

University of Montana

ScholarWorks at University of Montana

University of Montana Course Syllabi

Open Educational Resources (OER)

Spring 1-2016

BMGT 491.01: Global Operations & Supply Chain Management

Sherry L. Liikala

University of Montana - Missoula, sherry.liikala@umontana.edu

Follow this and additional works at: <https://scholarworks.umt.edu/syllabi>

Let us know how access to this document benefits you.

Recommended Citation

Liikala, Sherry L., "BMGT 491.01: Global Operations & Supply Chain Management" (2016). *University of Montana Course Syllabi*. 3913.

<https://scholarworks.umt.edu/syllabi/3913>

This Syllabus is brought to you for free and open access by the Open Educational Resources (OER) at ScholarWorks at University of Montana. It has been accepted for inclusion in University of Montana Course Syllabi by an authorized administrator of ScholarWorks at University of Montana. For more information, please contact scholarworks@mso.umt.edu.

University of Montana
School of Business Administration
BMKT491-01/ BMGT 491-02 (3 cr.): Global Operations & Supply Chain Management
MW 9:40-11:00: GBB L13
Spring 2016 Course Outline

Professor: Sherry Liikala
Office: 351
Phone: 243-6197
email: sherry.liikala@business.umt.edu

Office Hours: Monday, Wednesday 11:00am – 12:30pm

Required Text: The Supply Chain Professional – Concepts and Analytics,
by F. Robert Jacobs and Rhonda R. Lummus.
Other readings will be assigned from a variety of sources.

Power Point slides outlining course lecture topics and all other related course documents will be posted on Moodle.

Pre-requisites: Completion of lower core

Course Overview and Learning Objectives/Outcomes:

This class will provide students with an integrated and global perspective – integrating internal value-chain activities with external trading partners. The specific learning objectives/outcomes are:

- ❖ To understand what global supply chain management (SCM) is and how important it is to competing globally and achieving global competitive advantage.
- ❖ To learn the distinctions between and relationships among SCM and internal primary and support value chain activities.
- ❖ To learn the importance of inventory management, the specific information systems that are used to manage and make decisions regarding inventory throughout the supply chain.
- ❖ To learn and apply calculations associated with inventory management, including economic order quantity, total acquisition cost, re-order points and the implications to operations management.
- ❖ To learn how to assess and best control costs related to SCM, what cost calculations are used to make operational decisions and understand cost and profitability implications to the company overall.
- ❖ To learn and apply the concepts of systems thinking and the bullwhip effect as they related to inventory decision making throughout the supply chain and how to successfully manage complex global supply chains.

Students will participate in classroom discussions, have homework assignments, will be quizzed/ tested, will participate in simulation exercises and conduct supply chain analyses to measure and demonstrate their understanding of the specific learning objectives.

Teaching Philosophy:

It is my responsibility to teach; preparing you for your career; whatever it may be. I take my responsibility very seriously as do I take each student seriously. My approach to teaching is based on observation – that is, I share knowledge with you drawing on my experience in the field consistent with the academic principles of the subject being taught. The intent of my teaching style is simple: provide and encourage an environment and atmosphere that inspires learning. The upshot to you of my teaching style is this - if you are not in class, you cannot learn.

Class Conduct:

The classroom is a place for learning the material being taught. Anyone whose behavior distracts me from teaching or students from learning will be asked to leave. This class is designed to be interactive such that we can learn from each other. As such, I require students to attend class sessions prepared to listen, contribute and ask questions. This is particularly important since I write my own exams and derive test/quiz questions from material presented in class lectures, text reading material, videos, case discussion questions, and classroom discussions. I encourage student participation continuously simply by asking thoughtful questions in a manner that students can relate to. I urge students to participate and not worry about being right or wrong – I endeavor to reward the courage it takes to participate, not punish. It is critical that to prepare for the “sink or swim” world of business that each student learns how to speak up and share thoughts, opinions and/or ideas. The classroom is a perfect place to develop a comfort level without being judged. **It is each student’s responsibility to make arrangements to get the information from missed classes from another classmate. Do not ask me what you missed or for my lecture notes.**

Please make sure your cell phones are turned off or are in the silent mode. Computers may be used during class **only for the purpose of note taking** – if I see or am informed of anyone using their device for any other purpose that student will lose the ability to utilize their device for the remainder of the semester.

University and School of Business Codes of Conduct

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. The University of Montana Student Conduct Code specifies definitions and adjudication processes for academic misconduct and states, “Students at the University of Montana are expected to practice academic honesty at all times.” All students need to be familiar with the Student Conduct Code. It is the student’s responsibility to be familiar the Student Conduct Code.

Section V.A., available at http://www.umt.edu/vpsa/policies/student_conduct.php

The School of Business Student and Faculty Professional Code of Conduct can be found at: <http://www.business.umt.edu/Soba/SoBAEthics/CodeofProfessionalConduct.aspx>

Vision & Mission Statements and Learning Goals

Vision:

Learn, Apply, Thrive - Prepare for Life.

Mission:

The University of Montana's School of Business Administration enhances lives and benefits society by providing a world-class business education in a supportive, collegial environment.

We accomplish this mission by acting on our shared core values of creating significant experiences, building relationships, teaching and researching relevant topics, behaving ethically, and inspiring individuals to thrive.

As part of our assessment process and assurance-of-learning standards, the School of Business Administration has adopted the following learning goals for our undergraduate students:

Learning Goal 1: SoBA graduates will possess fundamental business knowledge.

Learning Goal 2: SoBA graduates will be able to integrate business knowledge.

Learning Goal 3: SoBA graduates will be effective communicators.

Learning Goal 4: SoBA graduates will possess problem solving skills.

Learning Goal 5: SoBA graduates will have an ethical awareness.

Learning Goal 6: SoBA graduates will be proficient users of technology.

Learning Goal 7: SoBA graduates will understand the global business environment in which they operate.

Students with Learning Disability:

DSS Students with disabilities may request reasonable modifications by contacting me within the first two weeks of class. The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students (DSS). "Reasonable" means the University permits no fundamental alterations of academic standards or retroactive modifications. If you think you may have a disability adversely affecting your academic performance, and you have not already registered with DSS, please contact DSS in Lommasson 154. I will work with you through DSS to provide an appropriate accommodation. For more information, please consult <http://www.umt.edu/disability>.

Communications:

There are several ways a student may communicate with me; email is not always the best or preferred way – it should only be used in instances where you want to inform as opposed to ask for special consideration or manage conflict. When using email, **Students need to use their designated university email address**. When possible, I prefer and ask that students visit with me in person if communication is required. Under NO circumstance is it acceptable to call me "at home", please only call my office number. I ask this of students not to be difficult, but instead as a way to get students to exercise discipline, develop and nurture people skills and to avoid misunderstanding, miscommunication and passive aggressive behavior in general.

Reading Assignments:

Reading assignments will cover concepts introduced in lecture and will come from a variety of academic and industry sources. In most cases, my practice is to begin lecturing on a specific topic/concept and then, when appropriate, assign readings. This should allow students to better apply and retain the information that is read. This will also include assignments that will require students to apply math and statistical skills especially related to making decisions about and managing inventories.

Homework Assignments:

Throughout the semester there will be a number of homework assignments that require students an opportunity to apply the concepts learned. These homework assignments will not be handed in or graded, but will allow students to test their knowledge and best prepare them for the quizzes and exam. Students are expected to complete the assignments on their own (or in groups).

Quizzes:

Two quizzes will be given corresponding to the lectures and readings. Quizzes will be given at the beginning of class. (Length of time will be a function of the number of questions and the level of difficulty of those questions.) Students who are late to a class where a quiz is being given will be allowed to take the quiz, but will need to complete the quiz within the allotted time period. The format of the questions for quizzes will be a combination of T/F, multiple choice, fill-in-the-blank and short answer. You may also be asked to illustrate a concept by graphically representing an answer, etc. The degree of difficulty for quiz and exam questions is consistent with a 400-level class and will require a degree of understanding of concepts that allows students to apply concepts, not simply memorize content.

Final Exam:

There will be one comprehensive, cumulative exam held during finals week covering all the material covered, including quizzes, homework assignments and what was learned from the simulation exercises. The exam will be a combination of T/F, multiple choice, fill-in-the-blank and short answer. Typically, I will concentrate on particular concepts, terms, theories, etc. and will ask several types of questions on the same concept to ensure that students have a comprehensive understanding of the material. The date for the exam is indicated on the schedule provided.

Simulation Exercises & Report:

I will be conducting several simulation exercises during the semester: one centered around disaster relief and the other called “the beer distribution game” (also known as the beer game).

Disaster Relief Supply Chain Management Game - Distributing Medical Supplies

This exercise is designed to provide practice in managing an inventory of medicine during a large-scale public health emergency. Individual players act as the inventory manager at a facility that receives, stores, stages (RSS) and allocates inventory to multiple points where medical product is dispensed (PODs).

The Beer Distribution Game

The game was created by a group of professors at MIT's Sloan School of Management to demonstrate a number of the key principles of supply chain management. Specifically, the purpose of the game is to understand the distribution side dynamics of a multi-echelon supply chain used to distribute a single item, in this case, cases of beer. The game is played by teams of 3-4 players in competition and takes about one and a half hours to complete. Three full classes will be dedicated to this simulation exercise. Students must participate in both practice exercises in order to earn credit associated with the live simulation exercise, which will also have significant implications as to the student's and teams ability to prepare the associated report. Students will earn 5% towards their total grade for participating in the one individual disaster relief exercise and the two beer game practice sessions. **In order to participate in the "live" session, each student MUST be present for the two practice session on April 13 and 18 – NO EXCEPTIONS!**

Each individual student will prepare a written report summarizing what was learned including the key principles, good and bad decisions made and the manifestations of those decisions, etc. A separate outline indicating the report requirements along with a grading rubric will be provided at a later date when we get closer to the simulation exercises. Tentative dates for the simulation exercises as well as the corresponding due date for the report is provided at the end of the syllabus.

As an added incentive, when teams compete in the "LIVE" simulation exercise on the 20th of April, as long as each team member has the lowest cost for their assigned supply chain member role, the team with the lowest total score (cost) will be exempt from having to submit a final report.

Grading and Scale:

Quizzes (2):	30% (15% each)
Simulation Exercises:	15%
(1) Individual Simulation (Disaster Relief):	5%
(3) Beer Game (Team) Simulation Exercises:	10% (2 practices, 1 live)
Report:	25%
Final Exam:	30%

Grading scale:	93-100 = A
	90-92 = A-
	87-89 = B+
	83-86 = B
	80-82 = B-
	77-79 = C+
	73-76 = C
	70-72 = C-
	60-69 = D
	59 and below = F

Each student will receive the grade they earn. Students are responsible to keep track of their own grade. Grades for each component as well as a running total of the student's cumulative grade can be viewed via Moodle. Please bear in mind that I will not, under ANY circumstances, provide individual students the opportunity to earn extra credit or "second chances" as a means by which to offset poor performance on the required graded elements. I may have optional extra credit questions on exams that any/all students may earn, but individual students will not be offered opportunities to compensate for poor performance at any point, including after final grades are submitted.

Spring 2016 Class Calendar:

Monday, February 15:	No class (President's Day Holiday)
Monday, February 29 (tentative)	Quiz 1
Wednesday, March 30 (tentative)	Quiz 2
Wednesday, November 11:	No class (Veterans Day)
Monday, Wednesday, April 4 & 6:	No class (Spring Break)
Wednesday, April 13, Monday April 18:	Beer Distribution Game (practice sessions)
Wednesday, April 20:	Beer Distribution Game (live)
Wednesday, May 4:	Report Due
Wednesday, May 11:	Final Exam – 10:10-12:10