

THE COLLEGE OF NEW JERSEY
SCHOOL OF BUSINESS
MKTG 360 - Supply Chain Management
Spring 2011
Instructor: Dr. Al Quinton

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Required Materials:

Principles of Supply Chain Management; J.D. Wisner, G. K. Leong, K. C. Tan; (Thomson South Western) 2009, ISBN cases in Wisner 2009 ISBN 10-0-324-65791-9

Case Study Packet (Available in Bookstore or Direct from www.ecch.com) containing:

606-021-1 Zara's Supply Chain Practices

609-031-1 Ikea's Cost Efficient Supply Chain

609-030-1 Best Buy Supply Chain Management Practices

**Supply Chain Management Simulation (LINKS), Randall C. Chapman; 2004, ISBN 1885837-37-2
(On-line registration and \$50 payment required of all students will be discussed in class)**

Prerequisites: MKT201 Marketing Principles

Course Overview:

Supply Chain Management is a course that examines the primary business processes of buying, selling and distribution from the viewpoint of a relationship network consisting of suppliers, buyers and distribution channel intermediaries. Students will explore the basic principles of effective and efficient relationship management within business functions such as procurement, production, logistics, marketing and distribution. We will analyze supply networks, integrated enterprise organizations, and distribution systems being used within various industries today.

Learning Objectives:

1. To build knowledge and understanding of the international supply chain networks in today's global business environment.
2. To understand the functions performed within supply chain environments and the supply chain development process.
3. To gain an understanding of the total supply chain concept including the various functions within the supply chain and how they should be coordinated to provide maximum efficiency and effectiveness.
4. To build knowledge of the existing and future trends in domestic and international supply chain structures and operations.
5. To compare and contrast the various methods used by supply chain participants in attempting to coordinate and control supply chain members
6. To understand the role of information management and logistics within the total supply chain concept.
7. To develop the skills to analyze and evaluate an international supply chain.
8. Information Analysis Skills

1. Ability to determine what information is critical to make an informed supply chain management decisions and the ability to analyze that information in order to devise specific, measurable, and coherent supply chain objectives. From analysis

of factual or numerical information, be able to provide synthesis of that information and integration of that information with other information.

2. From synthesis/integration of information, be able to provide conclusions as well as implications of those conclusions for supply chain network decisions.
3. Ability to outline and describe the structure and nature of an extended enterprise type organization based on the contributions made by each member of the network to the mutual goals and objectives of the overall integrated system.

Student Performance Expectations:

1. Every Student must carefully read the Links simulation manual and provide a solid understanding of the variables used in decision making are constructed and how they interact with each other to create desirable outcomes within the simulation.
2. Develop and present an analytical report from the supply chain simulation that demonstrates a good understanding of appropriate factors necessary to make judgments regarding information, product, service, financial and knowledge flows within the network.
3. Demonstrate ability to conduct analysis for various types of international supply chain systems including but not limited to the primary logistical functions of transportation, warehousing, and inventory control measures.
4. In order for students to appreciate the global aspects of most supply chain networks operating today, each analysis must contain a section that focuses on the international aspects of any particular network they may choose to study.

LINKS: Supply Chain Management Simulation and Analysis Report

All student team members will be responsible for registering online with the Simulation Remote-Administration (Links), downloading and installing the software to a web connected computer, becoming familiar with the simulation decision making and operations, and making timely decisions for the management of the simulation according to the course schedule and the instructions for the professor as outlined in the Links manual,

Student working in teams must gather information about a simulated supply chain from sources provided and then make an independent evaluation of the facts uncovered in the investigation. This work will be best completed by student teams. (See the instructor's comments on team work below.) The key outcome expectation of this assignment is the student's ability to fully contribute to a team effort in making critical assessments and decisions within a simulated supply chain.

Each team will research and analyze the various aspects of supply chains, both Links-simulated and real world including: (1) Procurement; (2) Manufacturing; (3) Distribution; (4) Transportation; (5) Service; (6) Demand; (7) Forecasting; (8) Information Technology and (9) Financial decisions. In order to concentrate on these areas, the product reconfiguration aspect of the simulation will not be active. Each team (3 students) will be responsible for contributing to the Links Research Study Reviews. Research studies #1 to 12, 14, 20, and 24 will be studied carefully before Links decisions begin. Teams may divide this responsibility among members i.e., 15 studies divided amongst 3 team members equals 5 studies each.

The final oral report should be conducted as a formal business exercise including visual aids such as Power Point slides that will clearly illustrate the processes, outcomes and recommendations of your team. This presentation should take about 20 minutes plus another 5 minutes for Q&A. This oral report should be coordinated with the required final written report. However, periodically each team will present a brief oral report to the class concerning the outcomes (successes and failures) as well as corrective action recommended for the supply chain process. (After phase 1, 2, 3, each phase having 3 decision periods)

A final written report will then be submitted to the instructor as part of this assignment. The report should be double spaced (New Times Roman font, size 12) with a cover page and table of contents (stating your team # and members names plus a statement that all members have completely read and edited the work) as well as a one page executive summary directly after the TOC. Number the pages and limit the number of pages to no more than 25 including exhibits. Use a business report writing style with a clear outline format including headings, subheadings and bulleted points in a concise phrase/sentence structure. Since this is a team report, all team members are expected to contribute equally to its development and presentation. Outlined below are the basics for report writing that are expected for this class.

1. Prepare a brief audience statement for the report (who are you writing to, know your audience)

2. Prepare an outline of goals (broad) and objectives (specific, quantified) for the report
3. Support your argument with facts and figures.
4. Convey the facts and figures in a clear concise manner (use tables, charts, graphs)
5. Make a statement regarding the opposite argument (recognize the negatives)
6. Offer a set of alternative solutions that are clearly prioritized (discuss the trade-offs)
7. A signed Supply Chain Analysis Final Report Checklist (see Appendix)

The audience for these reports should be considered as senior management that have the authority to allocate limited resources and judge executive performance. These executives may or may not be supply chain or marketing persons. Therefore recognize that your argument should be set in terms understood by various functional areas.

Case Preparation and Discussion:

Each Team is expected to read and prepare a list of key facts including the industry, competitive environment and the company's current status for each the assigned cases prior to class. Research the company if it is not fictitious and get up to date information. Even if the company is fictitious (most are not), you should research the industry in which it operates and look at some real firms doing business in that industry. Students that are not prepared for these discussions will have 5 to 10 points taken off their written report for that particular case. Every student is expected to read every case and help prepare the team's case analysis report for the assigned cases. Careful analysis of all the facts presented is absolutely necessary. This means "all" the material including every chart, exhibit and number provided.

After taking notes during the in-class case discussion, each team will create a written report analyzing the facts of the case, the problems, opportunities and solutions presented in each case together with your recommended alternative solutions in detail. In addition prepare written answers to the questions that may be at the end of each case. Every student is expected to help prepare a clear and concise set of identified problem/s, alternative solutions and primary/second recommendations.

Teamwork:

You will be asked to form a team with other students on the first day of class. Three students per team maximum will be permitted. Select your team-mates carefully. Your team will only be as strong as its weakest member. It will be impossible to complete all your assignments and receive a superior grade without good team cooperation. Make sure you have a clear understanding of your goals and those of each team-mate. Share contact information immediately and set up dates for team meetings either at the end of the class period or outside of class within the first week of the semester. Classes are scheduled for 110 minutes per period, your instructor will allow at least 20 minutes at the end of each class for team meetings.

The more you let your team-mates slack off, the more you personally will be required to do. After the first few weeks of the semester, the instructor will ask for a preliminary assessment of team work and cooperation. That will be your opportunity to correct any undesirable behavior. There will be little that the instructor can do about a non-performing team member after this point except to reduce the grade of the team's work. Therefore, I strongly recommend that your team has some serious discussions about the team's overall expectation for the course. A mutually agreed upon level of performance must be a team decision. The highest level of cooperation will be expected from every team member. Any significant obligation outside this course that will hinder this course work should be brought to the instructor's attention as soon as the team is formed. Successful team performance will be a part of your grade evaluation.

Attendance:

Active participation in the course is an integral part of the learning process. Therefore, your presence in class is not sufficient without consistent participation in class discussion. The expectation of the instructor is that all students will participate equally in class discussion and that you will attend all classes unless you have an approved excuse for non-attendance. Notification to the instructor before any absence is expected, but this does not constitute an approval for the absence. Student participation will be evaluated by the instructor based on his opinion of the quantity and quality of your contributions to discussions held in class. Due to the variety of reasons for missed classes that I receive every semester, I have adopted a no excuse policy except for death in the immediate family (supported by an obituary copy) or medical illness (supported by doctor's note). Otherwise all else is considered a missed class and recorded as such. I hope you enjoy whatever other activities that take you away from this class. An emailed notification for any missed classes would be appreciated but will not affect your attendance record.

Class Participation:

Class participation represents 5% of your grade. Attendance is not the same thing as participation; however it is obviously not possible to participate if you don't attend a class.

To receive a grade of A, the student must participate actively in most sessions and demonstrate a in depth knowledge of the subject matter assigned for the session and back up opinions with extremely persuasive evidence indicating an excellent understanding of key retailing concepts.

To receive a grade of B, the student must participate in a majority of sessions and demonstrate a good level of knowledge of the subject matter assigned for the session and back up opinions with persuasive evidence indicating a good understanding of key retailing concepts.

To receive a grade of C, the student must participate at least once a week and demonstrate a fair level knowledge of the subject matter assigned for the session and back up opinions with some evidence indicating a good understanding of key retailing concepts.

To receive a grade of D or F, the student participates infrequently or not at all. Comments reflect a poor level knowledge of the subject matter assigned for the session and opinions are not backed up with evidence indicating a good understanding of key retailing concepts.

Reading Policy

You cannot acquire all the information needed to successfully complete this course without reading the required text and cases. Therefore you must acquire the required text and case study packet. You must read the assigned Chapters, and Cases, a total less than 600 pages (in accordance with the course schedule). There are 15 weeks between the first and last day of class. You therefore have at least 100 days in which to read this material. If you start immediately and continue at the rate of 6 pages a day (reading speed estimated at 3 minutes per page), you should spend approximately 30 minutes per day to complete this task. Based on the fact that there are 168 hours in a week, this is a reasonable but minimal commitment (1.5 % of your time).

Tests:

A mid-term exam and a cumulative final exam will be given in a multiple choice format.

All tests must be taken on the date scheduled. Any student who is caught cheating will be given a failing grade for the exam - recorded as zero - and subjected to the College's disciplinary procedure.

GRADING SYSTEM (See SOCS Grading for point values)

Midterm exam	20%	
Final	20%	
Class Participation*	5%	
Links Analysis report	25%	Oral (10%) & Written (15%)
Case study reports	30%	(Divided Below)
John Deere Case Study**	(Feedback only)	
Oak Hills Case Study**	(3%)	
Gravatai Auto Case Study**	(3%)	
Deutsche Post Case Study**	(3%)	
Zara Case	(7%)	
Ikea Case	(7%)	
Best Buy Case	(7%)	

Total 100%

*a portion of this grade includes 4 one page reports of your observations of 2 Industry articles and 2 “How it’s made” videos

**these cases can be found on the CD from Wisner textbook or on SOCS

Important: See separate class schedules posted on SOCS.

Articles and Videos

In order to make various aspects of Supply Chain Management more practical, each student will be responsible for reading or viewing 2 articles and 2 video during the semester (one each before the midterm, and one each before final presentations). Students that are ready to discuss an article or video should advise the instructor before any class period begins. A one page report for each is required. Each report should be identified with your name and course section number. Articles will be found listed on SOCS. The “How it’s made” videos can be found on Comcast Cable Science Channel (#110) or at <http://science.discovery.com/video/how-its-made.html>.

Feedback for Writing Assignments

In terms of content and format feedback, you will receive suggestions for improvement on the first two case study assignments, however the key to your improvement is based on the criteria outlined below for Written Reports and Analysis. The expectation for each grade level is clearly outlined. These criteria should answer the question: “What does the instructor want.” Example: If you receive a grade equal to a B and wish to improve to an A, read the criteria outlined for the type of performance expected for an A and compare it to what you have done. Resubmitted and improved work will be accepted for the first two assignments only.

Individual article and video reports

These one page reports will recap the content of the article or video and several statement about what you learned from these assignments.

Case Study Team Analysis and Report Writing

Follow these basic steps:

1. Use a business report outline format including headings, sub-headings and bulleted points. Brief phrases and short sentences are preferred.
2. Prepare a brief outline of the facts that you think are pertinent.
3. Add any current additional information your research has determined.
4. Outline the problems and opportunities you have identified.
5. List recommended alternative solutions and prioritize them.
6. Answer any questions at the end of the case.

Links Team Analysis report (team performance analysis project).

This team project is explained above. Each report should include the following:

1. A brief explanation of the Links simulation scenario.
2. A brief explanation of your team’s initial strategy, including quantified objectives and possible tactics to be employed.
3. A description of the progress made by timeframe (example; phase one, periods 1 to 3, phase two, periods 4 to 6, phase three, periods 7 to 10). This description must include factual data including specific objectives, new input decisions, new outcomes compared to specific objectives. Example; increase forecasting accuracy for 70 to 80 percent, outcome forecasting accuracy increased for 70 to 78 percent.
4. Adjustments to strategies, tactics and objectives over time.
5. Reasons for success and reasons for failure. What happened and why?
6. Recommendations for the future. Consider that a new team will be taking over this project after period 10. What advice would you give them?

Johnson & Johnson Supply Chain Management Internship Opportunities

1. Interested students should attend an explanatory presentation by J&J in the SOB Lower Lounge.
2. Interested students should submit their resume directly to TCNJ Career Services with an indication that you wish to be considered for the Johnson & Johnson Supply Chain Management Internship.
3. Pre-selected students will be interviewed in early October
4. Additional candidate selections will also be made after the final team oral presentations.

Assessment Criteria

Participation

Grade	Type of Performance
A Excellent	<ol style="list-style-type: none"> 1. Demonstrate commanding grasp of core concepts and the way they fit into overall business model 2. Consistently identify and analyze real-world examples of marketing by organizations 3. Initiate and contribute to class discussion by presenting key ideas and insightful contributions 4. Offer constructive and sensitive comments about statements made by other students in the class
B Good	<ol style="list-style-type: none"> 1. Demonstrate thorough grasp of core concepts and how they fit into business model 2. Frequently identify and analyze real-world examples of marketing by organizations 3. Apply core concepts to unfamiliar situations in order to create insightful analysis 4. Provide insightful comments about statements made by other students in the class
C Average	<ol style="list-style-type: none"> 1. Demonstrate awareness of relevant core concepts and some of the ways they fit into business model 2. Provide some examples of real-world examples of marketing by organizations 3. Apply core concepts to unfamiliar situations in order to produce an acceptable analysis 4. Regularly respond to comments made by classmates during class discussion
D Below Average	<ol style="list-style-type: none"> 1. Recognize core concepts but only when questioned by instructor 2. Only respond with examples to direct questioning by instructor 3. Apply core concepts to unfamiliar situations with superficial and possibly inappropriate examples 4. Occasionally respond to arguments made by classmates with superficial comments

Written Reports and Analysis

Grade	Type of Performance
A Excellent	<ol style="list-style-type: none"> 1. Identify all relevant core concepts, selecting most powerful concepts for a particular business issue 2. Provide a very comprehensive analysis linked to most relevant concepts 3. Apply core concepts to produce a discerning and rigorous analysis that offers compelling insights to the marketing issues 4. Coherent, well organized and argued and very persuasive analysis using precise language with no grammatical or spelling errors
B Good	<ol style="list-style-type: none"> 1. Identify most relevant core concepts, selecting most powerful concepts for a particular business issue 2. Provide a comprehensive analysis linked to most relevant concepts 3. Apply core concepts to produce a well reasoned and logical analysis that offers serious insights to the marketing issues 4. Logical and closely argued and persuasive analysis using precise language with few grammatical or spelling errors
C Average	<ol style="list-style-type: none"> 1. Identify some relevant core concepts, selecting most powerful concepts for a particular business issue 2. Provide a suitable analysis linked to many relevant concepts 3. Apply core concepts to produce a suitable and logical analysis that offers several insights to the marketing issues 4. Analysis that supports the argument using language that may sometimes be awkward with few grammatical or spelling errors
D Below Average	<ol style="list-style-type: none"> 1. Chose obvious core concepts, that are relevant for some business issues, but possibly not the ones in question 2. Apply core concepts to produce a superficial yet logical analysis that offers few insights to the marketing issues 3. Point of analysis is not clearly evident as logic is difficult to follow 4. Analysis supporting the argument uses inappropriate language with awkward sentence structure and has considerable grammatical or spelling errors

Appendix - Supply Chain Analysis Final Report Checklist

Each team should copy this checklist and complete it by initialing each section to indicate that all members understand what was required and that, to the best of your ability, your team complied with the requirement, then submit it with the completed report.

1. We thoroughly analyzed the firm's current business situation and organized relevant data. I did not include "filler" sentences to increase page length and only included information that was crucial to the problem definition, provision of alternatives, and alternative recommendation. _____
2. We did not present vague generalities or platitudes. My statements were specific and used numerical information. _____
3. My analysis provided implications and conclusions based on case facts and did not just restate and organize case facts into situation analysis sections. _____
4. Our situation analysis included a discussion of the industry environment (size, growth, and attractiveness), the customer/consumer (who are they and why do they buy the product), the company (size, growth, quality of management, mission/objectives, strategies, constraints, competencies), and the competition (shares, strategies, competencies). _____
5. We presented appropriate exhibits. _____
6. We summarized the situation analysis with a SWOT analysis that presents the strength and weaknesses of the company, the opportunities facing the company, and the threats facing the company. _____
7. We either presented the objectives that the company has articulated and/or presented our opinion as to the objectives that the company should have. These objectives are specific, measurable, consistent with each other, and realistic in light of the situation. _____
8. The recommended strategy is consistent with the objectives that we presented and the situation facing the supply chain. _____
9. The recommended course of action included an adequate discussion of sufficient implementation details to ensure that the firm is capable of implementing that course of action. _____
10. Our recommendation and implementation may have emphasized one aspect of supply chain networks, but we have reported on all the relevant areas.
11. We have prepared multiple drafts of this report write-up to improve it. This report write-up represents the best indication of my business analysis and communication abilities. We are proud to submit it. _____