Culture Map 1, 2	In Canvas: Do <u>Attendance Assignment, due 3/15/20.</u> Discussion Posts and MyEducator Knowledge Checks Topic 1, 8, Due 3/15/20	
2	Topics 2, 3 in MyEducator	Topics 2, 3 Culture Map 3, 4	Discussion Posts and MyEducator Knowledge Checks Topic 2, 3, Due 3/22/20	

3	Topics 9, 10 in MyEducator	Topics 9, 10 Culture Map 5, 6	Discussion Posts and MyEducator Knowledge Checks Topics 9, 10, Due 3/29/20 M & M Assignment Due 3/29/20	
4	Topics 4, 11 in MyEducator	Topics 4, 11 Culture Map 7, 8	Discussion Posts and MyEducator Knowledge Checks Topics 4, 11, Due 4/5/20	Midterm covers weeks 1 thru 3. Available from 4/3/20 to 4/5/20
5	Topics 6, 7 in MyEducator	Topics 6, 7	Discussion Posts and MyEducator Knowledge Checks Topics 6, 7, Due 4/12/20	
6	Topics 13, 14	Topics 13, 14, 15	Discussion Posts and MyEducator Knowledge Checks Topics 13, 14, Due 4/19/20 Case: Kiwi Medical Devices--Is Right Shoring the Right Response Due 4/19/20	
7	Topics 15, 16	Topic 16	Discussion Posts and MyEducator Knowledge Checks Topics 15, 16, Due 4/26/20	Cumulative Final available from 4/24/20 to 4/26/20.

Discussion Boards

Discussion boards are designed to increase interactivity in the course and enable sharing of ideas and concepts, as well as create community among the students. Participation and contribution in the discussion boards is worth 10 percent of your grade. Evaluation of the discussion sessions is based on the quality of the contribution and quantity. To be considered a quality posting, the posting **must include an In-Text Citation** of required course readings, or external readings that are relevant. If an external reading is cited, a copy of the reading must be included in the post. The following guidelines will apply:

Contributions Per Week/Score

- 0 Contributions = 0%
- 1 Contributions = 60%
- 2 Contributions = 70%
- 3 Contributions = 85%
- 4+ Contributions = 100%

End-of-Topic Knowledge Checks

Knowledge Checks are available at the end of each topic consisting of 10 questions randomly generated. You are allowed one attempt to complete the Knowledge Check and the quiz is limited to 30 minutes.

Exams

Exams will be in a multiple choice format. Exams will have both quantitative and qualitative questions. The exams are designed to be rigorous, so students are expected to be masters of the material. You will be allowed to develop and use a formula sheet for the exams. You will need a calculator for the exams. The exams are offered through Canvas. The exams have a time constraint, so you will need to know the material well to complete it in time. The Midterm and the Final Exams will be open from Friday morning at 9 am until Sunday evening at 11:59 pm. You will not receive feedback on your exam until the Monday following the exams.

All submission material (that includes exams, cases, and projects) may be discussed with the instructor, or for group work with your group members. You shall not discuss the material with other students in the class.

M & M Assignment (Individual Project):

The M & M assignment is an **individual assignment**. The purpose of this assignment is to evaluate your research, critical thinking and writing skills while preparing you for problem solving on the midterm and final in the topic area of Quality Control. Clarity and good organization are very important. Additional research will be required to fulfill this requirements. The assignment requirements detailed below.

WRITTEN REPORT REQUIREMENTS (1-10 scale)

- * Utilize the Lutgert College of Business Writing Guidelines
- * Cover page with Title and Date
- * Concisely written

- * Professional caliber presentation--**QUALITY COUNTS.**
- * Neatly Typed--10 or 12 point font, Courier or Times Roman.
- * Double Spaced.
- * 1 inch margins.
- * Appropriate **Headings** and **Subheadings** prior to each section
- * Pages Numbered, center bottom, beginning with the body of the text
- * Detailed table of contents--with page numbers.
- * Complete Reference List, APA style.
- * Citations utilizing APA style for In-Text Citations. Example: (Brown 1989, pg. 27), (Smith and Brown 1989, pg. 27), (Smith et. Al. 1989, pg. 27).

NOTE-It is **expected** that the report is error free, well written, and grammatically correct! In order to accomplish this objective, you are encouraged to utilize each other as a resource for editing, software packages which may help you, or the use of an editorial service.

I. Introduction (1-10 scale)

1. Overview of the key facts
2. Purpose of the report
3. What was uncovered in the research and analysis
4. **Five In-Text Citations from 5 different sources minimum**

II. Background Information on Mars (1-10 scale)

1. History of Mars and M & M's
2. Manufacturing process and production volume for M & M's
3. Mars Supply Chain issues or problems:
 - a. Shortages
 - b. Recalls
 - c. Ethical Issues
 - d. Environmental Issues
 - e. Sustainability Issues
4. Mars Quality Control/Quality Management
5. **Ten In-Text Citations from 10 different sources minimum**

IV. Supporting Analysis (1-10 scale)

1. **Five In-Text Citations from 5 different sources minimum**
2. What tools are available to conduct an SPC analysis, what tools will you use to conduct this analysis
3. Conduct and **explain** analysis of weight using X-Bar and R Charts (use 47.9 grams)
4. Conduct and **explain** analysis of colors using the P Chart (P-Bar from PowerPoints)
5. **Provide all formulas and calculations for each chart**
6. Provide Control Charts and data for weight using X-Bar, R (use 47.9 grams)
7. Provide Control Charts and data for the color distribution using P Charts, one for each color (P-Bar from PowerPoints)
11. Upper Control Limit (UCL), Lower Control Limit (LCL) and Centerline must be on all Control Charts including the exact numeric value for each.
12. Control Charts must be done in Excel and of excellent quality to read the results
13. **This section must have a summary of the analysis and findings.**

IV. Conclusion (1-10 scale)

1. What did the analysis reveal regarding the quality control of M & M's
2. Could this have an impact on Mars and the M & M product

3. What did you learn about quality management and quality control
4. **Five In-Text Citations from 5 different sources minimum**

Kiwi Medical Devices--Is Right Shoring the Right Response (Group Project):

The Kiwi Medical Devices case can be complete in **teams of no more than 4 individuals**. Clarity and good organization are very important. Evaluation will be based on creative generation of alternatives as well as careful analysis (quantitative and qualitative). Additional research will be required to fulfill the case requirements. Case requirements detailed below.

CASE FORMAT FOR ALL SUBMITTALS/GRADING FORM

WRITTEN REPORT REQUIREMENTS (1-10 scale)

- * Utilize the Lutgert College of Business Writing Guidelines
- * Cover page with Title and Date
- * Concisely written
- * Professional caliber presentation--**QUALITY COUNTS.**
- * Neatly Typed--10 or 12 point font, Courier or Times Roman.
- * Double Spaced.
- * 1 inch margins.
- * Appropriate **Headings** and **Subheadings** prior to each section
- * Pages Numbered, center bottom, beginning with the body of the text
- * Detailed table of contents--with page numbers.
- * Complete Reference List, APA style.
- * Citations utilizing APA style for In-Text Citations. Example: (Brown 1989, pg. 27), (Smith and Brown 1989, pg. 27), (Smith et. Al. 1989, pg. 27).

NOTE-It is **expected** that the report is error free, well written, and grammatically correct! In order to accomplish this objective, you are encouraged to utilize each other as a resource for editing, software packages which may help you, or the use of an editorial service.

I. Executive Summary (10 points), appropriate citations required

State Key Facts/Do not retell the case.

State concisely the opportunity and/or problem supported with facts.

State the solution and state how this will directly impact the opportunity/problem.

Support your case with how this will impact the bottom-line!

II. Situational Analysis (20 points), appropriate citations required

Students should not spend time retelling the case; identify the important facts supporting your analysis regarding the:

1. **What are the key facts?**
2. **What are the key issues?**
3. **Who is the decision maker?**
4. **What is the Business Strategy?**
5. **What are the Business Goals and Objectives?**
6. **Develop a formal SWOT, supported with facts and citing sources.**
7. **Summary of the Situational Analysis**

III. Major Problem Identified with Supporting Analysis (10 points), appropriate citations required

Problem/Opportunity Statement(s)

State here the major root problem (long-term) or opportunity as you see it using one sentence. In analyzing the case, a student will identify numerous problems some that are symptoms of the central or root problem. The key here is to keep asking **WHY** a problem is occurring until you get to the root issue and its cause. In addition to the root problem, there may also be a secondary (short-term) problem requiring an action by the supply manager. You need to state that problem also.

1. Construct a 5-Why Analysis
2. Construct a Fishbone Diagram

IV. Major Assumptions (5 points), appropriate citations required

Identify the key assumption(s) supporting your case analysis and recommended solution.

1. Macro-Economic Assumptions including, but not limited to, Environmental, Political, Regulatory, Industry Structure/Composition, etc.
2. Micro-Economic Assumptions including, but not limited to, Organizational Strategy, Organizational Structure, Financial Position, Leadership, etc.

V. Possible Alternatives (10 points), appropriate citations required

List here the possible solutions to the major problem/opportunity.

1. Note advantages and disadvantages of each possible solution.

VI. Evaluation of Alternatives (30 points), appropriate citations required

Provide a quantitative and qualitative analysis of each solution. The minimum requirements are listed below however, you may include other relevant analysis to support your case.

Qualitative Analysis

1) Political environment analysis:

- a) Political system and structure
- b) Stability of government
- c) Future political risks, if any
- d) Bribery and corruption risk

2) Economic and business environment analysis:

- a) Demographics: Population, growth rate, distribution of population (age groups)
- b) Per capita income levels, wealth distribution
- c) Major exports and trading partners
- d) Business environment: Government attitude to foreign investment and trends, ease of doing business, trade regulations
- e) Inflation levels, currency exchange rate; risks of devaluation versus the dollar
- f) Education and literacy levels, availability of skilled labor, labor costs
- g) Membership in regional economic and trading blocks
- h) Legal system: Protection of intellectual property rights, enforcement of contracts

3) Cultural dimensions of doing business in the country:

- a) Major religions, ethnic makeup and languages
- b) Major sports, recreation
- c) Major differences in beliefs, values, customs and behaviors, role of family
- d) Unique business customs, etiquette and practices one should be aware of when doing business in that country (time and decision-making, meetings, negotiations, business relationships, dress code, status, gift-giving, etc.)
- e) Unique aspects of written, oral and non-verbal communications
- f) You must provide a Cultural Map for New Zealand with each alternative, and discuss the implications.

Quantitative Analysis

- 1) Multi Criteria Decision Analysis Model
 - a) Detailed discussion of the criteria selection
 - b) Detailed discussion of determining the weights
 - c) Detailed discussion of the scoring of each option
 - d) Detailed discussion of the option selected

IX. Recommendation and Conclusion (10 points)

State your choice of the available solutions, the **detailed reasons and analysis for your choice**, and discuss the reasons for not choosing the other alternative solutions. **Again, the depth of your supporting analysis will determine your grade. In addition, it should include how this will financial improve the position of the supplying firm.**

You should not discuss your case analysis or share your work with other groups.

MODULE ACTIVITY	COURSE LEVEL LEARNING OUTCOMES	MODULE LEVEL LEARNING OBJECTIVES	MODULE ASSESSMENT
TOPIC 1 Operations & SCM: The Value Creation Engine	7. Identify the role of global supply chain management (SCM) in competing globally and achieving global competitive advantage including terminology, concepts and strategies in SCM.	1. Define operations and supply chain management (OSCM) and describe its role in supporting a company's strategy as well as the firm's ability to meet customer needs. 2. Identify some of the environmental and technological changes that have led to advances in operations and supply chain practice. Discuss how these have improved living standards. 3. Identify and discuss the primary design and control decisions that determine how efficiently and effectively a firm's operations transform inputs into more highly valued outputs. 4. Define supply chain management and discuss the anatomy of a supply chain.	End-of-Topic Knowledge Check Midterm and Final Examinations Case Study Cultural Map Weekly Discussions

		<ol style="list-style-type: none"> 5. Identify key differences between service and manufacturing operations and explain how these differences influence decision-making. 6. Define environmental scanning and be able to develop a basic SWOT (strengths, weaknesses, opportunities, and threats) analysis. 	
<p>TOPIC 2 Operations Strategy: Creating Customer Value</p>	<ol style="list-style-type: none"> 1. Identify the role of global supply chain management (SCM) in competing globally and achieving global competitive advantage including terminology, concepts and strategies in SCM. 2. Analyze how SCM creates competitive advantage by supporting business strategy, goals and objectives in the creation of value to the customer and achieving customer service goals. 	<ol style="list-style-type: none"> 1. Develop a compelling story for why operations strategy begins with customers' real needs. 2. Identify the five customer value dimensions and describe how operations can help you create and deliver them. 3. Define customer satisfaction and how you can design service systems to enhance how customers perceive your firm. 4. Define customer segmentation and discuss how ABC classification can help you use distinctive customer fulfillment strategies to meet customer needs. 5. Describe customer relationship management (CRM) and the key elements of a CRM system. 	<p>End-of-Topic Knowledge Check Midterm and Final Examinations Case Study Cultural Map Weekly Discussions</p>
<p>TOPIC 3 Strategy: Managing Performance</p>	<ol style="list-style-type: none"> 1. Analyze how SCM creates competitive advantage by supporting business strategy, goals and objectives in the creation of value to the customer and achieving customer service goals. 	<ol style="list-style-type: none"> 1. Explain how people—vis-à-vis technology or infrastructure—are the true source of competitive advantage. 2. Define the cross-trained worker, the cross-experienced manager, and the cross-functional team and discuss their role in achieving operational excellence. 3. Define empowerment and discuss how leadership style, goal setting, and communication contribute to cultivating an empowerment culture. 4. Identify and discuss the key roles of performance measurement. 5. Describe the balanced scorecard, why it is useful, and how to build one. 6. Discuss how productivity measurement and total costing enable refined decision-making and support continuous improvement. 	<p>End-of-Topic Knowledge Check Midterm and Final Examinations Case Study Cultural Map Weekly Discussions</p>

<p>TOPIC 4 New Product Design</p>	<p>1. Analyze how SCM creates competitive advantage by supporting business strategy, goals and objectives in the creation of value to the customer and achieving customer service goals.</p>	<ol style="list-style-type: none"> 1. Describe the technology adoption life cycle, the product life cycle, and the BCG Growth-Share Matrix. Explain why you need a product pipeline to fill each stage or quadrant. 2. Identify and discuss the characteristics of a high-leverage (great) innovator? 3. Identify and discuss the four elements of the Cycle of Satisfaction and explain how these fit together to define a successful product development strategy. 4. Identify and discuss the different types of research tools you can use to gain deep customer insight. 5. Identify and discuss the steps in the new product development process and explain why stage gates are important and how you would use them. 6. Define sequential and concurrent design and discuss the pros and cons of each approach. Be sure to discuss who should be on a concurrent design team—and why. 7. Identify and be able to use key tools to evaluate and improve product profitability. 	<p>End-of-Topic Knowledge Check Midterm and Final Examinations Case Study Cultural Map Weekly Discussions</p>
<p>TOPIC 5 Project Management</p>	<p>1. Create operational excellence for a firm through effective project, inventory, quality and lean manufacturing management.</p>	<ol style="list-style-type: none"> 1. Define project management and explain how project management tools can help create value. 2. Identify and discuss the goals of project management and how scope, schedule, and budget influence project management. 3. Identify the key steps in project planning, describe how each influences the outcome of the project-planning process. 4. Be able to create a work breakdown structure to plan a project. 5. Be able to design a Gantt Chart to track and review a project. 	<p>End-of-Topic Knowledge Check Midterm and Final Examinations Case Study Cultural Map Weekly Discussions</p>
<p>TOPIC 6 Process Design & Improvement</p>	<p>1. Create operational excellence for a firm through effective project, inventory, quality and lean manufacturing management.</p>	<ol style="list-style-type: none"> 1. Understand what is meant by process management. 2. Identify the different types of process designs. 3. Recognize which process design is appropriate given product and service characteristics. 4. Understand the difference between process design capacity and effective capacity. 5. Explain differences among common process improvement methodologies and describe theory of constraints. 6. Create flowcharts and perform bottleneck analysis. 	<p>End-of-Topic Knowledge Check Midterm and Final Examinations Case Study Cultural Map Weekly Discussions</p>
<p>TOPIC 7 Lean Operations</p>	<p>1. Create operational excellence for a firm through effective</p>	<ol style="list-style-type: none"> 1. Define lean operations and explain the lean philosophy, its origin, and its advantages. 2. Describe the driving forces behind lean thinking and the Toyota production system. 	<p>End-of-Topic Knowledge Check Midterm and Final Examinations</p>

	project, inventory, quality and lean manufacturing management.	<ol style="list-style-type: none"> 3. Identify the steps involved in the lean journey and describe/exemplify them. 4. Identify the building blocks of lean and be able to describe how they contribute to lean. 5. Be able to speak the basic language of lean. 6. Be able to apply lean tools, including value stream mapping, kaizen bursts, 5S, and Eight wastes to improve simple processes. 	Case Study Cultural Map Weekly Discussions
Topic 8 Quality Management	<ol style="list-style-type: none"> 1. Create operational excellence for a firm through effective project, inventory, quality and lean manufacturing management. 	<ol style="list-style-type: none"> 1. Define quality and describe why quality is so important to competitive success. 2. Identify and be able to assess the dimensions of quality for goods and services. 3. Define total quality management and discuss why it is beneficial. 4. Define Six Sigma and discuss the types of process variation. 5. Be able to use key quality tools, including process capability analysis, statistical process control, and cause-&-effect analysis. 	End-of-Topic Knowledge Check Midterm and Final Examinations Case Study Cultural Map Weekly Discussions
TOPIC 9 Network Design	<ol style="list-style-type: none"> 1. Create operational excellence for a firm through effective project, inventory, quality and lean manufacturing management. 2. Demonstrate the ability to design international logistics networks involving factories, flows and inventory. 	<ol style="list-style-type: none"> 1. Explain the impact of global operations and global network design. 2. Discuss drivers and factors influencing supply network design and location decisions. 3. Describe the two dimensions of an overall global operations system. 4. Describe the general types of decisions in global network design. 5. Use managerial modeling tools to evaluate global locations. 	End-of-Topic Knowledge Check Midterm and Final Examinations Case Study Cultural Map Weekly Discussions
TOPIC 10 Forecasting & Integrated Business Planning	<ol style="list-style-type: none"> 1. Identify the role of forecasting in effective SCM and be able to utilize the various forecasting techniques. 	<ol style="list-style-type: none"> 1. Identify different business decisions that are influenced by forecasting and describe how forecasts affect business performance. 2. Define business forecasting and explain why forecasting is one of the most important activities your company does. 3. Identify and discuss the steps in the forecasting process. 4. Discuss integrated business planning, including the role of sales and operations planning (S&OP) and collaborative planning, forecasting, and replenishment (CPFR). 5. Define forecasting and calculate forecasts using time series methods. 	End-of-Topic Knowledge Check Midterm and Final Examinations Case Study Cultural Map Weekly Discussions

		6. Calculate forecast error and discuss how to improve the accuracy of your forecasts.	
TOPIC 11 Purchasing and Strategic Sourcing	1. Utilize important SCM frameworks for outsourcing and purchasing, and the importance of developing a resilient supplier network.	<ol style="list-style-type: none"> 1. Define purchasing and supply management and its evolution to a source of competitive advantage. 2. Describe the Strategic Sourcing Process including segmentation 3. Identify and discuss the importance of effective supplier relationship management and early involvement for successful purchasing outcomes 4. Be able to understand and use supplier selection and evaluation models. 5. Understand and apply the principles of make-buy decisions and total cost of ownership analysis to purchasing situations. 	End-of-Topic Knowledge Check Midterm and Final Examinations Case Study Cultural Map Weekly Discussions
TOPIC 13 Independent Inventory Management	1. Create operational excellence for a firm through effective project, inventory, quality and lean manufacturing management.	<ol style="list-style-type: none"> 1. Explain how companies use inventory to improve efficiency and customer satisfaction. 2. Identify and describe the performance tradeoffs related to effective inventory management. 3. Identify and define the different measures companies use to evaluate inventory performance. 4. Be able effectively prioritize inventory decisions using ABC Classification. 5. Be able to calculate a cost-effective order quantity using the Economic Order Quantity Model. 6. Be able to calculate a cost-effective order point using the Reorder Point System. 	End-of-Topic Knowledge Check Midterm and Final Examinations Case Study Cultural Map Weekly Discussions
TOPIC 14 Dependent Inventory Management	1. Create operational excellence for a firm through effective project, inventory, quality and lean manufacturing management.	<ol style="list-style-type: none"> 1. Explain the nature of dependent demand inventory and its relationship to independent demand inventory. 2. Describe the characteristics of material requirements planning (MRP) systems. 3. Be able to use MRP processing logic to determine inventory quantity and timing decisions. 4. Be able to understand the implications of lot sizing decisions, how to manage uncertainty, and how MRP drives other resource allocation and sourcing decisions. 	End-of-Topic Knowledge Check Midterm and Final Examinations Case Study Cultural Map Weekly Discussions
TOPIC 15 Logistics	1. Demonstrate the ability to design international logistics networks involving factories, flows and inventory.	<ol style="list-style-type: none"> 1. Define logistics and discuss how logistics adds value to the economy, to organizations, and to your life. 2. Identify the diverse activities and roles for which logistics is responsible: processing, movement, and storage. 3. Define the concept of third party logistics service and discuss why and how your firm would use a 3PL. 	End-of-Topic Knowledge Check Midterm and Final Examinations Case Study Cultural Map Weekly Discussions

		<ol style="list-style-type: none"> 4. Describe the nature of logistics tradeoffs and discuss how tradeoffs shape logistics decision making. 5. Describe how you can use lean principles to improve logistics operations. 	
<p>TOPIC 16 Future of Operations & Supply Chain Management</p>	<ol style="list-style-type: none"> 1. Identify the role of global supply chain management (SCM) in competing globally and achieving global competitive advantage including terminology, concepts and strategies in SCM. 2. Analyze how SCM creates competitive advantage by supporting business strategy, goals and objectives in the creation of value to the customer and achieving customer service goals. 	<ol style="list-style-type: none"> 1. Explain why corporate strategy must act as a compass to guide action, including the design of OSCM strategy. 2. Identify and describe the four principles that define OSCM strategy. 3. Identify and describe the game changers that will affect OSCM as well as how they will influence OSCM practice. 4. Be able to apply scenario analysis to help your organization plan and prepare for the future. 	<p>End-of-Topic Knowledge Check Midterm and Final Examinations Case Study Cultural Map Weekly Discussions</p>

General:

Academic Misconduct

Any material submitted for course credit must be your own work if it is an individual-based assignment or the work of your team if it is a group-based assignment. Students are not permitted to discuss, read, etc. the work, thoughts, and ideas regarding the case or exams with other students (or another team for case work). If outside references are used, they must be properly referenced. Also, with the case work, it is recommended that you take action to protect your work, such as collecting your materials from the lab printers and disposing of rough drafts at home. Case write-ups that are similar to current or past case write-ups or similar to on-line materials may initiate serious disciplinary action, so please do your own work as an individual or, when required, as a team. Suspected cases of academic misconduct will be reported to the appropriate university departments. Typical penalties include an F in the course, disciplinary probation and/or possible dismissal from the university. *Academic misconduct is a serious threat to the integrity and value of your degree and all that we do. Employers expect you to know the body of knowledge that is documented in your academic transcripts.* The FGCU Student Code of Conduct documents (pp. 11, 18-24) the policies related to academic misconduct and honesty so please read these materials. The FGCU Student Guidebook is available online at:

<http://studentservices.fgc.edu/judicialaffairs/new.html>

Academic Behavior Standards and Academic Dishonesty

All students are expected to demonstrate honesty in their academic pursuits. The university policies regarding issues of honesty can be found in the FGCU Student Guidebook under **the Student Code of Conduct and Policies and Procedures** sections. All students are expected to study this document which outlines their responsibilities and consequences for violations of the policy. The FGCU Student Guidebook is available online at <http://studentservices.fgcu.edu/judicialaffairs/new.html>

University Nondiscrimination Statement

Florida Gulf Coast University is committed to ensuring equity and fairness for all University employees, students, visitors, vendors, contractors and other third parties. As such, the University prohibits discrimination on the bases of race, color, national origin, ethnicity, religion, age, disability, sex (including sexual harassment/assault), gender identity/expression, marital status, sexual orientation, veteran status or genetic predisposition with regard to admissions, employment, programs or other activities operated by the University. This prohibition extends to enforcement of **Title IX** of the Education Amendments of 1972. Questions or complaints should be directed to the Office of Institutional Equity and Compliance (OIEC). The OIEC's phone number is (239)745-4366; the OIEC email address is OIEC@fgcu.edu.

Counseling and Psychological Services (CAPS) provides free counseling and therapy services (including psychiatry) to all FGCU students. Please walk in to the second floor Howard Hall office any week day between 8:30 and 4:30 to schedule an initial contact appointment. Visit the CAPS website at www.fgcu.edu/caps for more information. CAPS offers a 24/7 Helpline at (239) 745-3277 (EARS).

Disability Accommodations Services

Florida Gulf Coast University, in accordance with the Americans with Disabilities Act and the university's guiding principles, will provide classroom and academic accommodations to students with documented disabilities. If you need to request an accommodation in this class due to a disability, or you suspect that your academic performance is affected by a disability, please see me or contact the Office of Adaptive Services. The Office of Adaptive Services is located in the Wellness Building. The phone number is 239-590-7956 or Video Phone (VP) 239-243-9453. In addition to classroom and campus accommodations, individuals with disabilities are encouraged to create their personal emergency evacuation plan and FGCU is committed to providing information on emergency notification procedures. You can find information on the emergency exits and Areas of Rescue Assistance for each building, as well as other emergency preparedness materials on the Environmental Health and Safety and University Police Department websites. If you will need assistance in the event of an emergency due to a disability, please contact Adaptive Services for available services and information.

Student Observance of Religious Holidays

All students at Florida Gulf Coast University have a right to expect that the University will reasonably accommodate their religious observances, practices, and beliefs. Students, upon prior notification to their instructors, shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith. Students shall be permitted a reasonable amount of time to make up

the material or activities covered in their absence. Students shall not be penalized due to absence from class or other scheduled academic activity because of religious observances. Where practicable, major examinations, major assignments, and University ceremonies will not be scheduled on a major religious holy day. A student who is to be excused from class for a religious observance is not required to provide a second party certification of the reason for the absence.

Resources for Faculty General Education

Information on General Education program requirements is available online at http://www.fgcu.edu/General_Education/index.html

Service-Learning

Information on integrating service-learning into the course and course syllabus is available online at <http://www.fgcu.edu/Connect/>

Distance-Learning

Information on distance learning courses is available online at <http://itech.fgcu.edu/distance/>

Online Tutorials

Information on online tutorials to assist students is available online at <http://www.fgcu.edu/support/Approved>

Canvas Learning Management System and Demonstration Site Information on Canvas is available online at <http://canvas.fgcu.edu/> and <https://fgcu.instructure.com/courses/7692>

Library Resources

Main page: <http://library.fgcu.edu/>

Tutorials & Handouts: <http://library.fgcu.edu/RSD/Instruction/tutorials.htm>

Research Guides: <http://fgcu.libguides.com/>

Faculty Support: http://library.fgcu.edu/faculty_index.html

Respondus Monitor – Remote, Online Exam Monitoring

In order to protect the integrity of online assessments that are delivered to students off site in a non-proctored location, this course may employ *Respondus Monitor* technology that will allow for the web-enabled monitoring of exams and quizzes. Students must own a computer device and an associated webcam that meet the minimum requirements of the University's standard remote monitoring system. Additional information:

☞ *Respondus Monitor* overview: <http://respondus.com/products/monitor/>

☞ *Respondus Monitor* Faculty Training and Workshops: TBA

Respondus LockDown Browser – Classroom and/or Remote Online Exams

In order to protect the integrity of classroom *or* remote online exams, this course may employ *Respondus LockDown Browser* technology that will allow for the student's temporary restriction to a

designated online testing website, disabling the ability to print, copy, access other applications or move to any other URL for the duration of the assessment. This technology may be used on campus in University computer classrooms *or* for remote delivery of quizzes and exams. [For online classes only: students must own a computer that meets the minimum requirements of the University's standard lock down browser application.] Additional information:

☞ *Respondus LockDown Browser* overview: <http://respondus.com/products/lockdown-browser/>

☞ *Respondus LockDown Browser* Faculty Training and Workshops: TBA

Lecture Capture Technology/FGCU Capture – Classroom Recording

This course may employ technology that will allow for audio and/or video recording of live classroom sessions. This lecture capture technology is utilized for the sole purpose of enhancing student learning. It may provide for supplemental student instruction via secure links to recorded session(s), the live stream of courses, presentations of off-site guest speakers and/or the delivery of course instruction utilizing “flipped classroom” methodologies. Student questions and/or comments may be included as a part of any session being recorded. See FGCU-CAPTURE for additional details and training <http://aets.fgcu.edu/fgcucapture.asp>