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Spring 2-1-2017

BMGT 467.01: Global Operations and Supply Chain Management

Sherry L. Liikala

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

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University of Montana
School of Business Administration
BMGT467-01 (3 cr.): Global Operations & Supply Chain Management
MW 9:30-10:50: GBB L09
Spring 2017 Course Outline

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

Office Hours: Monday, Wednesday 11:00am – 12:20pm

Required Text: **None.** Readings will be assigned from a variety of sources to augment lecture concepts/topics

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

Pre-requisites: Completion of lower core, BMKT325 and BMGT322

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 tested, and participate in exercises 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 Disabilities:

DSS Students with disabilities, that are registered with DSS, 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 may also include assignments that will require students to apply math and

statistical skills especially related to making decisions about and managing inventories as well as demand estimations.

Homework Assignments:

Throughout the semester there will be three individual homework assignments that require students an opportunity to apply the concepts learned. These homework assignments will allow students to test their knowledge regarding the concepts covered and best prepare them for the exams. Students are expected to prepare the assignments individually, but collaboration on content/ideas is accepted, even encouraged. Each assignment will involve written components addressing the questions posed. Details about each assignment and the manner in which they will be graded will be provided separately approximately two weeks prior to the due date.

Assignments are due no later than the beginning of class on the day the assignment is due. Late assignments will not be accepted. Student will receive a “zero” for that assignment and will not be granted an opportunity to make up for the lost points. Students who miss class on a day that an assignment is due may email their assignment to me, in PDF form, as long as I receive the assignment by the time class starts (9:30am) on the due date. Just to be clear....9:31am is late.

Exams:

There will be two exams held during the course of the semester covering the material covered, including lectures, readings and homework assignments. The exams will be a combination of T/F, multiple choice, fill-in-the-blank, short answer as well as math problems regarding demand estimations. 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 dates for the exams are indicated on the schedule provided below.

I do not allow students to take exams at any time other than the time indicated on the schedule, unless the student is involved in an official University activity on that day. The student must provide to me, in advance and in writing, confirmation of the student’s involvement, the specific activity and the dates of the activities from the coach/coordinator. The dates for the exams are indicated on the schedule provided. Please plan your other activities accordingly.

Attendance/Participation:

Since attendance is such a critical component to my classes, I will randomly take attendance 5 times throughout the semester. Each time attendance is taken, students in attendance earn two percentage points. Attendance will account for 10% of each student’s overall grade for the class. If a student is going to miss any class, regardless of the reason, as long as the student sends me an email and I receive it **before the start of the class the student is registered in on the day the student misses class,** then the student will receive attendance credit if attendance is taken on that day.

Grading and Scale:

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|---------------------------|----------------|
| Homework Assignments (3): | 30% (10% each) |
| Exams (2): | 60% (30% each) |
| Attendance (5): | 10% (2% each) |

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|----------------|------------------|
| 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 2017 Class Calendar:

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|-----------------------------------|------------------------------------|
| Monday, February 20: | No class (President's Day Holiday) |
| Wednesday, March 15: | Exam 1 |
| Monday, Wednesday, March 20 & 22: | No class (Spring Break) |
| Wednesday, May 3 | Exam 2 (non-cumulative) |
| Homework Assignments | TBD |