2012

MGMT 633-01 Global Supply Chain Management

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Syllabus: Management 633 – 01    CRN 94728
Global Supply Chain Management
Fall 2012: Saturday August 25 – Saturday December 8
Smith Hall G 27: Saturday: 8:30 - 11 am

Instructor:  Stephen C. Rogers
Phone: 513 232 9297(preferred)  513 324 9545
Office Hours: By appointment
Location mutually agreed
E-mail: armo@cinci.rr.com

Instructor:  Dr. Lifang Wu
Phone: 513 745 3928
Office Hours: 4pm - 6pm M, 10am-12pm F
Smith Hall 333
E-mail: WUL@xavier.edu

Mission of the Williams College of Business
To educate students of business, enabling them to improve organizations and society, consistent with the Jesuit tradition.
One of the foundations of the Jesuit tradition in education is rationality (evidence, consistency, valid argumentation, and systematic avoidance of omissions). In this class we will use this kind of thinking as we approach the subject of supply chains and their value to a firm.

Class Policies
The Academic Honesty Policy of Xavier University will apply to this class. For Example: Plagiarism / Cheating: A research paper includes the assimilation of other people's ideas and words about a particular topic. Failure to give credit to authors for their ideas or words is plagiarism. Plagiarism or cheating in any other form will result in at least a failing grade for the assignment.
Class environment: Disruptive behavior in class will not be acceptable. Please use respectful behavior that enables a positive learning experience for all. Please refrain from holding side conversations, texting, or using laptops/smart phones to surf the web. Web devices may be used for note taking or class related activities. Silence cell phones please.

Course Objectives
To provide students with a stimulating, practical learning experience about strategically managing supply chains, including their design, operation, change/improvement and inter-corporate relationships. It will also seek to cover the range of supply chains in a corporation (most companies have multiple supply
Learning Objectives
It is expected that this course will enable the achievement of the following learning objectives relative to supply chains so that Williams College of Business MBA students will have:

- The ability to use knowledge of supply chains to position their organizations to achieve better performance relative to their competitors through supply chain customer, supplier, internal company and supply market analysis. This includes knowledge of various supply chain models and how to apply them in the real world business environment.
- The ability to understand the global implications of supply chains including the cultural range found across global supply chains, the individual diversity of those involved in supply chains and the challenges and benefits of using global, regional and local supply chains.
- The ability to understand the ethical and sustainability implications of supply chains including the need for ethical standards of behavior relative to customers, suppliers and employees, as well as the impact of the full range of sustainability issues from environmental and climate aspects to labor and ethical business conduct concerns (child and slave labor, safety, working conditions and legal aspects relative to wages, potential corruption and fraud risks and negotiation tactics) including the need for internal controls to manage these areas.
- The ability use critical thinking to frame problems and propose solutions to complex supply chain opportunities and problems – both short and long term. This also includes the ability to articulate these solutions both orally via presentations or conversation, and in writing via essays and recommendation documents in a range of individual, team and class-wide discussion formats.

Course Description
This course examines the major themes and strategies of Supply Chain Management. Supply chains extend from upstream tiers of suppliers of materials and services through companies and on to downstream tiers of customers, creating commercial flows that can create or destroy value depending on the skill with which companies manage their chains. The course focus will be on the elements of the supply chain, the types of flows through the chain, and how to manage the risks
or rewards that the supply chain can bring to the execution of a corporation’s strategy in the marketplace. It will also explore the development of supply chain strategy, the management of relationships within the supply network and organizational implications of managing the asset that is the supply chain. This will be done via class discussions, group presentations, supply problem solving, examples and concept exploration. By the end of the course you should have an appreciation for the complexities, challenges and potential benefits of successfully managing supply chains and suppliers from both physical and organizational standpoints.

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**Course Materials**

The course is delivered through a blend of lecture, cases/problems, class discussion, reading materials and project presentations.

**Text Books**

The Supply Based Advantage: How to Link Suppliers to Your Organization’s Corporate Strategy  
By: Stephen C. Rogers  
Publisher: AMACOM  March 30, 2009  
ISBN – 10 0814401554  
ISBN – 13 978-0814401552

Strategic Supply Chain Management: The 5 Disciplines for Top Performance  
By: Shoshanah Cohen & Joseph Roussel  
Publisher: McGraw Hill  2005  

**Supply Chain Game Simulation** - The global supply chain simulation game (Harvard product # 6107-HTM-ENG, registration fee is applicable). Coursepack link: [http://cb.hbsp.harvard.edu/cb/access/14573440](http://cb.hbsp.harvard.edu/cb/access/14573440)

**Other Course Materials** – Additional course materials will be distributed by the instructor including webpage references, study reports, case studies, problems, etc. If possible, guest lecturers may be invited to provide real world perspective on the course subject matter.
Course Requirements

Class Attendance Policies: Class attendance is expected. If you must miss a class advise the instructor in writing (e-mail is okay) prior to the class, and class participation points may be lost as a result (unless the absence is due to a true emergency or health problem). If you have to miss, arrangements/timing to submit any assignments due that day will be made based on the individual student’s circumstances. Arriving late or leaving early will result in a deduction of attendance points. If you know that you will be absent more than three classes please consider dropping the course since you will be missing over 20% of the class.

Homework and class participation: There will be some individual homework assignments. Generally, they will be relatively informal research or reading assignments or a single problem or question to answer. They will be handed in hardcopy (a 1 page set of “learnings” from your internet research in bullet points, plus a bibliography of your sources) and will be graded. One full letter grade will be deducted for each class period it is late. (E-mail submission is only acceptable if you will miss or be significantly late to class on the due date). Typically, these homework assignments will be the basis for a class discussion the class period they are due.

Your class participation in discussions should demonstrate: (1) evidence of preparation of reading material or homework; (2) clarity, quality and conciseness of your comments; (3) willingness to bring relevant learning from your own experiences and (4) basic level of quantity (saying nothing gets you nothing). Think about class participation in four general categories of performance:

VERY LOW: Absence (no credit) See above.
LOW: Attended, but did not demonstrate active, informed involvement and/or partial attendance (late or early to class or late return from breaks).
INVOLVED: Attended and contributed to discussions, reflecting interest, thought, and good understanding of material.
HIGH: Attended and demonstrated exceptional insight through comments and analyses.

Exam: There will be one, short, take home exam – open book and open notes – to examine your understanding and application of the concepts and elements contained in the course. It is to be completed individually. It will include material from the textbook and other reading assignments (whether covered in class or not) and the class lectures and discussion.
**Individual Analysis Papers:** There will be two individual analysis papers.

The first will be a sourcing industry analysis which is an important part of a supplier selection strategy for a strategic material for a supply material industry assigned by the instructor.

The second will be a supplier relationship management (SRM) analysis for which the instructor will assign a particular supplier of a company and will have each individual complete a SOCCER supplier analysis on that supplier and use his/her judgment to determine what kind of relationship would be appropriate with that supplier and what business results you would expect from that supplier in such a relationship.

Length expectation for each is about 4 pages. You may include up to two attachments beyond the 4 pages if you wish, plus a bibliography with your information sources.

**Supply Chain Game:** In class 13, we will play the global supply chain simulation game (Harvard product # 6107-HTM-ENG, registration fee is applicable – (coursepack link information in Course Materials section above) as individuals. This interactive online simulation allows students to try their hands at managing the complexities of a global supply chain by putting them in the shoes of the supply chain manager of a mobile phone manufacturer. The game is developed to simulate the more complex (thus more realistic) decision setting. As such, references are limited to reinforce the idea that students are “on their own” as they might be in a real-life scenario. After the game, each student turns in a “memo” describing their actions during the game, a rationale for those actions and additional actions that would have resulted in better financial performance in retrospect.

Assessment method: Students will need to finish running the online simulation (2 hours) and turn in a 1-2 page paper summarizing their strategies, actions taken, and justifications for their actions. Student performance will be evaluated based on the operational performance (including profit) they generated (40%, 60 points) and also the quality of the paper they submitted (60%, 90 points).

**Team Project Presentations:** There will be two group projects.

Peer contribution assessments are included as 20% of the grade (i.e. – 80% of the points are team based and 20% are individual based).
**Project 1** – The instructor will select a supply market/industry. Each team will be given a portion of the supply chain or a supply market to map along with a value chain perspective, and deliver a 20 minute presentation describing that part of the supply chain. The class will then discuss the entire chain based on the presentations.

The presentation should include:
- The map of their part of the chain.
- A value analysis of their part of the chain.
- A Cox Power assessment of the chain players.
- Recommendation on the most important implication of all this.
- Bibliography

**Project 2 (Final Presentation)** – The team will select a company (subject to instructor approval) and:

a. Map three of their supply chains (without the quantitative numbers),
b. Select a strategic item in one of those chains and put together a supplier selection strategy (sourcing strategy) for that item,
c. Select an important supplier to that company and recommend a supplier relationship approach with that supplier.
d. Finally, the team will present what they believe are the biggest supply challenges this company faces (up to 3), how this challenge will impacts the company’s strategic advantage position, and what they recommend the company do about it.

These outcomes will be presented on the last day of class in a 45-60 minute presentation.

**Report Writing Tips**

Good reports include format, content and the analysis of that content:
1. Conclusions and recommendations should be in the first paragraph.
2. There needs to be a framework for those conclusions that presents the line of reasoning behind them, followed by a set of points that discuss the rationale behind each recommendation.
3. A look at the risks that accompany the recommendation. Any move to change the status quo in a supply market carries some risk.
4. A format that makes it easy to read – not just a lot of prose without topic headers and break points.
Providing the analysis and logic behind a report’s conclusions are the most challenging aspects and will be a large part of the instructor’s evaluation of the content.

**Presentation Tips**
Good presentations include a combination of content (information), slide design, oral presentation (articulate, brevity, and minimal slide reading), time management and integration. The goal is to orally influence the audience (combination of delivery style and command of the content to answer questions or challenges). Each team will have two presentation projects and will provide both a hard copy and electronic version of the slides. Some tips:
1. Cover background with few slides and do it fast.
2. Include some information in the slides – not just bullet points that make no sense if the oral comments are not with them.
3. If more than one person is presenting, transition smoothly and quickly.
4. Try not to ramble – teams tend to go too long as each person adds lots of details in an attempt to impress, that can instead become boring and even contradict the slides. Give the audience a chance to read the slide and only pick out a couple key points to talk about. Above all, do not read the slides to the audience and/or feel compelled to cover every single thing on every single slide.
5. The slides that matter most are the ones with the conclusion/recommendation, rationale and logic for the conclusion/recommendation and the risk assessment of what is proposed – not all the pieces of data (they provide the “landscape not the building”, to use a visual analogy). Use logic to assemble information from data and rationales from information to provide a sound recommendation and risk assessment.
6. Integrate the presentation. It is amazing how many class presentations have elements in one part that do not match the same element in another part because two different people did the work and no one looked at the whole thing before presenting it.

**Class Team Tips**
A significant amount of the work in the class will be done by teams. Teamwork is critical in supply chains and it will be just as critical in the class. They also tend to flow to the level of the weakest link (much like supply chains as well) – i.e. the team grade ends up being influenced by the weakest part of the work. One’s ability to function effectively in a team environment is essential to your success in this course and in your business career. The course objectives and format are centered on a team-based orientation. Good class teams do a few things:
1. Spend a little time on team set up in general – expectations setting and especially what a commitment means to the team members. Also recognizing what strengths and weaknesses each team member brings to the team – volunteered by each person early on, not discovered by the group later on.

2. Build a time line with clear work assignments. Then meet those commitments unless something unforeseen happens.

3. Talk about the unforeseen before it happens – part of expectations. What is the coverage plan and what does the person who gets bailed out have to do in return on the next assignment?

4. Build in time to integrate the work. Include an integrating role in the assignment plan. If you assemble the parts five minutes before class expect to ramble and have redundancies and contradictions the audience (and instructor) will easily notice.

5. When the instructor offers to provide consultation to the team before the assignment is due, don’t be too proud to accept it. You would be amazed how many teams say – don’t need it and go home only to have a couple major flaws in the final product that could have easily been caught early.

6. Find a way to provide feedback that builds better work rather than destroying the team cohesiveness. But in the end if someone is not meeting commitments, that probably needs to come out.

In this class we will use a team peer evaluation to help provide some anonymous feedback along the way. Each project grade will have an overall element and an individual element. While these approaches are never perfect they attempt to deal with some of the team dynamics. Most class teams work well but there are some that don’t – so dealing with the exceptions is part of the challenge. Only twice in nine years have I, as the instructor, had to intervene in team activities because a team member was simply not doing the work. Both the teams and individuals involved in both cases saw grades suffer to some extent (individuals more than teams but the overall product was weaker when one player didn’t meet commitments), so the key is to do your fair share of the work.

INSTRUCTORS’ BACKGROUND

Stephen C. “Steve” Rogers
In addition to being an Adjunct Executive Professor at Xavier, Steve Rogers works with the Xavier Leadership Center (Xavier Health) as part of the Integrity of Supply initiative to improve the safety and integrity of FDA regulated industry supply chains. He is also a Senior Consultant with the Cincinnati Consulting Consortium, concentrating on strategic sourcing, purchasing and supplier relationships. During a 30 year career at P&G, Steve had assignments in
Purchases, Manufacturing, Supply Chain, and Marketing working in every business unit in the company at one time or another and was the Procurement liaison with Finance. He won a career purchasing award for his efforts as the father of strategic sourcing at P&G, including global and low cost country sourcing plus delivery of over $1 billion in hard savings during his career. In his final role, Steve was the Director of Worldwide Purchases Mastery with responsibility for global supply management training efforts, P&G’s non-agricultural commodity hedging program, external procurement benchmarking, P&G Purchases liaison with the company’s Finance community, and purchasing internal controls.

Since retiring from P&G, Steve has written several magazine articles (Supply Chain Management Review, Purchasing Magazine, Inside Supply Management), a chapter in the textbook, World Class Supply Management (7th Edition, 2003), co-authored the book “On Demand Supply Management” in 2007, authored the book “The Supply Based Advantage” in 2009, established and served as Program Director for The Conference Board’s annual Supplier Relationship Management Conference from 2005 through 2008, and has spoken on supply topics at many conferences and company events. He is on the Advisory Board for the Management Department of the Williams School of Business at Xavier University in Cincinnati, where he has taught business strategy, operations and supply chain management in the MBA program. He was also on the advisory board of a software company from 2004 - 2009.

He is a member of the Institute for Supply Management and the Procter and Gamble Alumni Network, and a past member of the American Management Association Supply Chain Council, the National Association of Purchasing and Payment Professionals, and a number of Who’s Who compendiums. He was honored by Supply and Demand Chain Executive Magazine as a “2004 Pro to Know”. Steve is a graduate of Purdue University, where he has a Bachelor Degree in Science with honors in chemistry; holds a Masters Degree in Industrial Administration from the Krannert School of Management, where he was a Krannert Scholar; and was on the Senior Staff (Sports Editor) of the first U.S. daily university newspaper set up as an independent profit and loss business.

Dr. Lifang Wu  
BE, BS, MBA, PhD (Iowa)  
Expertise: Operations Management  
Associate Professor, Management and Entrepreneurship  
Associate Professor, Centers – Sedler Center for Entrepreneurship and Innovation  
Associate Professor, Mgmt., Entrepreneurship and Strategic Human Resources
Dr. Lifang Wu joined Williams College of Business in August 2004. He teaches undergraduate and MBA level operations management and global supply chain management classes at Xavier. His research interests include global supply chain management, operations management, process improvement, and operations strategy.

His research work has appeared in journals such as IEEE Transactions on Engineering Management, Supply Chain Management Review, Total Quality Management, Business Process Management Journal, and International Journal of Electronic Business. He was the first place winner of APICS Doctoral Dissertation Research Competition in 2004 and more recently, his coauthored paper (with Dr. Daewoo Park) on dynamic outsourcing through process modularization has been chosen as the Best Paper Award Winner for Business Process Management Journal in 2010. While teaching at Xavier, Dr. Wu also consults with several leading manufacturing and service companies in greater Cincinnati area and mainland China.

SYLLABUS CHANGES
This syllabus is subject to change. Although it is not the intent to make major changes, some adjustments may be necessary to the class assignments and schedule.
### ASSIGNMENT and COURSE GRADING

#### ASSIGNMENTS:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
<th>Points</th>
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<tbody>
<tr>
<td>Take Home Exam</td>
<td>14.3%</td>
<td>(100 points)</td>
</tr>
<tr>
<td>Group Project Presentation (1)</td>
<td>14.3%</td>
<td>(100 points)</td>
</tr>
<tr>
<td>Group Project Presentation (2)</td>
<td>14.3%</td>
<td>(100 points)</td>
</tr>
<tr>
<td>Individual Analysis Paper (1)</td>
<td>7.1%</td>
<td>(50 points)</td>
</tr>
<tr>
<td>Individual Analysis Paper (2)</td>
<td>7.1%</td>
<td>(50 points)</td>
</tr>
<tr>
<td>Individual Simulation Game</td>
<td>21.4%</td>
<td>(150 points)</td>
</tr>
<tr>
<td>Homework</td>
<td>7.1%</td>
<td>(50 points)</td>
</tr>
<tr>
<td>Class Participation</td>
<td>14.3%</td>
<td>(100 points)</td>
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**TOTAL**

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<thead>
<tr>
<th>Percentage</th>
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<tbody>
<tr>
<td>100%</td>
<td>(99.9%)</td>
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<tr>
<td>100%</td>
<td>(700 Points)</td>
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#### COURSE GRADING

- **645 points and up:** A (92% and up)
- **545 - 644:** B (78% - 91.9%)
- **490 – 545:** C (70% - 77.9%)
- **Below 490:** F (Below 70%)
**CLASS SCHEDULE**: Following table presents the assignments and content coverage for each class. In the first class, we will discuss the class schedule in detail.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics, Textbook Chapters and Readings</th>
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<tbody>
<tr>
<td></td>
<td><strong>Overview; Expectations; Teams Formation; Team Assignments; Syllabus; Grading; Blackboard Materials, Course Planning, etc.</strong></td>
</tr>
<tr>
<td>Class #1 (25&lt;sup&gt;th&lt;/sup&gt; August)</td>
<td><strong>In-class Discussion</strong></td>
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<tr>
<td>Instructor</td>
<td>Rogers</td>
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<tr>
<th>Date</th>
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<tr>
<td>Class #2 (1&lt;sup&gt;st&lt;/sup&gt; September) (class will be held)</td>
<td><strong>Reading: Supply Based Advantage (SBA) Chapters 1, 2, 5, Strategic Supply Chain Management (SSCM) Chap. 2,3</strong></td>
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<tr>
<td>Instructor</td>
<td>Rogers</td>
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<th>Date</th>
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<tbody>
<tr>
<td>Class #3 (8&lt;sup&gt;th&lt;/sup&gt; September)</td>
<td><strong>Reading: SSCM Chap 4, SBA Chap 4, 7</strong></td>
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<td>Instructor</td>
<td>Rogers</td>
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<tr>
<th>Date</th>
<th>Topics, Textbook Chapters and Readings</th>
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<tr>
<td>Class #4 (15&lt;sup&gt;th&lt;/sup&gt; September)</td>
<td><strong>Reading: SBA Chap 11</strong></td>
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<td>Instructor</td>
<td>Rogers</td>
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<th>Date</th>
<th>Topics, Textbook Chapters and Readings</th>
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<tr>
<td>Class #5 (22&lt;sup&gt;nd&lt;/sup&gt; September)</td>
<td><strong>Reading: To be announced</strong></td>
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<tr>
<td>Instructor</td>
<td>Dr. Wu</td>
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<tr>
<th>Date</th>
<th>Topics, Textbook Chapters and Readings</th>
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<tbody>
<tr>
<td>Class #6 (29&lt;sup&gt;th&lt;/sup&gt; September)</td>
<td><strong>Reading: SBA_Chapters 6, 12, SBA Chap 8, 9</strong></td>
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<tr>
<td>Instructor</td>
<td>Rogers</td>
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Lecture: Intro to Supply Chain, Supply Chain Mapping
In-class Discussion
Homework 1 assigned

Lecture: Supply Chain Overview, Financials, Homework 1 due - In-class Discussion

Lecture: Strategic Sourcing
Individual Paper #1 assigned

Lecture: Supplier Relationship Management
Homework #2 assigned
Individual Paper #1 Due - In-class Discussion
Homework 3 assigned

Lecture: Metrics, Forecasting
Homework 3 due - In-class Discussion

Lecture: Supply Chain Design – Chain, Footprint, Relationships
Homework #2 due – in class discussion
Individual Paper #2 assigned
| Class #7  | Reading: SSCM Chap 5  SBA Chap 10  
|          | In class work session for Group Presentation # 1/Instructor Consulting  
|          | Individual Paper # 2 due - In-class Discussion  
|          | In-class Discussion Creating a supply SWOT (for use in Group Presentation # 2)  
|          |  
| Class #8 | Group Presentation #1  Presentations from all teams  
|          | In class discussion about presentations – merge the presentation supply chains  
|          |  
| Class #9 | Reading: To be announced  
|          | Lecture: Inventory Planning and Management  
|          |  
| Class #10| Reading: SSCM Chap 1  
|          | Lecture: Negotiation, Supply Chain and M&A  
|          | In class exercise on negotiation  
|          |  
| Class #11| Lecture: Sustainability and Risk in the Supply Chain  
|          | Homework #3 assigned  
|          |  
| Class #12| Exam posted during this week  
|          | Homework # 3 due – in class discussion  
|          | Reading: SSCM Chap 6  
|          | SBA Chapters 13, 14  
|          | Lecture: Organizational Implications  
| Class #13| Simulation Game – individual simulation on line  
|          | Simulation report/memo assigned – due as assigned by instructor  
|          | No Class on November 24th  
|          |  
| Class #14| Exam Due  
|          | Lecture: Supply Chain in a Nutshell  
|          | Final Presentation Work Period for Teams/Instructor Consulting  
| Class #15| Course and Instructor Evaluations  
|          | Final Team Presentations (All groups)  
|          |  
| Last Class |
STUDENT INFORMATION SHEET

NAME:

PHONE NUMBER:  (H)  (W)

E-MAIL ADDRESS:

PLACE OF EMPLOYMENT:

FUNCTION / AREAS OF EXPERTISE:

ANY INTERNATIONAL WORK EXPERIENCE? IF YES, PLEASE DESCRIBE:

WHY DID YOU CHOOSE A SUPPLY CHAIN ELECTIVE:

EXPECTATIONS FROM THIS COURSE: