

## ISOM 4843.15788 – Operations and Supply Chain

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Class Meeting:	MW 4:00-5:15 pm
Office Hours:	MW 3:30-4:00; TWR 5:15-6:00 pm & by appt
Class Web:	<a href="http://www.busn.uco.edu/gwillis/">http://www.busn.uco.edu/gwillis/</a> We will use WebCT only for electronic paper submission
Textbook:	<i>Case Book available at <a href="http://cb.hbsp.harvard.edu/cb/access/9839634">http://cb.hbsp.harvard.edu/cb/access/9839634</a> Free subscription to Supply Chain Brain</i>
Prerequisite(s):	ISOM 4043 – Operations Planning and Control MKTG 3313 – Business Logistics

### Course Description

This course is intended as an integrative experience for students studying operations and supply chain management.<sup>1</sup> The course will provide an understanding of the collection of people, resources, and activities involved in bringing materials and information together to produce and deliver goods and services to customers. A global framework for understanding how complex production and supply chain systems behave will be offered with a strong emphasis on management decision making. Successfully completing this course should provide students with the skills and knowledge they need to enter a professional position in operations and supply chain management.

### Course Objectives

After completing the course, the student will be able to:

1. define, measure, analyze, and improve appropriate supply chain performance metrics
2. describe and explain the fundamental behaviors of a supply chain
3. craft an operations and supply chain strategy that serves the business strategy
4. connect supply chain design with supply chain management and logistics
5. explain the advantages and disadvantages of a global supply chain and appropriate risk mitigation strategies

### Course Outline

1. Forecasting
2. Inventory
3. Logistics
4. Supply chain design
5. Supply chain management
6. Global supply chain

### Course Requirements and Evaluation

Your grade is composed of the following elements:

1. Comprehensive final exam as indicated in the final exam schedule worth 20% of your grade. This may have a take home element and may be a case analysis. Bring your case packet to this event.
2. Case analyses are 40% of your grade. The cases are available from Harvard Business School Publishing; purchase entitles you to print a copy of each case and access them electronically.

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<sup>1</sup> As such, it is expected that you can successfully apply ***all relevant course work*** from your academic experience.

Some thoughts on your case write ups:

Your papers should be completed in a **group of two or fewer** unless otherwise indicated. Pretty much all the cases will be done this way. It's OK to switch groups at any time, I just need to see whose paper I'm grading, I don't need to know on a week-to-week basis if group membership is being switched around.

Your report should be in the form of **prose that is typed with complete sentences** that directly address each question (include question numbers). Some cases contain question numbers at the end of the scenario and some don't. For the cases that don't list questions, I may post questions to address within the WebCT assignment link (or I may not). Answers may require application of concepts, models and analysis from prerequisite courses. These answers should also include an answer-process narrative where appropriate. Answer-process narrative provides the rationale for why you chose a certain technique, i.e., why it fit the scenario, why the assumptions are reasonable, what decisions you made while applying the model or interpreting output, etc.

**Ignoring numbers provided in a case is a sin** and will be punished accordingly. The case authors thought it was important to provide these figures so most probably something important and/or interesting can be done with them. Some of the cases have quite a few numbers; so many that it might be tedious to type them all in before you begin your analysis. I'll get these entered for you and make spreadsheets available (this probably will be an ongoing event this semester).

Use Excel to create graphs, manipulate numbers, perform optimization, and run statistics. Interpret output and reference specific cells or areas of your spreadsheet by highlighting them. The blanket phrase "see attached output" is poison. Using SPSS for statistics is OK as long as output is handled similarly (a blatant highlighting of salient numbers). Using QM for Windows is to be avoided at all costs. Format all spreadsheet and SPSS output neatly so it fits on a page without a) having a single row or column bleed over as if by accident and b) being shrunk down to some ridiculous font size to achieve a one page fit.

Your papers must be **uploaded using Turnitin links on WebCT**. These links will appear a day or two before the papers are actually due. Upload the Word documents to Turnitin but don't upload Excel (or any other type of file) to Turnitin. (It gets confused.)

Your **papers must be printed out and brought to class on the due date**. I will probably look at the hard copy whilst grading the prose section of your case analyses. For cases that feature some spreadsheet work, I will probably look at both your printed and electronic Excel files. I will create a separate WebCT (not WebCT Turnitin) link for your Excel workbooks for each case. I don't need a notebook or professional looking clear plastic binder, just a cover page with the case name, your name(s), and a single staple through the upper left corner of the compilation.

Your **papers will be sampled** during the grading process, i.e., I will not assess every answer to every question and I may not review all of the cases that are assigned. This decision will be made on a case-by-case basis. The cases that are not graded will be counted on a credit/no credit basis, so if you skip a case that winds up being ungraded, I will have recorded that you skipped it.

Your **papers should inform your presentations**, but these are exercises in "presentation lite." We won't have case "formal presentations" but we will have significant discussions where you will rise from your comfortable seat in the classroom and present your analysis to your colleagues and facilitate discussion. You don't need to develop a monster PowerPoint presentation, but a few slides to follow as an outline, summarize key numbers or recommendations, are in order. You will need to have something to show (perhaps a

spreadsheet you can open and step us through, a graph, table, or graphic that explains your conclusions, etc.) How will we decide who presents which case? I'll probably ask for volunteers and would welcome any deal-making or scheduling you can coordinate amongst yourselves. I'd like to spread the load as evenly as possible, so if you haven't presented yet and I'm begging for volunteers, you will most likely be the first volunteer I select.

3. In-class (and online) discussion of articles in Supply Chain Brain, Harvard Business Review, and our cases is 20% of your grade. Supply Chain Brain is a web site chock full of SCM articles, white papers, videos, etc., that is there for the asking. All you need to do is go to their site (linked on our web page) and register for access. You can access Harvard Business Review from the Library tab in UCONNECT. I will link or list articles of interest on our WebCT page (most probably using the announcement tool) the Friday before we discuss them in class. As a general rule, your cases are all due on Mondays and the Supply Chain Brain articles will be discussed in class on Wednesdays.
4. Plant tour project (instructions in a separate handout). This element includes a written and oral description of a company tour that you arrange. This is 20% of your grade and is to be completed in ***a group of four or fewer.***

[Academic Affairs syllabus attachment with dates, etc. etc.](#)

#### Transformative Learning:

The University and the College of Business are committed to providing students transformative learning experiences in six core areas: **discipline knowledge; leadership; research, creative and scholarly activities; service learning and civic engagement; global and cultural competencies; and health and wellness.** This course focuses primarily on the discipline knowledge area; using the case method of teaching and devoting precious class time to in-class, student facilitated discussions and exercises. A second area of the central six is addressed by strongly encouraging you to take the stairs rather than the elevator to get to and from the classroom as a means of enhancing health and wellness. We may have a push-up contest one day if discussion falters. A third area will include an international discussion of SCM issues to be conducted late in the semester.

Missed or late assignments are zeros. This includes e-mailing me something when I need a hard copy or missing class on a day when it's your turn to facilitate case discussion. Otherwise come to class if it suits you, skip if it doesn't. We will be hitting oral and written communication skills and critical thinking skills hard this semester.