|  |  |
| --- | --- |
| Johns Hopkins Carey Business School | Global Supply Chain Management 2 Credits  BU.610.750.XX  [**NOTE:** Each section must have a separate syllabus.]  [Day &Time / ex: Monday, 6pm-9pm]  [Start & End Dates / ex: 8/20/18–10/15/18]  [Semester / ex: Fall 2018]  [Location / ex: Washington, DC] |

## Instructor

[Full Name]

## Contact Information

[Email Address]

[Phone Number, ###- ###-#### (Optional)]

## Office Hours

[Specify the day and time of the 2 hours that will be dedicated to office hours each week. For evening classes, faculty may wish to hold their office hours by phone or email. While faculty are permitted to state “and by appointment,” office hours should not be held *exclusively* by appointment.]

## Required Texts & Learning Materials

The required materials for this course include a slide deck, set of readings, and case studies. The slide deck will be posted on Blackboard. Additional exercises and material will be provided on the Blackboard.

Reference Texts:

* (CM) Chopra and Meindl. *Supply Chain Management: Strategy, Planning and Operation*, 4ed. Pearson.
* (CT) Cachon and Terwiesch. *Matching Supply with Demand: An Introduction to Operations Management*, 3ed. McGraw-Hill.

**Cases:**

* Sport Obermeyer
* Norton Auto Supply
* Barilla Spa (A)
* Hewlett Packard DeskJet Printer (A)
* David Berman
* Supply Chain Simulation Game Material (Details will be posted on the Blackboard)

**Software:**

The course will involve extensive use of Microsoft Excel 2016 and several Excel based applications and add-ins. The use of each tool will be discussed in class, but basic familiarity with Microsoft Excel is assumed.

## Course Description

In this course, we show applications of inventory theory to global supply chain management. In addition, we discuss several related issues in supply chain management, including distribution, coordination, global sourcing and mass customization. We will take analytical and detailed approach in model development. The presentation is designed to refine intuitions developed from models and case studies to build managerial insights.

## Prerequisite

BU.680.620 OR BU.912.611

## Course Overview

Global supply Chain Management involves the flows of materials and information among all of the firms in different locations that contribute value to a product, from the source of raw materials to end customers. We will integrate issues from logistics, marketing (channels of distribution), and operations management to develop a broad understanding of a global supply chain by taking into account factors including geographic distribution of resources and demand, exchange rate risk, availability and reliability of suppliers in different regions, and consumer characteristics in different markets. By taking a strategic perspective, we will focus on relatively long-term decisions involving the configuration of processes, product designs, investment in productive resources, and development of partnerships with suppliers and channels of distribution. The presentation is designed to refine the intuition developed from models to develop managerial insights.

## Learning Objectives

At the end of this course, you should have:

1. The understanding of the importance and challenges of globalization in designing supply chain strategies;
2. Developed an appreciation for the major strategic issues and trade-offs in global supply chain management;
3. Acquired analytical capability to uncover problems and improvement opportunities in supply chain management and recommend improvement along the dimensions of efficiency, quality and speed, and improved team-work capability to cooperate with others to solve business operations problems in supply chain management;
4. Garnered managerial insights for various supply chain issues in a variety of industry contexts.

To view the complete list of the Carey Business School’s general learning goals and objectives, visit the [Carey website](https://carey.jhu.edu/faculty-research/resources-for-faculty/teaching-learning-at-carey/learning-assessment/).

## Attendance

Attendance and class participation are part of each student’s course grade. Students are expected to attend all scheduled class sessions. Each class will include opportunities for teams to work together. Failure to attend class will result in an inability to achieve the objectives of the course. Excessive absence will result in loss of points for participation. Regular attendance and active participation are required for students to successfully complete the course.

## Assignments

| **Assignment** | **Weight** |
| --- | --- |
| Attendance and participation in class discussion | 12% |
| Midterm Exam | 15% |
| Case Assignments | 45% |
| Final Exam | 28% |
| Total | 100% |

**Graded Case Assignments (groups of 3 or 4 students)**

There are three graded case assignments (best two will be counted). Students should form groups of 3 or 4 (not more) to work on these assignments. Group members must be from the same section. Each written case analysis should conform to a layout template posted on Blackboard, and address all the questions in the template. In addition please apply all relevant skills and knowledge of OM, SCM and other business disciplines in your analyses. Issues, challenges and opportunities need to be identified and prioritized, tradeoffs analyzed, and specific recommendations made and supported.

Assignments are due on Blackboard by one hour before the start of the class in which their discussion will take place. Tardy submissions will not be accepted.

**Rubric**

Each case assignment will be graded 0-5 according to the following subjective criteria:

5 = Submitted on time and provides thoughtful and insightful answers to each question; includes a number of good points from the cases/reading; adds significant additional insight to responses; demonstrates excellent written communication skills. This score is rare.

4 = Submitted on time and provides thoughtful and insightful answers to each question; includes a number of good points from the cases/reading; adds some additional insight to responses and reveals a good understanding of the material, with the ability to apply it; demonstrates very good written communication skills

3 = Submitted on time and provides average answers to each question; attempts to draw some linkages from the cases/reading; and reveals a good understanding of the material, with the ability to apply it; demonstrates good written communication skills.

2 = Submitted on time and provides mostly superficial answers to each question; includes limited points from the cases/reading; written communication skills below average.

1 = Submitted later than one hour prior to class start.

0 = Case assignment not submitted within 2 days of due date.

**Class Participation**

Since substantial amount of the course is based on learning though cases, students are expected to be well prepared and ready to take part in the case discussions. When students are prepared, the class discussion and the learning process are greatly enhanced. Preparation involves not only thorough analysis, but also developing a personal position on the issues raised in the cases and readings. A number of students will be asked to initiate the discussion in each class. Coming prepared will maximize the benefits of the collective learning experience each day, for everyone. Class participation will be evaluated based on each student's comments and contributions to case and lecture discussions. We will systematically record data on class participation. “Good” participation is that which enhances group learning: it could be a question, an observation, a shared experience, or an answer to a question.

**Rubric**

Class contribution will be graded 0-5 according to the following subjective criteria:

5 = able to answer or ask questions with good examples from the readings and proactively makes several excellent points that reveals deep thought about the issue(s), and understanding of the readings and cases. Raises the level of discourse. This score is rare.

4 = proactively raises a number of good points from the cases and readings, less inspired than a 5, but reveals a clear understanding of the material, with the ability to apply it.

3 = proactively raises one or two good points, and shows a rudimentary grasp of the readings and cases. Essentially, attempts to draw some linkage with the concepts used in the class.

2 = makes one or two points but does not attempt to apply what is learned in the readings or lectures, i.e., superficial common sense-type answers to questions that required more insight.

1 = shows up for class but does not participate as demonstrated by raising issues and/or responding to questions in class discussions.

0 = did not attend class

**Midterm Exam (individual)**

Only under extenuating circumstances will we consider offering a make-up exam.

**Final Exam (individual)**

The final exam will be comprehensive. Only under extenuating circumstances will we consider offering a make-up exam.

## Grading

The grade of A is reserved for those who demonstrate extraordinarily excellent performance as determined by the instructor. The grade of A- is awarded only for excellent performance. The grades of B+, B, and B- are awarded for good performance. The grades of C+, C, and C- are awarded for adequate but substandard performance. The grades of D+, D, and D- are not awarded at the graduate level (undergraduate only). The grade of F indicates the student’s failure to satisfactorily complete the course work.

Please note that for Core and Foundation courses, a maximum of 25% of students may be awarded an A or A-; the grade point average of the class should not exceed 3.3. For Elective courses, a maximum of 35% of students may be awarded an A or A-; the grade point average of the class should not exceed 3.4. (For classes with 15 students or fewer, the class GPA cap is waived.)

## Tentative Course Calendar

Instructors reserve the right to alter course content and/or adjust the pace to accommodate class progress. Students are responsible for keeping up with all adjustments to the course calendar.

| **Week** | **Content** | **Reading✝** | | **Deliverables** |
| --- | --- | --- | --- | --- |
| **Lecture Notes** | **Cases** |
| 1 | Introduction to Global Supply Chain Management  Inventory management for a seasonal product | Notes will be posted  CM, Chapter 1  CT, Chapter 12 |  |  |
| 2 | Supply chain issues for short life cycle products  Spreadsheet newsvendor models  Revenue management | Notes will be posted  CT, Chapter 12  CM, Chapter 15 |  |  |
| 3 | Quick response with reactive capacity for fashionable products  Continuous review inventory models | Notes will be posted  CM, Chapter 11 | Sport Obermeyer | Sport Obermeyer\* |
| 4 | Periodic review inventory models  Risk pooling and product postponement strategies  Distribution Strategies | Notes will be posted  CT, Chapter 14  CT, Chapter 15 |  | Midterm Exam |
| 5 | Supply chain coordination  The bullwhip effect  Sourcing and supplier management | Notes will be posted  CT, Chapter 17  CM, Chapter 14 | Norton Auto Supply  Barilla Spa (A)\* | Norton Auto Supply\*  Registration for Supply Chain Game |
| 6 | Mass customization  Risk Management in Global Supply Chains | Notes will be posted | Hewlett Packard | Hewlett Packard\* |
| 7 | Financial perspectives in a supply chain | Notes will be posted | David Berman\* | Supply Chain Game Report |
| 8 | Final Exam |  |  | Course Evaluations |

\* **A thorough reading of the case is expected before coming to class.**

Additional reading materials will be posted from time to time. These include articles such as:

* What is the right supply chain for your product?
* The bullwhip effect in supply chains

## Carey Business School Policies and General Information

### Blackboard Site

A Blackboard course site is set up for this course. Each student is expected to check the site throughout the semester as Blackboard will be the primary venue for outside classroom communications between the instructors and the students. Students can access the course site at <https://blackboard.jhu.edu>. Support for Blackboard is available at 1-866-669-6138.

### Disability Support Services

All students with disabilities who require accommodations for this course should contact Disability Support Services at their earliest convenience to discuss their specific needs. If you have a documented disability, you must be registered with Disability Support Services ([carey.disability@jhu.edu](mailto:carey.disability@jhu.edu) or 410-234-9243) to receive accommodations. For more information, please visit the [Disability Support Services webpage](http://carey.jhu.edu/life-at-carey/student-resources/disability-services).

### Academic Ethics Policy

Carey expects graduates to be innovative business leaders and exemplary global citizens. The Carey community believes that honesty, integrity, and community responsibility are qualities inherent in an exemplary citizen. The objective of the Academic Ethics Policy (AEP) is to create an environment of trust and respect among all members of the Carey academic community and hold Carey students accountable to the highest standards of academic integrity and excellence.

It is the responsibility of every Carey student, faculty member, and staff member to familiarize themselves with the AEP and its procedures. Failure to become acquainted with this information will not excuse any student, faculty, or staff from the responsibility to abide by the AEP. Please contact the [Student Services office](mailto:carey.student@jhu.edu) if you have any questions. For the full policy, please visit the [Academic Ethics Policy webpage](http://carey.jhu.edu/ethics-policy).

### Student Conduct Code

The fundamental purpose of the Johns Hopkins University’s regulation of student conduct is to promote and to protect the health, safety, welfare, property, and rights of all members of the University community as well as to promote the orderly operation of the University and to safeguard its property and facilities. As members of the University community, students accept certain responsibilities which support the educational mission and create an environment in which all students are afforded the same opportunity to succeed academically. Please contact the [Student Services office](mailto:carey.student@jhu.edu) if you have any questions. For the full policy, please visit the [Student Conduct Code webpage](https://studentaffairs.jhu.edu/policies/student-code/).

### Student Success Center

The Student Success Center offers free online and in-person one-on-one and group coaching in writing, presenting, and quantitative courses. For more information on these services and others, or to book an appointment, please visit the [Student Success Center website](http://carey.jhu.edu/life-at-carey/student-development/academic-support/student-success-center/).

### Other Important Policies and Services

Students are encouraged to consult the [Student Handbook and Academic Catalog](http://carey.jhu.edu/life-at-carey/student-resources/student-handbook-and-academic-catalog/) and [Student Services and Resources](http://carey.jhu.edu/life-at-carey/student-resources/) for information regarding other policies and services.

### Copyright Statement

Unless explicitly allowed by the instructor, course materials, class discussions, and examinations are created for and expected to be used by class participants only. The recording and rebroadcasting of such material, by any means, is forbidden. Violations are subject to sanctions under the [Academic Ethics Policy](http://carey.jhu.edu/ethics-policy).