COURSE NUMBER AND TITLE: **Supply Chain Management MG 505**  
(XA = grad, ZA = undergraduate)

CLASS MEETING TIME: 6:00-8:50 pm, Metro Learning Center

PREREQUISITES:  
Course Level: Intermediate to Advanced

INSTRUCTOR: Mr. Rich Delaney, his ESU email is Rdelaney@emporia.edu and his personal email which you are encouraged to use is Rich@2020marketing.com

OFFICE & HOURS: Metro Learning Center by appointment

TELEPHONE NUMBER: 913-814-8742

REQUIRED TEXTS: **Title:** *Supply Chain Management: Strategy, Planning, and Operations*, Fourth edition  
Authors: Sunil Chopra and Peter Meindl  
Publisher: Pearson Prentice Hall.  

BUY THE EXACT SAME BOOK, DO NOT BUY ANY OTHER EDITION, as different editions have different case studies and also do not cover the same material. (INTERNATIONAL EDITION OF THE SAME BOOK IS CHEAPER, but should not be purchased since the cases are different.)

The lectures and cases are primarily drawn from the text. However, some other material will be covered in class and you are responsible for it.

**COURSE DESCRIPTION/OVERVIEW**

Firm’s ability to supply the right service/product, at the right time, at the right place and at the right price is increasingly becoming the competitive weapon of the 21st Century. Facility location, inventory management, warehousing and transportation are the basic components of a supply chain system. Although supply chain management is not a new concept, it is only over the last few years that firms have started focusing on supply chain management as a source of competitive advantage. Companies such as Wal-Mart and Dell have demonstrated the importance of supply chain management in maintaining and enhancing a firm’s competitive advantage. Supply chain management today represents a great challenge as well as a tremendous opportunity for most firms. This course provides you with the opportunity to be at the forefront of knowledge and understanding in this vital business field.

**COURSE OBJECTIVES**

The major objectives of this course are to help you:  
(1) Develop a working knowledge of fundamentals of supply chain management issues, concepts, and applications;
(2) Develop a "general management" orientation and the ability to think strategically about supply chain management opportunities and challenges;

(3) Combine strategic management skills, knowledge from other courses, and work-related insights to diagnose and solve supply chain problems.

Acquiring supply chain management knowledge will help you become much more marketable to prospective employers. You also gain the ability to better understand and plan your professional career in relation to the changing business environment.

Students will become familiar with the terminology and concepts of marketing; will learn to apply course material to improve critical thinking, problem solving, decision-making skills, evaluation capabilities, and will demonstrate a high-level of competence in oral and written communications.

**LEARNING EXPERIENCE**

The objectives of this course include acquiring knowledge of supply chain management frameworks and concepts as well as developing analytical skills to diagnose and solve strategic problems. The course employs multiple methodologies such as case discussions, readings, lectures, written analyses, team projects, experiential exercises, and peer evaluations. The text and readings expose you to the latest issues, theories, and frameworks in supply chain management. The class lectures outline and clarify these issues, theories, and frameworks. We spend a lot of time delving into real-world supply chain management scenarios - in-class case discussions and written case analyses expose you to both the subjective and objective dimensions of supply chain management. Finally, you will develop and test your collaborative skills in the context of a team research project. Peer evaluations of team members will also be conducted in order to simulate the evaluation contexts we face in the business world.

**This is a highly interactive and case study-based course!** We will discuss interesting supply chain management issues in a non-threatening classroom environment. However, it is imperative that each one of you is WELL-PREPARED on a DAILY basis to participate in class, by knowing the material and preparing your thoughts about it.

Quizzes will be done from time-to-time to determine your understanding of the reading materials and class discussions.

Discussions in each class will be on the text materials that were assigned and relevant materials brought in by students that relates to the readings.

This course includes numerous qualitative and quantitative subjects, which require appropriate learning efforts by you, the student. **Have an attitude that you want to learn.**

**Case papers and individual assignments**

Your case analysis needs to be three to four pages long and contain several good ideas. The papers should be clear and concise using 12-point type. Use one font, such as Times New Roman, throughout the paper.
and avoid excessive use of bold or italic type. Do **not** use a title page or enclose your work in a folder. Staple your paper on top of a **photocopy** of any supporting materials that you feel are very relevant. Your paper, along with your presentation should not allow for any confusion as to your recommendations. Do not use the author's exact words without indicating that it is a quote. It is better to **avoid** using quotes, but if you do use them, (a) ensure they are accurate and (b) **follow** each quote with the page number of the article from which the quoted passage appears.

Use the following format for your paper:

- **On the first line of the first page, type the following:** your name, class number, and the due date of the paper.
- **Double space**
- **One-inch** margins

**All case papers and homework are due no later than the assigned date. Papers that are late will lose five percentage points per day late. After **one week**, the paper or homework assignment will not be accepted for grading.**
**COURSE TOPICS:** The following is a *tentative* schedule and assignments. Team presentations, individual papers, and individual presentations will be assigned dates during the first or second class.

<table>
<thead>
<tr>
<th>Date</th>
<th>Text Topic</th>
<th>Due Dates</th>
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<tbody>
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<td></td>
<td></td>
<td>Individual Presentations</td>
</tr>
<tr>
<td>Jan 23</td>
<td>Chapter 1</td>
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<tr>
<td>Jan 30</td>
<td>Chapter 2</td>
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<td>Feb 6</td>
<td>Chapter 3</td>
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<td>Feb 13</td>
<td>Chapter 4 – first exam</td>
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<td>Feb 20</td>
<td>Chapter 5</td>
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<td>Feb 27</td>
<td>Chapters 6</td>
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<td>Mar 5</td>
<td>Chapter 7</td>
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<td>Mar 12</td>
<td>Chapter 8</td>
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<td>Mar 19</td>
<td>SPRING BREAK</td>
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<td>Mar 26</td>
<td>Chapter 9</td>
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<td>April 2</td>
<td>Chapter 10</td>
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<td>April 9</td>
<td>Chapters 11</td>
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<td>April 16</td>
<td>Chapter 12</td>
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<td>April 30</td>
<td>Chapter 14</td>
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<td>May 7</td>
<td>Final exam</td>
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*All essay test. Based on the text and class discussions. You will be given a total of 3 hours to complete the test. All answers will be composed on laptop computers and printed off in class.*
GRADING

Your "deliverables" for the class are: (a) class participation, (b) quizzes, (c) one individual presentation, (d) a team case analyses and presentation, and (e) two exams. Note that you are expected to complete each assignment in order to pass the course. The grading breakdowns and a detailed description of each deliverable are given below.

Summary of Grading Elements

<table>
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<th>Individual Assignments</th>
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<tr>
<td>2 Exams</td>
<td>20 + 20 40</td>
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<tr>
<td>Individual Presentation</td>
<td>15</td>
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<tr>
<td>Class Participation and quizzes</td>
<td>30</td>
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<tr>
<td>Team Assignments</td>
<td>15</td>
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<tr>
<td>Case Analysis and presentation</td>
<td>15</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>85+15 100</strong></td>
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Students in the graduate studies program will be expected to do an additional paper and a case study plus be active with class participation with meaningful contributions in each class session.

Grades

Grades are assigned according to the percentage of the possible points each student earns.

A  90-100%
B  80-89%
C  70-79%
D  60-69%
F  59% or lower

Plus and minus grades will also be given and reflect the upper and lower range of the above alpha ranges.

INDIVIDUAL ASSIGNMENTS

1) Exams

The two in-class exams cover the supply chain management concepts covered in the text, readings, and class lectures. (Note: the cases may be covered in the exams). The exams consist of essay questions. I will provide more details on each exam a few days in advance.

If you have a valid emergency and cannot attend the scheduled exam, notify me as soon as possible, preferably before the exam. For students with documented and valid emergencies, a makeup exam will be administered soon after the scheduled exam, at the instructor's convenience. The makeup exam may have a different format, structure, and level of difficulty from the scheduled exam.
2) Class Participation

The business world expects you to be able to both communicate ideas and respond constructively to the ideas of others. Class participation prepares you for this aspect of the workplace and helps to give you confidence in your ability to think, communicate, and build upon the ideas of others around you. In this course, you integrate your existing functional skills and display and practice them in an atmosphere that is far more forgiving than the real world (although you may think otherwise!). It is critical (to the success of this case study-based course and its enjoyment by all of us) that you take this opportunity to develop your analytical and communication skills. To do this, you MUST participate. In order to pass the class, you must participate frequently during the semester, at an appropriate quality level.

I expect you to substantiate your comments with the facts of the case or from other readings. **Anecdotal comments are insufficient to substantiate a meaningful point.** Since attendance is required for participation, I expect you to be present for all classes, including class presentations.

You should note that solutions to supply chain management problems are varied, with no clear right or wrong answers. **The goal of the class discussions is NOT to come to a comfortable consensus but, instead, to learn about the dynamics of supply chain management by grappling with difficult and complex supply chain problems.** Often the best strategic solution becomes apparent over time. For this reason, the fear of being wrong should not inhibit your participation. Instead, you should come well prepared to each class – particularly for the **case discussion** classes – and be ready to answer questions/discuss your strategic analysis.

**Global supply chain management is very interactive course and not a lecture course.** **My role is that of a facilitator, i.e., to help you: (a) understand and apply strategic thinking, and (b) communicate and learn from each other in class.** Because your participation is so vital to the overall success of the class, I will record class participation grades.

**Grading Criteria for Class Participation**

(a) **Class attendance is absolutely essential for this course:** the participation grades reflect attendance. Only documented illnesses, emergencies, religious holidays and university engagements will be recognized as legitimate absences. It is best to contact me promptly in case of a legitimate absence. **Non-legitimate absences will result in severe deductions** from your class participation scores.

(b) **Disrupting the class will negatively affect your participation grade.** This includes arriving late to class. Respect your fellow students and professor and do not disrupt the class in any way.

(c) **Participation grades depend on the quality and quantity of participation.** In particular, the **case discussion** classes provide important opportunities to participate and develop strategic skills and your participation in 'case' classes will be weighted more heavily.

In evaluating your contributions to **case discussions**, I use the following questions:

(1) Have you read and analyzed the case in depth?

(2) Do you use the case data constructively to analyze the supply chain management issues and make strategic recommendations?
(3) Do you use the supply chain management concepts and frameworks taught in the course to usefully analyze the case?

(4) Are you a good listener? Do you listen and learn from others in class?

(5) Does your participation fit in with the flow of the class discussion and show that you have been listening and reacting to others' points?

(6) Do you constructively debate points with other students? Do you provoke a dialogue with other students?

(7) Do you present useful recommendations justified by your analysis and/or by the class discussion?

(8) Do you help us to look creatively at strategic problems and solutions?

I place less value on participation that primarily repeats case facts without analysis or disrupts the flow of the class discussion without reason.

If you attend class but do not regularly participate in the discussion, do not expect to receive a passing grade in the class participation. Remember that effective communication is critical in the business world and that, if you have problems communicating (for example, due to shyness), this class provides you with the opportunity to tackle them. Feel free to discuss any participation issues with me (before it's too late and the semester is ending!) – I will do my best to assist you, as long as it's early enough in the semester.

TEAM ASSIGNMENTS

By the second class we will have determined the teams and the case assignments. Give thought to who would complement your skills and try to match up with other classmates prior to the second class. Teams will be composed of 2 or 3 students.

3) How to give a great presentation

Giving a presentation, standing in front of the class, can be challenging for some students. It is therefore important to practice before giving your presentation. Failing to give a good presentation and trying to justify it by stating you are uncomfortable doing presentations is similar to saying you are uncomfortable with learning about Supply Chain Management and therefore could not read the text – lame excuse that allows you to fail with flair.

There are numerous resources available to every student to learn how to give a great presentation. Find those resources and apply them! Giving presentations in the real world is not only important but will put your career on a higher trajectory. I expect you to give a good to great presentations and I will be looking for, in part, the following:

Talk to the class – don’t read to the class: Eye contact will show us that you actually know and believe what you are saying and recommending. Anyone can read a paper to the class and by doing so you lose the attention of the class and do not show you actually have a firm commitment to your recommendations.

Use PowerPoint selectively: PowerPt is a great tool to highlight complex points. It is a terrible way to present your entire paper. More than 10 words on the screen become unreadable and detracts from a great presentation. An image, rather than words, can often have more impact and help make your point.
Attire: You have worked all day and attend class at night and dressing up can be, for some, a real pain. However, as with your real job, how you dress has an impact on how you are viewed and the seriousness with which we should take your presentation.

Present with passion: If you talk softly, use a monotone, or cannot orally convey a message in a convincing fashion then you need to practice. “Showing up and throwing up” is a common phrase used by speakers who have no passion in their presentations. One can do that and feel they fulfilled their assignment but they are mistaken. Your assignment is not to say a bunch of words in front of the class and sit down. Your goal is to convince the class of your recommendations and points of view and your in-depth analysis of the case, etc.

Handle questions effectively: If you really understand the material you are presenting and you have conviction about your point of view then you will be able to handle post presentation questions from the class effectively.

ACADEMIC DISHONESTY: At Emporia State University, academic dishonesty is a basis for disciplinary action. Academic dishonesty includes, but is not limited to, activities such as cheating and plagiarism (presenting as one’s own the intellectual or creative accomplishments of another without giving credit to the source or sources). The faculty member in whose course an act of academic dishonesty occurs has the option of failing the student for the academic hours in question and may refer the case to other academic personnel for further action. Emporia State University may impose penalties for academic dishonesty up to and including expulsion from the university. This policy is provided according to the Kansas Board of Regents directive. The student has the right to appeal the charge of academic dishonesty in accordance with the university’s Academic Appeals policy and procedure as set forth in Section 9A-04 of the Faculty Handbook. I will appropriately address any suspicion of academic dishonesty.

STUDENTS WITH DISABILITIES: Emporia State University will make reasonable accommodations for persons with documented disabilities. Students need to contact the Director of Disability Services and the professor as early in the semester as possible to ensure that classroom and academic accommodations are implemented in a timely fashion. All communication among students, the Office of Disability Services, and the professor will be strictly confidential. Office of Disability Services is located at 001 Memorial Union. Contact info: 620/341-6637 Voice, 620/341-6646 TTY, or e-mail disabser@emporia.edu.

Emergency Preparedness: In the event of a fire, exit the building and meet in the parking lot. In the event of a tornado, use the center hallway or designated area. If anyone needs special assistance, please advise me so special arrangements can be made. Stay in the designated area until I account for all students. For inclement or bad weather, check your stumail to see if the class has been canceled. You can also call Distance Education at (620) 341-5385 or check the website: www.emporia.edu/distance/ under WEATHER ANNOUNCEMENTS.